THE USE OF PICTURE MEDIA TO IMPROVE WRITING NARRATIVES OF GRADE V STUDENTS IN INDONESIAN LANGUAGE LEARNING AT MIN BIMA CITY

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ABSTRACT

This study is motivated by the lack of student interest and motivation, which when examined further through initial observations turned out to be caused by several factors. Generally, researchers found several problems when the learning was taking place. Some students have a delay in responding to the material provided by the teacher, there are some students who have different thinking abilities and interest talents, low absorption and most students do not understand narrating what they think so that it affects their thinking power and are reluctant to try so that it causes laziness in receiving learning and not focusing on what the teacher says. This research is a grade action research conducted in two cycles with the stages of planning, action implementation, observation and reflection. Data collection techniques are observation method, test method, interview method, documentation method. The purpose of this study was to determine the use, ability of writing narratives and the effect of using image media in improving writing narratives of VD grade students in Indonesian language learning subjects at MIN Kita Bima. The results showed that the use of image media can improve writing narratives in students. in this activity, students have been able to write narratives in accordance with the rules of narrative writing. The implementation of learning by using this image media in cycle II is better than in cycle I. The shortcomings in cycle I have been improved in cycle II, namely the allocation of students can increase their imagination so that they can easily narrate their writing well. The use of image media is very suitable and effective to improve the ability of writing narratives for VD grade students at MIN Bima City.

Keywords: Picture Media, Improving Narrative Writing, Indonesian Language, Madrasah Ibtidaiyah

ABSTRAK

Penelitian ini di latar belakangi oleh kurangnya minat dan motivasi siswa ini apabila ditelaah lebih lanjut melalui observasi awal ternyata disebabkan oleh beberapa faktor. Umumnya peneliti menemukan beberapa problem ketika pembelajaan sedang berlangsung. Beberapa siswa memiliki keterlambatan dalam merespon materi yang diberikan oleh guru, terdapan beberapa siswa yang memiliki kemampuan berpikir dan bakat minat yang berbeda-beda, daya serap yang rendah dan sebagian besar siswa belum paham menarasikan apa yang mereka pikirkan sehingga mempengaruhi daya pikirnya dan enggan mencoba sehingga penimbulkan rasa malas dalam menerima pembelajaran dan tidak fokus dengan apa yang di sampaikan oleh guru. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dua siklus dengan tahap

perencanaan, pelaksanaan tindakan, pengamatan dan refleksi. Tekhnik pengumpulan data berupa metode observasi, metode tes, metode wawancara, metode dokumentasi. Tujuan penelitian ini untuk mengetahui penggunaan, kemampuan narasi menulis dan pengaruh penggunakan media gambar dalam meningkatkan narasi menulis siswa kelas VD pada mata pembelajaran bahasa indonesia di MIN Kota Bima. Hasil penelitian menunjukan bahwa penggunaan media gambar dapat meningkatkan narasi menulis pada peserta didik. dalam kegiatan ini tanpak peserta didik sudah mampu menulis narasi sesuai dengan kaidah-kaidah penulisan narasi. Pelaksanaan pembelajaran dengan menggunakan media gambar ini pada siklu II lebih baik dari pada siklus I. Kekurangan pada siklus I telah di perbaiki di siklus II, yaitu alokasi siswa dapat meningkatkan daya imajinasinya sehinga dapan dengan mudah menarasikan tulisannya dengan baik.Pengguanaan media gambar ini sangat cocok dan efektif sekali untuk meningkatkankemampuan narasi menulis bagi siswa kelas VD di MIN Kota Bima .

Kata kunci : Media Gambar, Meningkatkan Narasi Menulis, Bahasa Indonesia, Madrasah Ibtidaiyah

INTRODUCTION

Media comes from Latin "medius" which literally means middle, intermediary or introduction. In connection with this, Wahyuni suggests that learning media are all tools and materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines and so on. Nurul identifies the main characteristics of the media into three main elements, namely sound, visual and motion. There are seven kinds of media groupings, namely: objects for demonstration, oral communication, print media, still image media, moving image media, sound films and learning machines. Image media is very effective in learning, especially in developing vocabulary and memorising children's vocabulary.[1] Meanwhile, according to the Association of Education and Communication Technology, media are all forms and channels used by people to transmit messages / information. According to Gerlach & Ely, media are broadly speaking people, materials, or events that build conditions for students to acquire knowledge, skills, or attitudes. More specifically, the definition of media can be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual and verbal information.[2]

