

Development of Learning Models Using Picture Paper Media in Improving Indonesian Language Ability in Grade V Elementary School 028 Lumban Dolok Siabu

Nur Ainun^{1*)}, Sutikno²

^{1,2)} Universitas Muslim Nusantara Al-Washliyah, Indonesia

^{*)} Correspondence Authors: sutikno@umnaw.ac.id

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Abstract

This research addresses the speaking difficulties of fifth-grade students at SD Negeri 028 Lumban Dolok during the 2024–2025 academic year, particularly in expressing ideas in formal contexts. The study aims to investigate the implementation and effectiveness of using image media in speaking lessons, focusing on improvements in vocabulary mastery, language structure, topic-content relevance, content organization, confidence, and speaking fluency. A qualitative approach was employed with a classroom action research (CAR) design, chosen because the data are qualitative and the research is conducted in a classroom setting to improve learning practices. The subjects were 17 fifth-grade students, consisting of nine boys and eight girls. The implementation of speaking instruction using image media proved highly effective. Improvements were observed across various speaking aspects, including vocabulary, structure, content relevance, and fluency. Data from three cycles of action showed an increase in students' speaking ability ranging from 20% to 40%. The research found that image media can be integrated into speaking lessons in two primary ways: as material (selected images) and as tools (methods of delivery). Images were carefully chosen to align with students' characteristics, with four images found sufficient per session. Instructions on how to use the images were also provided to students to support the learning process. Despite the success, a notable challenge remained: students still had difficulty using proper and formal Indonesian when telling stories. This indicates a need for continued support in language accuracy alongside media use. Overall, image media is a valuable tool in enhancing elementary students' speaking skills.

Keywords: development, learning model, illustrated paper, ability, language

I. INTRODUCTION

Language activities are basically communication activities. Therefore, learning a language is essentially the same as learning to communicate. Communication activities using language are manifested in four aspects of skills, namely listening, speaking, reading, and writing skills. Listening and reading skills are called receptive aspects or aspects of understanding, while speaking and writing skills are called productive aspects or aspects of use. Mastery of the four language skills is the main target of learning Indonesian. The four are interconnected. If someone speaks, there must be someone listening and if someone reads something it means that he is reading someone else's writing, and vice versa.

Speaking is an important skill in language, besides listening, reading and writing. A person's communication activities are more verbal than written communication. In everyday life we use most of our time to speak and listen.

A teacher, especially a language teacher, has an obligation as a director or mentor so that students are able to speak well. This statement is in accordance with the purpose of speaking, namely, the purpose of teaching speaking is not

Another is to develop students so that they are able to speak fluently using sentences.

To speak in an informal situation, students do not have much difficulty, they can speak fluently. Unlike when students are faced with a formal conversation, such as a discussion or speech, or speaking in front of the class, many of them have difficulty using ideas.

From the results of the initial study at SD Negeri 028 Lumban Dolok, Siabu District, 2024-2025 Academic Year, it appears that they express their ideas or feelings in a convoluted and less systematic manner so that good communication does not occur. There are even some students who find it completely difficult to express their ideas to speak.

Based on the results of interviews and observations by the author at SD Negeri 028 Lumban Dolok, Siabu District, it was found that speaking activities had not been carried out optimally and interestingly. Learning was only carried out to the extent that students retell or answer questions. Innovative speaking learning techniques that can guide children to express their ideas more openly and systematically have never been implemented. Thus, the speaking ability of grade V students at SD Negeri 028 Lumban Dolok is still lacking. Of the 27 grade V students at SD Negeri 028 Lumban Dolok, 17 students or 63% still have poor speaking abilities (expressing ideas, composing coherent and systematic conversations). Only a small portion of 7 people or 26% of students have sufficient speaking abilities, and 3 students or 11% of students have good speaking abilities.

From the initial data above, it can be concluded that speaking learning in class V of SD Negeri 028 Lumban Dolok needs to be improved, especially in guiding students in expressing ideas in speaking.

Therefore, teacher guidance is very necessary in an effort to increase students' interest in being able to speak well, including by creating continuous practice so that students are accustomed to expressing ideas systematically. In addition, teachers need to create a pleasant and non-monotonous learning atmosphere.

