

The Story of Loved Ones as Description Learning Media in the Elementary School

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ABSTRACT

Writing lessons are generally a scourge for learners because the management of learning is less attractive, effective, and efficient. The purpose of this research is to improve the ability to write the description text of students' grade V at SD Pertiwi Makassar by using the story of loved ones' media. The research method used was a one-group pretest-posttest design, namely a research design that was given a pre-test before being given treatment and a post-test after being given action or treatment. The thing done in the implementation of the experiment was to assign to a sample that had not been given treatment or called a pre-test to measure the initial ability to write the descriptive text. The conclusion of this research was the result of writing a descriptive text of students' grade V at SD Pertiwi Makassar using the story of loved ones' media increased by looking at the improvement of the average score of acquisition from 35.62 on the pre-test to 67.04. This score was less than 0.98 to achieve minimum completeness, which was 68.

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1. INTRODUCTION

One of the basic competencies that emphasize writing skills is contained in basic competence 4.2, namely presenting data, ideas, impressions in the form of a descriptive text about objects (schools, tourist attractions, historical places, and/or the atmosphere of local art performances) in writing and orally with pay attention to structure, language both orally, and writing (Permendikbud 24 of 2016). In this case, the achievement in this research is students are expected to be able to present data, ideas, impressions, and feelings in the form of descriptive text.

Based on the form according to Gie (Lestari, 2009) writing can be classified into several types based on certain criteria. Based on its form, writing can be classified into the story (narrative), description, exposure (exposition), and discussion (argument). In this research, the object of the study was a descriptive essay. Learning to write, especially the description here, is a text or essay that describes something according to the object so the reader seems to see, feel, and hear the object described by the author/writer.

The writer should give ideas in appropriate, orderly, and complete language so the communication in written symbols can be as expected. In this term, we often hear the sentence: an

orderly language is a manifestation of an orderly mind (Asniar, 2019). Writing lessons is generally a scourge for students because the management of learning is less attractive, effective, and efficient (Kurniawan dan Kartini, 2019). Furthermore, Nurgiyantoro (as cited in Heri, 2015) also stated that when compared to other language skills, writing skills are more difficult for language learners to master. It is because language skills require mastery of various other aspects outside of language to produce a coherent and complete essay.

For example, learning to write always begins with giving a lecture and students listen to it. Then, it is continued by giving assignments to students to make the desired essay. The results of students' essays are used as a reference for giving scores. The assessment focused on the product. The activities of students in the learning process or the writing process, both from the pre-writing stage to the writing stage, are lacking and do not even get attention. This is the same as Munirah's opinion (Asniar, 2019). That learning to write is carried out by the teacher who still prioritizes the results and has not been in the writing process.

Several previous studies on writing that are relevant to this research, namely Improving Writing Ability Using the *Suggestopedia* Method on Students of the Indonesian Education Study Program, Faculty of Teacher Training and Education, Bengkulu University (Kurniawan dan Kartini, 2019). Moreover, Improving the Quality of Learning to Write through the Implementation of the Process Approach in Grade V of Elementary School (Sumarwati, 2019). Besides that, other research on writing, such as Efforts to Improve Ability to Write Observational Report Texts through the Implementation of Problem Based Learning Models on Students Grade X Tipl 1 at SMK Negeri Sumsel (Elyana, 2020). In addition, the research entitled The Development of Learning Media for Writing Explanatory Texts Based on Mind Map Applications on Students Grade VIII of SMP Negeri 33 Palembang (Marsela, 2020). Furthermore, specific research on writing entitled Structure and Linguistic Elements of a Descriptive Text for Students Grade VII of SMP Negeri 30 Padang (Lusita dan Emidar, 2019). This research was in the form of descriptive qualitative research with the conclusion that students can write descriptive texts using two structures properly. This research was taken from the story of loved ones who were used as media in the learning process at SD Pertiwi Makassar.

The facts above indicate that nowadays serious improvements are needed in learning to write stories. The use of learning media is one of the efforts that can be done to improve the achievement of learning objectives. The story of the loved ones was a guide in learning to write stories that can be used as an alternative solution. The media is very well applied in learning to write descriptions as a first step in guiding students to express ideas, imagination, and the results of their observations.

2. METHODS

The research design used in this research was a one-group pretest-posttest design, namely a research design that was given a pre-test before being given treatment and a post-test after being given action or treatment. What was done in the implementation of the experiment was to give assignments to samples that had not been given treatment or called a pre-test to measure the initial ability to write a descriptive text. Moreover, five categories were determined as a reference for the assessment of writing descriptive text as shown in the following table.

