IMPROVED WRITING ABILITY POSTER BY USING MEDIA PICTURES GRADE VIII SMP NEGERI 1 SAWO YEAR LEARNING 2020 /2021

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ABSTRACT

This research is motivated by the lack of students' ability in writing posters . The purpose of this study was to improve students' ability to write posters using image media . The writing method used is Classroom Action Writing (PTK). Based on the assesment which is an average student learning outcomes in the first cycle of 55 , 54 , while the average student learning outcomes p is on the second cycle of 74, 1 0. Based on this research, it can be concluded that: 1) the use of media images can improve the ability to write posters in class VIII SMP country 1 Sawo , 2) by using image media the learning process to write posters can provide good motivation to students.
Suggestions are recommended: 1) the results of this study can serve as the basis for the development of the theory of learning to write and add studies theoretical writing skills , 2) expected can increase the interest in writing students through the application of media images (3) as a reference for further research.

Keyword : Writing,poster,picture media

1. INTRODUCTION

Writing skills are skills to express ideas to other parties in writing. The expression of these ideas must be supported by the accuracy of the language used by the author or author. Thus it can be said that a person's goal of writing is basically to express ideas, ideas, dreams, imagination, life experiences in written language so that they can be understood by others. Writing skills are one of the language skills that students must possess, including poster writing skills. However, it must be honestly admitted that writing skills among junior high school students, especially poster writing skills , have not been as expected. This condition can not be separated from the process of learning language Indonesian schools judged to have failed in helping students skilled think and speak once.

The reality in the field is that the ability to speak Indonesian, especially the writing skills of grade VIII -D students of SMP country 1 Sawo is still low . . Based on observations during the learning process, it was found that the learning model used by the teacher was still teacher-centered. The learning model used is the conventional learning model.

Based on the results of interviews with several students at SMP country 1 Sawo, it was found that writing poster material is one of the learning materials that is difficult to learn. This is because in practice said it takes skill to write good .

Based on documents from Indonesian language subject teachers, the average final semester test scores for students of class VIII D SMP country 1 Sawo in Indonesian subjects for the even semester before remedial are in the poor category. The average learning outcomes of class VIII D students were 55.54 .

While the average learning outcomes of class VIII A students were 63 , 3 5 . When compared with the KKM for Indonesian subjects , it is 65.

One solution to improving students' writing skills, especially in writing posters, is to carry out learning to write posters using image media . Image media is anything that is manifested visually into a two-dimensional form as an outpouring or thought to encourage students and can arouse their interest in learning.

DISCUSSION
Definition of Writing
Writing is a productive skill using writing. Writing can be said to be a language skill that is the most complex among other types of language skills. This is because writing is not just copying words and sentences but also developing and expressing thoughts and an orderly structure of writing. Furthermore, Tatkala (2015) (online) suggests that writing is: "A process of compiling, recording, and communicating meaning in a dual level is interactive and directed to achieve certain goals using a conventional sign system that can be seen or read."

From some of the opinions above, it can be concluded that the benefits of the definition of writing to class VIII students of SMP country 1 Sawo are that with writing activities students can communicate the results of their thoughts and ideas to others, one of the student activities is in arranging, arranging words into understandable meanings by others so that the writing can provide new inspiration to the public.

Understanding Poster
Posters are placards that are placed on the side of the road or public places . Posters should be made as attractive, both images and text. To produce interesting writing, poster makers can take advantage of various language tools, both the use of unique words, Beautiful, as well as variations in the right sentence.

Hardiyanto (2015) (online) says: "A poster of one of the artworks or graphic designs that contains a composition of images and letters on paper containing messages or information which are usually posted on walls, in public places or in public transport." The nature of a poster is to get the eye as strong as possible. Posters can be a means of advertising, education, propaganda and decoration. Apart from that, it can also be a copy of famous artwork. The activity of writing posters is a positive means of expressing ideas or hobbies, in making posters one must have a clear concept of the purpose of making the poster.

So, a poster contains an appeal that is usually accompanied by a color image that is easy to remember. The poster was made to attract the attention of many people to participate in fulfilling the appeal that was conveyed in the poster.

