

# Application Of Picture Media In Writing Descriptive Texts Using The Problem Based Learning (PBL) Model For Grade IV Elementary School Students

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## ABSTRACT

This research is motivated by the lack of descriptive text writing skills of students in high classes, namely grade IV of Elementary School. The purpose of the study was to describe the improvement of descriptive text writing skills in learning Indonesian through the application of image media in using the problem based learning (PBL) model in grade IV of SDN 55 Air Pacah, Padang City. This type of research is Classroom Action Research (CAR). The research instruments used were teacher activity observation sheets, student activity observation sheets, and student writing skill assessment sheets. The percentage of teacher activity obtained in Cycle I was 80% and increased in Cycle II with a percentage of 92.5%. The average observation of student activities in Cycle I was 72.5% and increased in Cycle II with an average of 85%. The completion of student writing skill learning outcomes in Cycle I was 44% with an average learning outcome of 62, increasing to 84% in Cycle II with an average learning outcome of 78. Based on the results of this assessment, it can be concluded that the Problem Based Learning (PBL) model can improve students' descriptive text writing skills

**Keywords:** Writing Skills, PBL Model, Indonesian



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## INTRODUCTION

Education is a crucial investment and a prerequisite for a nation. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. One of the places that can realize the goals of national education is Elementary School (SD). There are several subjects studied in SD, one of which is Indonesian. Indonesian is one of the subjects that must be studied in SD because the goal of learning is for students to be able to communicate well.

Learning Indonesian aims to foster a positive attitude towards language and provide students with the ability to communicate well through interaction with the community. Listening, speaking, reading, and writing are the four components that make up learning Indonesian. Language skills are essential for humans. The main focus of learning Indonesian is to improve students' ability to communicate in Indonesian, both orally and in writing.

Table 1. Results of the Assessment of Learning to Write Descriptive Texts for Class IV of SD Negeri 55 Air Pacah in the 2023/2024 Academic Year

No.	KKTP	Completed %	Number of Students Completed	Not Completed%	Number of Students Not Completed
1.	75	44%	11	56%	14

Based on table I, from the results of learning to write descriptive texts, 44% of students met the Learning Objective Achievement Criteria (KKTP), while 56% of students had not met the KKTP. This can be seen based on data obtained from the documentation of the assessment of the results of learning to write descriptive texts of grade IV students of SD Negeri 55 Air Pacah, Padang City. From table I, it is known that the results of the descriptive text writing scores of grade IV students of SD Negeri 55 Air Pacah, Padang City in learning Indonesian are still relatively low, so a way is needed to overcome the problems that cause low writing skills. One of them is by using the Problem Based Learning (PBL) model which emphasizes active student involvement in the learning process. With an interesting learning model, students do not feel bored during the learning process.

Problem-Based Learning (PBL) is a learning model that emphasizes students' ability to think critically and skillfully consistently. PBL is based on an approach to introduce students to cases that are relevant to the material being taught. PBL aims to provide mature, planned, and systematic problem-solving training so that the results are positive. According to Sujana and Sopandi (2023:120), problem-based learning or PBL is a learning model that has long been developed by experts in order to instill habits in students to always try to overcome the problems they face.

Through the PBL learning model, it is expected that students' descriptive text writing skills can be improved. So the researcher is interested in conducting a study entitled "Improving Descriptive Text Writing Skills through the Problem Based Learning (PBL) Model using Picture Media in Indonesian Language Learning for Grade IV Students at SD Negeri 55 Air Pacah, Padang City".

## METHOD

The type of research used is Classroom Action Research (CAR). Arikunto (2021:2) states that classroom action research is research conducted in the classroom because there are 3 phases that create an understanding that must be explained, namely research, action, and class. First, research is showing an activity to see an object using certain methods and methodological rules to obtain data or information that is useful in increasing the quality of something that is of interest and important to the author. Second, action refers to an activity that is deliberately carried out with a specific purpose. In research, a series of activity Cycles for students. Third, class in this case is not bound to the concept of a classroom, but in a more specific sense. As has long been known in the fields of education and teaching, the term class is a group of students who at the same time receive the same lesson from the same teacher.

