

UPGRADING THE AVAILABILITY OF BUILDING SENTENCE ON INDONESIAN LANGUAGE LEARNING BY USING SERIES PICTURES MEDIA

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ABSTRACT

This study intended to upgrade the availability of student problem solving in learning Indonesian language. In depth analysis, this action research wanted to investigate how far the helpfull by using series pictures media can increase the student availability in building sentence. Subjects of this action research were A –first class of Taman Harapan Elementary School. The methodology consisted of classroom action research in one cyclus and the action was instead of planning, implementation of action, observation, and reflection. Work sheet and evaluation process were as the instrument in this study. Result showed that 38% of students were active and had a spirt to propose idea, 16% of them had a less spirt to propose idea, and 13% of them did not have a spirt to propose idea. In addition, the result also indicated that 25% of students could propose sentence in more than 5 words, 16% of them only used 3-5 words, and 25% of them only used 3 words or imperfect sentence. However, this research was hoped to be able to give any consideration for teacher as well as institution that there was very necessary to understand and to solve student problem.

Keywords: Series picture media, problem solving

INTRODUCTION

Generally, the first class student of elementary school was demanded to be able to initially write by cribbing, completing, and copying. Especially for completing demand, students are hoped to be able to propose their idea into a sentence. In addition, students are also hoped to have writing ability in order to support maximal value in reaching of Indonesian language subject such as the value of 75. It is due to the minimal full criteria (KKM) of Taman Harapan elementary school. As we all know that writing is as an indirect communication. By writing, someone can describe the idea for reaching his aim and objective. In learning process, the first class students are hoped to be able to write sentence in their own language. However, to propose regularly their idea and to be organized it in letter, is not an easy job. Many people are clever in oral but they are less able to propose their idea in letter. Writing ability can be reached through the process of learning and training. Generally, the first class students of Taman Harapan elementary school are still passive in writing and they do not use the variety of words. In fact, the students only have ability to copy from book, while teacher is also dominant in using teaching book. In addition, teachers are demanded to have professional ability such as the undertaking of a teacher to carry out their function as educators, promotors, teachers, and motivators for their students. Being suitable with their functions as above, teachers are demanded to have capability on material, method, and the using of teaching media too (Dwihastuti, 2005).

Leraning is as a communication process among learner, teacher, and teaching material. According to Budiman (2008) and Supriatna (2009), communication will not occur without the help of message deliver facility or media. In further, it was expressed by Supriatna (2009) that the message that will be communicated was teaching subject in curriculum which was

described by teacher into communication symbols such as verbal as well as non verbal or visual symbol. One of the ways to accommodate mainly learning in elementary level is through media using. Media using in learning is generally able to help students on giving the meaningful experience (Soelistianah, 2011). In addition, media using in learning process can make easy for students to understand an abstract thing into more concrete thing. According to Heinich *et.al* (2005), media was as a communication channel between message source media and message receiver. Generally, theme or topic of learning was in the message. Teacher will deliver the messages to the students through a media by using the procedure of certain teaching that was called as method.

Based on the fact as above, to make easy for first class elementary school being able to write simple sentence by using a variety of words, it was needed a classroom action research. This research would be carried out by using series picture media. It was due to that first class students of elementary school are still interested in concrete thing. Therefore, this research was hoped to be able to give a solution and upgrade the learning process of Taman harapan elementary school.

CONTEXT AND REVIEW OF LITERATURE

Research object in this study was Indonesian language. The main aim of Indonesian language learning is for increasing student ability in Indonesian language. Language knowledge is taught so the students have ability in attending, speaking, and writing. Meanwhile, learning is as knowledge meaner but knowledge is temporary and continuously change. Based on the literatures of constructivism, there were identified 5 (five) things due to the learning as follow: 1) the learner has known initial knowledge; 2) learning is as construction process of a knowledge based on the belonged knowledge; 3) learning is a concept change in learner; 4) process of knowledge construction happens in a certain social context; and 5) learner has responsibility to learning process.

Based on the description as above, it can be concluded that learning theory is functioned as the basic of learning development. However, all of them are depends on willingness and teacher creativity for development as being carried out in this study such as media using for reaching learning aim of Indonesian language. As being known that sentence is formed of clauses union, but clause is as the union of phrases expression and the expression itself is as the series of words. Therefore, media is practice in using and give positive impact for student activity.

Definition of learning media

Media is meant as mediator of message source and receiver (Zaman *et.al.*, 2008). According to Heinich, Molenda, and Russell, 1993 (in Zaman *et. al.*, 2008), media is as a communication channel. In further, it is said that media can be as film, television, diagram, printed material, computer, instructor, etc. Media can also be meant as learning source such as human, thing, or event that is allowed the student to get knowledge and skill.