Poster Purpose
The purpose of the poster is to persuade the public with a specific purpose in order to follow what is conveyed by the author, this activity is carried out to provide an overview and explanation to the public of a product that will be delivered in the form of goods and services advertisements or educational advertisements.

Steps to write a poster
Nurhadi (2015) (online) states that there are several things that must be considered in making posters, namely:
- Images are made striking according to the idea to be conveyed.
- The words are effective, suggestive, and easy to remember.
- The writing is large and easy to read.
- Posters placed in strategic places.

Based on the above opinion, it can be concluded that the steps in writing a poster are to determine in advance the theme to be posted, determine the message conveyed to the poster, formulate short, interesting, concise, and clear sentences so that when people read it easy to understand, use sentences that are persuasive, persuasive, and represent suggestive power so they can easily influence many people, use images that support the theme with attractive display colors and in accordance with the composition, and use stretch fabrics, or zinc as the medium.

Types of Posters
According to Isniarti (2015) (online) suggests the types of posters are: Commercial posters, namely posters that function to offer certain goods or services. Activity posters are posters containing important activities or events to be carried out. For example, posters for music concerts, painting exhibitions, competitions, competitions, or drama performances. Public service posters are posters containing messages, information and explanations whose purpose is to make the public aware of something that raises common interests. For example, posters for environment, education, health, and so on.

Understanding the Use of Image Media
Image media can generally be made by teachers without expensive costs, and are simple and practical to use. Image media is often called two-dimensional media, namely media that only has length and width. Image media has been in accordance with technological advances such as photographic images. In addition, image media is also an excellent means of bringing the outside world into the classroom.

Based on the above opinion, it can be concluded that the image media is one of the learning media conveyed by the teacher in the classroom which is manifested visually in two-dimensional form as an outpouring or thought on the learning that is conveyed with the aim of helping students motivate the learning process. teaching in class.
Saputra (2015) (online) said the steps for image media are:

a) Creating a lesson plan and determining the media image.
b) Studying the material or material to be delivered.
c) Prepare all equipment or media to be used, so that at the time there is no rush so that the delivery can be done properly. It is better if the media image is placed at the front and can be seen clearly by the students sitting in the back row.
d) Explain to students the goals to be achieved.
e) Preparing students then explaining to students what they have to do during learning.
f) After the preparation is complete, just start learning.

g) Explain each part of the media and link to the learning material.

h) Conducting tests on the material that has been discussed.

i) After the delivery of the material is complete, the teacher and students collectively review the material that has been studied together and then conclude.

Based on the above opinion, it can be concluded that the steps of image media towards learning to write posters are:

a. The teacher prepares a learning plan, namely the syllabus, lesson plans, learning materials, teacher and student observation sheets, student attendance lists, and student answer sheets.

b. Teachers condition the class and attend students as a whole in the class.

c. The teacher conveys the learning objectives of writing posters to students.

d. The teacher distributes image media to students.

e. The teacher explains the image media by connecting the learning materials to write posters.

f. The teacher directs students to pay attention to image media.

g. The teacher provides the opportunity for students to ask questions about image media and write posters.

h. The teacher instructs students to write posters based on image media.

i. The teacher concludes the learning to write posters.

j. Teachers conduct an evaluation of student learning outcomes to prepare a poster based on media images.

k. The teacher closes the lesson, and delivers closing greetings .

2 . METHODOLOGY

Type penelitian yang sealed sana k's by peneliti adalah penelitian Tindakan kelas (classroom action resecarh) using a qualitative research approach. According Arikunto, et al (2015: 1) that the " Research tindakan ke weld adalah penelitian describing the cause-and-effect of treatment, as well as explain what is happening when treatment given, and describes the entire process from the start of the treatment until the impact of the treatment ". By kan tujuan penelitian maka jeweld that penelitian ini lebih bersifat mendiskripsikan data result of learning , fakta, and keadaan yang there is in Class VIII d SMP country1 Sawo Year Learning 20 20 /20 21 .

