Implementation of Role of Card Media in Increasing Students' Narrative Writing Skills in Class IV SD Muhammadiyah 20 Medan

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ARTICLE INFO	ABSTRACT
Keyword Application of Media Role Cards, Writing Skills, Narrative Writing	The background of this research is the lack of motivation of students in writing stories, the absence of students' interest in learning to write, the absence of learning media, part of writing skills, namely writing essays. This study aims to apply the role card media in improving writing skills on narrative essay material for Indonesian language subjects in class IV SD Muhammadiyah 20 Medan. This study uses a type of PTK (Classroom Action Research). The location of this research was carried out at SD Muhammadiyah 20 Medan on Jalan Gedung Arca Gang Unity. The time of the research was held in February 2022. The subjects of this classroom action research were 23 students in grade IV at SD Muhammadiyah 20 Medan consisting of 9 boys and 14 girls. The object of this research is the application of role-card media in improving narrative essay writing skills in class IV SD Muhammadiyah 20 Medan. Data Collection Instrument using Observation. The data analysis technique used is Teacher Activity Analysis and Student Activity Analysis. The results of the study showed that the results of students' writing skills in the first cycle were 61% complete. The results of students' writing skills in cycle II which were completed were 87%. Analysis of Teacher Activities in cycle I as many as 80 with criteria B (Good). Teacher Activity Analysis In cycle II there were 90 with criteria A (Very Good). Analysis of Student Activities in the first cycle of students who completed as many as 12 students with a percentage of 52.2%. Analysis of students in the second cycle of students who completed as many as 20 students with a percentage of 86.9%.

Introduction

Education is a place to gain knowledge for a student to assist in developing their potential/talent. Elementary school is a form of formal education which is an active learning program in Indonesia (Purwati & Asriyanti, 2020: 8) in education there is learning. there are many problems in SD Muhammadiyah 20 Medan, one of which is in learning Indonesian, which is about writing. Many students are not interested because writing is very boring for students. In addition, the teacher cannot convey learning actively. The teacher is still centered with the textbooks in the school. This problem is based on observations made at SD Muhammadiyah 20 Medan. learning at SD Muhmmadiyah 20 Medan is still centered on the teacher. Miftahul Huda (2017:2) says that learning is a form of information processing. Learning is an activity that is interconnected between teachers, students, and learning resources and is interrelated with one another in learning and teaching. According to Siti Anisatun (2018: 93) Writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is manifested in several stages which constitute a more complete system. Writing can make students have experience in writing, and can convey information and develop knowledge. But unfortunately at SD Muhammadiyah 20 Medan there are many

students who don't like writing, writing boring lessons, even though writing is a very enjoyable learning. Write the most important part, and make it easier for students to solve a problem they are experiencing. According to (Fajriani, et al, 2017: 162) Writing is communication that is carried out through a written intermediary that is well structured so that it can be understood by others. Writing must be communicated to others in written form so that it has a high value. Writing can also solve problems that exist within a person. There are several causes that decrease writing skills, namely the lack of motivation of students in reading and writing stories, the absence of student interest in learning to write, the absence of learning media, part of writing skills, namely writing essays. There are many different types of writing essays, one of which is writing narrative essays. In writing, writing has 3 stages, namely the pre-writing stage, the writing stage, and the post-writing stage. One of the materials in learning to write is writing narrative essays. Narrative skills must be mastered by students, but many students do not master narrative essays due to the lack of interest and motivation in students' learning about writing narrative essays. Students are confused and don't know how to put their thoughts into narrative essays and students find it difficult to write narrative essays. According to students learning narrative essays is a boring lesson. If given the task of writing narrative essays students have difficulty in doing it. Students work on narrative essay assignments at random. It can be seen from the way students do narrative assignments where the sentences are very confusing and disconnected. This makes it difficult for students to compose appropriate words. In addition, students do not know how to place hyphens, spelling marks, punctuation marks, and students still use non-standard words. Narrative is an essay that tells events/events in chronological order/order of events from real experiences (Zulela, et al, 2017: 113).

