



## Analysis of Ability to Write Essay Description Using Illustrated Image Media on Class V Students

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### **ABSTRACT**

*This study aims to (1) describe students' ability to write descriptive essays using illustrations as media. (2) describe students' responses in writing descriptive essays. The type of research used is qualitative research with a descriptive approach. The subjects studied in this study were 17 fifth-grade students at SDN 84 Singkawang. The use of media during learning is important to support student's ability to achieve learning goals. This study aims to describe students' abilities in writing descriptive essays using illustration media, as well as to find out students' responses in writing descriptive essays using illustration media. Results showed that the results of the ability to write descriptive essays showed that 29% of the ability to write descriptive essays was in the very good category, 53% of the ability to write descriptive essays was in the good category, and 18% of the ability to write descriptive essays was in the sufficient category. From the results of the ability to write descriptive essays per indicator, an average score of 79 is obtained in the good category. From the results of the responses obtained 12% of student responses in the very good category, 88% of student responses in the good category, and from the results of the distribution of response levels obtained an average value of 75.8 in the good category. Thus it can be concluded that the ability to write descriptive essays using illustration media and student responses to the illustrated media used in writing descriptive essays is good.*

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## INTRODUCTION

Education is a very important factor in everyone's life. In general, education aims to develop intact and reliable human resources. In Law Number 20 of 2003 concerning the National Education System. Education is an important process in human life. Communication can be done directly or indirectly, language is a tool of communication between humans directly while writing is a communication tool that is used indirectly. Dalman (2021: 3) argued that writing is a communication activity in the form of

conveying messages (information) in writing to other parties using written language as a tool or medium, writing is a type of writing practice by composing. Writing essays is the ability to write to convey a message or idea. The types of essays include descriptive essays, narrative essays, exposition, persuasion, and argumentation, in this study, they were limited to only focusing on writing descriptive essays.

Writing descriptive essays is pouring ideas or ideas into written form, using spelling such as using punctuation and using capital letters. This is the basic thing that should be mastered in writing descriptive essays. Based on the results of pre-research and information from the class V teacher, at SDN 84 Singkawang, regarding the ability to write descriptive essays, some students are not fluent in reading, are not precise when using punctuation marks, such as periods, commas, question marks, exclamation points, and other symbols, this is due to a lack of mastery of spelling so that students find it difficult to compose and express his thoughts in his sentences, not even enthusiastic and not serious in writing the essay lesson. This is evident from the results of the pre-research on fifth-grade students at SDN 84 Singkawang, the researcher found that there were still students who experienced a low ability to write descriptive essays below the KKM, namely 60.

Lowercase, terms that must be written in lowercase but capitalized, Errors in using punctuation marks at the end of sentences without periods (.), errors in choosing words in one sentence, shortage of letters, excess of letters. There are still writing abbreviations that are not standard. These errors can occur due to the lack of mastery of spelling and punctuation which affects the writing produced by students in descriptive essays so there are still many errors in the use of spelling, punctuation, and inappropriate word choices.

To find out the ability to write descriptive essays students in this study will use a descriptive writing test using illustrated image media. The use of media during the learning process is very important as a material for arousing student learning motivation, as well as supporting students' abilities to achieve learning goals and even attracting the attention of students to be more active and active in learning. Therefore, researchers use media illustrations in learning to write descriptive essays, researchers are more focused on the ability to write essays, for students. So that it can affect the capacity of students to translate their thoughts into written language. To improve students' ability to write descriptive essays as a whole, this research is expected to help teachers and students improve their ideas for writing descriptive essays.

Researchers use media illustration images as a means of achieving learning objectives. Wardhono, et al. (2018: 106) argued that the advantage of media images is that they are concrete because children can see real things in imitation form, so that children do not misconstrue an object. Image media can also overcome space and time because with image media the teacher does not need the child to go directly to the place of learning. Media images are considered inexpensive and easy to obtain. Following the goals of Indonesian education emphasizing effective communication between students. Be it directly or indirectly. In learning Indonesian, the ability to write is a very important lesson, because it will go through a training process that needs to be trained continuously so that you can gain experience until you are trained and can improve your student's ability to write descriptive essays in depth.

This study examines students' media literacy using illustration materials to determine students' ability to use the media. Hassan (2017:450) suggested that students' responses to the use of learning media are very important to know to develop students' thinking processes towards learning. Student responses to learning media can be in the form of positive responses and negative responses. To find out the responses of students in this study will use a questionnaire, namely a closed questionnaire. The research aims to describe: (a) Students' ability to write descriptive essays using illustration media for class V students at SDN 84 Singkawang. (b) Responses from fifth-grade students at SDN 84 Singkawang in writing descriptive essays using illustration media.

