

**IMPROVING THE ABILITY OF WRITING A NARRATIVE CHARGE
BY USING ANIMATED IMAGES MEDIA
STUDENT CLASS V.B SD NEGERI 17 LUBUKLINGGAU**

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ABSTRACT

The objective of this research was to explain the improvement of writing captions narrative using animated media images of class V.B SD Negeri 17 Lubuklinggau. The research method used was classroom action research. This research was conducted in two cycles. Techniques of collecting data using test and observation techniques. The research process of each cycle was done through four stages: planning, implementation, observation, and reflection. The subjects of this study are students of class V.B with a total of 29 students consisting of 18 male students and 11 female students. The results showed that there was an increase in the ability to write a narrative essay of class V.B SD Negeri 17 Lubuklinggau by using animation media images. This is evidenced by students who get the value of ≥ 70 or who have completed in cycle two reached 93.10%. From the results of this study the Indonesian language teachers can use the animated media images in improving the ability to write narrative essay and ability on other basic competencies.

Keywords: writing skills, narrative essay, animated picture media

INTRODUCTION

School is an educational institution that has the duty to deliver learners in developing all the potential possessed. Schools are also believed to be the only way that human beings today can live prosperously in the future. In the world of education, especially Indonesian language learning in school is a unit of unity that is

inseparable from other learning. According to Gani (2014, p.78), learning Indonesian as a lesson that teaches and uses the official language used in the Unitary State of the Republic of Indonesia and as the language of Indonesian unity. Meanwhile, according to Darisma, et al., (2010, p.27) Indonesian language learning is a place for students to be able to enjoy, understand and utilize the

Indonesian language to develop personality, broaden life insight and improve their knowledge and language skills. This is in accordance with Finocchiaro opinion (in Noermanzah, 2015, p.275) that there are six functions of language, namely (1) personal function, ie language used to express one's emotions, needs, thoughts, and attitudes; (2) interpersonal functions, ie language used to preserve social relations, for example greetings, congratulations, and others; (3) directive functions, ie language can be used to control the behavior of others in the form of advice, orders, invitations, discussions, and others; (4) a referential function, ie the language used to discuss objects or events within a particular culture or environment; and (5) imaginative function, the language used to produce literary works based on the power of imagination.

Noermanzah, et al. (2018, p.172) also explains that the aim of Indonesian language learning is to improve students' competence

in communicating with Indonesian language, both oral and written skills. Thus language learning is also a means to develop knowledge, language skills, and positive attitudes towards students.

According to Suprpto (2003, p.1) essential communication skills in the modern world include four language skills: 1) listening, 2) speaking, 3) reading, and 4) writing. The four language skills are closely related to each other and are very basic life skills in modern life. According to Tarigan (2007, p.2) language acquisition of the four language skills is obtained sequentially, ie listening, speaking, reading, and writing. In Indonesian language learning, language skills are provided using an integrated approach. That is, the four skills are given together to discuss a particular topic. However, according to Ansoriyah (2017, p.107) of the four skills, writing skills are one of the most difficult, because they require the process and the intention to write.

Learning Indonesian in primary school (SD), especially in class I, II, III, and IV teaches reading and writing in an integrated manner. This learning needs to be perfected by adding learning to listen and speak. These four integrated language skills can be used to convey specific topics, especially in writing. Especially for writing skills, Artati (2007, p.9) explains that "Writing is the birth of a thought or feeling of activity in the pouring of ideas or ideas that produce beautiful writing and assembled in the form of words". Meanwhile, according to Sugono (2009, p.409), writing is to make letters, numbers, or images, for example by using a pencil and lime. Marianita & Artati (2018, p.176) also describes writing as a creative process of transferring ideas into written symbols. Writing can also pour or depict graphic representations depicting a language understood by someone so that others can read the symbol. Therefore, the success of education in schools is very

dependent on the process of teaching in the classroom.

The purpose of teaching Indonesian language in schools, especially students of grade V SD Negeri 17 Lubuklinggau is that students are able and understand and skilled in writing activities. This is in accordance with the objectives in the Education Unit Level Curriculum (KTSP) mentioned so that students are able to express feelings and ideas through the media images in the form of writing activities to become a meaningful essay. In the development of the level of mastery of students' writing skills, language skills will affect the mastery of other language skills. In other words, teaching language skills especially in writing activities can encourage students entirely on the training and practice in preparing the language sentence every day through an effective learning process so that students are proficient in writing essays in real time while learning takes place.

