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## THE USE OF PICTORIAL MEDIA TO IMPROVE STUDENTS' SPEAKING AND WRITING SKILLS

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### Abstract

Media learning in the form of pictorial media can be utilized optimally to improve students' speaking and writing skills. Speaking skill, as the first productive skill, is regarded as an oral spoken process for expressing thoughts and feelings, reflecting on experiences, and sharing information. On the other hand, as the second productive skill, writing refers to student's skills in expressing ideas or messages through written form. This paper has objectives: 1). knowing students' speaking and writing skills; 2). utilizing pictorial media to improve students' speaking and writing skills. A descriptive qualitative research method is employed with 22 respondents from Grade 1 SDN Iwul 01 Parung, Bogor. The data are collected by observation, group discussions, interviews, and research instruments. The pictorial media are made in 2 shapes, namely the pictorial of the dots and the picture intact. The results of research: 1). Student speaking skills: the pictorial media are made in the form of dots, 14 or 64% of students are correct in the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit. 2). Student writing skills: the pictorial media are made in the form of intact pictorials, 18 or 82% of students are correct in writing the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit. In conclusion, by utilizing the media, the learning process became more interesting, the subject matter was presented clearly.

**Keywords:** learning media, pictorial media, speaking and writing skills

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### Introduction

In the Law of the Republic of Indonesia Number 20 Year 2003 regarding National Education System Chapter I General Provisions Article 1 Paragraph 1 explains, "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills he needs, society, nation and state." [1].

Based on the above, education must be carried out in quality. This means that in learning a student must implement the learning process effectively meaningful and indicate the level of mastery of learning tasks in accordance with the objectives and learning objectives. The realization of meaningful learning according to Permana [2], one of them is viewed from the students' skills in speaking. Speaking skill is one aspect that must be developed. At the elementary school level, students are trained to be able to use and express their thoughts by using appropriate words and sentences. The development of speaking skills in elementary school students emphasizes more on word selection (diction), word demands, reading tone and expression intonation.

For grade 1 elementary school students talking problems are the hardest thing when they enter the first day of school. The main thing a teacher should do when welcoming his new students on the first day of schooling is how to get each student to talk to him and also with his new friends. They must be able to adapt to the teachers, friends, the school environment that are all new to them. Under these conditions, a teacher in grade 1 of primary school must be experienced, creative and have the skills to create the condition of the students feel safe, comfortable, and calm and willing to talk and adapt to their new environment.

Speaking skill for elementary school students is an existing material on Bahasa Indonesia subject. Four aspects of language skills that include in teaching Bahasa Indonesian as quoted from Latae, Barasandji, and Muhsin [3], consist of: 1). listening skills, 2). speaking skills, 3). reading skills, 4). writing skills. Skills studied in this study are the skills of speaking and writing by utilizing the media pictorials as a medium of learning in accordance with the level of student education. The research findings of Sunaengsih [4] showed that the learning media had a positive and significant effect on the quality of learning. Description of learning media shows good results. So even with the description of the quality of learning shows good results as well,



and the value of learning media correlation to the quality of learning is in a strong position. In Pentiermitasari research [5] also can be known that the method of speaking by utilizing the media of learning in the form of the right media is very influential on the ability of talking children.

Based on the above description, the problem formulation in this research is "Is the pictorial media can be utilized in an effort to improve the students' speaking and writing skills?" The research objectives are: 1). Knowing students' speaking and writing skills; 2). utilizing pictorial media to improve students' speaking and writing skills.

### Method

The research was conducted at Iwul 01 State Elementary School, Parung, Bogor from March to May 2018. Research respondents were 1st graders with 22 students. The research method used descriptive qualitative. In Trianto [6] it can be seen that qualitative research examines the perspective of participants with strategies that are interactive and flexible. Qualitative research is aimed at understanding social phenomena from the point of view of participants.

The object of research was the subjects of Bahasa Indonesia that taught in elementary school students class 1 with the subject matter of *Animal and Plant Things around Me* by Nurcholih and Mafrukhi [7]. Learning is carried out conventionally, using lecture method by utilizing picture media containing material to know animals and fruit plants that have been known and exist around student life.