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[1]Nadilah Adha Purba Dan Khoirul Jamil, "Penggunaan Media Gambar Untuk Meningkatkan Penguasaan Kosa Kata Pembelajaran Bahasa Arab Di Pesantren Moderen Ta'dib Al-Syakirin Kelas Vii," *Journal Of Education Research* 4, No. 3 (2023): 1259–64, Https://Doi.Org/10.37985/Jer.V4i3.335; Sisil Veronika Anggela, Zulfa, Dan Ranti Nazmi, "Pelaksanaan Metode Hypnoteaching Berbantuan Media Gambar Pada Mata Pelajaran Sejarah Kelas X Ips Sma N 1 Sitiung," *Heuristik: Jurnal Pendidikan Sejarah* 3, No. 1 (2023): 41–47, Https://Doi.Org/10.31258/Hjps.3.1.41-47; Imas Masitoh, Astri Sutisnawati, Dan Luthfi Hamdani Maula, "Penggunaan Media Gambar Untuk Meningkatkan Kemampuan Membaca Permulaan Bahasa Indonesia Di Kelas 1 Sekolah Dasar," *Jurnal Basicedu* 7, No. 3 (2023): 1839–51, Https://Doi.Org/10.31004/Basicedu.V7i3.5669; Octaviani Octa Dan Titin Sunaryati, "Pengembangan Buku Cerita Bergambar Dalam Meningkatkan Kemampuan Membaca Nyaring Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas 1 Sdit Nuurul A'raaf Tahun Ajaran 2022/2023," *Dikoda: Jurnal Pendidikan Sekolah Dasar* 4, No. 1 (2023): 9–19, Https://Doi.Org/10.37366/Jpgsd.V4i01.2262.

[2]Ashar Kartini, Irna Amalia Fitri, Sulis Sri Padipa, "Jurnal Pendidikan Dan Konseling," *Jurnal Pendidikan Dan Konseling* 5, No. 1 (2023): 4093–96; Fajar Dwi Mukti, "Pengembangan Media Pembelajaran Augmented Reality (Ar) Di Kelas V Mi Wahid Hasyim," *Elementary: Islamic Teacher Journal* 7, No. 2 (2019): 299,

Images are visual media that can be observed by everyone who looks at them as a form of displacement from the actual situation, either regarding the scenery of objects, goods or the atmosphere of life.[3] Meanwhile, according to Richard E Mayer states that image media is any form of static or dynamic graphics, among others: photos, graphics, plans, illustrations (consisting of two or more images), and also animations or cartoons.[4] From the above understanding, learning with image media is learning with media that can be seen by students. Visual tools can convey understanding or information in a way that is more concrete or more real than what can be conveyed by spoken words.[5] So, it can be concluded that image media is one of the media used to stimulate students' thinking in order to be able to express ideas, ideas in the form of narrative writing.

Narrative storytelling or storytelling is a type of discourse that tells the process of an event. The goal is to give the reader a clear picture of the phases, sequences, steps, or series of events.[6] In the Big Indonesian Dictionary writing means: (1) making letters (numbers, etc.) with a pen (pencil, chalk, etc.); (2) giving birth to thoughts or feelings (such as composing, writing letters) with writing; (3) drawing, painting; and (4) batik (cloth) composing stories, making letters, sending letters. Writing means pouring the writer's heart into writing, so that the contents of the writer's heart can be known to many people through the writing he writes.[7] So, it can be concluded that narrative writing is that which tells the process of events or describes clearly in the form of writing that will be read by readers. Writing skills are language skills that are very important for students. This skill is very significant for students as long as they take part in educational activities at school.[8]

This is also an illustration that writing skills will not come automatically in a person, but must go through a lot of practice and practice and regularly, through proper practice and practice it can increase intelligence, develop initiative and creativity, foster

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Https://Doi.Org/10.21043/Elementary.V7i2.6351; Fajar Dwi Mukti, "Development Of Educational Game-Based Learning Media In Natural Science Subjects At Madrasah Ibtidaiyah Jayapura," *Southeast Asian Journal Of Islamic Education* 5, No. 1 (2022): 81–94, Https://Doi.Org/10.21093/Sajie.V5i1.5512; Fajar Dwi Mukti, "The Development Of Augmented Reality (Ar) Based Science Learning Media At Mi Yaa Bunayya," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 12, No. 2 (31 Desember 2022): 76–89, Https://Doi.Org/10.18592/Aladzkapgmi.V12i2.7274; Fajar Dwi Mukti, "Transformation Of Education In Elementary Schools: Utilization Of Artificial Intelligence-Based Learning Media In The Digital Era," *Dirasatul Ibtidaiyah* 3, No. 2 (24 Desember 2023): 229–40, Https://Doi.Org/10.24952/Ibtidaiyah.V3i2.10200.

[3]Muhtar Arifin, *Penerapan Media Gambar Ide Pokok Menulis Karangan Siswa Kelas V Di Mi Skripsi Fakultas Tarbiyah Dan Ilmu Keguruan Program Studi Pendidikan Guru Madrsah Ibtidaiyah Oleh : Muhtar Arifin Ide Pokok Menulis Karangan Siswa Kelas V Di Mi Skripsi Memperoleh Gelar*, 2020.

[4]Shauri Masrura, "Penggunaan Media Gambar Untuk Meningkatkan Kemampuan Menulis Karangan Siswa Kelas Iii Min 18 Aceh Selatan," 2021, 6.

