Improving Simple Writing Skills Through Picture and Picture Type Cooperative Learning Models in Class III Students of SD Negeri Tayem 01 Karangpucung

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Abstract. This study aims to determine the improvement of simple essay writing skills through the picture and picture cooperative learning model in class III students of SD Negeri Tayem 01 Karangpucung. This type of research is Classroom Action Research. The research design used is the Kemmis and Mc model. Taggart. The data collection instruments used were student worksheets, observation sheets, interview question sheets, field notes, documentation, questionnaires, and questionnaire-filling guidelines. Based on the results of data analysis in the first cycle of the first meeting, the student's skills in writing simple essays showed 56% mastery learning with an average score of 67.5 and the second meeting showed 68% learning mastery with an average score of 71.25. After making improvements in cycle I, students' skills in writing simple essays increased. Based on the results of data analysis in cycle II, meeting I, the student's skills in writing simple essays showed 80% mastery with an average score of 76.25, and meeting II showed 88% mastery with an average score of 79.5. Based on the results of the study, it was shown that the picture and picture cooperative learning model could improve the skills of writing simple essays in class III students at SD Negeri Tayem 01 Karangpucung.

Keywords: writing skill, simple essay, cooperative learning model, picture and picture

1. Introduction

One of the language skills is writing skill. Writing is a language skill that is used to communicate indirectly, not face to face with other people (Tarigan, 2013:3). Writing does not only give birth to thoughts or feelings but also expresses one's ideas and experiences in written language. Writing is one of the language skills that must be mastered by everyone.

Writing has many benefits, so learning to write needs to be developed. According to Suparno and Mohamad (2011:1.4), writing has several benefits including 1) increased intelligence; 2) development of initiative and creativity; 3) growing courage; 4) driving force of will and ability to collect information. Seeing the benefits that can be obtained from writing activities, this activity is very important to be grown students from an early age.

The reality that exists in elementary schools is related to learning to write, educators give more theory about writing but in practice, writing is still lacking. This was also stated

by Sulfemi and Hilga (2018: 230) in their research which stated that the teacher only used the lecture method, provided exercises on the blackboard, and did not provide many variations in the use of learning models and media. This is the cause of the low score of students in writing sentence material.

The implementation of the Indonesian language learning above also occurs at SD Negeri Tayem 01 Karangpucung for third-grade students. Based on the initial observations made, it appears that educators are less varied in selecting models and using instructional media. During writing learning activities, educators only give lectures and then give some examples and assignments, causing low student learning outcomes in writing.

One of the causes of the low skills of students in writing essays is due to the selection of less varied learning models and the use of the lecture method which is more dominant by educators. Students become passive during the learning process takes place. The inactivity of students during this learning process resulted in low learning outcomes for students. Even though they need maximum understanding because essay writing material is new material for third-grade students.

Based on the results of the pre-action to assess students' skills in writing simple essays, it showed that as many as 36% or 9 out of 25 students had reached the KKM while the remaining 64% or 16 out of 25 students had not reached the KKM. The highest score obtained by students was 87.5 while the lowest score was 31.25 with an average value of 54.75.

Based on the results of interviews with educators in grade III regarding essay writing skills, students still experience difficulties in stringing words together and developing them into an essay. Errors were also found in word selection, capitalization, punctuation, and spelling. Most students have not given a title to their essays, so in this case, it can be concluded that their writing skills are still low.

Based on the problems described above, one alternative action to improve writing skills is to use an innovative learning model, namely the picture and picture type cooperative model in learning to write simple essays.

According to Nurdyansyah and Eni (2016: 54) the cooperative learning model is a form of learning in which students study and work in small groups collaboratively whose members consist of four to six people with heterogeneous group structures.

The cooperative learning model has several types, one of which is picture and picture. This learning model is a learning method that uses images that are paired or sorted into a logical sequence (Hamdani, 2011: 89). This learning model, in the learning process relies on pictures. These pictures are the main factors in learning.

