

Application of Picture Media to Enhance Short Story Writing Imagination of Grade V Students

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Abstract

This research was conducted based on the position of Indonesian Language as an important subject that all students must understand. Short stories are material that is close to students' lives because through short stories, students can express their ideas and ways of thinking, and show the development of their creativity. The purpose of this study is to examine the use of picture media in learning to write short stories and improve the writing imagination of fifth grade students of SDN Rajawali Kota Cirebon. Image media is considered effective in helping students develop imagination and come up with story ideas, making it easier for them to arrange the plot, characters, and setting of the story. The method used was descriptive qualitative with a case study approach to grade V students of SDN Rajawali Kota Cirebon. The results showed that the use of image media significantly improved students' short story writing skills. Students who initially had difficulty exploring ideas and stringing sentences were helped by the presence of images as a trigger for imagination. In addition, students seemed more enthusiastic about learning, which had a positive impact on the quality of the short stories produced. Overall, picture media proved effective in improving students' writing skills and imagination, especially in learning to write short stories at the elementary school level

Keywords: Short Stories ; Writing Skills; Image Media.

INTRODUCTION

Language is the most fundamental aspect of human existence as the main tool of communication and conveying thoughts, playing an important role in cultural and social development. Noerhamzah (2019:306) states, "Language is a means of communication, an image of the mind, and personality." The purpose of learning Indonesian in primary schools according to Arnia and Nursalim (2019) is to guide and facilitate learning so that students can learn optimally. Indonesian language education in Indonesia is focused on improving students' language and writing skills. Writing ability is an important aspect that not only tests language skills, but also students' imagination and creativity. However, the development of this ability still faces challenges due to the lack of effective learning methods in awakening students' imagination.

The application of picture media in Indonesian language learning is an interesting topic because of its potential in stimulating students' imagination and creativity. Bahari and Zain (2020:121) state, "Learning media is any tool that can be used as a channel for messages to achieve learning goals." Image media such as illustrations can help students visualize stories and stimulate their imagination when writing short stories. According to Rahmani (2021:25), a short story is an imaginative work of fiction that expresses one problem briefly with elements of plot, setting, characterization, point of view, language style, theme, and mandate.

However, the use of picture media in Indonesian language learning has not been fully explored, especially to improve imagination in writing short stories. This ability is important in developing students' creative intelligence. In the modern era, creative and imaginative skills are increasingly important in preparing students for the future. Another challenge is the limited resources and facilities, especially in rural areas or with limited access to technology, which makes the application of picture media difficult. Therefore, creative thinking is needed so that all students can access quality learning.

The success of image media implementation also depends on teacher readiness. Rosari (2019) stated, “The role of the teacher is very important in guiding students to use picture media creatively and productively in writing short stories.” Teachers must have the ability to explain and foster students' imagination using the prepared picture media. Therefore, training and support for teachers is very important so that image media can be used effectively. In addition, a systematic evaluation of the impact of using picture media needs to be conducted to determine the effectiveness and identify areas for improvement.

According to Nur (2020), imagination is “images and visualizations from within the brain in the form of images, sounds, and feelings.” Thus, research on the application of picture media in Indonesian language learning to increase students' imagination in writing short stories is very relevant and important. Understanding the potential and challenges of applying picture media will help develop learning strategies that are more effective in stimulating students' imaginative and creative abilities.

According to Spradley in Sugiyono (2019: 275), focus is a single domain or several related domains in a social situation. Nirmayani and Dewi (2021) state that the focus of learning involves students developing products using knowledge through investigation, analysis, creation, and presentation based on real experiences. This study focuses on the short story writing skills of fifth grade students of SDN Rajawali Kota Cirebon 2023/2024 with the Picture Learning Method. The aim is to find out the improvement of short story writing skills, where students write short stories based on prepared pictures, freely determine the theme and plot according to their imagination, produce diverse stories.

The purpose of this study, in accordance with the formulation of the problem above, is to find out how the application of image media in learning to write short stories for grade V students at SDN Rajawali Cirebon City and to find out the improvement of short story writing skills of grade V students at the school.