There are several factors that cause children to have difficulty speaking, including:

1. Children do not have a good command of Indonesian, so they are embarrassed to speak, meaning they do not have the courage to express their opinions.
2. Children are less fluent in pronouncing Indonesian words.
3. Children are less good at using words (diction) because their vocabulary is limited.
4. Children are less able to construct good sentence structures.
5. Children do not understand and are less able to grasp the topics proposed by the teacher to talk about.
6. Lack of attention to intonation in each sentence.
7. Lack of motivation from teachers and students themselves to learn skills, especially speaking skills.

To overcome the problem of difficulty speaking in students, there needs to be a way or technique that Andikanggap considers interesting and enjoyable. One effort that can be implemented to overcome difficulty speaking is by using picture media when students speak.

As stated by Sadiman (1984:29) that "A picture or an image can be used as a material for compiling a paragraph . The message implied in the picture can be expressed again in the form of words or sentences". Picture media can reduce boredom in speaking lessons, which in the end students will get used to expressing their thoughts and describing all events in a precise and systematic manner.

Based on the use of image media, Tarigan (1992:2009) stated that "Images that appear still actually say a lot to those who are sensitive and full of imagination (Tarigan, 1990). Therefore, the selection of images must be appropriate, interesting and stimulating for students."

Based on the description above, the author is interested in conducting research in the form of a trial of speaking learning using picture media in class V of SD Negeri 028 Lumban Dolok. The title of this research is: "Development of a Learning Model Using Picture Paper Media in Improving Indonesian Language Skills in Class V Students of SD Negeri 028 Lumban Dolok, Siabu District, Academic Year 2024-2025".

II. METHODS

This study uses a classroom action research design (Classroom Action Research) or PTK on the grounds that this study questions the problem of classroom learning practices (Suyanto, 1997). Thus, the qualitative approach used in the discussion of the study aims to find data holistically and comprehensively about the discussion of speaking learning. The characteristics of this approach are that the data source is a natural setting; Discussion of the problem as an instrument of discussion; seeking meaning behind the ego or actions, so that the problem can be understood, data or information from one party must be checked with data from other sources, prioritizing the respondent's views, participation without interfering to obtain a natural situation. Furthermore, Kemmis stated in Suyanto (1997:4) that classroom action research is a form of study conducted to improve the conditions of classroom learning practices professionally.

"A design is basically planning an activity before it is implemented" (Moleong, 2002). This design is a classroom action research design. Before the researcher conducts further research, the researcher first conducts classroom action observations, the results of which are stated in the research design. This is in accordance with the characteristics of classroom action research, namely "The research problem that must be solved comes from the problem of learning practices in the classroom." (Suyanto, 1997:5).

The classroom action research design that will be carried out by the researcher is a cycle model developed by Kemmis and Mc. Taggart from Deakin University Australia. This research design consists of four components, namely:

- (1). Plan: what action plan will be carried out to improve, enhance or change behavior and attitudes as a solution.
- (2) Action: What is done by the teacher or researcher as an effort to improve, enhance or change the desired.
- (3). Observation:

observing the results or impacts of actions carried out or imposed on students. (4) Reflection: Researchers examine, see and consider the results or impacts of actions from various criteria. Based on the results of the joint research, teachers can make revisions to the initial plan (Soedarsono, 1996).

Clearly the cycle in the implementation of action research in classroom learning is carried out by the cycle assessment process based on four stages, namely planning, action, observation and reflection, so that problems in learning, action, observation and reflection, so that problems in "Improving learning practices that should be carried out by teachers" (Suyanto, 1997: 7). Thus, the main target of classroom action research is in the form of alternative teacher actions carried out to solve problems in classroom learning. More clearly the four stages can be seen in the following picture:

