

The Accuracy of Writing Simple Stories Assisted by Picture Series Media in Elementary School

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ABSTRACT

Elementary school students often struggle with expressing their thoughts effectively through writing, posing significant challenges to their educational development. This study aims to describe the effectiveness of Indonesian language learning in writing simple stories with serial picture media. This simple story writing skill has indicators that include: the suitability of simple stories and writing simple stories. The type of research conducted is descriptive qualitative with data in the form of simple stories as the basic material for study and analysis. The data in this study are simple story writing of students in class II SDIT Muhammadiyah Al-Kautsar. The data sources in this study were 20 students, the techniques used in the research were simple story writing test techniques. Data collection in the study through the task of writing a simple story with serial image media. The data was analyzed using thematic analysis techniques, which included grouping and interpreting the data to identify the main themes in students' writing. The results of research at SDIT Muhammadiyah Al-Kautsar related to simple story writing skills, namely, students in writing simple stories using serial image media can follow well so that students are able to compile simple stories by understanding the indicators in writing skills coherently. In addition, students are very enthusiastic in using serial image media as a solution in compiling and writing simple stories. However, in the writing accuracy indicator, students have not been precise in writing simple stories.

Keywords: Writing accuracy; Simple Stories; Series Pictures.

ABSTRAK

Siswa sekolah dasar sering kali kesulitan dalam mengekspresikan pikiran mereka secara efektif melalui tulisan, sehingga menimbulkan tantangan yang signifikan bagi perkembangan pendidikan siswa. Penelitian ini bertujuan untuk mendeskripsikan efektifitas pembelajaran bahasa Indonesia dalam menulis cerita sederhana dengan media gambar seri. Keterampilan menulis cerita sederhana ini memiliki indikator yang meliputi: kesesuaian cerita sederhana dan menulis cerita sederhana. Jenis penelitian yang dilakukan yakni kualitatif deskriptif dengan data berupa cerita sederhana sebagai bahan dasar kajian dan analisis. Data dalam penelitian ini merupakan tulisan cerita sederhana peserta didik di kelas II SDIT Muhammadiyah Al-Kautsar. Sumber data dalam penelitian ini yakni sebanyak 20 peserta didik, teknik yang digunakan dalam penelitian teknik tes menulis cerita sederhana. Pengumpulan data dalam penelitian melalui tugas menulis cerita sederhana dengan media gambar seri. Data dianalisis menggunakan teknik analisis tematik, yang mencakup pengelompokan dan penafsiran data untuk mengidentifikasi tema utama dalam tulisan siswa. Hasil penelitian di SDIT

Muhammadiyah Al-Kautsar terkait dengan ketrampilan menulis cerita sederhana yaitu, peserta didik dalam kegiatan menulis cerita sederhana menggunakan media gambar seri dapat mengikuti dengan baik sehingga peserta didik mampu menyusun cerita sederhana dengan memahami indikator dalam ketrampilan menulis secara runtut. Selain itu, peserta didik sangat antusias dalam menggunakan media gambar seri sebagai solusi dalam menyusun dan menulis cerita sederhana. Namun dalam indikator ketepatan tulisan, siswa belum tepat dalam menulis cerita sederhana

Kata Kunci: Ketepatan Menulis; Cerita Sederhana; Gambar Seri.

INTRODUCTION

Education is a process of learning and guidance carried out by teachers and students through education in formal and informal schools (Syaadah et al., 2023). According to (Putry, 2018) education is an effort made by an individual, family, community and government through guidance, teaching, and training activities carried out directly both at school and outside school. Explained in the National Education Law Number 20 of 2003 that education is a conscious thing that is done to develop self-potential with learning process activities (Masnu'ah et al., 2022). Related to education is a learning process that requires learning media as a tool to support the smooth learning process of students. This is of course in the activities of the learning process there are several subjects which are the main focus of various kinds of lessons, namely Indonesian language learning.

Indonesian language learning is one of the subjects used as a development activity for students. This Indonesian language learning has the aim of acquiring knowledge, skills, creativity, and attitudes (Ali, 2020). Another thing is explained by (Mubin & Aryanto, 2024) Indonesian language learning has a role in training skills to serve as a way to learn science, communication, and become a unifying tool for the nation. In line with (Santika & Sudiana, 2021) in learning Indonesian there is character education which is integrated through four language skills, namely listening, speaking, writing and reading. In this language learning activity is inseparable from literature learning. Therefore, language and literature learning have a close relationship in achieving Indonesian language learning skills. These language skills start from listening, speaking, then reading and writing (Alifa & Setyaningsih, 2020). Writing is considered the most important and difficult component in learning Indonesian at the elementary school level. Because, by writing a person is given the opportunity to express ideas, thoughts and ideas to be poured in the form of writing as a goal in learning Indonesian.