Research subject

The subjects were students of class VIII D SMP country1 Sawo Year Learning 20 20 /20 21 the number of students 28 people. 12 men and 16 women .

This research has several stages of action which are described as follows:

Cycle I

1. Planning

   Activities carried out in planning are:

   a. The teacher compiles a lesson plan for each meeting regarding image media.

   b. The teacher provides information about learning materials to write posters.

  c. Provide examples of posters to students.

 b. Action Stage

   The activities carried out at this stage are:

a. Implement learning plans that have been prepared using learning media to write posters in explaining the subject matter to implement poster writing material in improving learning activities in class.

b. The teacher applies the steps of image media to learning to write posters, namely:

 1. The teacher prepares a learning plan, namely the syllabus, lesson plans, learning modules, learning media , LKPD, learning evaluation, teacher and student observation sheets, and student attendance lists.

 2. Teachers condition the class and attend students as a whole in the class.

 3. The teacher conveys the learning objectives of writing posters to students.

 4. The teacher distributes image media to students.

 5. The teacher explains the image media by connecting the learning materials to write posters.

 6. The teacher directs students to pay attention to image media.

 7. The teacher provides the opportunity for students to ask questions about image media and write posters.

 8. The teacher instructs students to write posters based on image media.

 9. The teacher concludes the learning to write posters.

 10. Teachers conduct an evaluation of student learning outcomes terhada p wrote a poster by me her picture.

 11. The teacher closes the lesson, and delivers closing greetings .

 12. Observation Stage

   Observations carried out include implementation in direct monitoring in the learning process in the classroom. The activities observed included teacher and student activities in the learning process. This observation aims to determine the suitability of the action with the plan that has been prepared and to find out the extent to which the implementation of the action can produce changes in accordance with the desired.

 13. Reflection Stage

   Reflection activities are carried out to consider the teaching guidelines carried out and see the suitability achieved with what is desired in learning and finally weaknesses and weaknesses are found and then corrected in the second cycle.

After the first cycle was applied and had not shown results on the level of student ability in writing posters , in this case cycle II was carried out with the same stages as follows.

Cycle II

a. Planning stage

From the results of the evaluation and analysis carried out in the implementation of the first cycle of action by finding alternative problems that arise in the first cycle of action, which are then corrected in the second cycle with activities carried out in planning that are still similar to the first cycle, namely:

1) Compiling a learning plan for each meeting regarding image media.
2) Provide information about learning materials to write posters using image media.
3) Provide examples of posters using pictures and students comment on the media images.
4) Researchers provide opportunities for students to explain again the material that has been studied in the last week.
5) Researchers provide opportunities for students to ask about learning material that has been studied.

b. Action Implementation Stage

The activities carried out at this stage are to apply image media steps to poster writing skills, namely:

1) The teacher prepares a learning plan, namely the syllabus, lesson plans, learning materials, teacher and student observation sheets, student attendance lists, and student answer sheets.
2) The teacher condition the class and attend students as a whole in the class.
3) The teacher conveys the learning objectives of writing posters to students.
4) The teacher distributes image media to students.
5) The teacher explains the image media by combining learning materials to write posters.
6) The teacher directs students to pay attention to the media image.
7) The teacher provides the opportunity for students to ask questions about image media and write posters.
8) The teacher asks students to write posters based on image media.
9) The teacher concludes the learning to write posters.
10) The teacher conducts an evaluation of student learning outcomes towards writing posters based on image media.
11) The teacher closes the lesson, and delivers closing greetings .

c. Observation stage

Observations carried out include the implementation and monitoring of the learning process in the classroom directly. The activities observed include teacher and student activities in learning with the aim of knowing the suitability of the action with the plan that has been compiled and to find out the extent to which the implementation of the action can produce the desired change.

d. Reflection Stage

Reflection activities are carried out to consider the teaching guidelines carried out and see the suitability achieved with what is desired in the learning carried out in cycle I in the end, these weaknesses and deficiencies have been found in cycle II.

