

Skill Improvement of Explanation Text Writing By Using Series Image Media in Class XI IPA 2 Students of SMA Negeri 7 OKU

Novi Idyawati¹, Dessy Wardiah², Yessy Fitriani³

¹SMA Negeri 7 OKU

²³PGRI University of Palembang

Abstract

The purpose of this study is to explain the process and results of improving explanatory text writing abilities in XI grade SMA Negeri 7 OKU using serial image media. At SMA Negeri 7 OKU class XI IPA 2, this Classroom Piercing Study was performed for a total of 36 individuals, with 36 students consisting of 14 boys and 22 girls. This analysis is an action study consisting of two periods of preparing, executing, observing, and reflecting with each cycle. Activities and skills of writing explanatory text by observation sheets, writing explanatory text, and documentation are the data taken throughout this review. The result of this study increased from the first cycle 44.5% increased in the second cycle 84,125. The results of this study, it was seen that through serialized image media can improve the writing skills of students' explanation texts.

Keywords: *writing skills, expansive text, and serial image media*

INTRODUCTION

The most basic Indonesian language learning in school students is writing skills. "Writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties"[1]. This is in line with other opinions, language is a mirror of the reality of the activities of human life. Through language we can understand the substance of what is being communicated. The use of expressions in language is one way to educate community members as well as supervisors in taking action to make them wiser and wiser in saying or expressing them. Language phrases that are often communicated in the context of language literacy and culture"[2].

"Writing activities are an integral part of the entire learning process experienced by students. Writing is making letters with a pen that gives birth to making letters" [3]. Writing is one of the language skills needed to improve the quality of learning. With the mastery of writing skills, students are expected to be able to express the ideas, thoughts, and feelings they have after undergoing the learning process in various writings, both physical and non-fiction [4].

Some of the goals of learning writing skills are based on the level, namely: 1) Beginner level such as copying simple language units, writing simple language units, writing simple statements and questions, writing short paragraphs and 2) Advanced levels such as writing paragraphs, writing letters, writing various types of essays and writing essays [5]. Therefore, the teacher will give assignments in learning the basics written to students,

Given that writing skills are complex and complicated skills because teaching writing skills needs to be carried out in schools as well as possible. Indonesian teachers need to find alternative learning that is easy for students to understand and understand, especially in teaching writing skills to students. Even though the teacher is not the only determining factor, the teacher has a big share in choosing and determining the methods, techniques, media and learning models that are appropriate to the lesson so that students are more active, creative and enthusiastic in receiving lessons.

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learning models that are appropriate to the lesson so that students are more active, creative and enthusiastic in receiving lessons.

Learning Indonesian in schools aims to equip students with a number of language skills. The approach to learning Indonesian in the 2013 Curriculum is text-based learning. One part of the core competencies contained in the SMA class XI syllabus in the 2013 curriculum is (4) processing, reasoning, and presenting in the realm of the concrete and the abstract realm related to self-development that they learn in school independently, acting effectively and creatively, and Able to use methods according to scientific principles and focus on basic competencies (4.4) which discusses writing explanatory text, namely. Producing explanatory text orally or in writing by paying attention to content, structure and language [6].

Based on the results of observations made by researchers as a class XI Indonesian teacher at SMA Negeri 7 OKU, several problems in explanation writing skills, namely: (1) students had difficulty identifying ideas and appreciation so that the students' ability to write explanatory text was low, (2) students had difficulty pouring ideas into complete written form, (3) students are less skilled in living the theme or problem so that it is difficult to develop imagination (4) the teacher has difficulty arousing student interest in learning and determining the appropriate method or way to convey the material. Therefore, there is a need for renewal in classroom learning so that it can motivate the writing of explanatory text, for example using serial image media. In developing learning in the classroom, all students are expected to be actively involved in activities.