The cooperative learning model in its learning steps, students are asked to sort the pictures that have been provided into a logical sequence and explain the reasons. According to Johnson (in Fansury and Restu, 2017: 76) states the advantages of the picture and picture learning model are: 1) the teacher knows more about the abilities of each student; 2) train logical and systematic thinking; 3) helping students learn to think from the point of view of a language subject by giving students freedom to practice

thinking; 4) develop motivation for better learning; 5) students are involved in class planning and management.

Upaya untuk menunjang penggunaan model *picture and picture*, dalam penelitian ini menggunakan media gambar seri. Media gambar seri yang digunakan ini akan membantu peserta didik dalam membuat kalimat, mengembangkan kalimat menjadi paragraf dan mengembangkan paragraf menjadi karangan. Penggunaan media gambar seri ini akan memudahkan peserta didik dalam membayangkan sesuatu yang masih abstrak serta terciptanya kompetensi antar kelompok dalam menyusun gambar yang telah disediakan oleh pendidik.

Based on the results of the above thoughts, the researcher conducted a study with the title "Improving Simple Essay Writing Skills Through the Picture and Picture Type Cooperative Learning Model in Class III Students of SD Negeri Tayem 01 Karangpucung".

2. Research Methods

This research was conducted at SD Negeri Tayem 01 Karangpucung which is located at Jalan Abdi Praja 06 Binangun Tayem, Karangpucung District, Cilacap Regency, Central Java Province. This research was conducted in the even semester of the 2019/2020 school year.

The type of research used in this research is Classroom Action Research. The population in this study were all students of SD Negeri Tayem 01 Karangpucung. While the sample in this study was students of class III Tayem 01 Public Elementary School in the 2019/2020 academic year.

The sampling technique used in this research is using Cluster Random Sampling. Cluster Random Sampling is data collection from clusters that are carried out randomly (Purwanto and Sulistyastuti in Maulida and Dhini, 2012: 5).

Data collection techniques carried out are as follows:

1. Test

This study uses teacher-made tests, namely in the form of performance tests, to assess students' skills in writing simple essays. The instrument used is a student worksheet.

2. Observation

Observations made in this study were to determine the activities of students in learning to write simple essays through the picture-and-picture cooperative learning model. The instrument used is the observation sheet

3. Interview

Interviews in this study were conducted with third-grade educators at SD Negeri Tayem 01 Karangpucung to find out the process of learning to write simple essays. The instrument used in conducting interviews is the interview question sheet.

4. Field Notes

Field notes in this study were made during the learning process which contained notes on students' activities and skills.

5. Documentation

Documentation in this study uses photos to find out the data that occurs in learning. Likewise, the results of students' essays in writing simple essays are used as documentation.

6. Questionnaire

The questionnaire used in this study was a closed answer, namely in the form of multiple choice which was shown to all third-grade students at SD Negeri Tayem 01 Karangpucung to find out the feelings of students after participating in learning to write simple essays through the picture and picture cooperative learning model. The instruments used were questionnaires and guidelines for filling out questionnaires.

The data validity test technique used in this study is triangulation. According to Raco (2010: 134), data triangulation means using a variety of data, using more than one theory, several analytical techniques, and involving more researchers. The use of triangulation techniques in this study is to check the truth of hypotheses or research analysis and compare the results of other people. This is done to obtain valid data. The actions taken are:

1. Collecting data that comes from the same source but using a different method. Efforts were made in this research, to obtain information about the activities of students by observing students and checking the results of work working on the problems.

2. Collecting data from different sources but for information about the same thing. Obtaining information about the ability to write simple essays is done by examining students' work and conducting interviews with educators.

3. Re-examine the data that has been collected regarding irregularities, authenticity, and completeness.

4. Repeat processing and analyzing data that has been collected.

Data analysis in this study uses quantitative data analysis and qualitative data analysis.