[5]Hilmi, "Efektivitas Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab," *Lantanida Journal* 4, No. 2 (2017): 128, Https://Doi.Org/10.22373/Lj.V4i2.1885.

[6]Suci Rahmadani, Suhartono Suhartono, Dan M. Arifin, "Kemampuan Menulis Teks Narasi Tentang Pengalaman Libur Sekolah Siswa Kelas Vii Smp Negeri 1 Bermani Ilir Kabupaten Kepahiang," *Jurnal Ilmiah Korpus* 1, No. 2 (2017): 218–23, Https://Doi.Org/10.33369/Jik.V1i2.4136.

[7]Betty Suci Tantikasari, "Keefektifan Kemampuan Menulis Karangan Narasi Melalui Media Puzzle Gambar Seri Terhadap Siswa Kelas Ivsemester 2 Sd Negeri Jiken 05 Blora," *Jurnal*, 2017, 83–97.

[8]Andi Setiawan, "Pemanfaatan Media Gambar Berseri Untuk Meningkatkan Keterampilan Menulis Karangan Narasi Pada Siswa Kelas V Sd Negeri Pilangsari 1 Sragen Tahun Ajaran 2009/2010" 2010 (2010).

courage, encourage willingness and ability to gather information that will support a person in starting a writing. [9]

Indonesian language is one of the subjects that must be taught to students at all levels of education[10] . Indonesian language has a very important role in learning activities at school. From learning Indonesian, children can recognise letters, write, read, listen, and assemble a written work[11] . By learning Indonesian, children are expected to improve their language skills and expand their abilities and hone their imagination skills as the basis for the ability to build narratives in writing. Through learning Bahasa Indonesia, students are expected to have a good ability to use Bahasa Indonesia properly and correctly, especially in terms of the ability to build and develop writing narratives to improve writing skills. The ability to build and develop writing narratives is one of the abilities that can support the writing skills that a person needs to have. Through the ability to build and develop writing narratives, a person can express the thoughts and ideas he has to achieve his goals in composing writing.[12]

The ability to build narratives is an important part of writing skills, where children are allowed to write a piece of writing according to their own thoughts and imaginations. Honing the ability to build and develop narratives, can train good thinking skills and creativity in children. In fact, at MIN Bima City in grade VD there are still many children who are less capable in terms of writing narrative skills. The low narrative writing ability of students causes them to lack the ability and interest in writing. Some children prefer to listen or read rather than having to assemble writing. This is because students still think writing is a burden, less interesting and very difficult. Student learning activeness is an important basic element for the success of the learning process. Activeness is an activity that is both physical and mental, namely doing and thinking as a series that cannot be separated.[13] Therefore, a way or alternative is needed so that children feel easier and more interested in writing or stringing writing activities. An example is the use of image learning media. The use of picture media is a stimulus in increasing students' writing learning activities. Through the use of image media, it is

[9]Agusrita Agusrita Dkk., "Penggunaan Media Gambar Untuk Meningkatkan Keterampilan Menulis Puisi Di Sekolah Dasar," *Jurnal Basicedu* 4, No. 3 (2020): 604–9, Https://Doi.Org/10.31004/Basicedu.V4i3.408.

[10]Raudhatul Jannah Dan Prima Gusti Yanti, "Pembelajaran Bahasa Indonesia Bagi Penutur Asing Menggunakan Metode Darmawisata," *Imajeri: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 2, No. 2 (2020): 182–89, Https://Doi.Org/10.22236/Imajeri.V2i2.5096; N Afifah, O Kurniaman, Dan ..., "Pengembangan Media Pembelajaran Interaktif Pada Pembelajaran Bahasa Indonesia Kelas Iii Sekolah Dasar," *Jurnal Kiprah Pendidikan*, 2022, Https://Kpd.Ejournal.Unri.Ac.Id/Index.Php/Kpd/Article/View/24; M Ali, "Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar," *Pernik Jurnal Paud* 3, No. 1 (2020), Https://Devjurnal.Univpgri-Palembang.Ac.Id/Index.Php/Pernik/Article/View/4839.

[11]S Aisyah, E Noviyanti, Dan T Triyanto, "Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran Bahasa Indonesia," *Jurnal Salaka* 2, No. 1 (2020), Http://Journal.Unpak.Ac.Id/Index.Php/Salaka/Article/View/1838; Widya Tri Aprilia Dan Rachma Hasibuan, "Pengaruh Dongeng Digital Terhadap Kemampuan Kosakata Bahasa Jawa Krama Anak Usia 5-6 Tahun Di Tk Dharma Wanita Ngimbang Lamongan," *Jurnal Pendidikan Indonesia* 2, No. 7 (2021): 1283–94, Https://Doi.Org/10.36418/Japendi.V2i7.230.