In line with the results of these observations, this is also supported by the results of interviews conducted with students regarding the obstacles and problems in learning to write explanatory text. The results of the interview obtained information that (1) There are many assumptions that writing explanatory text is difficult. (2) Lack of students' interest in writing explanatory text, (3) Lack of motivation in writing explanatory text, (4) Less time allocation in learning to write explanatory text, (5) lack of writing culture compared to reading, writing and listening skills in the environment schools and students, (6) consider it less important the material for writing explanatory text skills, the writer's expectations with serial image media are expected to be interested, motivated, and follow learning well and maximally so that maximum learning outcomes can be obtained as well, and (7) lack of media for help writing explanatory text.

As a researcher and teacher of Indonesian class XI subjects

in SMA Negeri 7 OKU clearly understands the level of students' ability to write explanatory text is still not optimal. The results of the evaluation of the material show that there are still many students who have not reached the KKM level of 70 (the number of students who have completed reaching the KKM is only 44.5%). Whereas the number of students who achieved classical completeness should have reached 85% of the students, so remedial were made so that students' learning completeness scores were achieved.

Talking about the above, a new innovation is needed in classroom learning, to overcome these obstacles as Indonesian language teachers must be able to create a learning atmosphere that can improve explanatory text writing skills in students. Teachers can do this by using interesting and varied learning methods. The use of interesting and varied methods is very important for students to assist in pouring out ideas or ideas.

Based on the facts above, the researcher tries to improve the writing learning media, especially writing explanatory text so that the learning process will be effective. Thus, the learning objectives will be achieved properly. One such effort is by applying serial image media. because according to the opinion of [7], that a series of pictures is a series of pictures of activities or stories presented sequentially. With series pictures, students are trained to reveal the scenes and activities in the pictures.

Serial image media in which there are several images. The pictures are related to each other so that they form a unity or a series of stories. Each picture is numbered according to the sequence of the storyline. Generally, the series pictures used in elementary school Indonesian learning consist of 3-4 pictures with a series of stories. Image series media in

learning Indonesian is very suitable for training written expression skills and oral expression skills (speaking and telling stories), [7].

Serial image media is known as learning based on serial images, namely by presenting students with a series of stories or events. Each picture is numbered according to the sequence of the story which makes it easy for students to write explanatory text. Explanatory text writing skills are important for students to train students in written language. However, in the implementation of learning explanatory text writing skills, students still have difficulty expressing ideas, thoughts, and ideas into written language. Most students are able to determine the structure of the explanatory text, but have not been able to express ideas, thoughts, and ideas using their own language.

From the learning problem, the teacher is required to be creative to be able to improve the explanatory text writing skills of students. One of the efforts to overcome this problem is by using learning media that can support the learning implementation process. Learning media is defined as anything that can help the delivery of knowledge, skills or attitudes, [8]. By using this serial image media, it is hoped that it will be able to improve the ability to write expansive text, so that the resulting works are of higher quality and more creative. Serial image media will affect developmental abilities which will affect the quality of expansive text written by students. By learning from problems that exist in society, and from personal experience students are expected to be able to put them in the form of expansive text.

Based on this, Indonesian language teachers should use serial image media in learning to write explanation text at SMA Negeri 7 OKU with the hope that students' abilities will increase so that learning completeness can be achieved in accordance with the existing Minimum Completeness Criteria (KKM). Starting from the description above, the researcher conducted a study entitled "Improving Explanatory Text Writing Skills Using Serial Image Media in Class XI IPA 2 Students of SMA Negeri 7 OKU"

This study aims to describe the process and results of improving the skills of writing explanatory text using serial image media in class XI SMA Negeri 7 OKU. This research is expected to add insight and understanding, especially in Indonesian language learning and provide scientific contributions to academics who conduct subsequent research. as well as conducting new research in improving student writing, contributing to schools and teachers in improving students' explanatory text writing skills in Indonesian language learning, providing insights to improve teacher understanding in teaching, especially delivering learning materials to write explanatory text so that it can be even better, and can be used as study material to conduct classroom action research in improving writing skills by using different learning models.

