

Improving First Grade's Writing Skills Through Picture and Picture Learning Model With Puzzle's Media

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1. Abstract

The purpose of this class action research is to improve the writing skills of first grade students of SD X in Yogyakarta. The research was conducted in 2 cycles. Cycle I was conducted on May 09 and 11, 2023 and Cycle II was conducted on May 15 and 19, 2023. The subjects in this study were 1 grade students of SD X in Yogyakarta, totaling 9 people's. The research model used in this class action research consists of 4 stages : planning, implementation, observation and reflection. Data collection techniques through observation, tests and documentation. Data analysis techniques using qualitative descriptions. The results showed that by using the Picture and Picture learning model assisted by Puzzle media, the writing skills of grade I students improved. This can be seen from the data of the writing skills test results of grade I students obtained 69.1% in the pre-cycle, increased to 72.6% in cycle I and 77.9% in cycle II. In conclusion, the use of Picture and Picture learning model assisted by Puzzle media can improve the writing skills of first grade students of SD X in Yogyakarta.

Keywords: *writing skills, picture and picture learning model, puzzle media*

2. Introduction

Language skills according to (Tarigan, 2008: 1) have four aspects, namely listening skills, speaking skills, reading skills, and writing skills. The four aspects are a unity that is closely related and cannot be separated. Writing skills in grades one and two are referred to as

beginning writing skills. Writing according to Nuryamah (2018) writing is a process of activity to create or produce written discourse. As a process, of course, writing requires stages and which is complex. The more often people write, they will get used to writing (Muliani, 2018). Sugiran (2008: 53) states that early reading and writing skills must be mastered early because they are the basis for understanding and learning other sciences. Mastery of writing and reading skills greatly affects students' abilities, especially their cognitive abilities and psychomotor abilities.

The problems that are often faced in learning to write beginnings are very diverse. Therefore, a solution is needed, namely by packaging the learning of writing Indonesian language beginnings in order to provide a conducive, innovative, creative, fun and creative learning situation so that the learning carried out is truly useful and beneficial for students, teachers need to familiarize students with writing beginnings and make writing beginnings fun.

Based on the results of initial observations that have been made, that first grade students have low writing skills. This can be seen from the results of the acquisition of test scores during the pre-action of writing skills in Indonesian language subjects, there are 4 out of 9 students who get scores below 70. This is evidenced by incorrect letter writing, incomplete letter writing, untidy writing and so on. In addition, student concentration in the learning process also looks very low because the focus of students is not on the material being explained but students are more likely to play with their friends when the teacher explains and models material about writing. If this is left unchecked, it will hinder students in the learning process of writing beginning Indonesian which causes the achievement of writing skills.

To overcome these problems, there needs to be a variety of learning models and the use of fun learning media. Esminto (2016: 16) Learning models need to be

understood by teachers so that they can carry out learning effectively in improving learning outcomes. In its application, the learning model must be carried out according to the needs of students because each learning model is have different goals, principles, and main emphases. Learning media according to (Wina Sanjaya: 2009) is one of the efforts to improve teaching and learning interactions, so that difficult material can be understood directly by students. Through the application of a learning model and media can spur the enthusiasm of each student to be innovative, active, and creatively involved in the learning process. Therefore, the use of media in learning as a teaching aid that can affect the conditions and learning environment designed and created by the teacher will generate interest and motivation in learning. One of the innovative, active, creative, and fun learning is to apply the picture and picture learning model with the help of puzzle media.

Based on the character of grade 1 elementary school students who still like to play, puzzle media is a suitable media used in learning. The results of research conducted by Yulianada, et al (2019) found that the results of developing puzzle learning media can bring out the characteristics of students and students are interested in using puzzle media in the learning process. Using learning media that attracts the attention of students can build a sense of pleasure, enthusiasm and enthusiasm in the learning process.

Based on this description, researchers are interested in conducting collaborative class action research on Picture and Picture learning models assisted by puzzle media on beginning writing skills in grade I Indonesian subjects. This research is entitled "Improving First Grade's Writing Skill through Picture and Picture Learning Model With Puzzle'a Media for First Grade".

3. Methods

The research was conducted at SD X in Yogyakarta. The research subjects were first grade students totaling 9 students. This research was conducted in May 2023. In this Classroom Action Research, the researcher planned 2 cycles of action using the Kemmis and Mc Taggart model research procedure. Kemmis and Mc Taggart model research begins with planning then action, observation and reflection.