Writing skills require students to be active, creative in organizing their mindset. Thus, this writing skill will require students to have the ability to listen, read, and speak (Jayanti, 2017). For this reason, this skill is used as the basis for coaching and developing writing skills. With the difficulty of this writing skill, it becomes a factor for students in expressing their ideas, ideas and thoughts. (Anggraeni, 2017) explains that the level of creativity of students in Indonesia in writing is still at a low level. Explained by (Hanafi & Minsih, 2022) the level of literacy of students in Indonesia is still in the low category. According to (Sutarna & Lutfi, 2021) the low level of students' writing skills is due to the teacher's tendency to prioritize grammar over writing. From the research above, it shows that writing skills are very important in student learning activities. This skill is important for students to be applied in elementary school with the aim that students are able to express imagination in the form of written work, namely simple stories (Khakima et al., 2021).

According to (Nani & Hendriana, 2019) learning in elementary schools primarily involves teaching foundational skills, which are crucial as students begin crafting written works such as simple stories. Writing competence in elementary school is essential because it sets the groundwork for developing more complex literacy skills in later educational stages. As Inggriyani and Anisa Pebrianti (2021) note, writing simple stories requires students to focus on several key indicators, including theme or title suitability, sentence structure accuracy, word arrangement precision, and correct spelling. Developing these skills in elementary school is vital as they contribute to students' overall literacy development, enhancing their ability to communicate ideas effectively. As students progress, writing competency supports their learning across all subjects by improving their ability to organize thoughts, express ideas clearly, and engage critically with content. Furthermore, writing is an integral part of language learning, fostering creativity, critical thinking, and problem-solving skills. By focusing on these competencies early on, educators can better prepare students for future academic challenges and equip them with the skills necessary for effective communication in various contexts (Inggriyani & Anisa Pebrianti, 2021).

Currently, the ability of elementary school students to write picture stories is notably underdeveloped, particularly in expressing their ideas and thoughts effectively. This deficiency presents a significant educational challenge, as writing is a critical skill that supports learning across all subjects. (Subakti & Handayani, 2020) found that many students struggle to meet basic writing standards, particularly in crafting coherent sentences, which is a fundamental component of simple writing. (Rahmawati, 2022) further highlights that students encounter various difficulties in writing simple stories, such as inaccuracies in language use, word choice, and spelling. These challenges underscore the need for innovative teaching methods that can engage students and enhance their writing skills.

Previous research has shown that incorporating media into writing instruction can significantly boost student engagement and motivation. For instance, (Kusuma & Mustari, 2023) demonstrated that using the Discovery Learning model can stimulate critical thinking and help students utilize their environment to generate ideas, which can then be translated into writing. Similarly, The use of digital storytelling in educational settings has been associated with increased motivation, self-confidence, and creativity among students, which are essential elements for effective narrative writing (Castillo-Cuesta et al., 2021). These studies indicate that integrating visual and interactive media in writing instruction not only addresses the difficulties students face but also fosters a more dynamic learning environment. Therefore, exploring the use of serial picture media in teaching writing is crucial to overcoming these obstacles and enhancing students' writing competence. By addressing these research problems, educators can better equip students with the skills needed to succeed academically and beyond.

This research introduces the innovative use of serial picture media to enhance the writing skills of elementary school students, specifically in crafting simple stories. While previous studies have demonstrated the effectiveness of various media and learning models – such as the Discovery Learning model ((Kusuma & Mustari, 2023), Diorama media((Ismilasari & Hendratno, 2013), and digital storytelling (Belda-Medina & Goddard, 2024; Manganello & Baldacci, 2023; Uslu & Uslu, 2021) – this study uniquely focuses on using a sequence of images

to guide students through the writing process. This method not only aids in organizing their thoughts and ideas but also provides a structured approach to writing that is visually engaging. Unlike previous research, which primarily addressed general narrative writing skills, this study specifically targets the development of coherent simple story writing, addressing key challenges such as language accuracy and thematic consistency. By exploring the potential of serial picture media, this research aims to offer a practical and novel pedagogical tool that can be easily integrated into elementary language curricula, thereby enriching the educational landscape and providing a fresh approach to improving literacy skills in young learners.