[12]Dkk Hidayat Fahrul, "Penggunaan Media Gambar Berseri Untuk Meningkatkan Keterampilan Menulis Karangan Dalam Pembelajaran Bahasa Indonesia Pada Siswa Kelas Iv Sd Negeri 39 Cakranegara" 3, No. 2 (2023): 31–41.

[13]Nur Hayati, Dyah Ayu, Dan Pramoda Wardhani, "Elementa: Jurnal Pgsd Stkip Pgri Banjarmasin Penerapan Pembelajaran Berbasis Media Gambar Seri Untuk Meningkatkan Keaktifan Materi Mengarang Kelas Iii" 1, No. 2 (2019): 115–32, Https://Doi.Org/10.33654/Pgsd.

expected that the ability to build and develop students' writing narratives can be improved so that writing skills are no longer a skill that burdens students.

Based on the results of observations made by researchers at MIN Bima City on 24 January 2024, the writing skills of students, especially in grade VD, are still low. This low writing ability is caused by the low ability of students' writing narratives. Many students find it difficult to write because they are unable to develop writing narratives. The results of interviews with the VD homeroom teacher and the results of the pretest conducted at MIN Bima City in grade VD show that, out of 33 students in grade VD only about 20% of students can reach the minimum completeness criteria, the remaining 80% of students have not been able to meet the minimum completeness criteria. Seeing the data from the pretest results, the writing skills of VD grade students at MIN Bima City need to be improved. Based on the results of in-depth interviews with students regarding their difficulties when writing, it was revealed that students' difficulties in writing were due to their inability to build and develop the ability to narrate writing. For this reason, serious efforts are needed and require concrete steps in overcoming the problem.

One of the solutions used to solve these learning problems is the use of picture media. Picture media is a learning media where there are several picture cards that are interconnected and are a series of stories. To help students in making it easier to build a writing narrative so that it can be poured in the form of strands and good writing sequences. The use of picture learning media is considered very appropriate to help students improve their ability to narrate writing so that it has an effect on improving students' writing skills. By looking at the picture, students can draw conclusions from the picture and then describe it in writing. [14]

The use of picture media to improve students' ability to build writing narratives in Indonesian language subjects is done to overcome the problem of students' low ability to build writing narratives. In fact, there are still many students who find it difficult to write, even writing is considered a burden. This happens because learning activities are monotonous so that children feel difficult and bored when teaching and learning activities take place. Therefore, researchers try to apply image media to improve students' narrative writing skills so that it has an effect on improving writing skills. With image media, it is hoped that students can be easier in terms of narrating writing so that students' minimum completeness criteria can be met properly. because the media is an inseparable part of the teaching and learning process in order to achieve learning goals, especially in terms of writing. With the existence of learning media, it is hoped that an effective, conducive, and enjoyable learning situation will be created.[15] Based on the results of my experience and observations at MIN Bima City, that most

[14]Maria Gradina Wewe, "Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Menulis Karangan Sederhana Siswa Kelas Iv Sdi Liii Napung Biri," *Jpg: Jurnal Pendidikan Guru* 2, No. 2 (2021): 31, Https://Doi.Org/10.32832/Jpg.V2i2.4575.

[15]Vina Febiani Musyadad, Asep Supriatna, Dan Dina Aprilia, "Media Gambar Seri Untuk Meningkatkan Kemampuan Menulis Karangan Narasi Dalam Pembelajaran Bahasa Indonesia," *Jurnal Tahsinia* 2, No. 1 (2021): 10–18, Https://Doi.Org/10.57171/Jt.V2i1.287.

teachers have used various learning media both electronically and manually. Electronic learning media such as the *use of YouTube, power points, Canva* and others. While the manual learning media used such as pictures, posters, and magazines. researchers found several problems when the learning was taking place. Some students have a delay in responding to the material provided by the teacher, there are some students who have different thinking abilities and talents of interest, low absorption and most students do not understand how to narrate what they think so that it affects their thinking power and are reluctant to try so that it causes laziness in receiving learning and does not focus on what the teacher says.

Based on this description, the researcher considers it important to conduct research with the title: "The Use of Picture Media to Improve the Writing Narrative Ability of Grade VD Students in Indonesian Language Learning Subjects at MIN Bima City."

RESEARCH METHODS

The type of research conducted in this study is a type of graderoom action research (CAR). the definition of graderoom action research (CAR) is a research activity in a graderoom context that is carried out to solve learning problems faced by teachers, improve quality and learning outcomes. CAR is a research activity that can be carried out individually or collaboratively. Individual CAR is research in which a teacher conducts research in his/her grade or another teacher's grade. While collaborative CAR is research where several teachers conduct research synergistically in their graderooms .[16]

The action design used in this research is the CAR action design. There are several experts who propose action research models with different charts, but broadly speaking there are four stages that can be passed, namely the planning stage (pre-cycle), action, observation, and reflection. Of the five stages, it can be described with a spiral model and Kemis and Tanggart quoted by Wiriatmadja as follows :