Based on the description, PTK can be concluded as a process of examining learning problems in the classroom through self-reflection in an effort to solve the problem by taking planned actions in real situations and analyzing the effects of these actions. In addition, this study was conducted in the classroom with the aim of improving and enhancing the quality of learning in the classroom. This study aims to improve teacher performance. This study is in line with the research conducted by the author to overcome the problem of low student skills in writing descriptive texts using the PBL model

## RESULT AND DISCUSSION

This research was conducted at SD Negeri 55 Air Pacah, Padang City. The location of the research was in class IV of SD Negeri 55 Air Pacah, Padang City, West Sumatra. The selection of SD Negeri 55 Air Pacah as a research location was based on the consideration that the school was willing to accept educational innovation, especially in the learning process, including in learning Indonesian, the researcher was already familiar with the elementary school and had permission to conduct research at the elementary school. The subjects in this study were grade IV students of SD Negeri 55 Air Pacah, which numbered 25 people. Among them, the number of male students was 10 people and the number of female students was 15 people. This research was conducted in the even semester of the 2023/2024 academic year, starting from planning to writing the research report at SD Negeri 55 Air Pacah, Padang City.

The classroom action research procedure will be described starting from action planning, action implementation, action observation, and reflection. This research was conducted by referring to Arikunto's PTK design (2021:42), which consists of the four components. The indicator of the success of the learning process is measured using the KKTP. The KKTP in the Indonesian language subject in grade IV of SD Negeri 55 Air Pacah is 75. The indicator of the success of student learning outcomes is the descriptive text writing skills of grade IV students in Indonesian language learning through the PBL model of SD Negeri 55 Air Pacah increased by more than 75%.

The researcher used research instruments in the form of teacher activity observation sheets, student activity observation sheets, student work test sheets, and documentation. The data collection techniques used by the researcher in this study were observation sheets, tests, and documentation techniques. The results of the analysis on improving students' descriptive text writing skills in language learning can be declared successful if students can write descriptive texts well and the use of correct punctuation has increased from before, and after the test was held at the end of learning, the average student score was above the KKTP set by the school, namely 75.

The formula used in calculating the percentage of teacher activity, according to Sudjana (2010:69) is:

$$P = \frac{\text{Total score obtained} \times 100\%}{\text{Maximum score}}$$

Note:

P = percentage of teacher activity Success level criteria:

76% - 100%	: Very good
51% - 75%	: Good
26% - 50%	: Enough
0% - 25%	: Not enough

$$P = \frac{\text{Total score obtained} \times 100 \%}{\text{Maximum score}}$$

The results of the calculation of the percentage of students are then entered into certain criteria. The criteria for student activity can be seen below:

76% - 100%	: Very good
51% - 75%	: Good
26% - 50%	: Enough
0% - 25%	: Not enough

To determine student learning outcomes, the formula formulated by Sudjana (2005:69) is used, namely

70% – 89%	: Good
50% – 69%	: Enough
30% – 49%	: Not enough

## CONCLUSION

In accordance with the Classroom Action Research (CAR) procedure, the implementation of this research was carried out in four stages, namely the planning stage, the action implementation stage, the observation stage and the reflection stage. This research was carried out in two Cycles, namely Cycle I and Cycle II. Cycle I meeting I was held on Monday, January 15, 2024 and Cycle I meeting II was held on Thursday, January 18, 2024. Cycle II meeting I was held on Monday, January 22, 2024 and Cycle II meeting II was held on Thursday, January 25, 2024. This research was conducted at SD Negeri 55 Air Pacah, Padang City with the subjects of this research being 25 fourth grade students. The data obtained in this study came from several instruments, namely consisting of teacher activity observation sheets, student activity observation sheets, and student writing skills assessment sheets. The research was conducted to see the improvement of students' descriptive text writing skills. This research focuses on Learning Objectives (TP), namely through the activity of writing a trip to school, students can write descriptive structures correctly. For observation activities, the researcher acted as a teacher and was assisted by 2 observers, namely Try Wulandari, S.Pd (grade IV teacher) as observer I, for the learning activity observation sheet (from the teacher's aspect), and a colleague as observer II for the student activity observation sheet.