Table 1. Assessment Aspect

No.	Aspects	Marks
1.	The clarity of the complete description of the object was observed in the descriptive essay-	25
2.	Text Structure Identification Section of Description Closing	20
3.	Word Selection and Word Count Effective Communicative	20
4.	Organization of Essay Suitability of content with the theme Main idea Paragraph Compilation	20
5.	The Use of EYD Spelling Punctuation	15
Total Score		100

The population and sample (target of research) were students in grade V at SD Pertiwi Makassar with a total of 75 students. The data collection technique used in this research was the writing assignment method. The data analysis was carried out using the t-test technique using a paired sample test model with the criteria used if the score of sig. (2 tailed) <0.05 concluded effective.

3. FINDINGS AND DISCUSSION

The data in this research can be seen in the table below:

Table 2. The Distribution of Frequency and Percentage of Pre-test Score

Score	Frequency	Percentage	ValidPercentage	Cumulative Percentage
5,00	4	5,3	5,3	5,3
8,00	1	1,3	1,3	6,7
10,00	4	5,3	5,3	12,0
12,00	1	1,3	1,3	13,3
13,00	2	2,7	2,7	16,0
14,00	2	2,7	2,7	18,7
16,00	1	1,3	1,3	20,0
22,00	2	2,7	2,7	22,7
23,00	1	1,3	1,3	24,0
24,00	1	1,3	1,3	25,3
25,00	8	10,7	10,7	36,0
26,00	1	1,3	1,3	37,3
27,00	3	4,0	4,0	41,3
28,00	1	1,3	1,3	42,7
29,00	1	1,3	1,3	44,0
30,00	5	6,7	6,7	50,7
32,00	2	2,7	2,7	53,3
35,00	3	4,0	4,0	57,3

40,00	5	6,7	6,7	64,0
42,00	1	1,3	1,3	65,3
45,00	2	2,7	2,7	68,0
49,00	1	1,3	1,3	69,3
50,00	7	9,3	9,3	78,7
55,00	5	6,7	6,7	85,3
60,00	4	5,3	5,3	90,7
65,00	2	2,7	2,7	93,3
70,00	2	2,7	2,7	96,0
75,00	2	2,7	2,7	98,7
82,00	1	1,3	1,3	100,0
Total	75	100,0	100,0	

The categorization of results of the ability to write the descriptive text based on the pre-test scores can be seen in the following table.

Table 3. Categorization and Frequency of Results of the Ability to Write Descriptive Texts Based on Pre-test Scores

No.	Score Interval	Category	Frequency	Percentage (%)	Average
1	85-100	Very Capable	-		
2	68-84	Capable	5	6,77	35,67
3	≤ 67	Lack of Capable	70	93,33	
	Total		75	100	

Based on the table, it can be described that none of the students scored in the range of 85-100 or in the very capable category. A total of 5 (6.77%) students were in the capable category and 70 (9.33%) students with a score range of ≤ 67 in the poor category or lack of capable. Based on the average score of the pre-test, results of the ability to write the descriptive text of students were in the poor category or lack of capable.

Table 4. The Distribution of Frequency and Percentage of Post-test Scores

Score	Frequency	Percentage	Valid Percentage	Cumulative Percentage
40,00	1	1,3	1,3	1,3
42,00	3	4,0	4,0	5,3
46,00	1	1,3	1,3	6,7
50,00	1	1,3	1,3	8,0
52,00	1	1,3	1,3	9,3
55,00	3	4,0	4,0	13,3
56,00	1	1,3	1,3	14,7
62,00	3	4,0	4,0	18,7
64,00	1	1,3	1,3	20,0
65,00	1	1,3	1,3	21,3
68,00	7	9,3	9,3	30,7
70,00	3	4,0	4,0	34,7
72,00	5	6,7	6,7	41,3
74,00	5	6,7	6,7	48,0
75,00	6	8,0	8,0	56,0

76,00	4	5,3	5,3	61,3
78,00	7	9,3	9,3	70,7
79,00	3	4,0	4,0	74,7
80,00	2	2,7	2,7	77,3
82,00	4	5,3	5,3	82,7
83,00	2	2,7	2,7	85,3
85,00	5	6,7	6,7	92,0
88,00	3	4,0	4,0	96,0
90,00	2	2,7	2,7	98,7
92,00	1	1,3	1,3	100,0
Total	75	100,0	100,0	

The categorization of results of the ability to write the descriptive text based on post-test scores can be seen in the following table.