Based on the actions at the second meeting, of course there were several weaknesses when researchers carried out research in the classroom that had been conveyed by Indonesian language observer teachers. Therefore, based on these weaknesses, it is necessary to make improvements at the second meeting. If the first cycle still does not get the target of 65, the researcher will continue in the next cycle until it reaches the KKM target at SMP country1 Sawo .

Data analysis technique
There are two data analysis techniques in this study, namely quantitative data analysis and qualitative data analysis.
1. Quantitative data analysis
Quantitative data analysis techniques (poster writing *essay* test) can be done by taking the following steps:
a.   Score. The score is given in accordance with the predetermined assessment aspects to obtain test results for students' ability in writing posters.
b.   Addition of scores. After the student poster writing results sheet is scored according to the assessment aspect, each score is added up to get the final score.
c.   Assessment determination. The determination of the minimum passing limit and the assessment of certain values can be done by calculating the percentage of determining the value or calculating the percentage for a scale of five. According to Sudijono (2011: 35) the rating scale can be changed or converted into the values of the letters A, B, C, D, and E, with the following standards:
Table 1
ASSESSMENT CRITERIA

No.	Score	Letter grade	Predicate
1.	80 and above	A	Very well
2.	66-79	B	Good
3.	56-65	C	Enough
4.	46-55	D	Less
5.	45 down	E	Failed

Source: *Sudijono (2011: 35)*

d) Finding the average
Djamarah (2010: 306) argues that in analyzing existing data, researchers classify the percentage of all percent. Researchers used the formula to find the average, namely:

$$M = \frac{\sum X}{N}$$

Keterangan:
M   = Mean (Nilai rata-rata)
$\sum X$ = The total value obtained from the sum of the scores for
each individual.
N = Number of individuals.
Based on this, the researcher modified the research instrument grid as shown below.

Table 2
ASPECT OF ASSESSMENT IN POSTER WRITING

No.	The elements being assessed	Score
1.	expected	25
2.	Sentence	30
3.	Poster suitability	25
4.	communicative language	20
	Total score	100

2. Qualitative data analysis

After quantitative data analysis (poster writing test results), qualitative data analysis (observation results) is carried out by taking the following three stages:

a) Data reduction, namely selecting and classifying data based on information and organized according to the researcher's questions

b) Data exposure, namely that the data that has been organized are grouped or described to meaningful means in the form of tables or graphs or in narration.

c) Conclusion, namely that based on the explanation that has been made, a conclusion is drawn in the form of a statement or a short formula, meaning that after learning a teacher concludes the results obtained in the field on poster writing activities

Qualitative data analysis on the observation result sheet is done by calculating all the results obtained by students based on observers' observations during the learning process. The observation sheets were arranged based on the students' activities in the learning process to write posters in class. In this case, the role of the observer (Indonesian language teacher) is very important in the process of learning and learning activities in which the observer pays attention to all the activities of researchers and students in the classroom. If the teacher checks all student activities, it means that the learning process activities carried out by the teacher and students get satisfactory results using the average formula. For example: if the student's activity is checked by the seven-point teacher, then all the students have carried out the learning activities according to the ones on the observation sheet. For more details, consider the Tuckman formula in Nurgianto (1998: 346-347) below:

$$\text{TP (\%)} = \frac{F}{TA} = 100$$

Information:
TP = Percentage Level
F = The frequency of activities that the researcher has done
TA = total number of research activities
100 = Maximum percentage value

Learning outcomes

The learning outcomes obtained by grade VIII-D students of SMP country1 Sawo on the material of writing posters through the use of image media are in the form of test results in essay. In the description of the test conducted in the first cycle the average nil ai tests obtained at 55.54, with the highest value and lowest 75 30 , meanwhile, a new study said to be successful if the percentage of completeness obtained at least reach KKM 65. These results due to a lack of motivation and guidance in learning, so that students still have difficulty understanding the existing subject matter. So, the increase in student activity and ability is still not satisfactory. Thus, it is necessary to continue in cycle II so that student learning outcomes can be expected to increase.