Based on the observation sheet of teacher activities in learning Cycle I, meeting I and II, and Cycle II meetings I and II can obtain the percentage of teacher activity in managing learning. The formula used is the formula proposed by Sudjana (2010:242) as follows:

TB = Classical learning completion

s = Number of students who have completed learning

n = Total number of students who took the test Success criteria

90% – 100%	Very Good
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$$P = \frac{\text{Total score obtained} \times 100\%}{\text{Maximum score}}$$

Table 2. Teacher Activity Observation

Teacher Activities	Cycle	
	I	II
1	75%	90%
2	85%	95%
Average	80%	92,5%

Based on the table, it can be seen that the implementation of learning activities using the PBL model can increase teacher activity in implementing learning activities. This can be seen from the increase in the percentage of teacher activity in the learning implementation process from Cycle I to Cycle II, experiencing an average increase from 80% to 92.5%.

The average observation of student activities generally increased. The following is a table of student activity observations.

Table 3. Observation of Student Activities

Student Activities	Cycle	
	I	II
1	70%	80%
2	75%	90%
Rata-rata	72,5%	85%

Based on the table above, it can be concluded that learning through the PBL model can improve student learning activities in implementing learning activities. There is an increase in each category of student learning activities from cycle I meeting I, II to cycle II meeting I, II. Student learning activities with an average of 70% to 75, % then 80% increased to 90%.

Increased student learning activities because the learning activities using the PBL model emphasize active student involvement in the learning process. Students will play an active, innovative, creative, and enjoyable role and will not be bored or boring during the learning process. Data on student writing skills were obtained through the final test of the descriptive text writing cycle by paying attention to the use of EBI (capital letters, periods and commas), and the suitability of the text content with the structure of the descriptive text and the images described. In this case, there is a difference in the learning outcomes of improving students' descriptive text writing skills in cycles I and II as shown in table 8. In cycle I, an average of 67 was obtained and in cycle II, an average of 78 was obtained. Meanwhile, completeness in cycle I was 50% and cycle II was 79%.

Table 4. Comparison of Percentage of Students' Learning Completion of Descriptive Text Writing Skills in Indonesian Language Learning using the PBL Model in Cycle I and Cycle II

Comparison of Student Learning Outcomes Completeness Cycle I		Comparison of Student Learning Outcomes Completeness Cycle I	
Average	Completeness	Rata- rata	Completeness
62	44%	78	84%

In cycle I, the results of students' learning to write descriptive texts have not reached the established indicators, the completeness achieved is still 44% with a sufficient category. Furthermore, in cycle II, the results of students' learning to write descriptive texts have reached the established indicators, the completeness achieved is 84% with an average value of 78 with a very good category. This increase occurred because the teacher had implemented it according to the aspects that had been planned in the learning process and students already understood the placement of EBI (capital letters, periods, and commas) as well as the suitability of the contents of the descriptive text with the structure of the descriptive text and what the students wrote was also right with the picture being described. By using the PBL model, students can demonstrate their skills in writing descriptive texts well, which ultimately improves students' skills in writing descriptive texts.

The learning process in this study uses classroom action research procedures, which consist of four components, namely the first action planning, such as preparing teaching modules, learning media, teacher observation sheets and student activity observation sheets. The second is the implementation of the action, namely implementing what has been planned using the PBL model. The third is action observation, namely observing the student learning process and its influence on the learning process and the last is reflection, namely analyzing whether there is a need for additional action. Based on the results of the research analysis, it can be concluded that using the PBL model can improve text writing skills

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