In the research above, it explains related to various alternatives, solutions, and media that are feasible to use in improving the writing skills of elementary school students. However, not with a suitable learning model and learning media as a solution to the accuracy of students in writing skills. Therefore, the researcher will focus this research on the effectiveness of Indonesian language learning in writing simple stories with serial picture media. This research is entitled Analysis of Simple Story Writing Skills with the Assistance of Serial Image Media in Elementary Schools.

METHODS

Type and Design

The approach used in this research is qualitative case studies. Case study research is an empirical method used to investigate related to contemporary phenomena or cases in depth in the context of the real world (Aprilia & Minsih, 2024). In research activities related to this case study, it is used to determine the accuracy of writing simple stories of students carried out at SDIT Muhammadiyah Al Kautsar, Sukoharjo. Qualitative research is a research method that focuses on a deeper understanding of a problem. This approach considers problems in detail related to research in detail without prioritizing research generalization. In accordance with the approach used by researchers to collect data, namely the results of observations, interviews, and documentation regarding the analysis of the accuracy of writing simple stories (Patria & Abduh, 2023). The data text used by researchers is in the form of interview quotes with data descriptions. The source of data in this study is the second grade teacher of Indonesian language subjects at SDIT Muhammadiyah Al Kautsar.

Data and Data Sources

The subjects in this study were the second grade teacher of SDIT Muhammadiyah Al Kautsar and 20 second grade students of SDIT Muhammadiyah Al Kautsar. The subjects of this research are people who are in the research as people who provide information related to the situation and conditions of the research setting, especially the analysis of the accuracy of writing simple stories with the help of serial picture media. In the research activities of analyzing the accuracy of writing simple stories there are 20 students as research samples. The students studied by this researcher are grade II students of SDIT Muhammadiyah Al Kautsar. The location in this study was at SDIT Muhammadiyah Al Kautsar. The observation method, carried out by researchers with direct observation in Indonesian language learning activities, especially the material on the accuracy of writing simple stories. The researcher in conducting

this interview activity was carried out in a structured manner by providing a systematic interview pattern to explore deeper information related to writing simple stories with the help of serial image media (Pahleviannur et al., 2023). The documentation method in this study by taking pictures directly related to the accuracy of writing simple stories with the help of serial image media.

Data collection technique

The data collection technique in this research uses method triangulation. Triangulation of this method is done to compare one method with other methods and check the results of interviews with each other (Alfansyur & Mariyani, 2020). Triangulation of methods in this study is by checking the data obtained from the results of observations, interviews and documentation regarding the accuracy of writing simple stories with the help of serial images at SDIT Muhammadiyah Al Kautsar, because serial images are an alternative and solution for students to become a driving force in writing simple stories.

Data analysis

In the research, data analysis starts from collecting observation, interview and documentation data conducted at SDIT Muhammadiyah Al Kautsar. After collecting data, researchers reduced the data and presented the data to draw conclusions from the data that had been received in the field (Fadli, 2021). Data analysis in this qualitative research is inductive, so researchers obtain data then develop it into hypotheses or temporary answers.

RESULTS AND DISCUSSION

Based on research conducted by researchers related to the analysis of the accuracy of writing simple stories with the help of serial image media at Muhammadiyah Al Kautsar Integrated Islamic Primary School, researchers analyzed 20 students in class II during Indonesian language learning. This simple story writing activity is applied with the aim of realizing student literacy in writing skills. From the activity of analyzing writing skills, students are given media as a tool, this media is Series Pictures.



Figure 1. Series drawing

The picture above explains that the teacher in Indonesian language learning activities uses a series of picture media aids as an application in simple story writing skills. With this picture, the teacher chooses colors that are appropriate for the age of learner development, namely bright colors. This bright color is an attraction for students in simple story writing skills activities. In addition, the teacher also states the character in the series picture above. The

mention of the characters in the picture aims to make it easier for students to tell simple stories through writing skills. Students will be more happy to pour ideas, thoughts and ideas in the form of simple story writing.