1) Quantitative Data Analysis

Quantitative data were analyzed by determining the mean, mode, highest score and lowest score. The steps in analyzing the data are as follows:

a. Determining Scores Based on Proportions

$$N = \frac{SP}{SM} \times 100$$

Information:

N   = Mark

SP   = Assesment Score

SM   = Maximum Score

(Ministry of National Education in Sartika, Kartina and Syamsu, 2017:67)

b. Determine the Minimum Score of Completeness

Determining the minimum value for the completeness of the test takers, you can use existing guidelines. The KKM for the Indonesian language subject in the writing aspect in this study was 67.

c. Determining Classical Mastery

$$KB = \frac{N'}{N} \text{ X } 100\%$$

Information:

KB = Mastery of classical learning

N' = Number of students whose value ≥ 67

N = The total number of students

(Arikunto in B. Nurul, 2012:31)

d. Average Learning Outcomes

$$NR = \frac{\sum X}{N}$$

Information:

NR = Average Value

$\sum X$ = Value Amount

N = Number of Students

(Sudjana in B. Nurul, 2012:31)

2) Qualitative Data Analysis

Qualitative data in the form of data from observations of students' activities in learning to write simple essays, as well as the results of field notes, teacher interviews and student questionnaires which were analyzed by qualitative descriptive analysis. According to Poerwanti (in Hartani, Nursiwi and Trimurtini, 2012: 113) qualitative data is processed by determining the lowest and highest scores, then dividing the range of values into 4 categories, namely very good, good, sufficient and lacking. If:

R = lowest score

T = highest score

n = number of scores

then to find n = (T-R) + 1

To determine Q1, Q2, and Q3, the following formula can be used (Herrhyanto and Akib in Eviany, 2015: 107):

Q1 = first quartile

$$\text{Letak Q1} = \frac{1}{4} (n+1)$$

Q2 = median

$$\text{Letak Q2} = \frac{2}{4} (n+1)$$

Q3 = third quartile

$$\text{Location Q3} = \frac{3}{4} (n+1)$$

Q4 = fourth quartile = t (highest score)

Based on the several steps that have been taken, Q1, Q2, Q3, and Q4 can be identified which are then used as the completeness criterion values or as reference values used to

assess students. The value obtained from the observation sheet is then included in the qualitative data completeness criteria table.

Completeness Criteria	Scoring Scale
Q3 ≤ skor ≤ T	Very Well
Q2 ≤ skor ≤ Q3	Good
Q1 ≤ skor ≤ Q2	Enough
R ≤ skor ≤ Q1	Not enough

Based on the above calculations, a value level classification table can be made to determine the level of student activity values as follows:

| Score	Mark
26,5 ≤ skor ≤ 32	Very Well
20 ≤ skor ≤ 26,5	Good
13,5 ≤ skor ≤ 20	Enough
8 ≤ skor ≤ 13,5	Not enough

The table above is obtained from the score of each activity indicator of students in carrying out learning to write simple essays through the picture and picture cooperative learning model.

2.1. Research procedure

This research procedure includes the following stages: 1) planning; 2) implementation of actions; 3) observation; and 4) reflecting and so on until the expected improvements or improvements are achieved (research performance indicators).

3. Result and Discussion

3.1. Pre-action data
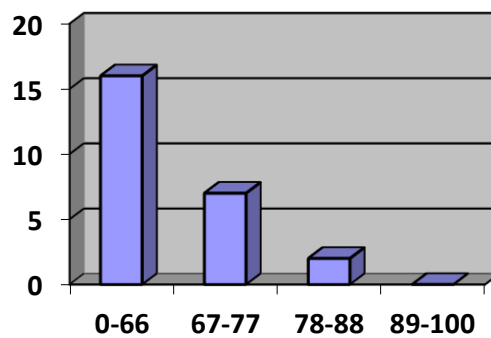
Based on these data it can be concluded that the student's skills in writing simple essays in the pre-action showed that as many as 16 students (64%) had not reached the KKM, because for the KKM learning Indonesian class III at SD Negeri Tayem 01, namely 67. Based on the results of the pre-action, it was carried out Class action research in learning to write simple essays using the picture and picture cooperative learning model for third-grade students at SD Negeri Tayem 01 Karangpucung to increase the activity and skills of students in writing simple essays.

