

Improving Information Writing Skills Using Standard Vocabulary Through Audio Visual Media

M. Wahiburrokhman¹ H. Bagiya² Arum Ratnaningsih³

Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Purworejo, Purworejo Regency, Central Java Province, Indonesia^{1,2,3}

Email: wahibur89@gmail.com¹

Abstract

This research is a classroom action research that aims to improve writing skills using standard vocabulary in class III students at SDN Sidowangi through audio-visual media. This study uses the research design of Kemmis and Mc. Taggart which consists of two cycles and each cycle consists of planning, implementing actions, observing and reflecting. This research was carried out at SDN Sidowangi involving 14 students consisting of 8 boys and 6 girls. Based on the results of initial observations on students at Sidowangi Elementary School, especially in class III, there are still many who have not been able to write a sentence using the right vocabulary so it needs to be improved. The results showed that the action was obtained. At the pre-cycle stage, the ability to write information using standard vocabulary in class III obtained an average score of 43.13 and in cycle I obtained an average score of 51.4. Both of these scores indicate that from pre-cycle to cycle I there was an increase of 8.27 points. Furthermore, in cycle II students obtained a class average of 85.33. Thus, from cycle I to cycle II students' writing skills using the standard vocabulary of class III at SDN Sidowangi increased by 33.93. It can be concluded that the use of audio-visual media in writing skill material using standard vocabulary can improve student learning outcomes.

Keywords: Writing Skills, Audio Visual Media, Learning Outcomes, Standard Vocabulary.



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INTRODUCTION

Writing skills are language skills that are used to communicate indirectly and face to face with other people. Writing is a productive and expressive activity. This writing skill will not come automatically, but must go through lots and regular practice and practice. Scientific journals are an effective means of publishing scientific articles to a wider audience. In order to achieve goals in education, teachers must be able to create fun learning activities. Not only a teacher, parents also play an important role in the world of education, namely as motivation for student learning. This writing activity really requires knowledge and skills in the preparation of words, sentences, and paragraphs.

One way to acquire knowledge is to read frequently. Through a reading or story, students can get the information contained in the reading or story. Writing good information needs to be supported by the use of standard vocabulary. Writing skills using standard vocabulary for class III students at SDN Sidowangi are still relatively low. They don't pay much attention to aspects of writing such as the correct use of words or sentences. This affects students' motivation in learning. To overcome these problems, efforts should be made to improve existing learning by changing the learning process, so that the learning used can support the Indonesian language learning process in a fun and not scary way.

One way that can make learning effective in improving student learning outcomes in learning to write good information is to use an interesting learning media. The use of media in this learning is in the form of audio-visual media which is quite easy to apply to students and is

able to upload students' interest in learning to write information using good and correct standard vocabulary. The writing ability of class III students at SDN Sidowangi, Kajoran District, Magelang Regency is still relatively low, so the teacher must be able to generate enthusiasm and interest in student learning and achieve a writing ability using standard vocabulary in class III at Sidowangi Elementary School. The material explained by the teacher is still too guided by the LKS book, so it makes students easily bored in participating in learning, especially in material using standard vocabulary in class III at SDN Sidowani. In this case, the teacher must be able to take advantage of existing learning media to increase students' interest in learning.

Writing is an intellectual activity that requires students to devote their thoughts, sharpen their analytical skills, and make accurate and valid distinctions (Syarifah, Khabib, Bagiya, 2019: 48). Writing is not just copying words and sentences, but also developing and expressing thoughts in an orderly written structure. Writing is not an easy thing, so one's writing skills are not owned by itself (Nugroho, Khabib, Bagiya, 2018: 204). According to Dalman (2015: 13-14) viewed from the point of view of the author's interests, writing has several purposes, namely: a) assignments, namely writing to fulfill assignments given by teachers or an institution, such as for example writing papers, reports, or free outlines; b) aesthetic, namely writing with the aim of creating beauty in a poem, short story, or novel; c) lighting, namely the purpose of writing to provide various information needed by the reader; d) self-statement, namely writing with the aim of confirming what was done; e) creative, namely the purpose of writing related to the creative process; f) consumptive, namely the purpose of writing which is completed for sale and consumption by readers.

Writing has benefits that can be learned in life, including; (1) increasing intelligence, (2) developing initiative and creativity, (3) growing courage, (4) driving will and ability to gather information (Dalman, 2015: 6). Writing can also make someone more initiative and creative in developing their ideas into writing. With the above opinion, it can be stated that the benefits of writing are as a means to increase self-experience, express thoughts, broaden knowledge, provide information, entertainment and can be used to channel one's talents.

