

The Use of Word Card Media to Improve Paragraph Writing Skill in Third Grade of Elementary School

Salsabila Anindya Putri¹, TMA Kristanto², Purwanto³, Laras Sheila Juliani⁴

^{1,2}*Sarjanawiyata Tamansiswa University, Indonesia*

^{3,4}*Giwangan Elementary School, Indonesia*

*Corresponding Author e-mail: salsabilaanin1@gmail.com

1. Abstract

From the results of observing the learning process in class, it was found that the student's ability to write paragraph was still relatively low. In overcoming this problem, it is necessary to have media, methods, and learning model by integrating active feedback between teacher and students to achieve learning objectives effectively and efficiently. In this case, a collaboration between teacher and students, students and the other students, is needed to give meaning to the learning process that occurs in the classroom. This study aims to improve paragraph writing skills through the use of word card media for third-grade elementary school students. This research is a collaborative classroom action research using two cycles. Each cycle consists of two meetings with four stages, planning, implementing, observing, and reflecting. The subjects of this study were 24 students in the third grade of elementary school. The research data was obtained from observation sheets of teacher activities, student activities, and student learning outcomes. From the analysis results, it was found that the average value of the students' writing skills in cycle I was 76,5 and in cycle II was 88. The results of cycle I and cycle II showed an increase in student achievement which was influenced by the application of word card media in learning activities. From these data, it can be concluded that the use of word card media can improve the paragraph writing skill of third-grade elementary school students.

Keywords: *learning media, word cards, writing skills, paragraphs, elementary school*

2. Introduction

Education is very important in improving the quality of human resources. However, the urgency of education in Indonesia is accompanied by various problem factors, ranging from educators, students, educational facilities or infrastructure to educational and environmental goals (Huda & Gunansyah, 2018). Each learning activity has goals that students must achieve. Therefore, teachers must create media and design interesting and systematic learning methods so that learning objectives can be achieved.

Developing creative thinking skills is needed to help solve problems and find alternative solutions to problems (MZ et al., 2021). In creating a conducive learning atmosphere, it is necessary to have media, methods, and learning model by integrating active feedback between teacher and students to achieve learning objectives effectively and efficiently. For the learning objectives to be achieved, it needs to be supported by the teacher's skills in guiding and explaining the learning steps that will be carried out with students. Explanation skills are needed on almost all topics contained in the Indonesian education curriculum (Kharisma, 2021). In this case, collaboration between teachers and students, as well as between students and other students, is needed to give meaning to the learning process in the classroom.

Indonesian Language learning in elementary schools emphasizes the development of four aspects of basic abilities: listening, speaking, reading, and writing. The four basic aspects of speaking Indonesian have related to each other, so students must master it well. Writing skills are one of the skill components in the Indonesian language content that students must master; this is because writing is the ability to use language in conveying ideas, thoughts, or feelings to others using written language (Yamtinah et al., 2021).

Writing skill is an important aspect of the communication process. Writing is very useful in a student's life. Apart from communication, writing also records ideas, problems, and solves them. Writing activities can also train the students to be more active and productive. According to Purwanti (2017), writing is one way someone provides information. Writing skills are needed by the community both in the learning process and in everyday life.

The reality shows that not all elementary school students have good writing skills. More students think that writing is one activity that is difficult to do because it requires a thought process to develop various ideas in writing (Widiastuti et al., 2022). Based on the results of interviews and from observations of the implementation of learning in class, it was found that the student's ability to write paragraphs was still relatively low. Several influencing factors cause the low skill in writing paragraphs: 1) Lack of use of learning media by the teacher; 2) The need for implementation of various methods and learning models by the teacher; 3) The importance of providing feedback on student's performance; 4) Lack of student's interest in reading; 5) Lack of student's interest in writing paragraphs on the basic worksheets.

From these problems, teachers are advised to be creative and innovative in compiling learning media and applying learning methods or models that can create a fun and student-centered learning atmosphere to improve learning outcomes. The use of learning media will increase students' motivation to learn.

Following the rationale and reality above, one way to practice problem-solving is to use word cards as media. According to research conducted by Rahmat & Heryani (2014), word card media belongs to visual-based media, which plays an important role in learning. Word card is a game media that aims to make students easily understand the

material in composing sentences, and from these several sentences, students can compose into a paragraph.

