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The Application of Visual Media in Developing Response And Suggestion Writing Skills in Elementary School-Age Children

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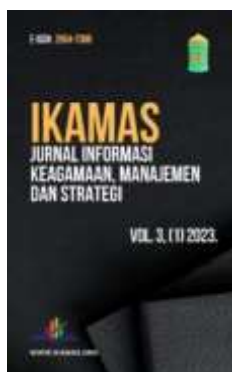
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ABSTRACT

Based on this research it was found that the application of visual media in writing skills has an impact, namely, (1) students can understand learning material with visual media in the form of images, (2) students can answer questions by writing sentences and suggestions based on the pictures contained in the problem, and (3) all students write down the answers correctly and get good grades. (4) Students dare to read their writing in front of all their friends. Then the supporting factor is the teacher's proficiency in using the media, and also visual learning media has the benefit of being able to introduce original pictures of an object or event. While the inhibiting factors in the use of visual learning media are limited facilities and lack of funds for adequate learning media facilities.

ABSTRAK

Berdasarkan penelitian ini ditemukan bahwa penerapan media visual dalam keterampilan menulis memberi dampak yaitu, (1) siswa dapat memahami materi pembelajaran dengan media visual berupa gambar, (2) siswa dapat menjawab pertanyaan dengan menuliskan kalimat tanggapan dan saran berdasarkan gambar yang terdapat pada soal tersebut, dan (3) semua siswa menuliskan jawaban dengan benar dan mendapatkan nilai yang baik. (4) Siswa berani untuk membacakan hasil tulisannya di depan semua teman-temannya. Kemudian faktor pendukungnya adalah kemahiran guru dalam menggunakan media tersebut, dan juga media pembelajaran visual memiliki manfaat karena dapat memperkenalkan gambar-gambar asli dari suatu objek atau peristiwa. Sedangkan faktor penghambat dalam penggunaan media pembelajaran visual adalah keterbatasan fasilitas dan ketiadaan dana untuk fasilitas media pembelajaran yang memadai.

INTRODUCTION

Education is a process of changing behavior, adding knowledge and life experience so that students become more mature in thoughts and attitudes (Putri, 2018). Elementary school children are those aged 6-12 years or commonly referred to as the intellectual period. Usually children will learn from their experiences directly both inside and outside of school. Children's knowledge will increase rapidly as they get older, so the skills mastered are also increasingly diverse. During elementary school there is rapid cognitive development in children. Children begin to learn to form a concept, see relationships, and solve problems in situations that involve concrete objects and situations that are familiar to them (Trianingsih, 2016). From this explanation it can be concluded that elementary school age children need concrete objects and real situations in learning in elementary school. Therefore the role of the teacher is needed in carrying out learning in the classroom.

In carrying out education, of course there are several things that support the implementation of educational activities so that they run well and effectively, one of which is with the help of learning media. Learning media is used to facilitate the delivery of material to students. Students will be assisted in understanding complex material. The use of media also plays a major role in providing learning experiences for students (Jatmika, 2005).

This is no exception in Indonesian language subjects which can also be taught using learning media. In learning Indonesian there are four language skills that are learned, namely reading, writing, listening, and speaking. Each skill has a close relationship and mutually support each other. Skills themselves have the meaning of using reason, thoughts, ideas and creativity in creating, changing or making something more meaningful so as to produce value from the work. while writing is an activity for someone to express ideas, ideas or thoughts through writing (LaRakima, 2022).

Writing skills have a very important role in everyday life. This implies the importance of writing skills and abilities in everyday life. Writing is also one of the language skills used in indirect communication. Through writing activities, students

are directed to be able to communicate using written language (Puspitasari, 2014). Writing ability is a skill that needs to be provided to elementary school students in the early grades. Students' initial abilities can write further so that they are able to issue ideas and ideas that they want to convey to others. (Adnan, 2020).

The skill of writing responses and suggestions is one of the skills that must be instilled in students in elementary schools so that they have the ability to analyze an incident properly. If the skills of writing responses and suggestions are honed properly, students' critical thinking and analysis will develop optimally. This is because in providing responses and suggestions students are given the freedom to express their opinions according to the events or pictures they see.

In supporting students' skills in writing responses and suggestions, they need the help of learning media to make it easier for students to be able to see firsthand the phenomena they will respond to through media aids. Therefore the use of visual media in learning is one of the solutions to overcome student weaknesses. The use of this visual media must also be adapted to the learning material so that it can stimulate students' concentration and they can understand the material being taught. In addition, visual media also gives a positive impression because it is more interesting and fun.