Related to the above writing skills, based on field observation in class IV.B SD Negeri 17 Lubuklinggau found some difficulties faced by students in writing narrative essay that is as follows: there are still many students who are less active in learning as not ready to learn, do not want to ask. This happens because the learning process is still a student center or still centered on the teacher. In this case, the teacher always gives the material explanation directly without seeing the activity of the students in the learning process in the class that tends to passive. The method used is only lectures, discussions, and assignments with LKS. This resulted in the achievement of learning outcomes have not been satisfactory. Many of the factors causing the learning outcomes are: 1) lack of motivation, interest and seriousness of students in learning activities, 2) lack of experience and understanding of students in writing activities 3) lack of teaching aids and learning media

used. This condition has an impact on the mastery of material that is visible from the learning result is still low. Therefore, to overcome these difficulties the authors will conduct classroom action research (PTK) in class V.B.

Based on the results of pre-action tests on writing material narrative scores obtained an average value of 65 or percentage of learning completeness 60% of 29 students with KKM 70. Indeed, mastery of student learning has not been achieved, but researchers feel what is obtained is not maximized. Marsa's narrative (2009, p.5), narrative is an article that tells a series of events or human experiences based on their development over time. From this understanding requires the expertise of teachers in packaging the learning so that students are creative in pouring ideas into a series of interesting stories.

To improve the problem of the low ability to write essay writing, the authors use

learning media that can improve learning outcomes and increase student activity so that students are more active than teachers.

Learning media are known to be an alternative that is learning media that implements animated media images so that students more actively know what is seen, students are also guided more focus to respond lessons given by teachers so that students can receive the lesson well, creative, and also fun in writing essay. This is supported by several expert opinions, namely Susilana and Ryana (2007, p.6) which suggests that instructional media is everything that is used to help the learning process, whether in the form of images, sound or both can be concrete objects to make the message more easily delivered so that learning objectives are achieved. Meanwhile, according to Aliya (2009, p 462) media is a means of communication, such as newspapers, radio, television, movies, posters and banners. From the above opinion, the

researchers draw the conclusion that the media is a container of the message.

Based on this, the media can help learners in understanding the learning materials delivered by teachers in the learning process takes place either in the form of animated images, sounds and writings other meaningful. According to Aliya (2009, p.30) animation is a television show in the form of a series of paintings or images that are mechanically driven electronically. Meanwhile, according to Taufik (2010, p.70) the animation is to describe the character of a character through an animated film. Therefore, the animated media of this image can also display the subject matter visually through making transparency made by the teacher or by taking pictures from other sources such as books, magazines or internet in accordance with the material discussed.

With the use of animated media images, it is expected that the delivery of teaching materials in the classroom becomes

more clear and easy to digest because it can help learners learn by using the sense of sight, in addition to learning will further enhance the attractiveness of learners. So it will stimulate the thinking power of learners, or learners will be more careful in observing all the learning steps associated with writing activities essay so that sharpen the minds of learners in connecting the various theories received through concrete evidence in the form of pictures he saw. Implementation of this animated image media provides an opportunity for teachers to develop their creativity. That is, the teacher should not be fixated on the material presented in this media. In relation to image animation media problem, writer need to do research of class action (PTK), so that student learning result can increase. Kasbollah (2008, p.13), stated that classroom action research (PTK) is one of the teacher's efforts to participate in various forms of activities undertaken to improve the improvement of learning through

a direct approach by the researcher. So through this class action research activities aim is to measure the interest and ability of students in finding the right solution to overcome the problems and difficulties faced by students in classroom learning, especially in narrative writing.

Based on the results of relevant research, conducted by Mawarni (2015:1), the results showed that the film animation media can improve the skill of writing narrative essay of grade 3 students of SD N Pencar 2. It is seen from the average initial condition value of 55.44 to 75.18 with the category of "good". From the results of this study shows that the animated picture media has not done research on the students of class V.B SD Negeri 17 Lubuklinggau.

METHOD

The research method used is classroom action research method (PTK). This classroom action research is planned to

consist of two cycles each cycle consisting of four stages: planning, implementation, observation, and reflection. Techniques of collecting data using test and observation techniques. The test technique uses essay tests and observation techniques using observation sheets of teacher and student activities. Technique of data analysis is done by analyzing test value data and continued by analyzing result of observation of teacher and student. To know the exhaustiveness of students of class V.B SD Negeri 17 Lubuklinggau in writing narrative essay, based on the minimum mastery criteria (KKM) applicable in SD Negeri 17 Lubuklinggau is 70.