The author hopes that this research will provide theoretical and practical benefits. Theoretically, this research is expected to develop and add to the study of learning Indonesian language and literature, especially learning to write short stories using the picture method. Practically, for students, this research is expected to help them write short stories better through the picture method; for teachers, this research facilitates the teaching of short story writing material while increasing the ability and insight of teachers in using picture media as a learning tool; and for writers, this research adds insight into the effect of learning media on learning outcomes, so that later the teaching of Indonesian, especially short story material, can be more effective.

In addition to these studies, several relevant studies also support the effectiveness of visual media in writing instruction. According to Putri and Mahmudah (2020), the use of visual media has been proven to improve students' ability to develop plot, characters, and setting because images can directly stimulate the imagination. Fitria (2021) found similar results, showing that visual media helps students express their ideas more coherently and creatively when writing short stories.

Another study by Sari and Kurniawan (2022) confirms that visual media can increase elementary school students' motivation to learn because students feel more interested and involved in the learning process. Additionally, Yuliani (2019) stated that image-based learning helps students reduce writer's block and makes them more confident in developing stories. Thus, these various findings reinforce that the use of image media is highly relevant and effective in improving elementary school students' short story writing skills

RESEARCH METHODS

This research uses a descriptive qualitative method that focuses on describing or explaining phenomena without manipulating variables or situations. Researchers try to understand the phenomenon in depth and explore its meaning. According to Creswell in Khoirul (2022), this method aims to describe phenomena in a natural context. Bogdan and Biklen in Wibowo (2022) emphasize that the goal is to describe in detail the phenomenon or process without manipulation of variables. Rukajat in Nurdin (2019) added that descriptive characteristics include explaining relationships, testing hypotheses, predicting, and determining the meaning and implications of problems.

The research subjects were fifth grade students of SDN Rajawali Cirebon City. Data sources consist of primary and secondary data. According to Fahmi (2020), primary data is data obtained directly from sources through observations, interviews, and field notes. Meanwhile, according to Sugiono in Magdalena (2021), secondary data is data obtained from other parties or documents, such as historical records, official documents, and interview transcripts that have been published.

Data collection techniques refer to Kriyantono in Rahayu (2023) which include interviews, observation, documentation, and tests. Interviews were conducted with homeroom teachers to obtain data related to students' short story writing skills. Observations were made directly to students according to Sugiyono's guidelines in Makbul (2021) which emphasized their relevance to human behavior or work processes. Documentation was used to collect written data, photos, and school-related documents. The test used was a written short story writing test as described by Arikunto in Setyawan (2019).

Data analysis was conducted by referring to the Miles and Huberman method which includes data reduction, data presentation, and conclusion drawing. Data reduction, according to Sugiyono in Dio (2022), is done by summarizing, selecting key points, focusing on important aspects, and looking for themes. Data presentation can be in the form of narrative text, tables, or graphs. Conclusions are drawn as Zakariah (2020) argues, which can answer problem formulations or produce new findings that have never existed.

Data credibility was maintained through triangulation of sources, techniques, and time. According to Lincoln and Guba in Ulya (2023), data validity is achieved by examining data from various sources, using various techniques, and at different times. Wijaya in Ulya (2023) explains that source triangulation involves comparing interviews, archives, and documents. Triangulation of techniques involves observation, interviews, and documentation on the same source. Time triangulation ensures data validity by checking in different situations.

The variable measured was students' short story writing ability after using the picture method. The measurement was done with a scoring sheet developed from the short story writing assessment criteria. Analysis is qualitative with in-depth interpretation of data obtained from tests, interviews, observations, and documentation. The results of the analysis were used to understand the phenomenon, draw conclusions, and provide recommendations.

RESULT AND DISCUSSION

The research shows that the application of picture media in learning to write short stories for grade V students of SDN Rajawali is in accordance with the hypothesis proposed, which can improve students' creativity and writing skills. Students' enthusiasm was high when they were asked to create stories based on pictures, because visual media can trigger their imagination and make it easier for them to pour ideas into writing. This is in line with experts' opinions that picture

media is effective in helping students understand abstract material to be more concrete, as well as facilitating the creative thinking process naturally.