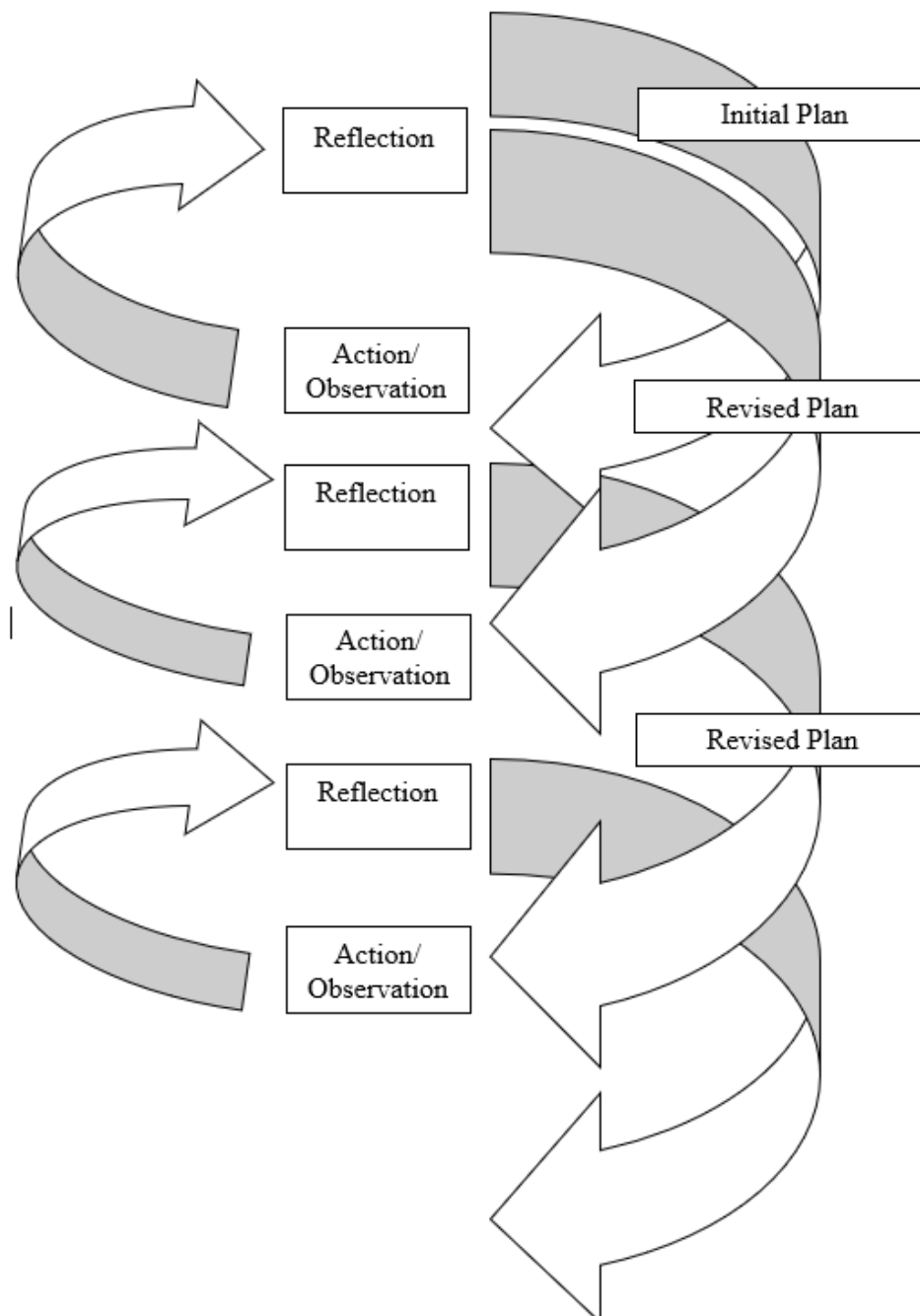


Figure 1. Research Design

The research procedure includes the implementation of Classroom Action Research (CAR) in the form of planning, implementing actions, observation, and reflection in each cycle to identify problems that occur in the classroom. Continued with the implementation of research for two cycles consisting of several stages

Subject

The research data are in the form of verbal and nonverbal data, namely the results of observations, interviews, recordings, and results of assessment tests conducted by researchers during direct speaking learning actions. These verbal and nonverbal data are then processed through data analysis (in this case in the form of reflection) which can finally be used as a conclusion as an answer to the research statement that has been determined. The function of data in action research is the basis for reflection (Madya, 2002).

The data of this study are in the form of a presentation of the process during the implementation of speaking learning, namely the results of observations (field notes), recordings, assessments and interviews in the form of verbal and non-verbal data. Verbal data are in the form of spoken or written words during learning and student work results, while non-verbal data are in the form of behavioral assessments, interactions, or ongoing monitoring of the implementation of the action. The implementation stage of learning, this implementation stage includes the speaking learning stage, the implementation stage, the interview filling stage, the observation stage and the assessment stage.

Implementation of learning to achieve maximum results is carried out in several stages, namely:

Stage I, the teacher conducts teaching and learning activities to speak using the picture story creation technique, then the results are evaluated, the teacher notes the students' shortcomings in speaking and needs to be improved.