METHODS

The object of this research is the writing skills of explanatory text essays of class XI students at SMA Negeri 7 OKU through series image media. The research was conducted at SMAN 7 OKU, located on Putri Candi Peninjau Street, Peninjau District, OKU Regency, South Sumatera. The research was conducted in the odd semester of September - November in the 2020/2021 school year.

The procedure for each cycle consists of four stages, namely: planning, (2) action, (3) observation (observed), (4), reflection (reflecting), [9]. The flow of the research procedure is shown in the following figure.



Figure 1. Action Research Cycle [10]

Data collection techniques in this study are as follows: Observation in this classroom action research is to make observations during the learning process. Observations were made when learning to write expansive text of class XI SMA Negeri 7 OKU through serial image media to see developments before and after the action was taken; In this study, the researcher gave a test on each cycle, both the first cycle and the next cycle in order to find out the students' expansive text writing skills through serial image media in class XI IPA 2 SMA Negeri 7 OKU. The results of the students' expansive text writing skills were guided by the KKM.

The assessment of the explanatory text writing skills of students in class XI IPA 2 SMA Negeri 7 OKU through picture media with researchers presented in the following table.

Table 1. Instruments for Explanatory Text Writing Skills

No	Assessed Indicators	Indicator Value	Category
1	Content of the Essay	16 – 20	Very good
		11 – 15	Good
		6 – 10	Enough
		0 – 5	Less
2	Composition Structure	16 – 20	Very good
		11 – 15	Good
		6 – 10	Enough
		0 – 5	Less
3	Grammar	16 – 20	Very good
		11 – 15	Good
		6 – 10	Enough
		0 – 5	Less
4	Choice of words	16 – 20	Very good
		11 – 15	Good
		6 – 10	Enough
		0 – 5	Less
5	Spelling	16 – 20	Very good
		11 – 15	Good
		6 – 10	Enough
		0 – 5	Less

(Source: Nurgiyantoro)[1]

The test data analysis technique in this classroom action research uses the following formula.

a) Providing an assessment of the student's explanation text writing test using the following formula.

$$\bar{X} = \frac{\sum fx}{\sum n} \times 100 \quad [12]$$

Description:

\bar{X} = Average value

$\sum fx$ = Overall score frequency

$\sum n$ = The number of students

The results of students' essay writing skills through the problem solving learning model in class XI IPA 2 SMA Negeri 7 OKU that have been obtained from each cycle of researchers use the formula for student learning outcomes completeness, which is as follows.

$$\% \text{ (complete)} = \frac{\sum \text{studentswhocompleted}}{\sum \text{students}} \times 100$$

If completeness of classical learning has been achieved, namely 85%, then there is no need to take action.

RESULT AND DISCUSSION

Cycle 1

The planning stage carried out was to make observations on students in learning activities to write explanatory text, identify problems in learning to write explanatory text for students in class XI IPA 2 SMA Negeri 7 OKU, analyze the problem in depth by referring to relevant theories, formulate appropriate forms of action. appropriate to solve the problems found by using serial image media in learning activities to write explanatory text in cycle 1, compiling research schedules and action planning as well as compiling observation sheets and student work evaluation sheets in the form of student work assessment rubrics, namely writing explanatory text.

Execution of Actions

The implementation of the first cycle of action first gives an apperception about the learning material of writing explanatory text of students in class XI IPA 2 SMA Negeri 7 OKU through learning media serial images given in this action students are expected to be able to present material that has been explained in the learning process, the researcher tries to explain the material learning to write explanatory text for students in class XI IPA 2 SMA Negeri 7 OKU through serial image media to improve explanatory text writing skills.

Observation

At this stage, researchers carry out observations or observations on the implementation of learning using the observation sheets that have been made. Observations are made by the researcher himself and assisted by colleagues (collaboration). The results of observations on the implementation of learning in cycle 1 are in the following table.