The word information comes from ancient French, namely *informacion* which means an activity in terms of knowledge that is communicated. Information is a collection of facts or data that goes through a filtering process and is processed in such a way. In simple terms, information is data that is processed into something of value and meaning, so that information is important in teaching and learning activities. Romney and Steinbart (2015: 4). say that information is data that has been processed to give meaning and improve the decision-making process. From the opinion above, it can be concluded that information is a collection of messages that are processed in context so that they can be useful to the recipient and are appropriate for sharing with others.

According to the Big Indonesian Dictionary (KBBI), vocabulary is vocabulary. Meanwhile, standards are benchmarks that apply to the quantity or quality set based on an agreement. According to the Big Indonesian Dictionary (KBBI), vocabulary is vocabulary. Meanwhile, standards are benchmarks that apply to the quantity or quality set based on an agreement. The standard vocabulary is the Indonesian vocabulary according to KBBI and Enhanced Spelling (EYD) or which is currently the General Guidelines for Indonesian Spelling.

Tarigan (2015: 2) argues that the quality of a person's language skills depends on the quantity and quality of the vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled at speaking. The quantity and quality of a student's vocabulary also determines his success in life. According to Prihantini (2015: 13-14), vocabulary or vocabulary are all words that are owned by a language. Usually the vocabulary is arranged in a dictionary. Vocabulary is mostly in the form of words, and a small part is in the form of terms and phrases.

This is in line with Nurgiyantoro's opinion (2014: 338), which states that vocabulary is the wealth of words possessed by a language.

Based on some of these opinions, it can be concluded that vocabulary is a component of language that contains a list of words and their limitations whose use is in accordance with their function. Thus all forms of words, such as root words, affixed words, repeated words, compound words, proverbs, antonyms and synonyms found in Indonesian, are included in Indonesian vocabulary. Sukiman also explained that learning media can clarify the presentation of messages and information (Khalistiana, 2015: 130). The presence of a media in learning activities will greatly assist students in improving achievement and can attract students' attention to accept existing subject matter. This media can also be expressed as a component of learning resources that can stimulate students to learn, so as to increase students' interest in learning.

Based on some of the opinions above, it can be concluded that learning media is a component of learning resources that is channeling learning information and messages contained in it so that people who receive it understand clearly what is conveyed from the message and can encourage an increase in student learning interest to achieve desired result. This learning media is also very influential in the learning process of students so that it will overcome difficulties in achieving an educational goal. Audio visual is included in a media that can help teaching staff to make it easier to deliver material to students so that it can increase students' learning interest.

Hamdani (2011: 2490) states that audio-visual media is a combination of audio and visual, or what is commonly called hearing media. This media within certain limits can replace the role and duties of the teacher. Because the presentation of learning material can be replaced by media, and teachers can turn into learning facilitators, namely making it easy for students to learn. Examples of audio-visual media include video or television, and sound slide programs (Soundslide). The main function of the learning media itself is as a means to achieve more effective learning. This will affect the quality of better learning outcomes if the use of the media is appropriate. Thus the media can be concluded as a tool to facilitate the teaching and learning process in streamlining communication between teachers and students. As well as acting as a means to realize more effective learning to make the learning atmosphere in class more interesting and fun for students.

RESEARCH METHODS

This type of research includes classroom action research. As for classroom action research (PTK) is an action research conducted by teachers with the aim of improving the quality of learning practices in the classroom (Arikunto, S., 2015: 124). Arikunto (2012: 130) also suggests that classroom action research is through exposure to three words namely Research, Action, and Class. Research is an activity of examining an object using certain methodological rules to obtain useful data or information to improve the quality of something that is of interest and important to researchers. Thus, it can be concluded that PTK is a study conducted by teachers as researchers on all real problems encountered during learning in order to improve the quality of learning in a sustainable manner and the quality of education in a broad sense.

In this Classroom Action Research using the model conducted by Kemmis and Mc Taggart in Arikunto (2013: 137) while the Classroom Action Research (CAR) model in question there are four steps to be presented, namely planning, implementing, observing, and reflecting. These four steps are called cycles, so that the implementation of PTK usually consists of 2 (two) or more cycles. In this study, PTK was carried out in 2 (two) cycles because in the second cycle it had been shown to increase which reached 80% PKK criteria. The classroom action research

model outlines, there are 4 stages that are commonly passed in classroom action research, including; (a) Planning or Planning; (b) action or Acting; (c) observing or observing; (d) reflection or Reflecting.