3.2. Cycle I Data
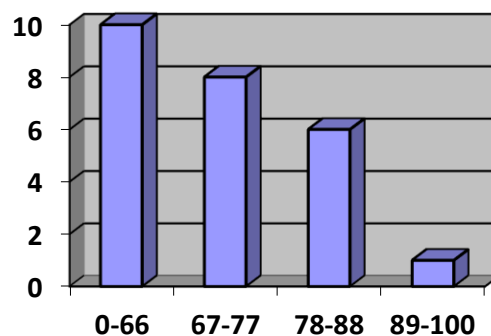
The data above shows that the average skill of students in writing simple essays in cycle I was as many as 15 students (60%) who achieved mastery learning, while as many as 10 students (40%) had not achieved learning mastery. The implementation of the first cycle in learning to write simple essays through the picture and picture type cooperative learning model has not yet reached the planned performance indicators, namely 85% of students who experience completeness in learning to write simple essays, it is necessary to carry out cycle II.

3.3. Cycle II Data
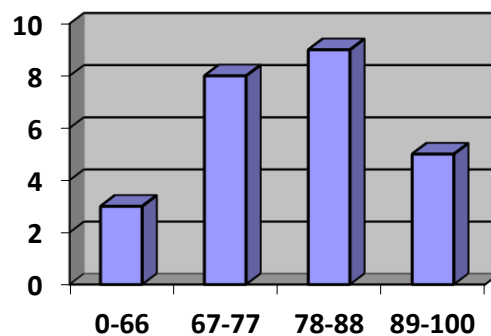
The data above shows that the average skill of students in writing simple essays in cycle II was 22 students (88%) who achieved mastery learning, and there were 3 students (12%) who had not achieved learning mastery.

Based on the implementation of cycle II in learning to write simple essays through the picture and picture type cooperative learning model, the planned success target has reached 85% of students experiencing completeness in learning to write simple essays.

Based on the improvement of students' skills in writing simple essays for each cycle, the average classical completeness of students in cycle I and cycle II is obtained which is shown in the following table:

No.	Achievement	Cycle I	Cycle II
1.	Classical Mastery	60%	88%
2.	Average Value	69,38	77,88

Based on the above data, students' classical completeness in writing simple essays through the picture and picture cooperative learning model in cycle I was 60% with an average value of 69.38. Whereas in cycle II, there was an increase in students' classical mastery in writing simple essays, increasing to 88% with an average value of 77.88. Based on the results achieved by these students, it can be seen that students have mastered the material and have skills in writing simple essays.

4. Conclusion and Suggestion

4.1. Conclusion

Based on the analysis and discussion of research with the title "Improving Simple Essay Writing Skills Through the Picture and Picture Type Cooperative Learning Model in Class III Students of SD Negeri Tayem 01 Karangpucung", the following conclusions are obtained:

Student learning outcomes in the form of simple essay writing skills can be increased by using the picture-and-picture cooperative learning model. Implementation of the first cycle, the average value obtained by students is 69.38 with a classical completeness of 60%. Implementation in cycle II both the average value of students and students' classical

completeness experienced an increase. The average value of cycle II students was 77.88 with classical completeness of 88%.

So thus this study has reached the predetermined performance indicators and the proposed action hypothesis is proven, that the application of the picture and picture cooperative learning model can improve student learning outcomes in the form of simple essay writing skills in class III SD Negeri Tayem 01 Karangpucung.

4.2. Suggestion

Based on the results of the research that has been carried out, the researcher can provide the following suggestions:

1. Educators should apply innovative learning models, one of which is the picture-and-picture cooperative learning model in learning to write simple essays and provide motivation for students to be more active.
2. Students should get used to learning to write simple essays through the picture-type cooperative learning model and picture, because the image media used can make it easier for students to express ideas or ideas, as well as be more active in learning to improve student learning outcomes.
3. Student learning outcomes should always be improved by making continuous improvements in learning activities.

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