RESEARCH METHODS

This research is a type of qualitative research with descriptive methods. According to Denzin & Lincoln, qualitative research is research that uses a natural setting with the intention of interpreting phenomena that occur and is carried out by involving various existing methods (Anggito, 2019). The descriptive method is a method for describing a research result, providing a description, explanation, as well as validation regarding the phenomenon being studied by means of observation, interviews, and documentation (Ramdhan, 2021). This research was conducted at Jalan Bersama Gg. Jaya No. 20, Kel. Bantan, Kec. Medan Tembung, Medan City, North Sumatra, Indonesia. The subjects in this study were 5 elementary school level students who took part in Indonesian language learning about the material for sentences and suggestions using visual media. The data collection techniques used in this study are observation and documentation.

RESULTS AND DISCUSSION

Definition of Writing Skills

Writing is one of the most expressive and productive language skills. It is said to be expressive because writing is the result of thoughts and feelings that can be expressed through the activity of moving fine motor skills through the strokes of our hands. Furthermore, it is said to be productive, because it is a process in producing language units in the form of real works, until they are born in written form. Thus, in general, writing is referred to as the work of the results of one's ideas that can be understood by others (Sardila, 2015) .

There are many definitions from linguists about writing. According to Tarigan, writing is deriving or depicting graphic symbols that describe a language that is understood by someone, so that other people can read these graphic symbols. Meanwhile, Langan describes writing as a skill, writing as a discovery process, and writing as a way of communicating with others . Which means that writing is a gift from nature or natural talent, even though writing is actually a skill that can be learned like driving, cooking, typing, and so on (Astuti, 2014).

From some of the definitions above, it can be concluded that writing skills are a person's way of describing ideas, ideas, thoughts in written form that readers can read and understand. In writing activities there is an activity of assembling, composing, or depicting a symbol/sign/writing in the form of a collection of letters that form words, a group of words form a sentence, then a group of sentences form a paragraph, and a collection of paragraphs forms a complete and meaningful discourse or essay.

Visual Media

The word media comes from the Latin *medius* which literally means 'middle', intermediary, or 'introduction'. In Arabic, media is an intermediary or message delivery from the sender to the recipient of the message (Budiman, 2016). Media in the learning process is an intermediary in delivering messages to recipients of messages in learning. In general, learning media is a tool that can be used in the teaching and learning process. The importance of the role of this media can be used to stimulate thoughts, feelings, attention, and learning abilities or skills so that it can encourage students' interest in the learning process.

According to Oemar Hamalik, learning media are methods or techniques used to streamline communication and interaction between teachers and students in educational and teaching processes. Furthermore, Daryanto explained that learning media are everything (both humans, objects, or the surrounding environment) that can be used to convey or channel messages in learning so that they can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve goals (Magdelna, 2021). From this understanding it can be understood that teachers as educators, books as learning resources, and the environment are media. Teachers as educators have a full role in carrying out effective and active learning by using tools to facilitate the delivery of learning material to their students.

Media selection is a decision that will determine the accuracy between the type of media used and the learning material to be taught, which greatly affects the effectiveness and efficiency of the learning process. Visual media is one of the media that can be used in the learning process. Visual-based media (images) have a very important role in facilitating understanding and strengthening memory. This form of visual media can be in the form of pictures, diagrams, maps, and graphs. Visual media is actually very good and easy to develop children's imagination. By looking at pictures students can get to know the exact anatomy of the human body, as well as in geography lessons, students can get to know more details about the demographics of an area through maps (Sukmawati, 2021).

This visual media has advantages, among others, the media can be seen and read many times by saving it, helps in analyzing an event/phenomenon through pictures, is able to overcome students who lack experience, increases the attractiveness and attention of students, and increases interaction between educators, students and the environment. While the drawbacks include, it is less practical and less detailed because there is no additional explanation using audio.

Application of Visual Media in Writing Skills

In the Big Indonesian Dictionary, application is the process or way of doing remembrance. According to Yuniar in Supriatini, application is installation, imposition, subject, practice (Supriatini, 2017). Based on this opinion, it can be concluded that application is a method or process that is carried out by someone in implementing, practicing, and carrying out something.

Writing skills are one of the skills of learning Indonesian. Nurgiyanto stated that writing activity is a form or form of language ability or skill that is most recently mastered by students after listening, speaking, and reading. Of the other three language skills, writing is more difficult to master because writing contains various linguistic elements and elements outside the language itself which are the content of the essay (Deliani, 2017). From this statement it can be concluded that writing skills have a higher difficulty than other skills. Thus, in carrying out learning to write, it is necessary to have support, for example with learning media aids so that it can make it easier for students to understand learning.