This research was conducted on January 25 2022 at SDN Sidowani, which is located at Jalan KH. Ridwan No. 24 Sidowangi Village, Kajoran District, Magelang Regency. Sidowangi Elementary School has 8 teaching staff, consisting of the school principal, homeroom teacher from grades 1 to 6, Physical Education teacher who doubles as class II homeroom teacher, English teacher who also doubles as class I homeroom teacher, religion teacher. The subjects in this study were class III students at SDN Sidowani, totaling 14 students, consisting of 8 male students and 6 female students. This study uses a classroom action research model from Kemmis and Mc.Taggart. The model developed by Stepen Kemmis and Robbin Mc.Taggart includes four components, namely: planning (plan), action or action (act), observation (observe) and reflection (reflect).

Data collection techniques used by researchers include observation, field notes, interviews, and short essay tests. The type of instrument used to measure information writing skills with the correct use of vocabulary in this study was a test (pre-test and post-test). The pre-test is used to determine students' abilities before receiving treatment, while the post-test is conducted to determine students' abilities after receiving treatment. Non-test instruments are used to determine changes in students' abilities.

RESEARCH RESULTS AND DISCUSSION

Before describing the results of the study and their discussion, the conditions and abilities of students in writing information using standard vocabulary obtained from pre-tests in pre-cycle will be described. Researchers conducted research for 3 meetings. The pre-cycle stage will be held on Tuesday 25 January 2022, cycle I will be held on Wednesday 26 January 2022 and cycle II will be held on January 27 2022. As for presenting this data, data will be presented based on the formulation of the problem, namely increasing motivation and increasing skills write information.

Student Motivation Level in Writing Information through Audio Visual Media

Efforts to increase motivation so that it creates effectiveness and activeness in the learning process of students in learning to write information using standard vocabulary includes three meetings, namely pre-cycle, cycle I, and cycle II. Before carrying out the actions of cycles I and II, the pre-cycle activities must be carried out first. In pre-cycle activities, students were asked to fill out a questionnaire. The researcher made 10 questions in the form of multiple choice with the choices of strongly agree, agree, disagree, and strongly disagree. Apart from going through questionnaires, researchers also made observations of students in the learning process. From the results of these observations, it is known that there are some students who do not sit quietly and talk to themselves with friends next to them and behind them. In addition, there are also students who are sleepy in participating in teaching and learning activities and are disturbed by the atmosphere outside the class, namely paying attention and looking at other friends who are outside the class, so they do not pay attention to the teacher when delivering learning material.

In the first cycle of action, the researcher also distributed questionnaires at the end of the lesson to find out how much interest students had in participating in learning to write using standard vocabulary through audio-visual media. Students are more interested in learning to write using standard vocabulary through audio-visual media rather than using conventional methods such as in the pre-cycle stage. In addition, students are also not easily bored in

participating in learning to write information using standard vocabulary through audio-visual media.

Cycle II is not much different from the previous cycle. In cycle II, students were asked to fill out a questionnaire with the aim of researchers knowing the development of students' motivation and interest in participating in learning writing activities using standard vocabulary through audio-visual media. The format of the questionnaire used in cycle II was the same as the questionnaire used in cycle I, namely in the form of a checklist with the options "Yes" and "No". it can be concluded that students really do not feel bored and are interested in participating in learning to write using standard vocabulary through audio-visual media. The results of observations in cycle II showed an increase from observations made in the previous cycle. In cycle I it can be seen that there are still some students who still often don't listen, disturbing their neighbors. In cycle II, students are interested and can sit quietly, and no longer disturb their neighbors.

Ability Level of Learners in Writing Information Using Standard Vocabulary through Audio Visual Media

Implementation of the first action begins with learning conventionally or not using audio-visual media and ends with assignments to students to write information using standard vocabulary as an initial test. In the initial test, the written results obtained using standard vocabulary with scoring on three aspects, namely (a) content, (b) organization, (c) use of language, and (d) vocabulary.

Table 1. Level of Ability to Write Information Using Standard Vocabulary in Pre-cycle B

| No | Category | Value Range | Frequency | Percentage |
|---------|------------|-------------|-----------|------------|
| 1 | Very good | 80-100 | 0 | 0% |
| 2 | Good | 60-80 | 0 | 0% |
| 3 | Enough | 50-60 | 1 | 7% |
| 4 | Not enough | 40-50 | 10 | 67% |
| 5 | Very less | 0-40 | 4 | 26% |
| Total | | | 15 | 100% |
| Average | | | 43,13 | |

From the data in the table above, it can be concluded that the class average score in the initial action is still very low and far from the KKM. Of the 15 students in grade III, none of them got grades in the good and very good categories with a score range of 70-80 and 80-100. An adequate category with a value range of 50-60 is achieved by 1 child or 7%. Furthermore, 10 children or 67% were in the less category with a score range of 40-50, and 4 students or 26% were included in the very less category, namely with a value range of <40. The implementation of the action in cycle I begins with the provision of material and the teacher shows the audio-visual media that has been prepared. After the broadcast of the audio-visual media is complete, it is continued with the assignment of writing ongoing weather information using standard vocabulary as a test in cycle I.