In the second cycle, the result of the average value b elajar students has reached 74 , 1 0 with the highest value and the lowest 90 65 . Based on the results obtained, the student achievement in writing posters has made significant progress . Based on the description above, it can be concluded that the use of image media can improve students' skills in writing posters . The average score of students in cycle I was 63 , 40 and in cycle II it was seen that it had increased and passed the completeness value with an average value of 74.1 0 in writing posters through the use of image media .

Student Learning Activities

In this learning model , in the first cycle of student learning activities initially did not show good results. This is evidenced by the fact that there are still many students jokingly not even carrying out their duties to study the material and only a few students who look serious in following the learning process. Based on the results of observations or observations of student activities through the application of *this* learning model in the first cycle of the first meeting it was only 39 , 06 % and at the second meeting it reached 59.37% ..

Learning activities are still dominated by intelligent students. Such conditions occur because the learning model *is* a new thing for the students, so they are less interested in the following study

During the implementation of learning in cycle II, student learning activities have increased at the first meeting by 55 , 54 % and at the second meeting it increased to reach 74.10 %. This can be seen when each student already knows and is doing their job well. When students are assigned to convey the material they have learned, they take turns explaining it well to other friends. Students work well together when writing posters .

The percentage of observation results in the first cycle was only 55 , 54 % , while in the second cycle it was 74.10 % and had fulfilled the success indicators determined by good criteria.

Teacher Activity (Researcher)

In the first cycle of action, the teacher had not been able to optimally carry out learning to write posters through the application of *the image media* learning model for grade VIII students of SMP country 1 Sawo. The teacher had not been able to reach all students in observing their activities. Teachers are still dominant in observing certain groups and students. Teachers also have not been able to deal with students who make noise in the classroom. Based on the results of observations or observations of teacher (researcher)

activities in the first cycle through the application of the learning model for the first meeting *image media,* only 55 , 54 % . This can be seen from the results of observations made by partner teachers on the lesson plans made by researchers, the implementation of learning, and personality.

In cycle II, there was an increase in teacher performance. This can be seen from the results of the increase in teacher observations at meetings which increased to 74 , 10 %. The teacher's attention to the activities of all students, has been able to reach all students in observing and guiding them, the teacher has been able to overcome students who play alone when learning takes place. The results of observations on teacher performance in the first cycle were only 55 , 54 %. While on the second cycle increased to 74 , 10 %. This proves that the teacher's activity has increased significantly from cycle I to cycle II and has met the predetermined success indicators with very good criteria.

Implications of Research Results

This learning model *has* been applied by researchers in implementing the learning process of writing posters for students in class VIII of SMP Negeri 1 Sawo . Seeing the results of the first cycle and the second cycle, the learning model *this* has implications for increased activity and student learning outcomes and learning guru.Model performance is very effective for improving the activity of learning siswa.Kegiatan learning with this method aims to get answers from the student's work gradually and multilevel.

In the implementation of the learning model *is* to begin with an explanation if that will be discussed is the new material was then given the problems to be discussed by the students.

This learning model *is* able to increase teacher activity, make teachers more careful in arranging learning tools, able to improve teacher understanding both conceptually and practically. The practice of teachers in teaching is more varied, because it does not play with the lecture method alone, in other words, this model has succeeded in increasing student activity and student learning outcomes and teacher performance. The success achieved in this study, does not rule out the possibility that the learning model *is* also applicable in other subjects with regard to the characteristics of the material that will be studied .

4. CONCLUSION & SUGGESTION

Based on the data exposure, research findings and discussion described on the previous page, the learning outcomes in the first cycle of learning completeness were only 55 , 54 %. Whereas in cycle II student learning outcomes increased to 74 , 10 %. From these results it can be concluded that the application of *this* learning model *is* able to make students prioritize how to master learning materials through developing students 'imagination and appreciation so that students' ability to write posters can be better. . So, the target expected by the research has been achieved.

From the above conclusions, it can be suggested that one of the methods that can be used by a teacher in improving student learning outcomes, in writing skills, especially in learning to write posters, is the use of image media .

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