To improve students' ability to write narrative essays there must be improvements/changes. Narration is a learning contained in Indonesian language lessons. narrative essay is not the right time to finish it but it must take time to make it. The purpose of writing narratives is so that students can write interesting story contents, students can have high imagination. Writing narrative essays must pay attention to the vocabulary used. Narrative essays don't have to be long, it doesn't need how many sheets, it doesn't have to be complicated to write narrative essays. The media that is suitable for writing narrative essays is using role cards. The role card media is very helpful and trains students in improving their learning skills in writing narrative essays. This media includes media that is cost-effective. This media is expected to bring great influence if taught to students. Role card media makes learning narrative essays an active learning activity. Media comes from the Latin medius which literally means 'middle', 'intermediary' or 'introduction'. According to Arsyad (2017: 2) media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and school learning goals in particular. Role card media is included in the situation method where the media plays the characters/objects that are around students. This media is included in the practice media. Students are given the opportunity by the teacher to explore their respective roles. Role card media helps children to hone their respective student learning abilities. This media is carried out individually, independently, or in groups. Role card media can help children's language development skills. This media can make children learn to be active, and can make students participate in learning well and can give good knowledge. By playing the role of students can generate student learning motivation and make students to be creative and make students creative with their talents. This media also makes students have learning experiences.

Research Methodology

This research was conducted at SD Muhammadiyah 20 Medan which is located at Jalan Gedung Arca Gang Persatuan No.4, Pasar Merah Timur Village, Medan Area District, Medan City, North Sumatra, 20217. This research was conducted starting in February 2022. The subject of this research was classroom action. These are Grade IV students of SD Muhammadiyah 20 Medan for the academic year 2022/2023 with a total of 23 students consisting of 9 girls and 14 boys. The object of this study is the application of role-card media in improving narrative essay writing skills in class IV SD Muhammadiyah 20 Medan. This study uses a type of PTK research, namely classroom action research. Suharsimi Arikunto, et al (2017:42) said that "the stages in action research activities". Each cycle can be described as follows

Implementation of Cycle I

Action Planning

1. Make lesson plans
2. Providing the necessary research instruments such as lesson plans, writing skills instrument lattice cycle I, observation sheets of teacher activities in the teaching process using media tools, namely role cards media and observation sheets of student activities being observed.

Implementation of Activities

1. Teacher says hello
2. The teacher regulates the atmosphere of the class by checking student attendance, asking students to open books and read books according to the material being taught.
3. The teacher informs the learning objectives that will be carried out immediately.
4. The teacher informs that the media used is role card media.

5. The teacher gives motivation in the form of passion to students.
6. The teacher prepares the content of the conversation that contains expressions
7. The teacher makes small pieces of paper like cards
8. After that the teacher sticks the card on the blackboard
9. Students are appointed by the teacher to choose 2 cards that have been pasted. Then the teacher explains how to do it.
10. After choosing 2 student cards, please understand the contents of the conversation
11. Students express the contents of the conversation that has been made by the teacher
12. After finishing expressing, students conclude the learning being taught
13. The teacher closes the lesson
14. One of the students led the prayer
15. Teacher says hello

Observation

Observations were made by observation, namely where students carry out activities in learning that are carried out directly. In this classroom action research (CAR), there are several aspects observed, including: The observed observations of the teacher (1) Indicators in opening lessons (2) Indicators on core activities in the learning process (3) Closing. Observations observed on students (1) Students who come during learning (2) Students who are active in class such as asking and answering questions in the learning process that is held (3) Students who are active in working with their groups and interact with each other.

Reflection

At this reflection stage it is carried out to find out whether it was successful or not in the evaluation or observation of the actions taken. If cycle I is not successful in achieving results then the next stage is carried out, namely cycle II.

Implementation of cycle II
Action Planning
1. Identify the problems experienced and formulate the problems that occur in cycle I
2. Create and re-design learning materials
3. Providing the necessary research instruments such as lesson plans, writing skills instrument grids in cycle II, observation sheets of teacher activities in the teaching process using media aids, namely role card media and observation sheets of observed student activities.