Table 5. Categorization and Percentage of Results in Writing the Descriptive Text on Post-Test Scores

No.	Score Interval	Category	Frequency	Percentage (%)	Average
1	85-100	Very Capable	11	14,67	
2	68-84	Capable	48	64	72,24
3	≤ 67	Lack of Capable	16	21,33	
Total			75	100	

Based on the table, it can be described that the students who scored in the range of 85-100 or the very capable category were 11 (14.67%) students. A total of 48 (64%) students were in the capable category, and 16 (21.33%) students with a score range of ≤ 67 in the poor category or lack of capable. Based on the post-test average score, the results of the students' ability to write a descriptive text were in the capable category.

The results of the statistical analysis of the ability to write a descriptive text of students in the pre-test can be seen in the following table.

Table 6. Statistical Scores of Post-test Description in Ability to Write the Descriptive Text

Statistics		
Post-test Scores		
N	Valid	75
	Missing	0
Mean	72,2400	
Std. Deviation	12,14088	
Minimum	40,00	
Maximum	92,00	

Based on the table, it was illustrated that from 75 students in the post-test sampled in this research, the average score of students was 72.24 or the capable category. In general, the average score of students who met the criteria for completeness of learning outcomes that must be achieved was 68.

Table 7. Statistical Data of Pre-test and Post-test Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	35,6267	75	19,36406	2,23597
	Post-test	72,2400	75	12,14088	1,40191

Based on table 7, it was known that the average score of the pre-test with a sample of 75 was 35,6267 with a standard deviation of 19,36406. Furthermore, the post-test score obtained an average score of 72.24 with the same number of samples as the pre-test as many as 75 with a standard deviation of 12,14088 in the post-test. Based on these statistical data, it showed that there was an increase in the average score of the students' writing assessment results based on the pre-test and post-test scores.

Based on the results of the analysis of the hypothesis test (t-test) with the paired sample t-test model, the Sig. (2 tailed) of $0.000 < 0.05$. It showed that there was a significant difference in the results of the assessment of writing the descriptive text before (pre-test) and after (post-test) using the story of the loved ones. Therefore, it can be concluded that the use of the story of the loved ones' media was effective in improving the ability to write the descriptive text.

The discussion section of the results of this research will describe the findings obtained from the results of data analysis, both through quantitative descriptive statistical analysis and inferential statistical analysis on the effectiveness of using the story of the loved ones' media on the ability to write the descriptive texts of students in grade V at SD Pertiwi Makassar. Based on the findings using quantitative descriptive statistical analysis, the results of the assessment of writing descriptive texts were known to the average score obtained by students from 75 samples of 46.65. The lowest score obtained was 5 and the highest score was 88.

From the quality of writing skills based on the average obtained, the score of 46.65 was in the 0-68 interval with the predicate of poor category. Furthermore, when compared to the average score of the pre-test acquisition of 35.62, there was an increase after applying the story of the loved ones' media to 46.65 or an increase of 11.03. Moreover, students were directed to carry out the process of grouping words that were related or unrelated to the object to be described. All vocabularies that appear in the minds of students were poured as soon as possible into paper even though they were not related. In the process of grouping words, students were directed to start writing from words that they think were interesting. Invariably, students re-identified the words that had been previously written, then assembled them into descriptive sentences. At the revision stage, students were expected to pay attention to the structure, organization of the essay, and implementation of the EYD.

Basically, the story of the loved ones' media can help students find ideas and start writing. This was conveyed by Gabrielle Rico who said that it was a way of sorting out related thoughts and putting them on paper as quickly as possible, without considering their truth or score. A grouping that was formed on paper is almost like a thought process that occurs in our brain, although in a very simple form (Hernacki and De porter, 2002: 180). Through the implementation of the media, the story of the loved ones helped significantly in developing the existing ideas in the form of more descriptive text. It was due to the existence of media assistance, namely photos or pictures of their loved ones so that students will be helped in making detailed descriptions.

However, the authors/writers still encountered obstacles in this implementation, such as relatively low learning motivation. In addition, the learning atmosphere of students was still limited during the pandemic, so the focus on learning for students was reduced. Some of the findings of observations from the researcher when collecting data in sample schools, such as students being less enthusiastic due to the small number of students in the class and students not being ready to learn, were indicated by the presence of students who did not bring school equipment. Furthermore, by using quantitative descriptive statistical analysis, the results of the assessment of writing descriptive text with the media of the story of the loved ones, it was known that the average score of the students' writing results from 75 samples was 67.04. The lowest score obtained was 38 and the highest score was 88.

