

PICTURE-BASED LEARNING TO IMPROVE ELEMENTARY SCHOOL STUDENTS' ARGUMENTATIVE TEXT WRITING SKILLS

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Abstract:

This study aimed to improve the argumentative writing skills of fourth-grade students at UPT SDN 06 Banding Agung through the use of picture media. The study used a Classroom Action Research design conducted in three cycles, with each cycle consisting of planning, action, observation, and reflection stages. The participants were 26 students, consisting of 10 male and 16 female students. Data were collected through written tests and observations of student and teacher activities. The data were analyzed using descriptive quantitative and qualitative approaches. The results showed a gradual improvement in students' learning outcomes across the cycles. The mean score increased from 60.96 in the first cycle to 70.88 in the second cycle and reached 77.30 in the third cycle. Similarly, classical mastery increased from 73.08% in the first cycle to 84.61% in the second cycle and 92.30% in the third cycle. Student and teacher activities also improved throughout the learning process. Therefore, picture media can serve as an alternative instructional approach to support the improvement of students' argumentative writing skills while encouraging their engagement in Indonesian language learning.

Keywords: picture media, writing, argumentative text, elementary school

Abstrak:

Penelitian ini diarahkan untuk meningkatkan keterampilan siswa kelas IV UPT SDN 06 Banding Agung dalam menulis teks argumentasi melalui pemanfaatan media gambar. Penelitian ini menerapkan metode Penelitian Tindakan Kelas yang dilakukan dalam tiga siklus, dengan setiap siklus mencakup tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Partisipan penelitian terdiri atas 26 siswa, yaitu 10 siswa laki-laki dan 16 siswa perempuan. Pengumpulan data dilakukan melalui tes tertulis serta observasi terhadap aktivitas siswa dan guru. Data yang diperoleh dianalisis menggunakan pendekatan deskriptif kuantitatif dan kualitatif. Hasil penelitian memperlihatkan adanya peningkatan capaian belajar siswa secara bertahap pada setiap siklus. Nilai rata-rata meningkat dari 60,96 pada siklus pertama menjadi 70,88 pada siklus kedua dan mencapai 77,30 pada siklus ketiga. Sejalan dengan hal tersebut, ketuntasan klasikal meningkat dari 73,08% pada siklus pertama menjadi 84,61% pada siklus kedua dan 92,30% pada siklus ketiga. Aktivitas siswa dan guru juga menunjukkan peningkatan selama proses pembelajaran. Dengan demikian, pemanfaatan media gambar dapat menjadi alternatif pembelajaran yang mendukung peningkatan keterampilan menulis teks argumentasi sekaligus mendorong keterlibatan siswa dalam pembelajaran Bahasa Indonesia.

Kata Kunci: media gambar, menulis, teks argumentasi, sekolah dasar

INTRODUCTION

One type of writing that requires the ability to develop and organize ideas is the argumentative text. An argumentative text requires students to express an opinion supported by relevant reasons or evidence. Elementary school students do not always find this skill easy to master because they still need concrete support to find ideas, develop the content of their writing, and arrange their ideas

systematically. Therefore, argumentative writing instruction should provide learning experiences that help students build and develop their ideas step by step. Mudiono (2024), for example, showed that project-based learning can offer active learning experiences and encourage student engagement in argumentative writing instruction at the elementary school level. This finding suggests that writing instruction should give

students opportunities to actively develop their ideas before putting them into written form.

In this study, a similar problem was found among fourth-grade students at UPT SDN 06 Banding Agung. Initial observations of 26 students showed that only 9 students met the mastery criterion, while 17 students did not. The Minimum Mastery Criterion (KKM) for writing texts with an argumentative structure was 60. This condition shows that most students still had difficulty reaching the expected competence. The problem indicates the need to improve the learning process through the use of media that can provide stimulus, help students understand the material, and make it easier for them to develop ideas.