Table 2. Ability Level to Write Information Using Standard Vocabulary of Students in Cycle I

| No | Category | Value Range | Frequency | Percentage |
|---------|------------|-------------|-----------|------------|
| 1 | Very good | 80-100 | 0 | 0% |
| 2 | Good | 60-80 | 6 | 40% |
| 3 | Enough | 50-60 | 5 | 34% |
| 4 | Not enough | 40-50 | 2 | 13% |
| 5 | Very less | 0-40 | 2 | 13% |
| Total | | | 15 | 100% |
| Average | | | 51,4 | |

From the table above, it can be seen that in the first cycle no one has received a very good category. The value range of 60-80 was obtained by 6 students or 40%, the sufficient category was 5 students or 34%, 2 children or 13% were in the less category with a value range of 40-50, and 2 more students or 13% were included in the category is very poor, namely with a range of values below 40. The implementation of cycle II is basically the same as the implementation of actions in cycle I, which begins with the provision of material and the teacher displays audio-visual media that has been prepared. After students watched the audio-visual media, students continued to receive assignments to write information using standard vocabulary as a test in cycle II. The test results obtained in cycle II are shown in the following table.

Table 3. Level of Ability to Write Information Using Standard Vocabulary in Cycle II

| No | Category | Value Range | Frequency | Percentage |
|---------|------------|-------------|-----------|------------|
| 1 | Very good | 80-100 | 4 | 26% |
| 2 | Good | 60-80 | 8 | 54% |
| 3 | Enough | 50-60 | 1 | 7% |
| 4 | Not enough | 40-50 | 0 | 0% |
| 5 | Very less | 0-40 | 2 | 13% |
| Total | | | 21 | 100% |
| Average | | | 85,33 | |

From the data in the table above, it can be described that there are 4 students or 26% of 15 students who get the very good category and the score range is 80-100. For the good category with a score range of 60-80, there are 8 children or 54%, while 1 student or 7% is included in the sufficient category, and 1 student is still in the very lacking category. Acquisition of scores based on very good and good criteria increased from pre-cycle to cycle II. Furthermore, the criteria for less and very less decreased from the pre-cycle stage to cycle II. This shows an increase in writing skills using standard vocabulary in class III students through audio-visual media.

Table 4. Comparison of the Results of The Pre-Cycle, Cycle I, and Cycle II Tests

| No | Category | Value Range | Pra Cycle | | Cycle I | | Cycle II | |
|---------|------------|-------------|-----------|------|---------|------|----------|------|
| | | | frek | % | Frek | % | Frek | % |
| 1 | Very good | 80-100 | 0 | 0% | 0 | 0% | 4 | 26% |
| 2 | Good | 60-80 | 0 | 0% | 6 | 40% | 8 | 54% |
| 3 | Enough | 50-60 | 1 | 7% | 5 | 34% | 1 | 7% |
| 4 | Not enough | 40-50 | 10 | 67% | 2 | 13% | 0 | 0% |
| 5 | Very less | 0-40 | 4 | 26% | 2 | 13% | 2 | 13% |
| Total | | | 15 | 100% | 15 | 100% | 15 | 100% |
| Average | | | 43,13 | | 51,4 | | 85,33 | |

From the data table above, it can be concluded that the skills of writing information using standard vocabulary in class III students at SDN Sidowangi have increased. This increase was found in the percentage of students who got good and very good criteria, and experienced a decrease in the less and very less criteria.

CONCLUSION

Students experience positive changes in learning activities towards the learning process of writing information using standard vocabulary through audio-visual media. In pre-cycle activities, students still experience difficulties in writing information using standard vocabulary. It is known that there are some students who do not sit quietly and talk to their friends next to them and behind them. But in cycle 1 it can be seen that there is an increase in

students' motivation in carrying out the learning process using audio-visual media. This happens because of the child's interest in learning through audio-visual media. But it is still seen that there are some students who do not sit quietly and often talk with their peers and do not pay attention to the teacher during the teaching and learning process. Furthermore, in cycle 2, student motivation has begun to increase. From the table data contained in cycle II, it was concluded that students really did not feel bored and were interested in following learning to write using standard vocabulary through audio-visual media.

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