Stage II, the teacher conducts teaching and learning activities to speak using the picture story creation technique by looking at the shortcomings of stage I, the teacher evaluates the results and notes the progress and shortcomings of students in telling stories and needs to be improved.

Stage III, the teacher conducts teaching and learning activities to tell stories using picture story-making techniques by looking at the shortcomings of stage II, the teacher evaluates the results and records the progress and shortcomings of students in telling stories. And so on until the students really understand and can tell stories well and correctly.

Data Collection

According to Moleong (2002:111) there are 4 techniques that can be used to collect data in qualitative research, namely (1) observation, (2) interviews, (3) field notes, and (4) use of documents. The four techniques are used according to the type of data needed. In this study, the four techniques proposed by Moleong were used proportionally. The instruments used, in addition to assessment as a key instrument, also used were field note formats, interview guidelines, recording devices (tape recorders), and photo cameras.

The main data of qualitative research are words and actions. The rest are additional data (Leofland in Moleong, 2002). Therefore, observation and in-depth interviews are the techniques used most in this study. Observation is used to describe the background, activities and implementation of the reading workshop, which is carried out together with practitioners. Interview techniques are used to obtain data on impressions and feelings, as well as students' experiences in the reading workshop. These interviews are conducted formally in class or informally outside the classroom with the help of a recording device. Field notes are used to record the researcher's reflections, opinions, ideas, related to the data recorded during the observation.

Data Analysis

According to Madya (1994:33), action research data analysis is represented by the moment of reflection of the action research cycle. Reflection means remembering and reflecting on an action exactly as it has been recorded in the observation. Reflection seeks to understand the real processes, problems, issues, and obstacles in the action (Madya, 1994:23). However, qualitatively, research analysis is still based on the characteristics of qualitative research, namely by organizing, arranging the sequence of data into a pattern, category, and basic description unit (Patton in Moleong, 2002).

III. RESULTS AND DISCUSSION

A. Research Result

This initial data collection activity includes observations and initial interviews about the ongoing context, namely finding out about Indonesian language learning activities in the classroom.

Observations were conducted in class V of SD Negeri 028 Lumban Dolok, Siabu District, academic year 2024-2025, Indonesian Language subject. Observations were conducted for two weeks. Meanwhile, interviews with teachers and students were conducted after each observation. To strengthen the data obtained, in addition to observation activities, an initial test (pretest) was also given to students.

The initial observation results generally show that learning Indonesian, especially speaking, is less interesting for students. Students consider speaking lessons as difficult lessons. So when students are asked to come to the front to speak, most of the students still stutter, and many do not want to come to the front.

To speak in an informal situation, students do not experience much difficulty, they can speak fluently. It is different when students are faced with a formal conversation, for example.

discussion or speech, or speaking in front of the class, many Andikatarata have difficulty expressing ideas. From the results of the initial study at SD Negeri 028 Lumban Dolok, Siabu District, it appears that they express their ideas or feelings in a convoluted, less systematic way so that good communication does not occur. There are even some students who have difficulty expressing ideas to speak. The language structure is less regular, the topic to be discussed is not related to the content, so that it interferes with the fluency and courage to speak. Students feel that the vocabulary they have mastered is inadequate for speaking fluently, still mixed with codes or code switching in regional languages.

The results of the author's interviews and observations found that speaking activities have not been carried out optimally and interestingly. Learning is only carried out to the extent that students retell or answer questions. Innovative speaking learning techniques have never been implemented and can guide children to express their ideas more openly and systematically. Activities do not lead to children's vocabulary mastery and train them to express ideas coherently.

The results of the observations and interviews above were reinforced by the results of the pre-test conducted during Indonesian language lessons with the ability guidelines referring to: (a) Vocabulary mastery, (b) language structure, (c) the relationship between topic and content when speaking, (d) and fluency and courage.

From the test results, it can be seen that the speaking ability of fifth grade students of SD Negeri 028 Lumban Dolok, Siabu District in the 2024-2025 academic year is still lacking. Of the 27 fifth grade students of SD Negeri 028 Lumban Dolok, Siabu District in the 2024-2025 academic year, 17 students or 63% still have poor speaking ability. These deficiencies include vocabulary mastery, language structure, topic-content relationship, content quality, and fluency and courage. Only a small portion of 7 students or 26% of students have adequate speaking ability, and 3 students or 11% of students have good speaking ability.