Learning media that can be used to improve the skills of writing responses and suggestions for students is visual media (images). This visual media will be a bridge for students in understanding an event or phenomenon that is happening so that they will assess or provide feedback and suggestions based on the media images that have been presented by the educator.

Learning writing skills using visual media is applied to 5 students at the elementary school level. The material taught is about writing sentences of responses and suggestions. Researchers act as teachers and as observers of the learning process. The teacher explains the material that has been prepared using visual media in the form of pictures. Researchers carry out the learning process as in general, namely through several steps, namely opening activities, core activities, and closing activities.

1. Initial Activities (Opening)

This activity consists of three steps, namely greeting students, greeting students, and asking how students are.

2. Core activities

The core activity is the main activity in the learning process. The core activities are carried out to provide student learning experiences and hone students' abilities in understanding the material presented. The main activity in Indonesian subjects, the teacher conveys material about writing sentences and suggestions. The following is an explanation during the learning process: (a) preparing media that can be used to support the learning process, such as laptops; (b) explaining learning material to students assisted by visual media on

laptops; (c) after finishing explaining the material, the teacher invites students to ask questions related to learning; (d) the teacher distributes question sheets. In the problem there are several pictures; (e) then the teacher explains how to work on the problem and emphasizes students to work on it individually; (f) after the task is completed, students are asked to read the results of their respective answers. Then the teacher assesses the results of student work; (g) the teacher gives awards in the form of gifts to students.

3. Closing Activities

In the closing activity consists of two steps, namely concluding the subject matter, and closing the lesson.

During the learning process, the researcher also made observations of students. What is observed is how the application of visual media in improving students' writing skills. The results of this observation, namely: (1) students can understand learning material with visual media in the form of images, (2) students can answer questions by writing sentences and suggestions based on the pictures contained in the questions, and (3) all students write answers correctly and get good grades. (4) Students dare to read their writing in front of all their friends.

Supporting and Inhibiting Factors of Visual Media

The use of learning media plays an important role in the teaching and learning process. Using learning media that is appropriate to the material being taught will increase student learning interest which in turn leads to greater academic success. The suitability of learning media, especially visual learning media with learning materials will go well with the use of these learning media. However, if the use of learning media is not in accordance with the learning material, it will cause obstacles in the use of learning media.

In general, many things can influence how visual learning media are used. One of the factors that support the use of visual learning media is the teacher's proficiency in using it. Conversely, teachers who are not good at using media will make it difficult for students to use visual learning media.

Several factors support the use of visual learning media, namely: the

existence of visual media as a tool for the learning process in class (Permadi, 2015)

(1) Visual learning media has benefits because it can introduce original images of an object or event, so that students can see events in action and better understand them. (2) Visual learning media can display images that students should be able to see clearly so that it makes it easier for teachers to provide material provided by educators to students. (3) Student visual learning media can show inspiration seen from its attractive appearance. Students can easily compare two objects that have different characteristics, shapes, sizes and colors by using visual learning media (Permadi, 2015).

Furthermore, of course behind the supporting factors there are also inhibiting factors in the use of visual learning media, namely: (1) the limitations of computers and LCD projectors for electronic media owned by schools making it difficult for teachers to show examples of material to students . (2) The lack of funds for adequate learning media facilities is another obstacle or other inhibiting factor, so that the learning process which was originally expected to run smoothly becomes long (Kustandi, 2021)

From the description above, educators must decide, as well as sort and choose visual learning media that must be used in delivering learning material to students. It should be realized that compared to other learning media, this learning media has many advantages. However, if the teacher cannot operate or use it, this use is meaningless. Even if educators can do it, but it is not in accordance with the material being taught, it will also have a negative impact on the teaching and development experience they are doing..

CONCLUSION

Writing skills are a way for someone to describe ideas, ideas, thoughts in written form that can be read and understood by readers. In developing writing skills in elementary school age children, teachers can use visual media in learning. Visual-based media (images) have a very important role in facilitating understanding and strengthening memory. Visual media is very good and easy to develop children's imagination. With the help of visual media in the form of pictures, students can write several sentences of responses and suggestions based on the pictures presented. The use of visual media has supporting factors and inhibiting

factors. The supporting factor is the teacher's proficiency in using the media, and also visual learning media has the benefit of being able to introduce original pictures of an object or event. While the inhibiting factors in the use of visual learning media are limited facilities and lack of funds for adequate learning media facilities

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