Table 1.5. Observation Sheet for SMA Negeri 7 OKU Teachers in Cycle 1

No	Things Observed	Score			
		1	2	3	4
1	Material Mastery:				
	a. Smoothness in explaining the material				4
	b. Ability to answer questions				4
	c. Variety of sampling				4
2	Presentation systematics:				
	a. Completeness of the material description				4
	b. The description of the material leads to the goal				4
	c. The order of the material is in accordance with the SKKD				4
3	Application Method:				
	a. The accuracy of selecting media according to the material		2		
	b. Syntax sequence conformity with the media used		2		
	c. Easy for students to follow		2		
4	Media Usage:				
	a. The accuracy of selecting media with material			3	
	b. Media skills			3	
	c. Media clarifies the material			3	
5	Performance:				
	a. The clarity of the voice spoken				4
	b. Communicating teachers with students				4
	c. The flexibility of the teacher's attitude with the students				4
6	Motivation:				
	a. Teacher enthusiasm in teaching			3	
	b. Teacher care for students			3	
	The accuracy of giving praise (reward) and punishment.			3	

No	Things Observed	Score			
		1	2	3	4
	Teacher				
Total		6	18	36	
		60			
Maximum Score		72			
Average		83,33			

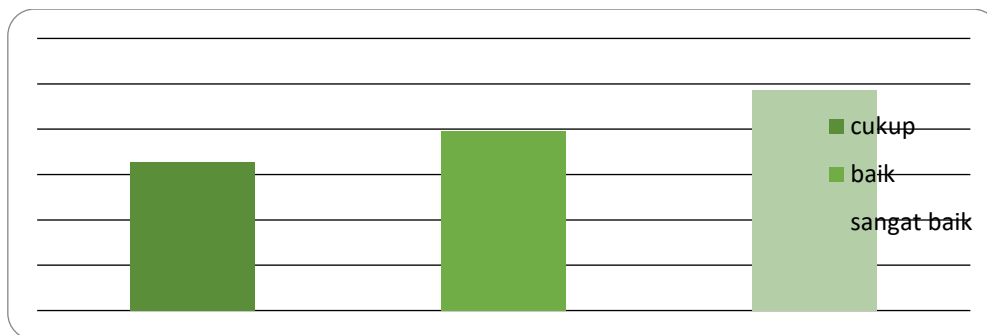
Description: 1. Not good 2. Enough
3. Good 4. Very good

Whereas for the explanatory text writing skills of students in class XI IPA 2 SMA Negeri 7 OKU through serial image media in cycle 1 as follows.

Table 1.7. Observation Sheet of Class XI Students of SMA Negeri 7 OKU

No	Aspects Observed	Amount	Average Score	Criteria
1	Students respond to learning to read comprehension	109	77.86	Good
2	Students pay attention to the teacher's explanation	107	76.43	Good
3	Students ask questions	82	65.71	Enough
4	Students submit opinions	100	71.43	Good
5	Students answer teacher questions	94	67.14	Good
6	Students take the assignment given by the teacher seriously	108	77.14	Good
7	Students follow the lesson until the end	136	97.14	Very good

Graphically, the success rate of the students' explanatory text writing skills through the serial image of cycle 1 is in the graph below.



Graph 1.1 Student Success Rate in the First Cycle

The results of the analysis of the test scores for the explanatory text writing skills of students in class XI IPA 2 SMA Negeri 7 OKU through the serial image media of cycle 1 have not yet reached KKM completeness.

Reflecton

Based on the results of observations of activeness in learning and the test of writing explanatory text skills of students in class XI IPA 2 of SMA Negeri 7 OKU through serial images in cycle 1, it is known that the results of the test cycle 1 on students at SMA Negeri 7 OKU overall obtained an average of 69 students, 94, where the number of students who completed was 20 students or (44.5%), while the number of students who did not complete was 15 students or (55.5%). From these results most students still get incomplete criteria so it is necessary to continue in the second cycle to increase student scores through serial picture media. Thus, this research was continued in cycle 2.