## **METHOD**

The type of research used in this research was a type of qualitative research with a descriptive approach. Sugiyono (2020: 9) argued that qualitative research is a research method based on the philosophy of positivism, used to research natural object conditions, where researchers are the key instrument, data collection techniques are carried out by triangulation (combined observation, interviews, documentation), the data obtained tends to be qualitative, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. Qualitative research in this study was to explain the ability of fifth-grade students at SDN 84 Singkawang to write descriptive essays.

Subjects and objects of research were targets for obtaining certain objectives regarding a matter that will be proven objectively. The subjects studied in this study were fifth-grade students at SDN 84 Singkawang Group 1, totaling 17 people, with 5 male students and 12 female students. The technique used in this study to measure the ability to write descriptive essays on learning Indonesian was the test technique. The test used in this study was in the form of an imaging test, totaling 1 image. The measurement technique used to answer the first question was to determine students' ability to write descriptive essays using illustrated media for fifth-grade students at SDN 84 Singkawang.

The questionnaire in this study consisted of 15 questions in the form of Yes (1) and No (0) choices with answers marked with a checklist (√). The questionnaire was used to answer the second question formulation, namely to find out the response of class V students at SDN 84 Singkawang in writing descriptive essays using illustrative media. The test was conducted to get an overview of students' ability to write descriptive essays using illustrated media in form of descriptive essays and an assessment rubric adopted from Aji (2013) which had been validated and implemented. Test sheets were given to students, questions were given to fulfill indicators.

In analyzing the data obtained in the field, researchers used the data analysis technique of the Miles and Huberman models. Miles and Huberman in Sugiyono (2020: 113) argued that activities in qualitative data analysis are carried out interactively and continuously until complete so that the data is saturated. To answer the problem in this study, regarding the ability to write descriptive essays using illustrated media for fifth-grade students at SDN 84 Singkawang using qualitative data analysis with the Miles and Huberman models, namely (1) data reduction, (2) data display, (3) verification (concluding data).

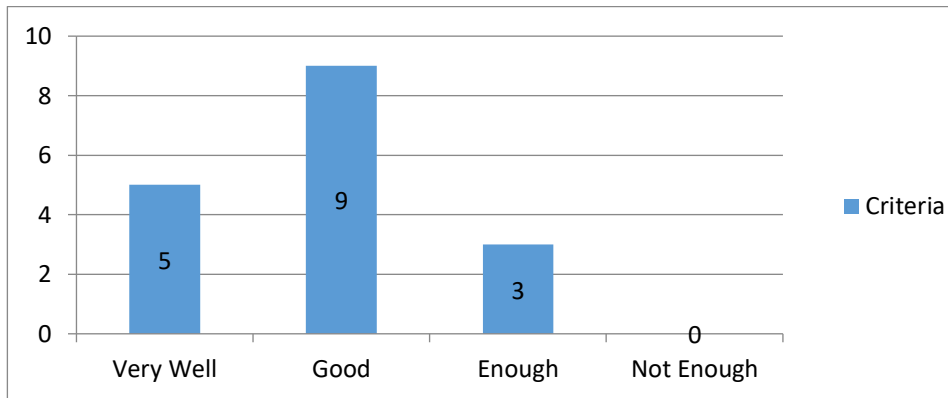
Concluding/verification in this study was carried out based on the results of observations and the results of interviews conducted to analyze the ability to write descriptive essays of students using media illustrations at SDN 84 Singkawang. In this analysis, the researcher used steps to answer the problems of this research, namely regarding the problem of students' ability to write descriptive essays. The researcher gave students a description writing test, then distributed response questionnaires to write descriptive essays using illustrative media to students, and then compared one another to conclude to answer the existing problems.

To answer the first problem formulation, namely how is the ability to write descriptive essays using illustrated image media in class V students at SDN 84 Singkawang? The analysis technique used in this study is to use a table of criteria for the ability to write descriptive essays with the following steps. Calculating the average and percentage of the ability to write essay descriptions of students using the arithmetic mean formula. To answer the second problem formulation, namely to find out the response of class V students at SDN 84 Singkawang in writing descriptive essays using illustrated media, it can be done in the following way: After completing the questionnaire, students' answers were checked and a score was given. The score for each answer follows the scoring rubric based on the scoring guidelines that have been made by the researcher. To calculate the percentage that responds according to certain criteria. If the answer is "Yes" means it is worth (1) and the answer "No" is worth (0).

## RESULTS AND DISCUSSION

### Ability to Write Descriptive Essays Using Graphical Illustrations for Fifth Grade Students at SDN 84 Singkawang

Calculation of data from descriptive research results in detail for the number of students in each criterion of the ability to write descriptive essays is presented in Fig. 1.