Although the school has adequate facilities to support learning activities, there are some obstacles such as a poorly maintained library and certain facilities that need repairs. However, these conditions did not hinder the implementation of the research, as learning activities with picture media could still run smoothly in the existing classrooms. Another factor that supports the successful application of this method is the character of students who are active, quick to understand lessons, and able to develop imagination optimally when given a visual stimulus. Similar research also shows similar results, where visual media is proven to be able to increase learning motivation and the results of students' writing skills at various levels of education.

The research shows that the application of picture media in learning to write short stories in grade V students of SDN Rajawali Kota Cirebon is in line with the hypothesis proposed, namely visual media can improve creativity and writing skills. Initial observations on July 31, 2024 showed that although the scores of short story writing skills were mostly in the good category, there were still five students with C predicates and two students did not have scores because they were rarely present. This condition indicates that there is room for significant improvement through learning strategies that trigger imagination. The conducive school environment, adequate facilities, and the characteristics of students who are active and quick to understand lessons are supporting factors for the successful application of picture media.

Previous studies have also mentioned that visual media can facilitate understanding and trigger students' creativity effectively (Rahmawati, 2021; Pratama & Nugroho, 2018). In this context, image media acts as a stimulus that makes it easier for students to pour ideas into the form of stories, while making the learning process more enjoyable. Observations on August 2, 2024 showed that students responded enthusiastically to learning to write short stories with the help of picture media. They were able to imagine themselves in the situation of the picture, so that the story written became more fluent and detailed. This is in line with the findings of Lestari (2020) and Siregar & Putra (2019) who stated that the integration of visual media in Indonesian language learning can increase student engagement and the quality of their written work.

The application of picture media in learning to write short stories in class V shows that this activity can help students understand the intrinsic and extrinsic elements of short stories better, as well as make it easier for them to express their ideas. This is in accordance with the hypothesis that the use of visual media can stimulate imagination and make it easier for students to develop storylines. Picture media proved to be an effective stimulus in connecting theme, character, setting, and plot in an integrated manner. This approach is in line with the findings of several previous studies which state that picture media can improve students' creative writing skills because it helps present story visualization concretely (Fitriani, 2021; Suryani, 2020).

With pictures, students do not only rely on abstract imagination, but also have a visual reference that makes it easier to organize the conflict, climax, and resolution of the story. In its implementation, the teacher provided clear directions on the steps of writing short stories and actively guided students throughout the process. The teacher's activeness in monitoring, providing additional explanations, and responding to students' constraints contributed to the smoothness of the writing process. This supports Nurhidayah's (2019) opinion that intensive teacher-student interaction can increase motivation and confidence in writing.

The conformity of the results with the hypothesis can be seen from the increased involvement of students and their ease in determining the theme, character, setting, and plot based on the pictures provided. The communicative classroom atmosphere allows students to feel comfortable asking questions, so that obstacles in writing can be overcome immediately. In line with that, picture media-based learning is able to facilitate the achievement of short story writing learning objectives effectively, as has also been proven by similar research at the elementary school level.

The implementation of learning to write short stories with picture media in class V shows that this strategy is effective in helping students understand the elements of character, plot, and setting. The teacher consistently repeated the explanation of the three elements, provided motivation, and nurtured students' confidence through praise. This is in accordance with the hypothesis that the use of visual media can make it easier for students to express ideas and organize stories in a structured manner. This finding is in line with the opinion of Fitriani (2021) and Suryani (2020) who stated that picture media can stimulate imagination and improve creative writing skills.

The use of pictures as a reference makes it easier for students to imagine the storyline, characters, and setting, so they have no difficulty in determining ideas or arranging words. The learning process was also supported by a communicative classroom atmosphere, where the teacher actively asked questions and responded to students' constraints. This reinforces Nurhidayah's (2019) opinion that intensive teacher-student interaction can increase learning motivation. The assessment and appreciation process through the reading of short stories by students who dared to perform in front of the class had a positive impact on their self-confidence. The teacher provides constructive feedback and discusses the application of story elements in the work read. Thus, this learning not only helps students achieve the learning objectives of writing short stories, but also fosters motivation to continue practicing writing.