Implementation of Activities
1. Teacher says hello
2. The teacher regulates the atmosphere of the class by checking student attendance, asking students to open books and read books according to the material being taught
3. The teacher informs the learning objectives that will be carried out immediately
4. The teacher informs that the media used is role card media
5. The teacher gives motivation in the form of passion to students
6. The teacher prepares the content of the conversation that contains expressions
7. The teacher makes small pieces of paper like cards
8. After that paste the card on the board
9. Students are appointed by the teacher to choose 2 cards that have been pasted. Then the teacher explains how to do it
10. After choosing 2 student cards, please understand the contents of the conversation
11. Students express the contents of the conversation that has been made by the teacher
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Reflection

After cycle II was carried out, the implementation and observation stages were completed. Furthermore, the teacher and researcher concluded the results of the observations. It is expected that in cycle II that the application of role card media in improving the skills of writing narrative essays in Indonesian subjects can be successful in learning.

Data Collection Instruments

Data collection techniques for this study used performance tests and observation techniques.

1. Observation

(Morissan, 2017: 143) states that "observation or observation is a daily human activity by using the five senses as the main tool". So in conclusion observation is an activity or activity of assistive devices using the five senses. The purpose of Pancaindra is to capture the problems that occur, then record them, then analyze them.

2. Data analysis technique

This data analysis technique is a method used to manage data related to the formulation of the problem that has been made and can be used to make conclusions.

3. Teacher Activity Analysis

This teacher activity analysis is useful for assessing the observation sheet by entering a score according to a predetermined scale for each aspect that has been studied. Then add them up to analyze the percentage based on the following formula:

$$P = \frac{A}{N} \; X \; 100 \; \%$$

Information :
P = activity percentage
A = total score obtained
N = maximum score
(Hairunnisa, 2017)

4. Student Activity Analysis

All forms of activities carried out by students were obtained from the results of observations that went through the validation stage. the high value obtained, divided into 5 types of criteria, namely very good, good, enough, less, failed. To find out the value obtained, it can be presented as follows:

$$P = \frac{A}{N} \; X \; 100 \; \%$$

Information
P = activity percentage
A = total score obtained
N = maximum score
(Hairunnisa, 2017)

Results and Discussion

The results of this study were obtained from narrative essay writing skills, teacher and student activities. In cycle I, the results of students' writing skills that were completed were 14 students with a percentage of 61%. Whereas in cycle II the results of students' writing skills that were completed were 20 students with a percentage of 86.9%. This Classroom Action Research (PTK) cycle I to Cycle II has increased. This Classroom Action Research (PTK) cycle I to Cycle II experienced an increase in the results of writing skills, namely as many as 8 students with a percentage of 34.7%. The acquisition of the results of this writing skill occurred at SD Muhammadiyah 20 Medan which has increased because by using role card media so that it can attract students' attention during the learning process. In Teacher Activity Cycle I, the score obtained by the teacher was 80 with the criteria obtained, namely Good (B). whereas in cycle II the score/value obtained by the teacher was 90 with the criteria obtained namely Very Good (A). In Cycle I and Cycle II, the success criteria for teacher skills were met ≥ 71, this means that Cycle I and Cycle II in Teacher Activities had increased. Student activities on narrative essay material using role cards media in Cycle I, 12 students completed with a percentage of 52.2%. While students who did not complete as many as 11 students with a percentage of 47.8%. Classically, cycle I did not meet the completeness criteria, namely ≥ 71. In Cycle II, 20 students completed with a percentage of 86.9%. While students who did not complete as many as 3 students with a percentage of 13.1%. Classically, cycle I met the completeness criteria, namely ≥ 71. This research was conducted at SD Muhammadiyah 20 Medan. SD Muhammadiyah 20 Medan was founded in 1970. This school is located at Jalan Gedung Arca Gang Persatuan No 4, Pasar Merah Timur Village, Medan Area District, North

Sumatra Province. SD Muhammadiyah 20 Medan has Accreditation B. This school has a strategic location, namely in front of the school there is a mosque, there are not many trains passing by the road, it has large cool trees, a large school yard, and so on. besides that the school is neatly arranged, clean, and has adequate facilities and infrastructure so that students are comfortable and enjoy going to school.