RESULTS AND DISCUSSION

A. Results

This class action research is conducted in SD Negeri 17 Lubuklinggau, because the researcher in this case is the teacher of study field in class V.B, so

knowing the problems faced by students in the Indonesian language lesson. Time to take pre-action data on April 17, 2017. Pre-action research aims to obtain preliminary data about the ability of students in grade V.B SD 17 Lubuklinggau in writing narrative essay in accordance with the theme specified. After analyzing pre-action data, then the researchers carry out the research cycles. In this classroom action research, researchers conducted two research cycles. Each cycle consists of four stages, namely the preparation or planning phase, pelaksanaan, observation and reflection. The results of analysis of research data from pre-action, first cycle, and second cycle and discussion of each action is described as follows:

1. Prestact Test

Preparation of data on April 17, 2017 in class V.B SD Negeri 17 Lubuklinggau ago. To obtain the data, the researchers gave a written test of the task of writing a story essay

on holiday-themed experiences. Furthermore, in obtaining the data obtained the exact value.

Based on the result of pre-action value can be seen that the students who got more than 70 (complete) in this preliminary test as many as 6 students (20,69%) and who got less than 70 (not yet completed) are 23 students (79,31%) . The highest value is 90 and the lowest is 40. The average score of 58.16 is so descriptive that the students' initial ability is not yet complete, since the average score is <70 and has not reached the classical completeness of 85%.

2. Result of Cycle Test I

Cycle I held a one-time meeting (2 x 35 minutes) on April 20, 2017 in class V.B SD Negeri 17 Lubuklinggau. In this first action the author performs learning activities by applying the media animated images. This is applied as a first step to improve students' ability in writing narrative essays. Furthermore, students are given an exercise to

see the results of the application in using the animated media images. The learning outcomes in cycle I have not shown the students' activeness as expected. The test results improve the ability to write narrative essay on the students of grade V.B SD Negeri 17 Lubuklinggau has not reached the value of mastery.

Based on the results of cycle I action, it can be seen that students who score more than or equal to 70 (thoroughly) in this test are 18 students (62,07%) and less than 70 (unfinished) are 11 students (37,93%). The highest score is 90 and the lowest is 46.66. The average overall score of 72.64%. So descriptively it can be said that the first cycle of students is not included in the category of due diligence, because it has not reached the completeness in classical by 85%. However, there is an increase of student learning from pre-action to cycle I, it is seen on the average pre-action value of 58.16 while at the average value of cycle I of 72.64 means an increase of

14.48 or 24.89% on pre-action mastery learning students as much as 6 students (20.69%) and on the complete cycle I amounted to 18 students (62.07%), there was a significant increase of 24.89%.

Quantitatively the average result of the final test of cycle I has increased from 58.16 to 72.64 ie 14.48 (24.89%), although the end result of cycle I has increased from the average in pre-action. This increase has not fulfilled the classical absorption that is: $18/29 \times 100\% = 62,07\%$. Thus, the first cycle action needs to be improved.

3. Results of the Cycle II Test

Cycle II is held in one meeting (2 x 35 minutes) on April 26, 2017. At this stage the researchers should prepare the following first to analyze the teaching materials, the two make the teaching unit program, and make the teaching plan program, the four prepare props, fifth preparing the research instrument, six preparing the student worksheet. Implementation of cycle II aims to improve

the deficiencies that occur in cycle I. Based on the advice of observers, the researchers make improvements to the allocation of time allocation and improve student learning motivation by using props projector board to be more effective.

To find out the success of cycle II, the researchers conducted a writing test using the animation media with the theme "Gotong Royong" which is done individually. From the results of these tests seen the value of the ability and success of students in cycle II.

Based on the results of the second cycle action scores can be seen that students who score more than or equal to 70 (complete) in this test as much as 27 (93.10%) and less than 70 (not yet completed) are 2 students (6.90 %). The highest score is 96.66 and the lowest is 60 on average as a whole of 77.81. Means increase from cycle I to cycle II students are included in the category of due diligence, because the average value is more than 70 and fulfill the classical absorption that

is: $27/29 \times 100\% = 93,10\%$. Thus the action of cycle III does not need to be implemented because the students' completeness has reached the completeness klasikal or $93.10\% > 95\%$.