Learning media always includes two important elements such as tool or hard tool and message or software. Message is as teaching material in the certain theme or topic which is learned by students, but tool is as facility which is used for presenting this message. Based on the description as above, it is concluded as follow (Zaman, *et.al.*, 2008):

1. Media is a tool which is used in communication with the objective is to make the communication is more objective.
2. Learning media is as message taking tool from teacher to student.
3. Message is as the content of learning theme or topic.
4. The objective is learning process on students themselves.

According to Gagne (in Sujiono *et.al*, 2007), media is as any kind components in children environment which can stimulate children to study. However, Briggs (in Sujiono *et.al*, 2007) presented that media is the whole physical tool which can present message and stimulate children to study. Finding by the British Audio Visual Association indicated that the amount average of messages that is obtained has the composition as follow: 75% via visual, 13% via auditor, 6% via touch and tongue, 6% via smell and tongue (Zaman *et. al.*, 2008). One of learning media which is often used is picture. Good picture which can be used as learning source is that has the characteristics as follows: 1) to be able to save message or certain idea; 2) to give strong impression and can attract attention; 3) to stimulate person who looks it to be eager to present the objects in picture; 4) to be spirt and dynamic; and 5) illustrations are not too much but interesting and easy to be understood.

METHODS

This study is as interactive-qualitative research design of Classroom Action Research (*Penelitian Tindakan Kelas*, PTK). The Classroom Action Research was carried out through the steps as follow: planning, acting, observation, and reflection.

Planning

In this section, at first researcher requested the allowance to head master for carrying out classroom action research. Then researcher preprepared the indicators which would be observed and the standard criteria of success. The standard criteria in this study included: 1) students have ability to make sentence; and 2) students are able to write sentence based on the picture.

Acting

The acting which was carried out on learning was teacher performance in implementing or applying picture media which was instead of three steps as follow:

I. *Initial step*

Teacher described learning material about writing, then teacher informed the manner of writing by using picture media. After that, teacher showed the learning material such as picture.

II. *Substance step*

This step was as student learning in making sentence based on the picture which was prepared in front of class. Students were given freedom to make sentence based on the picture. Therefore the students would make a creation or make sentence based on students' observation about picture which was showed in the blackboard or wall screen.

III. *Closing step*

Teacher collected the creation result of students or the result of making sentence, then teacher and students together evaluated the results. After obtaining the result, then teacher repeated the lesson so the students could clearer accept the lesson.

Observation

Observation was carried out when the implementation of classroom action research. In this step, it had to obtain the right and real data during learning. It was hoped to be known as beginning as possible that the action has been towards positive change and it was suitable

with the hope or not. In addition, this step was for evaluating that learning implementation has been suitable with the plan or not.

Reflection

Reflection was very important for understanding and giving the meaning to the process and result of occurred learning and it was carried out by a) when thinking about the action being carried out; and b) when the action was going to be carried out; and c) after the action has been carried out.

Subject, Object, And Location Of Research

Subject of this research was the students of first class in Taman Harapan Elementary School, Malang. Object of this research in teaching-learning activity was the students and the researcher was their teacher. This research was conducted in Taman Harapan Elementary School, in Jalan Aries Munandar No 2-4 Malang, East Java of Indonesia. This research has been carried out during 4 (four) months, beginning from initial research until collecting real data.

Criteria Of Success

The classroom action research was expressed success if fulfilling the criteria as follow:

- a. The whole treatment process of using series picture media for increasing the ability of writing sentence in Indonesian language subject in first class of Taman Harapan Elementary school was wholly and systematically implemented.
- b. The learning evaluation which was reached by the students increased as described in Tabel 1 below (Stufflebeam, 1974).

Table 1. Criteria of learning result

<i>No</i>	<i>Score</i>	<i>Predicate</i>
1.	85-100	Very good
2.	70-84	Good
3.	60-69	Enough
4.	50-68	Less

FINDINGS AND DISCUSSION

Based on the result of evaluation, it showed that 50% of students were not active and not to be spirit to propose idea. However, 50% of students were very consciousness to request the turn and willing to give idea about the sentence based on the picture in wall screen. Teacher evaluated and motivated the non active students, then 4 students were stimulating to give idea but they were still not too right. Part of students had good ability in language. Then teacher gave working paper to students and the result showed that there were the increasing from learning process to result. Part of students which were less spirit to propose their idea in writing indicated to get good score.

For the students which had less ability and had no increasing from process to result of learning, still needed the teacher leading and they had to be more training for using sentence in Indonesian language. The impact was the increasing of learning process from 66% to 91%. Figure 1 presented the evaluation result diagram of learning process and result and Figure 2 showed the increasing of student learning result.