*Fig. 1 Chart of criteria for the ability to write descriptive essays using illustrated image media*

From Fig. 1, it can be seen that the ability to write descriptive essays is mostly in the good criteria, namely 9 students, then at least it is in the sufficient criteria, namely 3 students, and those that do not exist at all are lacking criteria. This means that the average ability to write descriptive essays for fifth-grade students at SDN 84 Singkawang is included in the good criteria.

Table 1  
Recapitulation of Ability to Write Essay Description on Each Criteria Test Question Overall

Criteria	The number of students	Total Test Score	Average
Very well	5	439	87.8
Well	9	702	78.6
Enough	3	202	67,3
Not enough	-	-	-
Amount	17	1350	77,9
<b>Criteria</b>			<b>Well</b>

Based on the recapitulation of the ability to write descriptive essays on each of the test item criteria as a whole above, the results of the overall ability to write descriptive essays on each criterion of test questions with a total of 17 students obtained data with very good criteria, there were 5 students with a total test score of 439 and an average score of 87.8 with a percentage of 29% of 17 students, then obtained data with good criteria there were 9 students with a total test score of 702 and an average score of 78.6 with a percentage of 53% of 17 students, and obtained data with sufficient criteria there were 3 students with a total test score of 202 and an average of 67.3 with a percentage of 18% of 17 students, and there were no students who received less criteria in writing descriptive essays using illustrative media. So, the results of the criteria for the ability to write descriptive essays from 17 students as a whole with a total test score of 1350 obtained an average of 77,9 with good criteria.

From Fig. 1 and Table 1 as stated above, the capacity to write essays and descriptions makes most of them are in the good criteria, namely 9 students, then at least they are in the sufficient criteria, namely 3 students, and those that do not exist at all are the less criteria. Analysis of student test results based on good criteria in the ability to write descriptive essays on each indicator, namely indicator 1, the content of the ideas put forward, namely students can adjust the title of the essay, development of ideas is still limited, students know a lot about the subject in the illustration, the essay follows the topic but still less

detailed. Indicator 2 of content organization is that the content organization follows the main idea at the beginning of the paragraph but is not detailed enough, all the sentences used in writing a descriptive essay are clear, the sequence is logical but not complete, and the cohesion is not high enough. Indicator 3 is grammar, namely, the grammar used by students is complex or complete and only a few errors occur in writing descriptive essays. Indicator 4 of word choice is that students sometimes make mistakes in using word choices but do not want the meaning of the words chosen when writing descriptive essays. Indicator 5 of spelling and punctuation, namely, students can adjust spelling and there are only a few errors and do not force the meaning of the words used.

The ability to write descriptive essays using illustrative image media can improve students' ability to write descriptive essays so that students respond well to the image media. This statement follows the results of research by Nufus (2015) which stated that there was an increase in students' ability to write descriptive paragraphs after taking part in learning to write descriptive paragraphs using image media. As for the research results that support this, Sakinah (2014) explained that the use of image media can improve the ability to write descriptive essays so that the goals and learning process will be achieved and students' responses when learning to use image media are very good.

Results of research conducted by Inggriyani (2021) that the obstacle faced by students is that they have difficulty expressing their ideas into words/sentences, this is due to students' lack of interest in reading and lack of habit of practicing seriously. Factors that influence learning difficulties in writing descriptive essays are intelligence, interest in learning, attitudes, and behavior towards learning, motivation, learning standards, educators who use learning media, and inappropriate methods and tactics. Sinaga (2021), factors causing students' low ability to write descriptive essays are lack of student interest, lack of self-confidence, lack of mastery of standard vocabulary, and lack of variety in the methods and teaching materials used. Efforts that can be made are by providing examples and motivation as well as using innovative and varied teaching materials and methods. The research conducted by Sinaga is similar to this article. The similarity in this writing is that the method used is qualitative descriptive analysis. The difference is, that the previous research subjects were 20 class IV students at SD N 2 Cipasan, whereas in this study the research subjects were 17 class V students at SDN 84 Singkawang.

Chandra (2022) concluded that the students still find errors in writing capital letters. The research conducted by Chandra has similarities to this writing. The similarity in this writing is that it uses a descriptive research method, the instruments used to measure students' writing abilities are test sheets for students, interviews by teachers, and documentation. The difference is the research object IV at SD Negeri Pasir Gadung 1 Tangerang Regency, whereas in this research the object is the research was class V students at SDN 84 Singkawang. Research conducted by Akhirusdiana (2012) concluded that learning using illustrative image media can improve the ability to write descriptive essays.

### **Responses from Fifth Grade Students t SDN 84 Singkawang in Writing Descriptive Essays Using Illustration Media**

Recapitulation of questionnaire scores for each student response criterion and drawing of student response questionnaire diagrams using illustrative image media can be seen in Fig. 2.