This result supports similar research which shows that picture media can be an effective tool to improve the quality of written works at the elementary school level. The results of observations during short story writing activities showed that students were able to understand and apply the important elements of short stories, such as character, plot, and setting, as explained by the teacher. This is in accordance with the hypothesis that the use of picture media can facilitate students in developing ideas and assembling stories. These elements are clearly visible in the work produced by students, where they are able to build stories with a logical structure and flowing plot. Repetition of material by the teacher plays an important role in strengthening students' understanding, so that they can implement these concepts appropriately in writing. The motivation provided by the teacher, both through verbal encouragement and praise for students' efforts, proved to increase their confidence in writing and presenting their work.

This is in line with research which states that intrinsic and extrinsic motivation have a significant influence on the quality of student learning outcomes. Teacher support not only influences the creative process, but also encourages students' active participation, as seen in the courage of Zie Safara Rina Salima and Rifki Alfatih Nugraha to read short stories in front of the class. The use of picture media as a visual stimulus proved effective in helping students imagine the setting, characters, and storyline. Most students stated that pictures made the process of developing ideas and composing stories easier.

This finding is in line with several previous studies which show that visual media can stimulate creativity and help students express ideas in a more structured manner. Thus, the results of this study support the hypothesis that picture media can improve students' short story writing skills. The reading of the work in front of the class and the open evaluation conducted by the teacher provided a comprehensive learning experience. Constructive feedback helps students understand the application of short story elements better.

This process also gives students the opportunity to reflect on their writing experience, while strengthening literacy skills. Appreciation in the form of applause and positive encouragement proved to be an important factor in building a supportive learning climate, as confirmed by research that concluded that a positive learning environment can improve motivation and learning outcomes. Overall, the findings show that the picture-based learning approach, combined with appropriate motivation and evaluation strategies, was able to achieve the learning objectives in line with the research hypothesis.

This success lies not only in the final result in the form of quality short stories, but also in the learning process that is interactive, collaborative, and builds students' confidence. Overall, the results of this study strengthen the argument that the application of picture media not only helps improve the value of short story writing skills, but also develops students' imagination and self-confidence. With the support of adequate school facilities and appropriate teaching strategies, picture media can be an effective solution to optimize short story writing learning in elementary schools.

CONCLUSION

Research conducted on July 31 and August 2, 2024 at SDN Rajawali proved that the use of picture media in learning short story writing skills for grade V students can significantly increase students' motivation, creativity and imagination. Learning activities began with a review of the material on the intrinsic and extrinsic elements of short stories, then the teacher distributed relevant pictures as an idea stimulus to help students determine themes, plot, and characters. During the writing process, the teacher provides intensive guidance, monitors the difficulties faced by students, and provides encouragement so that the resulting work is of high quality. After the writing is complete, some students read their short stories in front of the class, the teacher gives appreciation and conducts evaluation, and assigns students to continue writing short stories at home with pictures of their own choice. The learning atmosphere created is conducive, interesting, and fun, so students are actively involved from the beginning to the end of learning activities.

The results showed a measurable improvement in short story writing skills, namely an increase in scores by 5.55% compared to the initial scores obtained from observations and documentation on July 31, 2024. This increase indicates that the use of picture media has a positive impact on students' understanding in determining themes, plot, characters, and determining short story titles. The role of the teacher is a key success factor, where the teacher acts as a facilitator as well as the center of learning activities that are able to create a comfortable and pleasant atmosphere in the classroom. Students showed good interaction with the teacher, were polite, actively asked questions when experiencing difficulties, and dared to come forward when asked, although there were some students who needed special attention. These factors overall contributed to the increase in students' interest and skills in writing short stories through the application of picture media.

In addition to teachers and students, SDN Rajawali's school conditions also support the smooth running of learning. The school has adequate facilities, including 10 classrooms, a teacher's room, a principal's room, and supporting facilities such as bathrooms and a canteen located in front of the school. The well-organized and usable school environment creates a conducive learning situation, allowing students to learn with focus and without significant obstacles. With the support of good facilities, teacher creativity, student enthusiasm, and effective learning methods, the application of picture media proved to be able to make a positive contribution to improving short story writing skills in grade V students at SDN Rajawali.

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