The series of pictures presented above have picture numbers. Picture numbers have a use for students in telling coherently according to the number. Therefore, students' series pictures during Indonesian language learning activities are able to understand well for simple story writing skills activities. This shows that the series picture media applied by the teacher will be the driving force for children in writing simple stories. Researchers in observation activities saw that in the activity of simple story writing skills with the help of serial image media, presented in the following table.

Table 1: Simple Story Suitability Indicators

Indikator	Sub Indikator	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Kesesuaian Cerita Sederhana	Terdapat Alur Maju atau Mundur	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	Terdapat 3 Nama dalam Penokohan Cerita	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	Terdapat tempat Lokasi dalam Cerita	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

In Table 1, it is presented that students in the activity of writing simple stories with the help of serialized picture media have fulfilled the sub-indicators, namely a number of 20 grade II students are able to write simple stories with serialized picture media coherently from beginning to end. In simple story writing activities, grade II students write sub-indicators that have a forward or backward plot, there are three names in the characterization of the story, and there is a place of location in the story. However, researchers also saw that there were some students who had not written the names of all the characters, the number of characters and the place or location in the story. Before the writing skills activity, students were given direction and guidance from the teacher related to the explanation of the story picture. The teacher explained that:

"As a grade II Indonesian teacher, I give directions and explanations to students regarding how to write and the steps in telling serial images in writing. With this, my goal is to train students to get used to writing literacy that is encouraged by the serial image media."

In addition to explaining, the teacher also modeled how to write in front of the class using a projector with serial image media in a coherent manner starting from the storyline, character names, and place or location of the story. The explanation delivered by the teacher with the names of three characters namely Adi, Dana and Pedro. Then, the teacher also explained the location, namely in the park and in the shop.

The grade II Indonesian teacher also expressed the need for pictorial media.

"The activity of writing simple stories with the media of this series of pictures is still very much needed by students, especially the lower grades. Because, with this activity it will be able to open the minds, ideas and ideas of SDIT Muhammadiyah Al-Kautsar students. Therefore, this serial image media provides a solution for students in the activity of simple story writing skills and I observe that children are greatly helped by serial image media."

However, in the students' writing activities there are still things that need to be straightened out so that there are no errors in the students' simple story writing. From the results of student writing, there are errors in the writing of uppercase and lowercase letters,

inappropriate periods and commas in sentences, and the use of conjunctions and, then, and but. Therefore, Indonesian language teachers in learning writing skills need to check students' writing using a red ballpoint pen or circled so that repeated mistakes do not occur. In the activity of writing simple stories there are indicators as in diagram 1.