Choosing and using the right teaching media can make students happy, not afraid, not bored, and not lazy during the learning process. On the other hand, all educational components and experts have recognized the importance of teaching media in the learning process (Kharisma, 2020). Word card learning media has the advantage of creating a fun learning atmosphere and can spur students' creativity.

Based on the phenomena described above, the researchers tried to conduct research on third-grade elementary school students. The researchers did the research using Collaborative Classroom Action Research. In this study, the researchers aimed to improve the skills of third-grade students in writing paragraphs by using word cards as media in learning.

3. Methods

This research is a collaborative classroom action research conducted for two cycles of action using the Kemmis and McTaggart model research procedures. Each cycle consists of two meetings with four stages, planning, implementing, observing, and reflecting (Arikunto & Suharsimi, 2014). The subjects of this study were 24 students in the third grade of elementary school. This research focuses on students' writing skills in the learning process and outcomes. The instruments used in this study were observation sheets of teacher and student activities in class and a rubric for assessing students' skills. In this study, researchers used data collection methods, namely observation and documentation. The observation method is used to observe the learning activities of students and teacher in the class, while documentation is used to measure students'

writing abilities by the word card media. The results of data acquisition were analyzed using a qualitative descriptive method.

4. Results and Discussion

Result

(a) Cycle I

After the implementation and observation activities have been carried out, reflection activities are carried out. The reflection results found weaknesses and strengths in the implementation of cycle I. The material about composing paragraph is good enough based on the results of observations created by researchers using word card media in Indonesian Language subject.

It can be seen from the results of observing the activities of students in the learning process in cycle I, which was carried out for two meetings, obtained an average score of 80,5 with some observed criteria or aspects consisting of students already in the very good category in answering questions from the teacher, dare to express opinions, can present the results of their group work in front of the class, can conclude learning, and learning carried out is by the characteristics of students. Meanwhile, the aspects of students paying attention to the teacher's explanation, asking questions, discussing in groups, doing assignments, and responding to the opinions of other friends obtained quite good categories.

Most of the students were happy with the activity of writing paragraphs using the game technique of constructing sentences through word card media. However, the student average score based on assesment result of writing skills rubric obtained in the two meetings is 76,5 and it hasn't yet reached the maximum completeness and needs

improvement. Meanwhile, students' learning completeness in classical terms is below the passing grade, there are 9 students with a percentage of 37,5%. There were 15 students with a percentage of 62.5% for learning completeness above the passing grade. This value still does not reach the learning completeness criteria and has not yet reached the percentage of classical power, which is $\geq 85\%$.

The results obtained by students are not optimal, this is because the teacher is not optimal in providing material about writing paragraphs. Students also do not understand the material that the teacher has delivered. The advantages of the cycle I are: the teacher has carried out the action plan well, the teacher has prepared word card media to make it easier for students to compose paragraphs, students are very enthusiastic to participate in the learning process, students give positive and happy responses to using word card media. The weaknesses of the cycle I are: the teacher does not give examples of writing good and correct paragraphs, the teacher does not give time for students to ask questions, there are still students who have not been able to write paragraphs.

In subsequent learning activities, it is necessary to improve learning in cycle II by the teacher re-explaining the concept of writing paragraphs through interactive methods and media and carrying out learning activities following the lesson plan (RPP), including the teacher will explain how to compose paragraphs from word card media again; the teacher will explain again about writing, arranging, and using spelling in writing paragraphs, the teacher will further optimize the media used to make learning more interesting and motivate students.

Table 1. Assesment Result of Student's Paragraph Writing Skills

No	Indicator	Average value of cycle I	Average value of cycle II
----	-----------	--------------------------	---------------------------

1	Suitability of paragraph content	95,5	94,5
2	Determine the main idea in the paragraph	77,5	95,5
3	Continuity between the main sentence and the supporting sentence	62,5	80,5
4	Neatness in writing paragraphs	79	86
5	Punctuation marks in writing paragraphs	68	84,5
Average		76,5	88

