

Students' Ability in Writing Stories Via Picture Card

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ABSTRACT

The purpose of this research is to describe the application of picture card media to the ability to write stories for elementary school students. This research was conducted in class V at the Bintaro Alam School. The strategies used are reading stories with pictures, arranging picture cards in sequence, and writing stories using picture cards. The results obtained through implementing this strategy are students' ability to write stories better. This can be proven that the ability to write stories using picture cards is said to be very good with a percentage of 90% of students able to write stories coherently. The presence of media helps students to write stories according to intrinsic elements.

Keywords: Writing Stories; Picture Cards

INTRODUCTION

Learning Indonesian within the scope of elementary school has four aspects of skills. These skills are listening, speaking, reading and writing. These four must be conveyed to students because they are related to each other. Every human being is not born with these four abilities, but rather there needs to be a continuous process and practice so that a person gets used to it and becomes skilled. Each of these skills becomes a person's basis for language.

The process of learning Indonesian at the elementary school level is often considered successful based on the ability to write. So the position of writing skills becomes an important part of learning. Through this writing activity, it is hoped that students can express or express ideas, ideas, thoughts or everything they get from

the reading and listening process. The reading and listening process is then expressed in a written form that is easy for the reader to understand so that the information can be conveyed clearly. Reading and listening activities are important processes to make it easier for students to write. The more often someone reads and listens, the more information they get, making it easier for someone to write something down from the information they receive.

Class V in elementary school is the high class stage. At this level, language success is emphasized on improving aspects of communication skills both orally and in writing. Thus, writing becomes a language skill goal that is also important for students. More complex writing activities are provided through advanced writing skills. It is said to be more complex because students are required to be able to compose and organize written content and express it in a variety of written languages. According to Marwoto (in Dalman, 2016) that writing is expressing ideas or ideas in the form of essays freely. Therefore, writing competency has been needed since elementary school because it requires a process of regular practice and practice in order to improve. If writing skills are not improved, then students' ability to express thoughts or ideas through written form will decrease or not develop. Based on the problems encountered by fifth grade students at SD Alam Bintaro School during Indonesian language lessons with story writing material, most of the students were not yet able to write stories. Students are not enthusiastic and lazy when writing narrative essays, students are still confused about choosing words to express the ideas that are in their minds. The content of the story is not continuous from beginning to end. the background above, based on this explanation, the problem formulation can be drawn "What is the ability of class V students to write stories using picture cards?". The aim of the problem formulation is "To find out the extent of class V students' abilities in writing stories using picture cards".

LITERATURE REVIEW

One form of writing activity that will be taught to elementary school students is writing a narrative story. Writing is also a communication activity, which, if delivered correctly, appropriately and effectively, will make it easier for the recipient to understand the message. Ramadhanti and Diyan (2022) mention five types or types of text, namely: 1) narrative; 2) description; 3) exposition; 4) argumentation; and 5) persuasion. Stories are included in the form of narrative writing which contains an event by creating, narrating and chronologically linking human behavior over a period of time (Oktrifianty: 2021).

Narrative is writing in the form of a series of events that occur over a period of time, with the aim of presenting events or telling what happened and how the events occurred (Ramadhanti & Diyan, 2022: 54). Narrative is writing that tells events through descriptions of information from characters, settings, events experienced from one's own experience so that it is understood by the reader (Oktrifianty, 2021: 31). According to Keraf (in Lestari, 2020) narrative is a form of discourse that attempts to describe as clearly as possible to the reader an event that has occurred.

Based on this definition, it can be seen that narrative is a form of writing in the form of a series of events that are described through information from characters, settings and events as clearly as possible for the reader.

Narrative essays contain elements of imagination and events or experiences that emphasize chronological order (Nurliza, 2022). Through this understanding, imagination becomes an element or part of narrative writing. Further emphasized in narrative writing is chronological order. So the element of time is very important so that the resulting story can be coherent and make it easier for readers to understand. According to Semi (in Nurliza, 2022: 1) narrative writing has a simple pattern, namely the beginning of an event, the middle of an event and the end of an event. This pattern or plot will make the story more interesting with conflict. However, for some students it is not easy to write because not everyone is able to express their ideas and thoughts in written form.

Choosing learning media is certainly a solution to every learning problem. The types of learning media are very diverse. Everything is adjusted to the needs and achievement goals in learning. One of the media that is common and quite often used is image media. According to Mirnawati (2020), image media is media that combines facts and ideas clearly and strongly through a combination of expressing words with images which function to convey messages and information to the recipient of the message. So using image media can help students clarify abstract concepts. For teachers, choosing image media is also beneficial because it is easy to obtain and use.

According to Arsyad (in Robbi'atna & Subrata, 2019) picture card media or flashcards are small cards that contain pictures, text or symbols that remind or guide students to something related to the picture. A series of images are images that form a series of stories. Serial image media is a number of images where one image and another are related to each other and form a certain storyline (Sarudi, 2018). The images on the card media are images that are interconnected to form an event that occurs or can be described.