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[16] Ani Widayanti, "Classroom Action Research, Indonesian Journal Of Accounting Education", No. 1, Volume Vi (March 2008), P. 88.
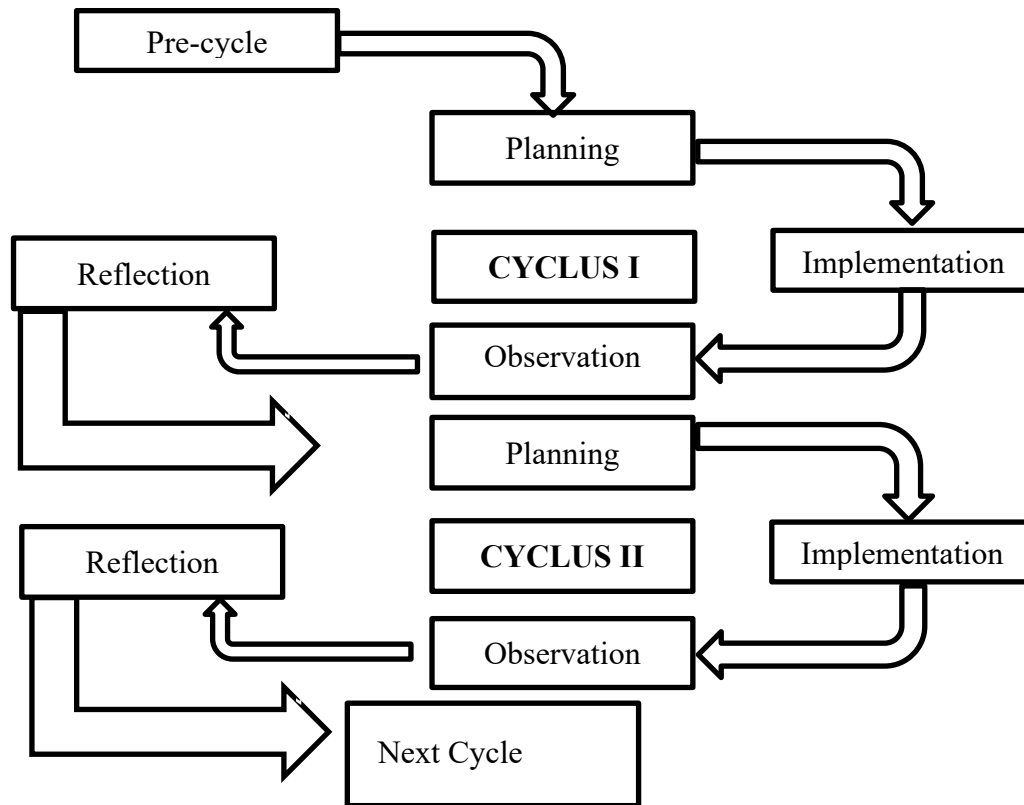
Figure 1: Steps of the CAR cycle of the spiral model of Kemmis and Mc. Taggart.[17]

The use of this type of research is considered appropriate for grade VD students of MIN Bima City. Because this type of research is very relevant to the circumstances and problems faced by students of grade VD MIN Bima City. The use of CAR research is considered appropriate because researchers teach students directly in grade VD MIN Bima City. In addition, CAR research is very appropriate to reveal the phenomena and facts of research related to improving the ability to compose with picture media in grade VD students of MIN Bima City.

RESEARCH RESULTS AND DISCUSSION
RESULTS
1. **Pre-cycle Learning Outcomes**
    a. **Planning Stage**
        In the planning stage, the researcher did the following:
        1) Prepare learning resources, namely books and the internet.

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[17] Suharsini Arikunto Et Al, *Action Research* (Jakarta: Pt Bumi Aksara, 2012), 16.

2) Preparing learning time overall time in learning Indonesian 4+35 minutes
3) Creating learning modules

b. Implementation of Graderoom Action

Implementation of action based on planning. The action process includes three stages, namely introductory activities, core activities and closing activities.

1) Preliminary Activity
   a) The teacher says greetings, greets the learners, asks how they are, and asks one of the learners to lead the prayer.
   b) The teacher motivates the learners to prepare physically and psychologically to be able to follow the learning well.
   c) The teacher briefly explains the material to be taught and the competencies to be achieved.
   d) The teacher asks the students to prepare their writing utensils.

2) Core activities
   a) The teacher invites the learners to listen to the teacher's explanation of the procedure text.
   b) The teacher asks learners to observe the lesson in front of them.
   c) The teacher asks the learners again about the procedure text.
   d) After the learners have understood the meaning of the teacher's explanation of the procedure text, the teacher will assign the learners to make a narration of the content of the teacher's delivery of the procedure text "how to make fried rice".