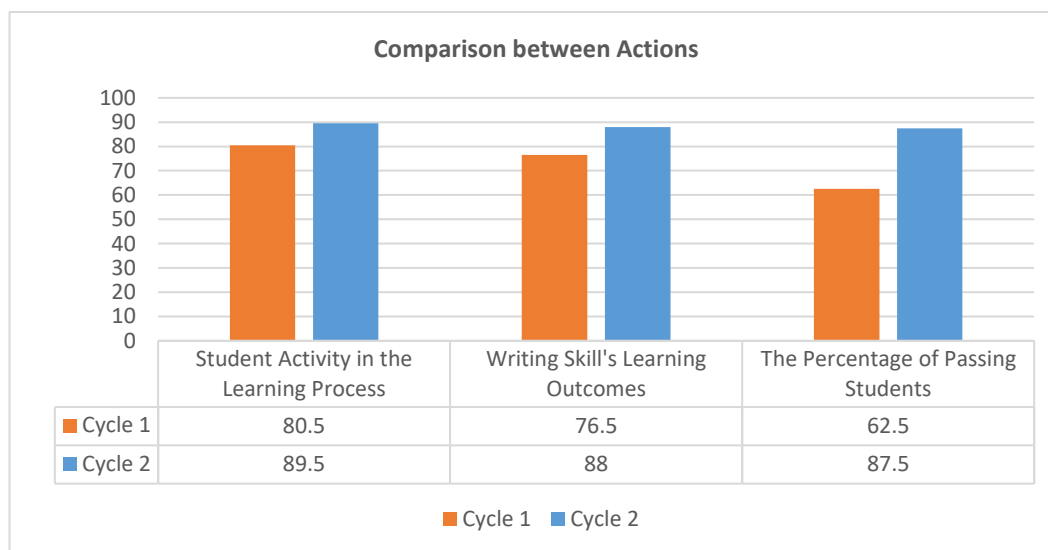


Figure 1. Comparison of the Average Percentage of Cycle I and Cycle II

(b) Cycle II

After the implementation and observation activities have been carried out, reflection activities are carried out. From the results of reflection, the researchers have acted by the prepared action plan. Weaknesses in cycle I have been corrected in cycle II. Improvement efforts that have been carried out as planned are: the teacher gives

examples of writing good and correct paragraphs, the teacher gives time for students to ask questions, there are no students who have not been able to write paragraphs.

Based on the results of observations made by researchers, the implementation of learning using word card media in the Indonesian Language subject about composing paragraphs was good. It can be seen from the results of observing the activities of students in the learning process cycle II which was carried out for two meetings, obtained an average value of 89,5 with the observed criteria or aspects consisting of students already in a very good category in paying attention to the teacher's explanation, answering questions from teachers, dare to express opinions, discuss in groups, work on and complete assignments, can present the results of their group work in front of the class, can conclude learning, and the learning carried out is by the characteristics of students. Meanwhile, students in the activity of asking questions and responding to the opinions of other friends obtained quite good categories.

Most of the students were happy with the activity of writing paragraphs using the game technique of constructing sentences through word card media. Therefore, the student average score based on assesment result of writing skills rubric obtained in the two meetings is 88, it has achieved maximum completeness of the passing grade, which is 80. Meanwhile, students' learning completeness in classical terms is below the passing grade, consisting of 3 students with a percentage of 12,5%. There were 21 students with a percentage of 87,5% in the learning completeness score above the passing grade. This value has reached the learning completeness criteria because it has reached a classical power percentage of $\geq 85\%$. This is in line with the provisions of the Ministry of National Education, which states that the learning process in class is said to be complete in classical

learning if an average of 85% of students have completed it individually (Fadly et al., 2015).

The results obtained by students are optimal, this is because the teacher has carried out the learning implementation plan optimally in providing reinforcement material about writing paragraphs interactively and involving student participation to try. Students also understand the material and directions that the teacher has delivered.

The advantages of cycle II are the teacher has carried out the action plan properly by the predetermined plan, the teacher has prepared more interesting word card media to make it easier for students to compose paragraphs, students can write good and correct paragraphs, the teacher has given time for students to ask questions, so that students can understand all the material given by the teacher.

The weaknesses in cycle II that there were still several children who had not reached the passing grade, the teacher provided direction and guidance for students so that they could practice reading and writing paragraphs more often, starting from simple sentences that describe everyday life. After reflecting on the results of the learning process, it was determined that the activities contained in the class began to show an increase. Thus, using word card media to facilitate paragraph writing skills in the third grade can improve student learning processes and outcomes. However, some students still need to reach the standard of mastery learning but are still experiencing improvement.