Based on Fig. 2, it can be seen that the student responses to the image media used in writing descriptive essays are mostly in the good category, then at least are in the good category. very good, and nothing is included in the criteria of less good, not good, and very bad. In this case, the student's response to media images in writing descriptive essays in class V SDN 84 Singkawang is in the good category, obtained data in the good category as many as 15 students out of 17 students.



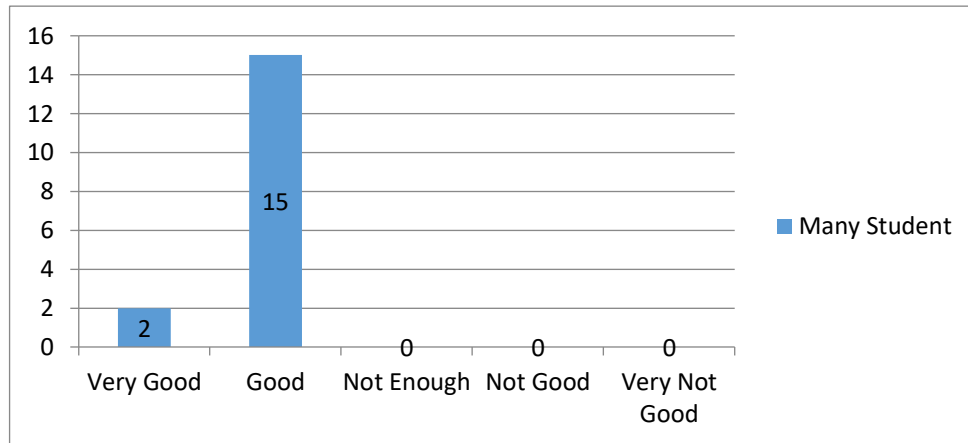


Fig. 2 Questionnaire Diagram on each Student Response Criteria Using Illustrative Picture Media

Table 2

Recapitulation of Response Questionnaire Scores on Each Student Response Criteria			
Score	Criteria	The number of students	Total score
81-100	Very good	2	165
61-80	Well	15	1124
41-60	Not good	-	-
21-40	Not good	-	-

Based on Table 2, in this case, student responses to the median picture in writing descriptive essays in class V SDN 84 Singkawang are in a good category, in obtaining good categorical data as many as 15 students out of 17 students with a percentage of 88%. Based on the results of the data, it was found that all responses and pictures of the questionnaire diagram followed the findings of the data. The majority of students' responses tend to answer "Yes". Included in the very good category for the ability to write descriptive essays using illustrative media. This can be calculated as follows.

Percentage = (Proportion of Student Responses)/(Number of Students Filling Out the Questionnaire)  
Percentage =  $15/17 \times 100\% = 88\%$  (Very Good)

Based on the results of these data, it was found that the overall student responses were in the very good criteria. Likewise, students tend to answer 'Yes'. Thus, it can be concluded that the student's responses were classified as positive regarding the ability to write descriptive essays using illustrative image media.

There are 3 indicators of student responses used in this research in writing descriptive essays using illustrative image media, namely motivation to write descriptive essays which consist of 2 positive questions and two negative questions, then ease of understanding the material which consists of two positive questions and one negative question, Next, the ease of understanding learning using image media, which consists of 8 questions in the form of positive questions. This is in line with research by Siswanto (2021) which stated that this questionnaire is filled out at the end of the activity, with a response questionnaire grid, namely about the benefits including motivation for writing descriptive essays, material content which includes ease of understanding the material, media which includes ease of understanding learning using image media. illustration.

From the results of the student response questionnaire which was distributed, it was proven that the student responses to the image media used had an average score of 75.8 student responses with good criteria, therefore the image media can be said to be practically suitable for use in writing descriptive essays. Suwartono (2014:53) stated that this type of questionnaire consists of some items (statements or

questions) with a predetermined number of options. This is in line with Monika (2017) who stated that there is a significant influence between image media on the ability to write essays in Indonesian language learning material for writing essays for class V students at SDN 84 Singkawang.

## CONCLUSIONS

Based on the results of the analysis, it can be concluded that the ability to write descriptive essays of students using illustrated image media is as follows : (a) the ability to write essay descriptions of students is in good selection because students can adjust the title of the essay, can develop ideas even though there are still limited ones, know the subject of the essay according to the topic even though it is less detailed and can determine the organization of the content according to the main idea although it is still lacking in detail, the whole sentence is clear and the sequence is logical but still not complete. The grammar used is complex and only causes a few errors, the use of word choices is sometimes wrong but does not reveal the meaning, the spelling is appropriate and there are only a few errors and does not cause meaning; (b) the use of illustrated media in writing descriptive essays gets a good response from students. This can be seen from the students' responses when filling out a questionnaire about media images used in writing descriptive essays and obtaining good responses from students.

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