From the quality of writing skills based on the average obtained, the score of 67.04 was in the 0-68 interval with the poor category or less than 0.96 to be able to achieve the minimum completeness criteria. Furthermore, when compared with the average score of the pre-test acquisition of 35.62, there was a significant increase after applying the story of the loved ones' media to 67.04 or an increase of 31.42. If viewed from the minimum completeness criteria of 68, the average score of the writing assessment results obtained by students almost reached the score of minimum completeness criteria. Learning to write the descriptive text by applying the story of the loved ones' media begins by reviewing the students' understanding of the descriptive text and the methods they have previously studied. The learning continued by outlining the methods, forms, and giving examples of the implementation of the story of the loved ones' media in writing. At this stage, students were given the theme of the object that will be described as a writing task.

Based on the data obtained, the implementation of the story of the loved one approach was effective in the ability of students to write descriptive texts. It was following Rebekah Caplan's opinion that the approach to the story of the loved ones takes the form of "notification sentences" and then turns them into "showing paragraphs". A descriptive sentence that previously had no specificity was changed to be more descriptive (Hernacki and De porter, 2002:190). The score of learning outcomes with the story of the loved ones' approach was better than the acquisition of scores using the conventional method. These results also showed that the story of loved ones' approach made it easier for students to develop ideas to be longer. This method made it easier for students to describe objects by involving the senses in the depiction.

In the post-test, the average score was 72.24 with a standard deviation of 12.14. Based on this test by comparing the average score of pre-test and post-test, it was known that there was a significant increase of 36.62 so it was known that there was an increase in the average score of writing results between before and after implementing the story of the loved ones' approach. The results of this research were the same as the findings of Iskandar (2021) who used picture series media in writing a descriptive text on students' grade VII of SMPN Binamu, Jeneponto Regency. Similarly, Ummiyati's findings (2021) regarding the implementation of teacher's creative songs in learning to write descriptive texts on students' grade V of SD Negeri 28 Bontomacinna, Bulukumba Regency. Although the text was different, the results of this research were also the same as the results of Ratnawati's (2020) research on the effectiveness of the implementation of learning media in writing through brainstorming strategies in writing stories on students at Pakalul Elementary School, Maros Regency.

Based on the test results, it was known that the value of sig. (2 tailed) of 0.000. It means that the result was $\alpha < 0.05$. Based on these data, it was concluded that the implementation of the story of the loved one approach was effective in the ability to write descriptive texts for students' grade V at SD Pertiwi Makassar. The findings showed that implementing the story of the loved ones' approach was effective in increasing the acquisition score of writing a descriptive text for students' grade V at SD Pertiwi Makassar. The implementation of the story of the loved ones' media helped students map their thoughts and express ideas quickly and put them on paper without considering their truth or score (Hernacki and De porter, 2002: 180).

Moreover, the results of the ideas were developed using the story of loved ones' approach. This step will help students develop simple sentences to become more descriptive. Rebeca Caplan said that this technique takes the form of "notification sentences" and then changes them into "showing paragraphs" (Hernacki and De porter, 2002:180). It was proven as seen when writing assignments in the post-test, by implementing the story of loved ones' approach students became easier to explain parts of sentences in the form of certain objects in more detail, therefore, assisting students in developing descriptive texts that compiled. This was the same as Kosasih (dalam Permanasari, 2017:158) that a descriptive essay was an essay that describes an object with the purpose that the reader feels as if he/she saw the object being described for himself/herself. Furthermore, the story of loved ones, ideas approach was easier to develop and it was easier for students to determine the words or objects to be described. It was also the same as the opinion of Alwasilah (Rahayu 2017:161) which said that a description is a verbal description of a person, object, appearance, scene, or event so that in this way, the reader seems to see the event firsthand.

4. CONCLUSION

The ability to write descriptive texts for students' grade V at SD Pertiwi Makassar using the story of the loved ones increased as indicated by an increase in the average score from 35.62 in the pre-test to 67.04. This score was less than 0.98 to achieve minimum completeness, which was 68. The story of loved ones' approach was effective in the ability to write descriptively for students' grade V at SD Pertiwi Makassar. It was evidenced by the increase in the average acquisition of students from the pre-test score, it was 35.62, increasing to 72.24 on the post-test. Likewise, with hypothesis testing using the t-test with a paired sample test model with the criteria used if the value of sig. (2 tailed) < 0.05 concluded effective. In this research, the score of sig. (2 tailed) of 0.000 or $\alpha < 0.05$ so that the use of the story of the loved ones' media was effective in increasing the ability to write descriptive texts for students' grade V at SD Pertiwi Makassar.

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