Data collection was done in the form of observation, group discussion, interview, and research instrument with answer description based on ability of speaking and writing each student. The pictorial media is made in 2 shapes, the pictorials are dots and drawings intact, complete and colored according to the original color. For interview activities, the pictorial media used was made in the form of drawing dots. For research instruments, the pictorial media used is made in the form of the whole picture, colored according to the original color. For interviews and research instruments, the material in question was made equal, which distinguished only the shape of the picture, namely: 1. state the name of the animal and the name of the fruit crop; 2. state the benefits of animals and fruit; 3. where does the animal live, or what vitamins are contained in the fruit? Animals that became the object in the study there are 10 tails, consisting of cats, dogs, birds, fish, chickens, goats, cows, horses, buffalo, and monkeys. Fruit plants consist

of 5 pieces, namely mango, rambutan, guava, orange, and soursop.

### 3. Results

1. Student education background. Based on the results of the interview, for the educational background of the students it can be seen that from 22 students, before entering primary school class 1, there are 18 students or 82% have attended education at Kindergarten level, Raudhatul Atfhal and or Early Childhood Education; and 4 students or 18% have never attended a Kindergarten-level education, Raudhatul Atfhal and or Early Childhood Education.
2. Student speaking skills. The pictorial media is made in the form of dots. Based on interview results, it can be seen 14 students or 64% of students are correct in the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
3. Student writing skills. The pictorial media is made in the form of dots. Based on the results of interviews, it can be seen 10 students or 45.5% of students are correct in writing the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
4. Student speaking skills. The pictorial media is made in the form of a full and colorful pictorial. Based on the interview result, it can be seen that 20 students or 91% of students are correct in mentioning the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
5. Student writing skills. The pictorial media is made in the form of a full and colorful pictorial. Based on the results of interviews, it can be seen 18 students or 82% of students are correct in writing the name of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
6. Based on the educational background of the students, of 18 students or 82% of students who have attended a Kindergarten-level education, Raudhatul Atfhal and / or Early Childhood Education, can be seen:
  - a. Student speaking skills. The pictorial media is made in the form of dots. Based on the results of interviews, it can be seen 10 students or 56% of students are correct in the names of animals and fruit plants;



- benefits of animals and fruit; where animals live and vitamins contained in the fruit.
- b. Student writing skills. The pictorial media is made in the form of dots. Based on the results of interviews, it can be seen 8 students or 45.5% of students are correct in writing the name of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
- c. Student speaking skills. The pictorial media is made in the form of a full and colorful pictorial. Based on the results of interviews, it can be seen that 16 students or 89% of students are correct in the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
- d. Student writing skills. The pictorial media is made in the form of a full and colorful pictorial. Based on the results of interviews, it can be seen 18 students or 100% of students are correct in writing the name of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
7. Based on the educational background of the students, of 4 students or 18% of students who have never attended a Kindergarten-level education, Raudhatul Atfhal and or Early Childhood Education, it is known:
- a. Student speaking skills. The pictorial media is made in the form of dots. Based on the results of the interview, it can be seen 2 students or 50% of students are correct in the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
- b. Student writing skills. The pictorial media is made in the form of dots. Based on the results of interviews, it can be seen 2 students or 50% of students are correct in writing the name of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
- c. Student speaking skills. The pictorial media is made in the form of a complete, complete and colored pictorial of its original color. Based on the results of the interview, it can be known 4 students or 50% of students are correct in the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.
- d. Student writing skills. The pictorial media is made in the form of full, complete and colored drawings of the original color. Based on the results of the interview, it can be seen 3 students or 75% of students are correct in writing the name of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.

#### 4. Discussion

Utilizing pictorial media to improve students' speaking and writing skills. Based on the results of interviews and dissemination of instruments equipped with media pictorials created in the form of dots and media pictorials made in the form of a complete picture, complete and colored in its original color greatly affects students' answers to the instrument research. In the interviews and filling of research instruments, the drawing media made in the form of dots is less effective because students are still wrong in naming and writing the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.

In the activity of interviewing and filling of research instruments, the pictorial media created in the form of complete, complete and colored pictorials according to the original color is very influential on the students' answers because the students have been good at mentioning and writing the names of animals and fruit plants; benefits of animals and fruit; where animals live and vitamins contained in the fruit.

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