Cycle 2 Planning

At this planning stage, it is done is to prepare a learning implementation tool in the form of a syllabus and a lesson plan (RPP) with serial image media, making an evaluation tool (test questions)

Implementation

The implementation of learning is preceded by giving apperception and continued learning as follows.

- 1) Teachers will monitor student activities more so that students are more conducive,
- 2) The media used is serial image media,
- 3) compiling RPP with serial image media,
- 4) The teacher will reward students who are active and also to students who get the best scores in writing. Reward that is planned in the form of added value, expressions of praise such as: excellent, very good, and good. Whereas for students who make the class noisy as if they are busy, changing seats, the teacher will give punishment in the form of a warning.
- 5) Provide directions to high-ability students so that they can help and cooperate with students with moderate or low abilities.
- 6) Request and provide opportunities for students to ask questions about the material given, as well as ask students who are less active in learning and students are asked to be able to present the results of their answers. This is done, if there are still students who do not pay attention to the explanation given by the teacher and students do not ask about the material given.
- 7) Give the final test on cycle 2.

Observation

At this stage, the authors carry out observations of the implementation of learning using the observation sheets that have been made. The results of observations on the implementation of learning in cycle 2 are in the following table.

Table 1.11. Observation Sheet of Teachers of SMA Negeri 7 OKU in Cycle 2

No	Observed Things Teacher	Amount			
		1	2	3	4
1	Material Mastery:				
	a. Smoothness of explaining material				4
	b. Ability to answer questions				4
2	c. Variety of sampling.				4
	Presentation systematics:				
	a. Completeness of the material description				4
3	b. The description of the material leads to the goal				4
	c. The order of the material is in accordance with the SKKD				4
	Application Method:				
4	a. The accuracy of selecting the method according to the material				4
	b. Syntax sequence conformity with the method used				4
	c. Easy for students to follow				4
5	Media Usage:				
	a. The accuracy of selecting media with material				4
	b. Media skills				4
6	c. Media clarifies the material				4
	Performance:				
	a. The clarity of the voice spoken				4
7	b. Communicating teachers with students				4
	c. the attitude of teachers to students				4
8	Motivation:				

No	Observed Things	Amount			
		1	2	3	4
	Teacher				
	a. Teacher enthusiasm in teaching				4
	b. Teacher care for students				4
	The accuracy of giving praise (reward) and punishment.			3	
Total score				3	68
		71			
Maximum Score		72			
Average		98,61			

Based on the analysis of the explanatory text writing skill test of students in class XI IPA 2 SMA Negeri 7 OKU through serial image media cycle 2 in the table below.

Table 1.13. Observation Sheet of Class XI Students of SMA Negeri 7 OKU

No	Aspects Observed	Amount	Average Score	Criteria
1	Students respond to learning to read comprehension	112	80.00	Very well
2	Students pay attention to the teacher's explanation	117	83.57	Very well
3	Students ask questions	115	82.14	Very well
4	Students submit opinions	118	84.29	Very well
5	Students answer teacher questions	109	77.86	Good
6	Students take the assignment given by the teacher seriously	111	79.29	Good
7	Students follow the lesson until the end	136	97.14	Very well

Based on the data analysis of the narrative essay writing skills test for grade XI students at SMA Negeri 07 OKU through the problem solving learning model cycle 2 in the graph below.

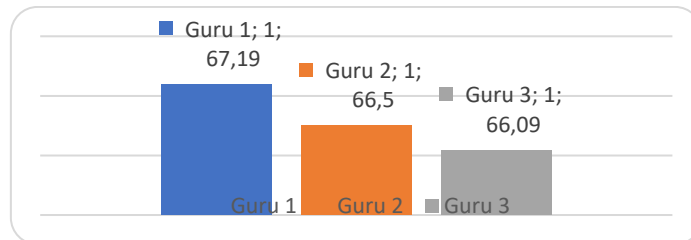


Figure 3. Graph of Cycle 2 Student Completeness of Learning

Reflection

Based on the results of observations, the results of the second cycle test on students at SMA Negeri 7 OKU as a whole obtained by the average student was 82,143 where the number of students who completed it was 35 students or (100%).