By observing the pictures on the cards, you can express everything you see in the pictures in written form and guide students to think coherently, so that students can develop their creative ideas into a framework and then assemble them into a narrative story. It is hoped that using this media can arouse students' interest in the learning process of writing narrative essays and also help students overcome difficulties in writing coherent narrative essays. Thus, picture card media can also be a medium to help teachers maximize learning activities.

METHOD

The type of this research is qualitative research. According to Bogdan and Taylor (in Waruwu, 2023) qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research aims to gain an in-depth understanding of human and social problems by interpreting how subjects derive meaning from their environment and how this meaning influences their behavior (Adlini, et al, 2022). So in this research it is necessary to understand the phenomenon or something that is experienced directly. Then it is explained through narrative based on the results of direct observations during the learning process in class. This research was conducted at the Bintaro Nature School. The participants taken in this research were fifth grade students who were known to experience difficulties in developing story writing. Data will be collected by researchers through direct student observation techniques. The research results will be processed using qualitative descriptive methods. The data obtained can be used to provide a description of the results in the form of a narrative.

RESULTS AND DISCUSSION

Writing for elementary school students is not an easy skill. Often they have problems writing. The intrinsic elements in the story have also been conveyed, but students need to know direct examples. Picture cards as a medium were chosen to make it easier for students to write stories because students' writing skills are still relatively low. Based on several studies, the use of picture card media can improve students' ability to write stories. Through the media of picture cards, it is also able to raise students' learning motivation. Apart from that, students easily find ideas and are inspired to write good and interesting stories. Picture card media is created by searching for series of images from the internet. The image is also numbered, then printed according to the size of the card. Through these pictures, students understand the picture and convey the meaning or story through writing. The function of the number on each card is to indicate the sequence of the story. This research is based on students' lack of ability to write stories. Through observations, it is known that there are still many students who cannot write stories and do not even understand stories well. This is due to a lack of interest in reading and also less interesting learning media. Therefore, researchers tried to provide one form of media, namely picture cards.

The use of picture card media in learning to write stories is carried out in accordance with the RPP which has been made with the following steps; (1) reading a short story by the teacher, (2) asking and answering the content of the story based on the intrinsic elements of the story, (3) distributing picture card media to each student, (4) each student arranges the cards on the worksheet provided, (5)) students look at all the picture cards they receive, (6) students write related stories on the picture cards, (7) one of the students reads their work.

Through the results of observer observations on November 6 2023, it is known that the initial stage is teacher planning. The teacher prepares learning tools before

carrying out the activity. The initial stage is for the teacher to tell the story using picture media, making students enthusiastic about listening to the story being told. Reading stories with pictures provides initial stimulation for students to make it easier to create stories. This is also very helpful for students who rarely read. Thus, reading the story at the beginning is very effective to do before starting the main activity.

Next, students are introduced to story building elements, namely intrinsic elements. According to Nurgiyantoro (in Munaris, et al, 2023:8) intrinsic elements are the most important elements that build the literary work itself. So the introduction of this element makes students know that stories can exist because of the building blocks in them. Students also ask questions that are directly related to the story that was told previously. In this way, students are able to understand the intrinsic elements of stories through direct examples from the stories they read. Students also seemed enthusiastic about answering because they listened carefully. At this stage students are able to remember the title, mention the names of the characters and their characteristics, explain the conflict or problem in the storyline, mention the setting of place and time, and explain the message or message in the story.

After reading the story and asking and answering the content of the story based on its intrinsic elements, students are distributed a series of picture cards that have been prepared by the teacher. Students then arrange them independently based on the sequential numbers listed on the card. Based on observations, the teacher enthusiastically explains how to arrange picture cards correctly. Followed by students looking at the whole picture they have arranged and then starting to imagine the story they want to make.

Students who have arranged picture cards and already have an idea are then directed to determine the title based on the picture. All students get the same series of pictures, although all students have different story titles. Students begin to be able to compose stories through the series of pictures they see. Students are also able to give each character a name and character. Not a few students also added dialogue between characters in the story. Students are also directed to write messages or messages in the story. All students were able to complete the story according to the pictures provided. The three best students in each class tell the results of their writing in front of the class.

CONCLUSION

Based on the results of research and discussion regarding the ability of class V students at Alam Bintaro School in writing stories using picture cards for the 2023/2024 school year, in general it can be concluded that the ability to write stories using picture cards is said to be very good with a percentage of 90% of students able to write stories coherently. The presence of media helps students to write stories according to intrinsic elements. It is hoped that this research can be a resource for teachers to develop students' story writing skills using picture card

media. Based on knowledge of the quality of students' writing, teachers and related parties can improve and improve learning to write short stories in aspects of ability that are considered incomplete or still lacking. The use of media can be a solution to overcome problems in learning.

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