Discussion

Based on the planning stage, the teacher has designed lesson plans and learning tools arranged collaboratively by integrating the Problem-Based Learning model. The steps or syntax of the PBL model are as follows: Phase 1 orients students to the problem,

Phase 2 organizes students, Phase 3 guides the investigation, Phase 4 presents results, and Phase 5 analyzes and evaluates the problem-solving process (Akmalia et al., 2016). Problem-Based Learning can encourage students to study harder and more actively because students are directly involved in developing their understanding and assignments in solving a problem (Yusita et al., 2021). Teachers can provide interesting worksheet facilities, specifically in Indonesian content. Worksheets present text and pictures so that students carry out observation activities and can find important information from the text and pictures. Teachers also apply various learning methods adapted to students' learning styles and interests, starting from group work, discussions, questions and answers, games, presentations, and assignments.

In the process of implementing and observing learning, the teacher has carried out well various stages of learning starting from: first, opening learning which includes organization, motivation, and giving apperception; second, carrying out core activities by integrating various learning methods, conveying material concepts appropriately, mastering competencies and being able to provide feedback, using learning media, and carrying out learning steps according to the syntax of the PBL learning model used; third, close learning by doing reflection and follow-up.

Integrating the group method in the application of the word card media used can increase collaboration between students, facilitate writing activities to be more interesting and directed, make writing skills products clearer and can be assessed effectively. It can construct an understanding of material about how to write a good and correct sentence or paragraph through examples, and students are directly involved actively to try so that writing activities become easier and more fun for students. This aligns with the opinion from Huda et al. (2022), that learning Indonesian requires specific strategies appropriate

to the child's soul and characteristics, namely learning while playing or playing while learning. Using word card media can attract the attention of children who like pictures and games. They will learn with pleasure so they don't feel bored and will be more active and enthusiastic in following the lessons given.

Based on the observations and reflections related to the data obtained from the results in cycle I, it is known that the percentage of mastery of paragraph writing skills achieved by third grade reaches 62,5% of the number of students with an average grade of 76,5. While the results obtained in cycle II show that the percentage of mastery of paragraph writing skills has increased to 87,5% of the number of students with an average grade of 88. The results of cycle I and cycle II show a significant increase.

From the two-cycle, an increase in the percentage of student learning completeness was obtained by 25%, while the class average value increased by 11,5. Based on the results of the assessment of paragraph writing skills, it shows an increase in the average score of students on the four indicators or aspects. The indicators used in measuring student paragraph writing skills refer to and adapt to the assessment rubric used in previous studies, namely in research conducted by Alfianika & Sitohang (2022); Nugroho (2011). Whereas in the aspect of suitability of paragraph content, there was an insignificant decrease of 1% because the student's scores on this aspect from cycle I had achieved maximum results. In general, there has been a significant increase in each indicator. Using word card media to facilitate paragraph writing skills in learning Indonesian can increase students' interest and enthusiasm for learning so that they are motivated to develop their skills in writing paragraphs.

5. Conclusion

From the analysis results, it was found that the average value of the students' writing skills in cycle I was 76,5 and in cycle II was 88. The results of cycle I and cycle II showed an increase in student achievement which was influenced by the application of word card media in learning activities. From these data, it can be concluded that using word card media can increase the paragraph writing skills of third-grade elementary school students. Based on these results, it is suggested that teachers can be willing to try to apply these media in learning to overcome learning problems in class, especially learning to write.

6. Acknowledgement

We would like to thank the various parties who participated in supporting this collaborative classroom action research activity, including: The Ministry of Education and Culture of the Republic of Indonesia, Sarjanawiyata Tamansiswa University (UST), Giwangan Elementary School, Yogyakarta, and UST Teacher Professional Education Study Program.