The data used in this classroom action research is in the form of quantitative data and qualitative data. Quantitative data was obtained through the results of students' writing skills tests. Qualitative data obtained from observations during the learning process. Data collection techniques used in this study were observation, testing and documentation. Observation techniques are carried out during the pre-action learning process. Quantitative data analysis techniques to find out how much the students' writing skills increased using tests. The test used is a question of Indonesian language material in the form of a description and arrangement of questions based on indicators of initial writing skills. Documentation techniques in this study in the form of photos and videos are used to visually describe the conditions that occur during the learning process and see in detail the activities during the learning process.

The data used in this class action research are quantitative data and qualitative data. Quantitative data was obtained through student writing skill test results. Qualitative data was obtained from observations before pra-action the learning process. The data analysis technique used in this study is an interactive analysis model. The interactive analysis model according to Miles & Huberman (1984) contained in (Sugiyono, 2015: 338) is a model of

data analysis techniques which has four stages including the stages of data collection, data reduction, data presentation, and drawing conclusions.

The criterion for the success of the research is if the results of the assessment of writing skills get a minimum of 70 and as much as 75% of the number of grade 1 students have writing skills. The test results are collected and calculated based on the score of each indicator then distributed in a table, then the data is used to determine the class average.

4. Results and Discussion

The results of the writing skills test of grade I SD X students at the time of the pre-action can be described that it is still low. This data was obtained by researchers from the test results during the pre-action that the writing skills of grade I students were only 69.1% which included the first indicator, neatness of writing by 12.4%. Second, the clarity indicator of letter writing amounted to 13.1%. Third, the word completeness indicator is 14.8%. Furthermore, the fourth indicator of conformity with the object has 16.1%. And the fifth is the indicator of suitability to the object of 12.7%. From the learning process carried out, researchers encountered various trends related to low student skills. This is evidenced by incorrect letter writing, incomplete letter writing, untidy writing and so on. In addition, the observation found that students' concentration during the learning process was very low.

Based on the data obtained, the conclusion is that before the action is taken, the writing skills of grade I SD X students in learning Indonesian are still low. Therefore, researchers carried out cycle I and II actions to improve writing skills so that the writing skills of grade I SD X students in learning Indonesian language improved by using the picture and picture learning model assisted by puzzle media. The material presented is writing objects and

places around and their location. After taking action using the picture and picture learning model assisted by puzzle media and researchers conducted a student writing skills test. The following is a description of the research results consisting of the results of the writing skills test of grade I students using the picture and picture learning model assisted by puzzle media. This research consists of pre-action, cycle I, and cycle II.

Table 1. Comparison of Percentage Distribution of Writing Skill Cycle 1 and Cycle 2

| No | Cycle | Average Writing Skill (%) |
|----|---------|---------------------------|
| 1 | Cycle 1 | 72,6% |
| 2 | Cycle 2 | 77,9% |

Based on the table above, it shows an increase in students' writing skills in cycle I and cycle II. Based on the observation of cycle I, the average percentage of students' writing skills was 72.6%, indicating that the research success indicator had not been achieved. While the learning process carried out in cycle II went well, this was an effort to improve the results of the first cycle reflection. The average increase in students' writing skills obtained in cycle II was 77.9%. The average increase in students' writing skills in cycle I and cycle II increased by 5.3% and had reached the minimum completeness value of ≥ 75 . Cycle II shows that there has been an increase in writing skills during the learning activities by using the picture and picture learning model assisted by puzzle media, it can be seen from the results of students' writing tests that are in accordance with the predetermined indicators when compared to cycle I and students' learning concentration began to increase by using picture and puzzle media.

The results of the study prove that through the use of picture and picture learning models assisted by puzzle media can improve the writing skills of grade I students of SD X

in Yogyakarta. In line with research on syllable puzzle media conducted by Nevyanti (2018) which states that using syllable puzzle media can improve students' beginning writing skills where in general this media is declared feasible to use as learning media. This study ended in cycle II and was not continued to the next cycle.

5. Conclusion

Based on the results of the classroom action research conducted, it shows that using the picture and picture learning model based on puzzle media can improve the writing skills of grade I SD X in Yogyakarta starting from the stages of several cycles. This can be seen from the observation of students' writing skills in the pre-action of 69.1%, an increase in cycle I of 72.6%, and an increase in cycle II of 77.9%. The average student writing skills increased by 5.3% from cycle I to cycle II. Thus, the use of picture and picture learning model based on puzzle media can improve the writing skills of grade I SD X in Yogyakarta.

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