One medium that can be used in writing instruction is picture media. Picture media provide visual stimulus in the form of objects, situations, or events that students can observe as a basis for developing ideas for their writing. In Indonesian language learning, pictures can help reduce students' difficulty in finding ideas because students have concrete objects to observe and describe. Fitrianingsih et al. (2024) showed that picture media can support elementary school students' writing skills by providing visual stimulus. Suhartoni et al. (2024) also showed that the use of picture series in Indonesian language learning can improve elementary school students' writing skills. These findings suggest that visual media can be an alternative way to help students develop ideas in writing activities.

Picture media can also support student engagement during the learning process. Hidayati et al. (2024) showed that picture series can help students organize their writing more coherently and support their engagement in writing activities. Raharjo et al. (2024) also showed that picture series combined with project-based learning can support the creativity and writing skills of fourth-grade elementary school students. A study by Amelia et al. (2025) showed that picture media had positive effects on elementary school students' beginning writing skills. Although these studies focused mainly on descriptive, narrative, or beginning writing, their findings provide a basis for the idea that visual stimulus can help students turn their ideas into writing.

Classroom action research on the use of picture series has also shown improvements in writing skills after actions were carried out in stages. Nafila et al. (2024) reported an improvement in the narrative writing skills of

fourth-grade elementary school students after using picture series across several action stages. Umayroh and Hapudin (2025) also showed that the use of picture series in classroom action research can improve students' writing skills and support their engagement in learning. These results strengthen the potential of picture media as a learning medium that not only helps students produce writing but also supports their engagement during the learning process.

Although previous studies have widely examined the use of picture media to improve narrative, descriptive, and beginning writing skills, research on the use of picture media to improve elementary school students' skills in writing texts with an argumentative structure still needs further development. In addition, no study conducted in the context of fourth-grade students at UPT SDN 06 Banding Agung was found among the previous studies reviewed for this research. Therefore, this study used Classroom Action Research to improve the learning process gradually through the stages of planning, action, observation, and reflection.

Based on the description above, this study aimed to improve the skills of fourth-grade students at UPT SDN 06 Banding Agung in writing texts with an argumentative structure through the use of picture media. This study also aimed to observe the development of student and teacher activities during the learning process in each cycle. Thus, this study is expected to provide practical information on the use of picture media as an alternative learning medium to help elementary school students develop ideas and improve their argumentative writing skills.

RESEARCH METHOD

This study used Classroom Action Research (CAR) to improve argumentative writing skills through the use of picture media. The study was carried out in three cycles. Each cycle consisted of four stages: planning, action, observation, and reflection.

The study was conducted with 26 fourth-grade students at UPT SDN 06 Banding Agung, consisting of 10 male and 16 female students. Cycle I was conducted on May 18, 2023, Cycle II on May 23, 2023, and Cycle III on October 25, 2023. Each cycle lasted 2×35 minutes. During the lessons, the teacher used picture media as a stimulus so that students could develop ideas and organize them into argumentative texts.

The data were collected through written

tests and observations. The tests were used to measure students' ability to write argumentative texts, while the observations were used to examine student and teacher activities during the learning process. The data were analyzed descriptively by calculating the total score, the mean score, and the percentage of classical mastery. Student and teacher activities were also analyzed as percentages. A student was considered to have achieved mastery if they obtained a minimum score of 60. The results of each cycle were compared to identify improvements in learning outcomes and learning activities after the use of picture media.

RESULTS AND DISCUSSION

The results showed positive development in learning outcomes and learning activities over the three cycles of using picture media. This development can be seen in the increase in the mean score, classical mastery, and student and teacher activities. In general, the improvement occurred gradually from Cycle I to Cycle III, as presented in Table 1.

Table 1. Development of learning outcomes and learning activities in each cycle

Indicator	Cycle I	Cycle II	Cycle III
Total Score	1,585	1,843	2,010
Mean Score	60.96	70.88	77.30
Classical Mastery	73.08%	84.61%	92.30%
Students Achieving Mastery	14	22	24
Student Activity	73%	84%	92.30%
Teacher Activity	73%	84%	92%

As shown in Table 1, the students' mean score increased from 60.96 in Cycle I to 70.88 in Cycle II and 77.30 in Cycle III. Classical mastery also increased, from 73.08% in Cycle I to 84.61% in Cycle II and 92.30% in Cycle III. The number of students who reached the minimum score of 60 rose from 14 students in Cycle I to 22 students in Cycle II and 24 students in Cycle III. These data show that more students reached the mastery criterion after the learning process was improved through the action and reflection stages in each cycle.