Diagram 1. Bar Chart of Language Indicator

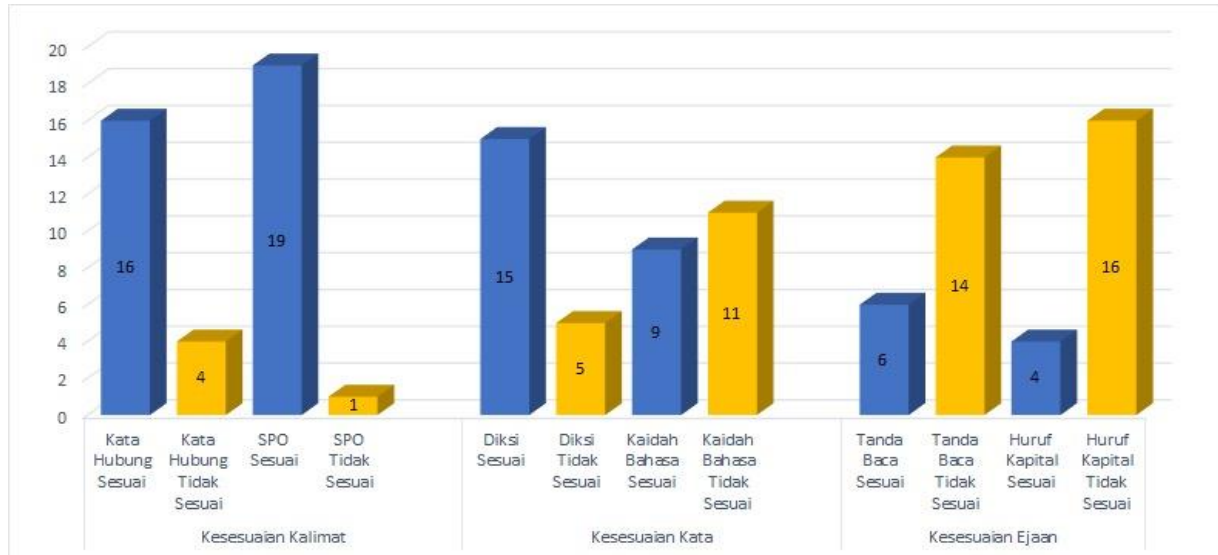


Diagram 1 explains that students on the indicator of sentence suitability, especially in conjunctions, the use of conjunctions has not been maximized 100% because there are still inappropriate conjunctions, namely then, after that and but. The results of this analysis are in accordance with the research of (Ratnasari et al., 2023) that the conjunctions used by grade II students are simple and easily understood by students.

In the indicator of the suitability of sentence structure, namely the SPO sentence structure, students are able to obtain maximum results. This is proven by 20 students, there are 19 students whose sentence structure is correct.

Indicators of word choice or diction students are able to choose diction, but it is not optimal. Of the 20 students there are 15 students whose word choice is correct, while five students are less precise in choosing diction. Explained by (Putri et al., 2024) students have been diverse and varied in using diction but there are still a few that are not interesting in students' simple story writing. However, there are still inappropriate words that are often used, namely *kalo*, *isterirahat*, *hawatir*, and *sewatu*.

Related to the indicators of language rules in writing skills need to be improved again by the teacher so that students are able to write simple stories using language rules that are in accordance with Indonesian spelling. This language rule is an element that needs to be considered in several aspects such as reading, writing, listening, and speaking. It is clarified by (Fu'adi et al., 2024) that students in the selection of words for simple story language rules are often used in everyday life. (Puspitawati et al., 2021) explained that in applying language rules, students still experience things that are not correct. Thus, in the application of linguistic rules, guidance from the Indonesian language teacher is still needed:

"In writing linguistic rules, students have not been able to distinguish between standard and non-standard language, meaning that students still mix both Javanese and Indonesian languages."

Furthermore, the spelling suitability indicator, namely punctuation marks, can be seen that students are still low in the use of punctuation marks. In using punctuation marks, students have not been able to place the appropriate position of periods, commas, question marks and exclamation marks. In fact, some students do not use punctuation at all in writing sentences. The results of this study support the research of (Ayu Shafira et al., 2021) that in writing punctuation marks, students still find errors and inaccurate punctuation marks, the use of capital letters in the name of the day, the name of the month and the name of the place. This needs to be used as a teacher evaluation in learning, namely by dictating a lot to students so that students get used to writing. In the use of capital letters, especially in writing names, places or after dots, students have not applied well because students have not mastered so students need teacher guidance in learning Indonesian.

Explained by (Sujono, 2021) in writing simple stories not only language accuracy, but also requires students' creativity. According to (Suharno, 2022) a story is an expression that uses words for an event experienced by humans. Furthermore, studies have highlighted the positive impact of digital storytelling on vocabulary learning, writing motivation, and social-emotional learning skills among students. The integration of digital storytelling in the classroom not only improves writing outcomes but also enhances students' creative writing skills and their ability to produce multi-modal artifacts similar to those encountered in daily media consumption (Belda-Medina & Goddard, 2024; Uslu & Uslu, 2021). Based on the results of the study, teachers need to train students both in learning activities by training students in using punctuation and capital letters. With this exercise, in writing skills, especially in writing simple stories, students will easily understand and apply in Indonesian language learning.

CONCLUSION

Based on the results of the analysis of simple stories written by students, the following conclusions can be stated. In this study, learners can write simple stories seen from the diagram of indicators of the suitability of students' simple stories with serial picture pieces. Learners are correct in writing the plot, characters, place names or settings in simple stories. In writing skills activities, students write coherently according to the picture number with an explanation of the story both the name of the character, plot, and place in the picture. From this side it can be said that the series picture media can help students in learning, especially in writing simple stories. The writing of conjunctions, diction and punctuation in simple stories students can follow well but in writing there are still obstacles experienced by students, namely repeated conjunctions, punctuation marks that are not written by students, language rules that are less precise, writing sentences mixed with Javanese, and inappropriate use of capital letters both place names, character names, and month names. Therefore, picture series in simple story writing skills need to be applied by Indonesian language teachers to train and familiarize students in writing so that the need for this media is further developed in the suitability of writing simple stories.

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