3) Closing activities
   a) Teacher conducts learning evaluation
   b) The teacher conveys a moral message to the learners
   c) The teacher asks the learners to say the closing prayer of the assembly and
   d) Followed by greetings.

c. Observation

Table 1. Pre-cycle Learning Outcomes

P Value Interval	Category	Pre Cycle	
		F	P (%)
86-100	Very High	0	0%
65-84	High	6	18%
55-64	Medium	24	73%
35-54	Low	3	9%
0-34	Very Low	0	0%
Total		33	100%

Based on the table above, it shows that of the 33 students in grade VD MIN Bima City in Indonesian language subjects before the application of image media, in general, student learning outcomes are still not optimal. It can be seen that students who obtained scores in the high category were only 6 people or the percentage was 18%, in the medium category were 24 people or the percentage was 73%, in the low category were 3 people or the percentage was 9%.

From the data on student learning outcomes above, it can be concluded that out of 33 students, only 6 students or 18% have achieved learning completeness, while students who have not achieved learning completeness are 27 people with the percentage of 82%. This shows that students who have not reached learning completeness are still very many and those who have reached learning completeness are still very minimal, this is likely because image media has not been applied, which is a fun learning method for students so that students are not motivated to learn which results in student learning outcomes not being optimal.

d. Reflection

In the reflection stage, the researcher also evaluates the shortcomings and weaknesses of the implementation of the action as material and consideration for improvement in the next cycle.

2. Cycle I Learning Outcomes

a. Planning Stage

In the planning stage, the researcher did the following:

1) Preparing media and learning resources. The media used in this research is picture media, while the learning resources are books and the internet.
2) Preparing learning time overall time in learning Indonesian 4+35 minutes
3) Creating learning modules

b. Implementation of Action

Implementation of action based on planning. The action process includes three stages, namely introductory activities, core activities and closing activities:

1) Preliminary Activity
   a) The teacher says greetings, greets the learners, asks how they are, and asks one of the learners to lead the prayer.
   b) The teacher motivates the learners to prepare physically and psychologically to be able to follow the learning well.
   c) The teacher briefly explains the material to be taught and the competencies to be achieved.
   d) The teacher asks the students to prepare their writing utensils.

2) Core activities
   a) The teacher invites learners to listen to the teacher's explanation about my hobbies and expressing them.

b) The teacher asks the learners to observe the picture media in accordance with the learning material in front.

c) The teacher asks the learners again about the picture media that they observed.

d) After the learners have understood the meaning of the picture media and the teacher's explanation of my hobby and presented it, the teacher will assign the learners to make a narrative of the contents of the teacher's delivery about my hobby.

3) Closing Activities

a) Teacher conducts learning evaluation

b) The teacher conveys a moral message to the learners

c) The teacher asks the learners to say the closing prayer of the assembly and

d) Followed by greetings.

c. **Observation**

Table 2: Cycle I Learning Outcomes

Value Interval	Category	Cycle I	
		F	P(%)
86-100	Very High	7	21%
65-84	High	21	64%
55-64	Medium	2	6%
35-54	Low	0	0%
0-34	Very Low	0	0%
Total		33	100%

From the table above, it shows that of the 33 students in grade VD MIN Bima City in the Indonesian language subject in cycle I, student learning outcomes have begun to improve in the first cycle. It can be seen that students who obtained scores in the very high category were 7 people or the percentage 21% , in the high category as many as 21 people or the percentage is 64% in the medium category as many as 2 people or the percentage is 6%.

From the data on student learning outcomes above, it can be concluded that the learning outcomes of students in grade VD MIN Bima City in Indonesian language subjects in cycle I were 15 people or a percentage of 45%, who reached learning completeness, while students who had not reached learning completeness were 18 people or a percentage of 55%. this shows that in cycle I student learning outcomes have not been maximised this happens

because it is possible that students are not used to the application of image media.

d. Reflectio

This stage is intended to thoroughly review the actions that have been taken, based on the data that has been collected, then evaluate in order to improve the next action. Reflection includes:

1) Analyse the observation results to make temporary conclusions on the implementation of learning in cycle I.
2) Discuss the results of observations for corrective actions in cycle II research activities.

Based on the observations that have been made, the researchers analysed the learning process through picture media. The results of the analysis show that:

1) Students still look crowded
2) Students have difficulty in imagining the events they want to narrate so that they find it difficult to write narratives.

In accordance with the observations above, after first discussing with the collaborator, the researcher took the initiative to make improvements in the learning process so that students could more easily understand the learning material.

3. Cycle II Learning Outcomes

a. Planning stage

In the planning stage, the researcher did the following:

1) Preparing media and learning resources. The media used in this research is picture media, while the learning resources are books and the internet.
2) Preparing learning time The overall time for learning Indonesian is 4+35 minutes.
3) Making learning modules

b. Implementation of the action

Implementation of action based on planning. The action process includes three stages, namely introductory activities, core activities and closing activities:

1) Preliminary Activity
   a) The teacher says greetings, greets the learners, asks how they are, and asks one of the learners to lead the prayer.
   b) The teacher motivates the learners to prepare physically and psychologically to be able to follow the learning well.
   c) The teacher briefly explains the material to be taught and the competencies to be achieved.
   d) The teacher asks the students to prepare their writing utensils.
2) Core activities

a) The teacher invites learners to listen to the teacher's explanation about my hobbies and expressing them.
b) The teacher asks the learners to observe the picture media in accordance with the learning material in front.
c) The teacher asks the learners again about the picture media that they observed.
d) After the learners have understood the meaning of the picture media and the teacher's explanation of my hobby and express it, the teacher will give the learners an assignment to write a narrative about my hobby.