Difficulty in fabricating narration by using animation media of image of Adit and Sopo Jarwo on silkus I does not happen again in cycle II. In this second cycle, students experience improvement in writing narrative by using cartoon animated picture media with Gotong Royong theme, although there are some students who still difficulty in writing narrative essay by using animation media of Adit and Sopo Jarwo image which is displayed. In this second cycle the average test result is 77.81 when compared with the average value of cycle I of 72.64 increased by 5.17 or 7.12%. The number of students who

people (93.10%). While in the first cycle as many as 18 people (62.07%). Thus, there is a complete increase of 12 students (41.37%). Therefore, the next cycle action need not be implemented, because 95% classical completeness criterion in this second cycle action has been achieved.

B. Discussion

Media animation images that are used can give effect to the motivation and creativity of students in meuangkan ideas into the narrative essay. This is indicated by the increase in the ability to write a narrative essay of class V.B SD Negeri 17 Lubuklinggau ranging from pre-action, cycle I, up to cycle II. The increase is the increasing number of students who complete the study and the average value of test results. The

following comparison of student's learning completeness on each action research.

Table 1. Comparison of Completed Learning and Percentage mastery In Action Research

Value Test Results	Pre Action		Cycle I		Cycle II	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
≥ 70	6 students	20,69%	18 students	62,07%	27 students	93,10%
< 70	23 students	79,31%	11 students	37,93%	2 students	6,90%
Amount	29 students	100%	29 students	100%	29 students	100%
\bar{x}	58,16		72,64		77,81	

complete the learning cycle II as many as 27

From the table above can be concluded that the average value of test results in the first cycle when compared with pre-action test results increased by 24.89%, while students who expressed on pre-action as many as 6 people (20.69%) and in cycle I increased to 18 people (62.07%), which means a complete increase of students from the action into cycle I of 12 people. The average value of the test results in the second cycle when compared with the first cycle also increased by 5.17 or 7.12%, while the complete student of 18 students in the first cycle increased to 27 students in the second cycle, which means an increase from the first cycle to the second cycle of 9 people. Then, the increase from pre-action to cycle II was 33.78%.

Students who complete on pre-action amounted to 6 students after the cycle I to 18 students, it means there is an increase from pre-action to cycle II as many as 27 students. Increased learning outcome of 33.78% is not

too large. This shows that the learning outcomes per cycle has increased. Thus the use of animated media images is able to improve the ability to write essays on the class V.B SD Negeri 17 Lubuklinggau.

The increase that occurred between cycles is similar to the research that has been done by Mawarni (2015, p.1) that the result of the research shows that the film animation media can improve the writing skill of narration of the students of grade 3 SD N Pencar 2. It is seen from the mean the initial conditions of 55.44 to 75.18 with the category of "good". The enhancement of narrative writing ability is also supported by observation result which shows that in giving narrative writing lesson writing with animated picture media, students experience increased motivation. This is marked by students who ask a lot, the attention of students is not only focused on the media drawings are also focused on the explanation

of teachers, and students are active in writing narrative essay.

Media animation images in this case, give an influence in motivating students in learning and helping the creativity of students in pouring the idea of animated images into a form of narrative essay. This is in accordance with the opinion of Susilana and Riyana (2007, p.1) that the media animation is an interesting media and able to motivate someone with the presence of audio visual media in the form of images or animated film which is the result of hand image processing so that the image moves with computer aids and computer graphics, animated film making becomes very easy and fast with motion pictures and sound. In this case the animated media images that are arranged are used to help the students' creativity in transforming the animated image into a narrative essay which is essentially a series of events.

Image animation media in the learning process is very helpful for students in writing the story from one event to another event because concretely the event can be seen from the animated picture that is shown. From several events written, then done editing then terbentuklan essay. This is in line with Marsa (2009, p.5) that narratives are articles that tell a series of human events or experiences based on their development over time.

CONCLUSION

Based on the results of research, it can be concluded in general the ability to write narrative essay can be increased through the application of animation media image class V.B SD Negeri 17 Lubuklinggau in writing narrative essay. The improvement of students' ability is proven, from 29 students in pre-action of 6 people (20,69%) which stated completely then in cycle I increased to 18 people (62,07%) which stated complete while

in cycle II increased again to 27 people (93,10%) which is declared complete, so the classical increase from pre-action to cycle II is 33,78%. This shows the ability of students in writing activities narrative has increased per cycle. Then, the increase in the ability of learning outcomes of students of grade V SD Negeri 17 Lubuklinggau in writing essay by using media animasi images from pre action to cycle II increased by 33.78%.

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