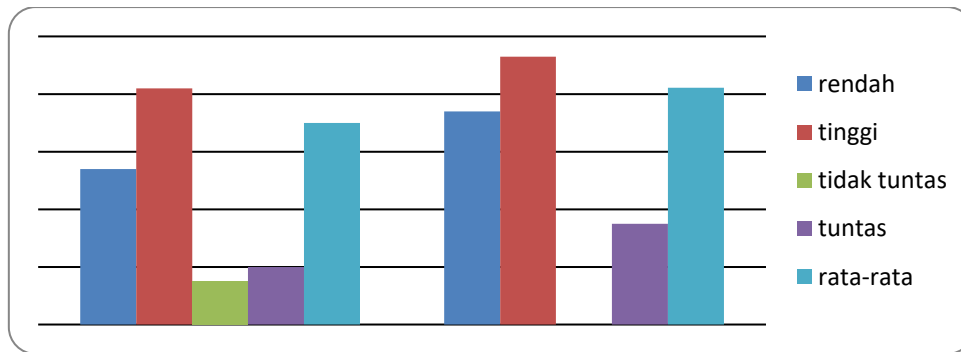


Figure 6. Graph of Students' Completeness of Learning in Each Cycle

DISCUSSION

Based on theoretical studies, it is explained that writing skills are defined as language skills that are beneficial to human life, especially students. When writing, students are required to think about expressing ideas in writing based on their knowledge and experience [13]. Writing is one of the language skills needed to improve the quality of learning. With the mastery of writing skills, it is hoped that students can express their ideas, thoughts, and feelings after undergoing the learning process in various writings, both physical and non-fiction[14]. In Content Standards, Indonesian language learning is directed at improving students' skills in communicating in Indonesian properly and correctly, both oral and written, as well as fostering appreciation of the results of Indonesian literature. One of the skills that must be possessed is writing. Writing is the four Indonesian language skills that must be mastered by students. Writing ability is the most difficult skill to master [15]. opinion that teaching writing is the basis for writing skills [16]. Writing explanatory text is a writing competency that already exists and starts at the elementary school level. Students can express their feelings, ideas, and ideas to others through exposition writing activities.

Writing skills are essentially not just the ability to write graphic symbols so that they take the form of words, and words are arranged into sentences according to certain rules, but writing skills are the ability to put thoughts in written language through sentences that are strung as a whole, completely, and clear so that these thoughts can be communicated to the reader successfully ". In writing activities, the balance of the left brain (logic) and the right brain (emotional) must be maximized [17], One of the ways to develop students' ideas in the learning process is through writing. In principle, writing is a form of language communication (verbal) that uses written symbols as the medium.. Furthermore, a type of communication, there are at least four elements involved in writing. The four elements are (1) the author as the messenger, (2) the message or something the author delivers, (3) the channel or medium in the form of written language symbols such as a series of letters or sentences and punctuation, and (4) the recipient of the message, namely the reader, as the recipient of the message conveyed by the author. In relation to learning Indonesian in this study, writing expansive text is done by students in the learning process.

CONCLUSION

Based on the results of action research, it can be concluded that the students' explanatory text writing skills through serial image media in class XI IPA 2 SMA Negeri 7 OKU as a whole obtained an average of 69.94 students, where the number of students who completed was 20 students or (44, 5%), while the number of students who did not complete was 15 students or (55.5%). Cycle II, the number of students who completed the explanatory text writing skills through serial pictures media in cycle I there were 20 students who completed, and in cycle II increased completeness, namely 35 students who completed. The percentage also increased from the first cycle of 44.5%, the second cycle of completeness achievement of 96.88%.

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