3) Closing Activities
   a) Teacher conducts learning evaluation
   b) The teacher conveys a moral message to the learners
   c) The teacher asks the learners to say the closing prayer of the assembly and
   d) Followed by greetings.

c. **Observatio**

Table 3. Cycle II Learning Outcomes

Value Interval	Category	Cycle II	
		F	P (%)
86-100	Very High	18	55%
65-84	High	14	45%
55-64	Medium	1	3%
35-54	Low	0	0%
0-34	Very Low	0	0%
Total		33	100%

improving learning in cycle II, it can be seen that student learning outcomes have increased. This can be seen from the learning outcomes of students who are categorised as very high as 18 people or a percentage of 55%, students with high categories as many as 14 people or a percentage of 42% Students with moderate categories as many as 1 person or a percentage of 3%. From the data on student learning outcomes above, it can be concluded that the learning outcomes of students in grade VD MIN Bima City in Indonesian language lessons in cycle II were 32 people or a percentage of 97%, who reached learning completeness, while students who had not reached learning completeness were 1 person or a percentage of 3%. In cycle II, the

improvement in student learning outcomes was quite good. This happened because students were getting used to the application of picture media.

d. Reflection

This stage is intended to thoroughly review the actions that have been taken, based on the data that has been collected, then evaluate in order to improve the next action. Reflection includes, analysis, systematisation, assessment of the results of observation of the actions taken.

The results of the analysis include:

a) Students no longer look crowded
b) Students have been able to imagine the events that they want to narrate so that they can write narratives.

In response to the above factors, the grade action research was stopped at cycle II because it had met the indicators of success. So it can be concluded that the application of image media can improve the ability of narrative writing in Indonesian Language Subjects at MIN Bima City.

Discussion

Media as a tool in the teaching and learning process is a fact that cannot be denied. Because it is the teacher who wants it to help the teacher's task in conveying messages from the subject matter given by the teacher to students. Teachers are aware that without the help of the media, the subject matter is difficult to digest and understand by each learner, especially complicated or complex subject matter. The use of picture media is very helpful in accordance with the conditions of the narrative to be written. Because between writing personal experience has a relationship with image media. Based on the research results from the observation sheet data collection tool on student activities in grade VD at MIN Bima City, researchers found a great motivation in each child to be able to develop themselves well in improving their ability to write narrative essays. Image media can stimulate or stimulate students' ability to compete healthily. Based on the definition of media as an intermediary that helps students to learn. Thus, the media is a vehicle for channeling learning information or channeling messages. If the media is a source of learning, then broadly speaking the media can be interpreted as people, objects, or events that allow students to acquire knowledge and skills. In addition, the use of picture media is also found to be able to answer the characteristics of students who prefer to watch or imagine and imitate what is observed as a form of expression. The use of picture media is able to answer the challenges of the times in accordance with the life of the modern world where learning is activating students (student centre).

Based on the results of graderoom action research conducted with the use of image media in Indonesian language subjects of grade VD MIN Bima City, the improvement of students' writing narrative skills in each cycle of graderoom action research. Not only the ability to write narratives has increased significantly but their

activity has also increased significantly. Thus the description of the results of research on grade VD students of MIN Bima City using image media.

In the first cycle, researchers used picture media, there were still many students who experienced obstacles in writing narratives, so the learning process in this cycle still looked not optimal. Although in this cycle students' writing narratives have increased from the pre-cycle stage, it has not yet reached the target that has been set. So it is very necessary to continue in the next cycle. In cycle II after seeing the shortcomings and problems that existed in the pre-cycle and cycle I, the researchers returned to learning by using image media. The results obtained during the actions taken showed an increase that had reached the target. So there is no need to continue to the next cycle.

On the improvement of writing narratives in Indonesian language subjects by using picture media, it can be seen that in cycle I the indicators of writing narratives have not yet reached the success criteria such as students' curiosity in the learning process is still low, this can be seen when the teacher finishes giving the material students who ask only a few questions. Whereas in cycle II almost all indicators of student writing narratives have increased and can exceed the success criteria. can be seen in cycle II with the increasing number of students who are good at writing narratives.

The results of research on the implementation of grade action cycle II showed an increase in learning outcomes   with students both based on the category and the average value. From the table above, it shows that out of 33 students of grade VD MIN Bima City in Indonesian language subject in cycle II, learning outcomes have improved in cycle II. It can be seen that students obtained scores in the very active category of 18 people or a percentage of 55%, in the active category as many as 14 people or a percentage of 42%, and in the less active category as many as 1 person or a percentage of 3%.

