

THE USE OF IMAGE MEDIA IN LEARNING WRITING AT SD/MI

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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 showed that image media is a medium that is often used in learning Indonesian in elementary schools, especially in writing skills

Keywords: Picture Media, Learning to Write.

INTRODUCTION

A 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 of the ways teachers in improving 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 instil 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. For example, if a teacher teaches an SD/MI class about rain, in the learning process, students will be made to imagine because the teacher cannot make media about rain, then the learning process will be less fun, the teacher can only tell stories in theory, but students who are still SD/MI level requires concrete things. When reviewed more deeply, the results of understanding the learning process that does not require or do not use media will be far away. Looking at things like that or current phenomena, teachers should be very good at making all media, whether it's print, electronic, visual or audio media, all of which will have a significant impact on students'

understanding. The government has distributed learning media to all schools starting from the lowest level of RA/TK up to a high level. All of this is none other than the goal, namely, so that the learning process becomes more enjoyable and students understand faster. In addition to this, the material and media must be appropriate, because if the media used with the material presented is not integrated or not connected, the learning process will be chaotic, for example, if the teacher teaches about seawater, the teacher should not make media outside of seawater, such as stones, 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 in improving 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 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 and 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 madrasas 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 do, own and believe.

Based on the considerations above, it is deemed necessary to conduct research regarding how the use of 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 tended 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 uses a qualitative research method to analyze the use of image media 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 by 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 Nugraheni 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 Nugraheni, 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 and documents are additional data sources in a study related to events, activities, and places (Nugraheni, 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 (Nugraheni, 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 examining the use of media images 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. This activity was carried out under the guidance of the working class teacher, together with the head of the library, the coordinator of the wall magazine (mading) and the teacher for student affairs. 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 research conducted with data collection, selection, analysis, and fact identification, the results of the research and discussion can be presented as follows:

Writing Event

The initial stage of using image media at MI MIN 1 Purbalingga to produce literacy works is to make reading habits, listening, writing and observing pictures and thinking. Habits are not something that is natural in humans but is 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).

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 images 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' are 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 wall magazine works will be installed and contested between classes.

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.

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

Principles 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 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. This means when and in which situations when teaching teaching aids are 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 used by teachers or students well can affect the effectiveness of teaching and learning programs'. Because the media serves as a tool to encourage, increase activeness, and the effectiveness of student learning. Meanwhile, Berlo (Hernawan, 1998: 5.4)

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 area of experience that is the same between the message source and the recipient of the message. This area of experience in the figure is indicated by the part of the shaded region. 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 above, related to the learning of Indonesian Language and Literature in elementary schools, it can be assumed that the use of media to improve prose writing skills in elementary schools seems more appropriate, because when delivering learning materials, the teacher's explanation is not sufficient with the lecture method or assignments, but must be assisted by tools in the form of media.

Use of Picture Media

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.

Pictures are the most widely used visual tool by teachers compared to other media because they are easy to obtain and teachers can make the simplest pictures themselves. 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 stated by Hastuti (1996/1997: 178) that the advantages of image media are as follows: 1) can translate abstract ideas into a more tangible form; 2) widely 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. Serial images are visual media. The pictures can be taken from newspapers, magazines, books or the teacher makes his own according to the learning objectives, the subject matter taught to students and also suitable for the age/ability level 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 Sudirman (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 the image media, students are increasingly familiar with essay writing activities. That the 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 can help streamline the course of learning, if the teacher cannot choose the right media, it will reduce 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 the performance process including: (1) Writing events, the process of habituation of reading, listening, writing, think and observe pictures to produce written products (scribes) under the guidance of the teacher; (2) writing practices, honing cognitive, psychomotor, and affective abilities 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. In compiling a simple essay, the image media that can be used include serial images. Serial images are media in the form of visuals. The pictures can be taken from newspapers, magazines, books or teachers make their own according to the learning objectives, subject matter taught to students and also suitable for the age/ability level of students. With pictures will "make the attraction of students. Pictures with various colors will be more attractive 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 they can provide a concrete picture of the problem being described.

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