7. References

- Akmalia, N. N., Pujiastuti, H., & Setiani, Y. (2016). Identifikasi Tahap Berpikir Kreatif Matematis Melalui Penerapan Model Problem Based Learning. *Jurnal Penelitian Dan Pembelajaran Matematika (JPPM)*, 9(2), 183–193. <https://jurnal.untirta.ac.id/index.php/JPPM/article/view/996>
- Alfianika, N., & Sitohang, K. (2022). Validitas Pengembangan Rubrik Penilaian Menulis Paragraf Narasi dan Deskripsi dalam Pembelajaran Bahasa Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 18(2), 223–235. <https://doi.org/10.25134/fon.v18i2.5592>

- Arikunto, & Suharsimi. (2014). *Penelitian Tindakan Kelas*. Rineka Cipta.
- Fadly, Kapile, C., & Imran. (2015). Meningkatkan Hasil Belajar Siswa Kelas IV Pada Mata Pelajaran IPS Melalui Penerapan Diskusi di SDN Siney. *Jurnal Kreatif Online*, 3(2), 75–84. <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/3202>
- Huda, M. M., & Gunansyah, G. (2018). Special Service Class: An Elementary School Program for Street Children. *International Journal of Educational Science and Research (IJESR)*, 8(3), 147–156. <https://doi.org/10.24247/ijesrjun201819>
- Huda, M. M., Kharisma, A. I., & Shinta. (2022). Penggunaan Tehnik Permainan Menyusun Kalimat Dengan Media Kartu Kata Untuk Meningkatkan Keterampilan Menulis Paragraf Kelas III SDN Tambakrigadung 2. *Jurnal Jendela Pendidikan*, 2(1), 131–137. <https://doi.org/10.57008/jjp.v2i01.138>
- Kharisma, A. I. (2020). Pengaruh Penggunaan Alat Peraga Gatotkaca Terbang Terhadap Hasil Belajar Matematika Pada Siswa Kelas III Sekolah Dasar. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 3(1), 16–23. <https://doi.org/10.31004/jrpp.v3i1.828>
- Kharisma, A. I. (2021). Teacher's Explaining Skills in Thematic Learning in the Third Grade of Elementary School. *Journal of Educational Experts (JEE)*, 4(1), 25–36. <http://journal.kopertis-4.org/index.php/jee/article/view/81>
- MZ, A. . S. A., Rusijono, & Suryanti. (2021). Pengembangan dan Validasi Perangkat Pembelajaran Berbasis Problem Based Learning untuk Meningkatkan Keterampilan Berpikir Kreatif Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2685–2690. <https://doi.org/10.31004/basicedu.v5i4.1260>
- Nugroho, D. (2011). *Peningkatan Keterampilan Menulis Paragraf melalui Model Pembelajaran Terpadu pada Siswa Kelas III B SDN Tawang Mas 01 Kota Semarang*.

Universitas Negeri Semarang.

- Purwanti, T. (2017). Peningkatan Keterampilan Menulis Paragraf Deskripsi Menggunakan Media Kartu Gambar Pada Siswa Kelas IV SD Negeri 2 Geneng Jepara. *Jurnal Pendidikan Bahasa Indonesia*, 5(2), 100–105. <http://dx.doi.org/10.30659/j.5.2.100-105>
- Rahmat, P. S., & Heryani, T. (2014). Pengaruh Media Kartu Kata Terhadap Kemampuan Membaca dan Penguasaan Kosakata. *Jurnal Pendidikan Usia Dini*, 8(1), 101–110. <https://pps.unj.ac.id/journal/jpud/article/view/61>
- Widiastuti, N. P. K., Putrayasa, I. B., & Adnyana, K. S. (2022). Instrumen Penilaian Keterampilan Menulis Siswa Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 5(1), 50–56. <https://ejournal.undiksha.ac.id/index.php/JP2/article/view/42473>
- Yamtinah, Marhaeni, A. A. I. N., & Lasmawan, I. W. (2021). Pengembangan Instrumen Keterampilan Menulis Karangan dan Kemampuan Berpikir Kreatif pada Materi Karangan Narasi Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Indonesia (PENDASI)*, 5(1), 94–104. https://doi.org/10.23887/jurnal_pendas.v5i1.262
- Yusita, N. K. P., Rati, N. W., & Pajarastuti, D. P. (2021). Model Problem Based Learning Meningkatkan Hasil Belajar Tematik Muatan Pelajaran Bahasa Indonesia. *Journal for Lesson and Learning Studies*, 4(2), 174–182. <https://doi.org/10.23887/jlls.v4i2.36995>