Based on the graph below, the application of image media shows an increase in learning outcomes starting from Pre-Cycle, Cycle I, and Cycle II in Grade VD students as described in the following table :
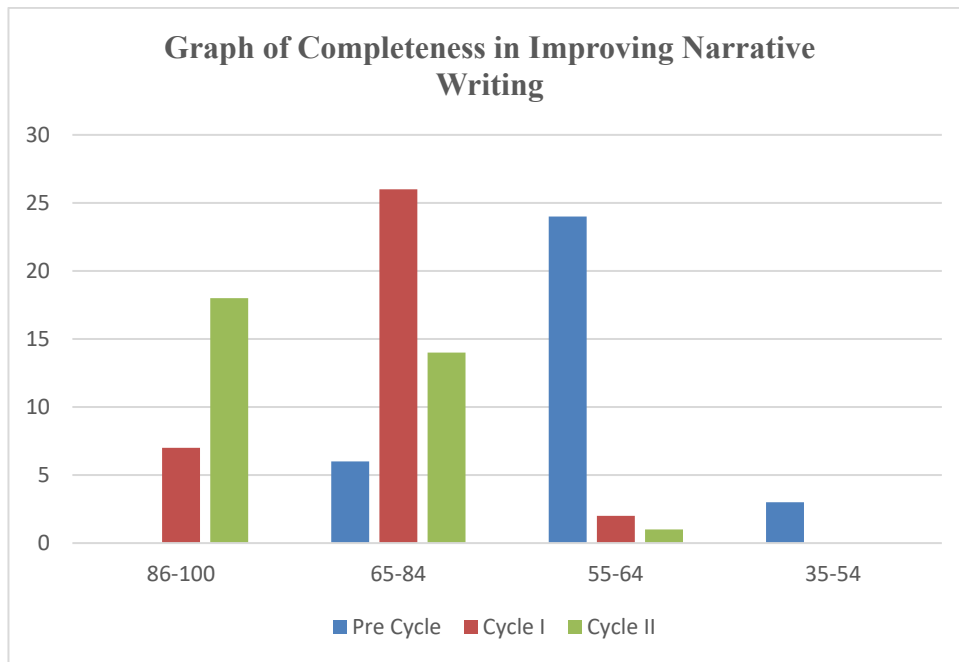
Figure 2. Graph of Completeness in Improving Narrative Writing

Based on the results of observations, pre-cycle, cycle I and cycle II test results, it can be explained that the use of media images in improving the ability to write narrative essays can increase student learning activities. Based on the observation results, it can be seen that students have enthusiasm and good cooperation in learning to write narrative essays. Meanwhile, from the teacher's factor, the teacher's teaching performance improved by developing new learning patterns that are more innovative and creative by using serial picture media. The improvement of the ability to write narrative essays using picture media based on student learning completeness in writing narrative essays starting from pre-cycle, cycle I to cycle II has increased. And after the improvement of learning in cycle II, it can be seen from the students' learning outcomes have increased. This can be seen from the learning outcomes of students who are categorised as very high as many as 18 people or a percentage of 55%, students with high categories as many as 14 people or a percentage of 42% Students with moderate categories as many as 1 person or a percentage of 3%. From the data on student learning outcomes above, it can be concluded that the learning outcomes of fifth grade students of MIN Bima City in Indonesian language lessons in cycle II were 32 people or 97% percentage, who reached learning completeness, while students who had not reached learning completeness were 1 person or 3% percentage. In cycle II, the improvement in student learning outcomes was quite good. This happened because students were getting used to the application of image media. This means that the action research carried out to improve the ability to write narrative essays using picture media was successful and went well. This shows that writing narrative essays using picture media can be a learning technique that leads to the development of thinking (cognitive), acting (affective), and writing skills (psychomotor).

CONCLUSIONS

Based on the results of graderoom action research conducted by researchers on grade VD students at MIN Bima City, the steps of using image media are as follows learning activities carried out tests before researchers provide learning materials, so that researchers know the level of individual ability in writing narratives properly and correctly, in the pre-cycle there has been no improvement because image media has not been applied. Then several stages have been given by researchers to test the ability to write narratives. At the stage of applying cycle I which has been applied image media, starting the researcher opens the lesson by reading a prayer and then tells the students to listen to the teacher's explanation using image media in accordance with the learning material in front after that they are told to write an essay. Therefore, there is an increase after applying image media. Then after using image media in cycle I and continued with cycle II there was a change in Indonesian language learning going well and improving students' writing narrative skills. The use of image media in the implementation of learning with this image media in cycle II is better than cycle I. The shortcomings in cycle I have been corrected in cycle II, namely the allocation of students can improve writing narratives well. The conclusion contains a summary of the research results which is a contribution to the development of Islamic basic education science. The conclusion answers the research problem and is in accordance with the research objectives.

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