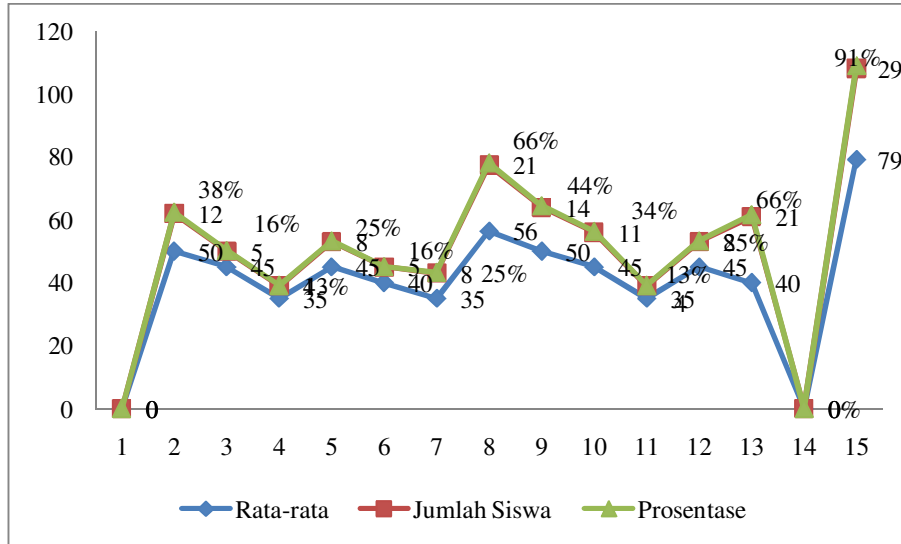


Figure 1. Evaluation result diagram of learning process and result

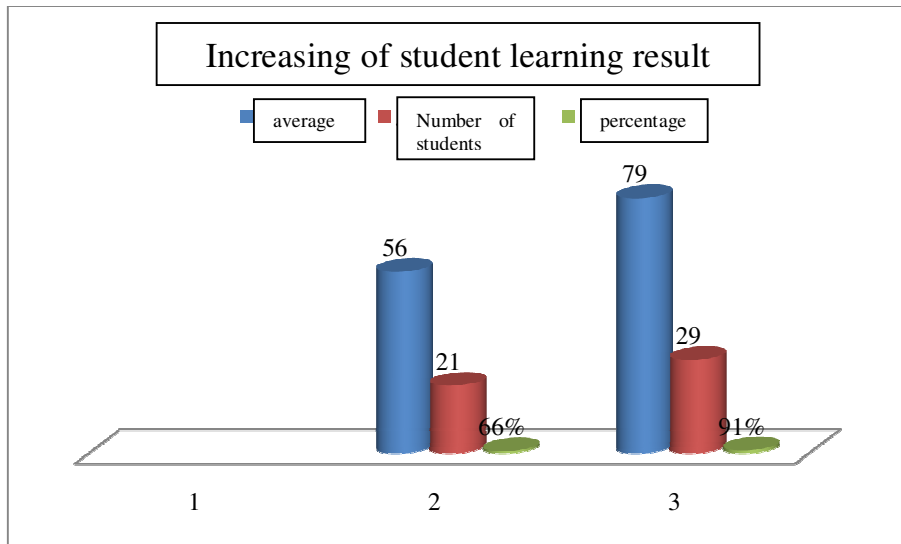


Figure 2. The increasing of student learning result

Subject of this research was the whole A-first class of Taman Harapan elementary school in the year of 2012-2013. Result showed that 38% of students were active and had a spirit to propose idea, 16% of them had a less spirit to propose idea, and 13% of them did not have a spirit to propose idea. In addition, the result also indicated that 25% of students could propose sentence in more than 5 words, 16% of them only used 3-5 words, and 25% of them only used 3 words or imperfect sentence

CONCLUSION

Learning model on making sentence by using series picture media was very interesting for students. Students were motivated and had spirit to make sentence due to their own language. Teaching-learning process did not cause boring. Students understanding were increased and students had ability to use variety of words. By using series picture media, teacher was easier in teaching many subjects to students, so learning process could be increased. Based on the observation result, it was concluded as follow:

1. By using series picture media, students ability in using sentence had increased from 66% to 91% due to the activity of students after being given working paper.

2. Based on the data as above, it indicated that students which did not have ability or have less spirit to propose orally their idea, have not certainly unable to propose their idea in writing. It was proved by the increasing of score for kind of students like that.
3. For students which were not able to make sentence, still needed to get teacher leading and to be continuously given the motivation so they continuously had effort for increasing.

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