Description of Action Results
Cycle I
Cycle I Student Writing Skills Test Results
Narrative essay material contained in Indonesian lessons using role cards media is used to determine the level of knowledge possessed by students towards narrative essay material explained by the teacher. Meanwhile, to determine the development of individual student knowledge. The teacher gives the test through a sheet of question paper. The following are the test results obtained by the researcher.

Table 4.1
Student Writing Skills Test Results

No	Mastery learning	The number of students	Percentage
1	Complete students	14	61 %
2	Incomplete students	9	39 %
	Amount	23	

Aspects of Teacher Activities
Researchers observed aspects of teacher activity in the narrative essay material contained in cycle I, namely all kinds of teacher abilities in the class from the stages of planning, implementing, and taking action in class. The researcher calculated the results of observing teacher activity in cycle I as follows:

Table 4.2

Teacher Teaching Activities Cycle I		
Gain Score	Mark	Criteria
8	80	Good (B)

Observation Results of Cycle I Teacher Activities
Aspects of Student Activities
Student activity in learning narrative essays using role cards media is more enhanced when compared to using book media. It can be seen from asking or answering questions during the learning process. However, not all students asked or answered questions. This is because students are embarrassed to ask questions and are afraid that they will answer incorrectly. The results of observing student activity in cycle I, the researcher calculated the scores obtained by students as follows:

Table 4.3 Results of Observation of Student Activity Cycle I

Criteria	Score	The number of students	Score acquisition
Very good	91-100	3	13,1
Good	71-90	9	39,1
Enough	61-70	6	26,1
Not enough	Less than 60	5	21,7
Amount		23	100 %

Cycle II
Test Results of Student Writing Skills Cycle II
To find out individual development, the teacher gives test sheets to students. The following are the test results in cycle II.

Table 4.4 Cycle II Student Writing Skills Test Results

No	Mastery learning	The number of students	Percentage
1	Complete Student	20	87 %
2	Incomplete Students	3	13 %
	Amount	23	100

Aspects of Teacher Activities

In cycle II, this aspect of teacher activity increased when compared to cycle I. This increase occurred because the teacher was used to and already understood the learning process that had been determined so that the teacher was ready for action. The researcher calculated the number of scores obtained from the results of aspects of increased teacher activity which can be seen as follows:

Table 4.5 Results of Teacher Activity Aspects in Cycle II

Teacher Teaching Activities Cycle II		
Gain Score	Mark	Criteria
9	90	Very Good (A)

Aspects of Student Activities

The activities of the students in Cycle II, the material for narrative essays using role cards media, were very good when compared to Cycle I. The researcher observed the results carried out by the students. Student activity in cycle II has increased, namely students become focused on teacher explanations, and students become active in asking questions.

Table 4.6 Results of Student Activity Aspects in Cycle II

Criteria	Score	The number of students	Score Acquisition
Very good	91-100	7	30.4 %
Good	71-90	13	56.5 %
Enough	61-70	2	8.7 %
Not enough	Less than 60	1	4.4 %
Amount		23	100 %

Conclusion

Based on research, observation, discussion, and analyzing the data described in the previous chapter, it can be concluded that: (1) Cycle I resulted in students' writing skills that were completed as many as 14 students with a percentage of 61%. Whereas in cycle II the results of writing skills were obtained by 20 students with a percentage of 87%. So Cycle I and Cycle II experienced an increase in the results of writing skills, namely as many as 6 students with a percentage of 26% (2) The teacher's activity has increased. In cycle I the value obtained was 80 with Good criteria (B). Whereas in cycle II the value obtained was 90 with Very Good criteria (A). With this in mind, Cycle I and Cycle II have met the success criteria for the specified teacher skills, namely ≥ 71 (3) Student activity has increased. Based on the results of student observations on narrative essays using role cards media. In cycle I it can be seen that students who passed consisted of 12 students with a percentage of 52.2%. While students who did not complete it consisted of 11 students with a percentage of 47.8%. Cycle I did not meet the criteria, namely ≥ 71. In cycle II it can be concluded that students who passed consisted of 20 students with a percentage of 86.9%. While students who did not complete in cycle II were 3 students with a percentage of 13.1%. This means that cycle II has fulfilled the criteria, namely ≥ 71.

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