Student activity also showed consistent development. The percentage of student activity

increased from 73% in Cycle I to 84% in Cycle II and 92.30% in Cycle III. This increase indicates that student engagement in the learning process improved. Meanwhile, teacher activity increased from 73% in Cycle I to 84% in Cycle II and 92% in Cycle III. The development of teacher activity shows improvement in the delivery of instruction, especially in providing stimulus, guiding students, and managing writing activities using picture media.

The improvement in learning outcomes in each cycle shows that picture media can be an alternative way to help students develop ideas when writing argumentative texts. Pictures provide visual stimulus that can help students gain initial ideas before putting them into writing. For elementary school students, concrete stimulus can help reduce difficulties in choosing a topic, developing ideas, and organizing the content of their writing.

This finding is consistent with the study by Fitrianingsih et al. (2024), which showed that picture media can support elementary school students' writing skills by providing visual stimulus for developing the content of their writing. The study by Suhartoni et al. (2024) also showed that the use of picture series in Indonesian language learning can help improve students' writing skills. These findings support the results of this study, which suggest that visual media can be used to help students develop ideas in writing activities.

The increase in student activity from 73% to 92.30% also shows a change in student engagement during the learning process. At the early stage, some students still needed guidance in understanding the pictures and developing their ideas. Through improved actions in each cycle, students had better opportunities to observe the pictures, discuss ideas, and compose their writing. Thus, picture media function not only as a tool for delivering material but also as a stimulus that can support student engagement in the learning process.

The increase in teacher activity from 73% in Cycle I to 92% in Cycle III also contributed to this development. In classroom action research, the improvement of learning depends not only on the media used but also on how the teacher plans and carries out the actions. Reflection in each cycle allowed the teacher to improve the learning process, including giving explanations, guiding students in understanding the pictures, providing support, and managing writing activities.

Therefore, the improvement in learning outcomes in this study should be understood as the result of an overall improvement in the learning process, with picture media as one component of the action.

The findings of this study are also in line with the study by Nafila et al. (2024), which showed an improvement in students' writing skills after the use of picture series through classroom action stages. The study by Raharjo et al. (2024) also showed that the use of picture media in writing instruction can support students' ability to develop their writing. Although these studies focused mainly on narrative writing skills, their results provide empirical support that visual stimulus can help students develop written ideas.

In the context of this study, the increase in classical mastery from 73.08% to 92.30% shows that the actions taken achieved the expected progress in descriptive terms. However, this increase cannot be interpreted as evidence of statistical significance because this study did not use inferential analysis. Therefore, the findings are better understood as improvements in learning outcomes and learning activities observed during the three cycles of CAR.

Overall, the results show that the use of picture media, together with improvements in learning through planning, action, observation, and reflection, can support the improvement of fourth-grade students' argumentative writing skills. The increase in the mean score, classical mastery, and student and teacher activities shows positive development from Cycle I to Cycle III. Thus, picture media can be considered an alternative learning medium to help elementary school students develop ideas and compose argumentative texts.

CONCLUSION

Based on the results, the use of picture media showed positive development in the skills of fourth-grade students at UPT SDN 06 Banding Agung in writing texts with an argumentative structure. This can be seen in the increase in the students' mean score from 60.96 in Cycle I to 70.88 in Cycle II and 77.30 in Cycle III. Classical mastery also increased gradually from 73.08% to 84.61% and reached 92.30% in Cycle III. Along with the improvement in learning outcomes, student activity increased from 73% to 84% and 92.30%, while teacher activity increased from 73% to 84% and 92%.

These findings show that picture media can be an alternative learning medium for providing visual stimulus, helping students develop ideas, and increasing their engagement in argumentative writing activities. The improvement in each cycle also shows the importance of planning, action, observation, and reflection in improving learning step by step. However, the findings of this study are descriptive, in line with the nature of classroom action research, and do not show a causal relationship or statistical significance. Therefore, future studies may explore the use of visual media with broader research designs to obtain stronger empirical evidence.

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