From the initial data above, it can be concluded that speaking learning in the classroomV Public Elementary School 028 Lumban Dolok, Siabu District, 2024-2025 academic yearneeds to be improved, especially in guiding students in expressing ideas in speaking. Students lack the skills to express ideas when speaking. Students' vocabulary is also still lacking, often stuttering and code switching.

In addition, teachers have not tried learning models that can motivate students in learning to speak in class. Teachers always give speaking assignments directly to the front of the class by giving topics, without considering the readiness and experience of students.

From the results of the initial data reflection and after being discussed with the teaching teacher and the principal, it was finally agreed that an intervention in the form of actions related to speaking lessons in Indonesian language learning was needed. The method is to try out a speaking learning model with the help of images as a trigger for experience and providing initial knowledge for students. Images will provide guidance as a framework when speaking. Images will also help students in choosing vocabulary and the emergence of ideas when speaking

B. Cycle I

Based on the description of the initial data above, the researcher together with the practitioner compiled an action plan to solve the students' difficulties in speaking/telling stories contained in the description of the initial data above. The researcher proposed to overcome the students' difficulties in speaking/telling stories, they should try to use picture media as one of the solutions, the researcher's proposal was approved by the practitioner and the principal with the hope that learning activities can improve students' speaking skills.

Based on the agreement, an action plan is prepared for these problems. The planning includes preparing an action plan in the form of lesson units (Learning Plan) along with data collection instruments in the form of observation pictures and interview guidelines, as well as evaluation result notes.

The subjects of this action research were fifth grade students of SD Negeri 028 Lumban Dolok, Siabu District, academic year 2024-2025. The number of students in the class was 27 students consisting of 11 boys and 16 girls, in this study not all students became objects because Andikaggap was already capable

Acting as a practitioner in this research is Mr. Dedi Suhar Andikato, S.Pd. who acts as a Class V Teacher, he graduated with a Bachelor's degree in 2003.

The implementation of cycle I of this research was conducted in two meetings and each meeting with a time allocation of 2 x 40 minutes. The first meeting was conducted on Monday, June 6, 2015 at the third and fourth hour (08.20 to 09.40). The second meeting was conducted on Thursday, June 8, 2015 at the third and fourth hour (08.20 to 09.40).

It turns out that students' ability to speak in front of others is still lacking. Although assisted by drawing tools. The assessment results can be seen as follows: Vocabulary mastery 36.8%, with details of those who got a score of 3 totaling 1 person, those who got a score of 2 totaling 8 people, and those who got a score of 1 totaling 8 people. The language structure component 32.9% with details of those who got a score of 3 totaling 1 person, those who got a score of 2 totaling 9 people, those who got a score of 1 totaling 7 people. The component of the topical relationship with the content 42.3% with details of those who got a score of 5 totaling 1 person, those who got a score of 2 totaling 9 people, those who got a score of 1 totaling 3 people. The content structure component 34.1% with details of those who got a score of 3 totaling 1 person, those who got a score of 2 totaling 10 people, those who got a score of 1 totaling 6 people. The content quality component 24.7% with details of those who got a score of 2 totaling 4 people, those who got a score of 1 totaling 13 people. The courage component is 50.5% with details of 9 people getting a score of 3, 8 people getting a score of 2. The fluency component is 31.7% with details of 2 people getting a score of 3, 6 people getting a score of 2, and 9 people getting a score of 1.

Based on the results of observations on the display of teaching and learning activities, the first cycle of the learning process was not in accordance with expectations.reason:

- 1 The class situation is not well coordinated, this can be seen when given a picture, there are students who are still not serious in observing the picture. When a test is held, each student is asked to tell a story according to the picture, children who are less attentive get lower storytelling scores, so that children can focus more on learning, it is better for teachers to convey the goals to be achieved in learning.
- 2 In the implementation of storytelling in front of the class, even though it has been clearly asked, there are still children who have difficulty telling stories. This is because they cannot speak Indonesian well (w: June 8, 2015). In order for children to be more fluent in telling stories, children are assigned to first register the vocabulary contained in the picture in groups.
- 3 The students' courage when they are in front of the class is still lacking so that it affects other language aspects, such as pronunciation and intonation, also the voice sounds very soft, this is because they feel embarrassed and afraid of making mistakes so they are not fluent and stutter. (w: June 8, 2015). To overcome this, in the second cycle students are allowed to speak first in groups so that they are expected to be more prepared and can get input from their friends in the group.

The above matters need attention in the next cycle, so that students' speaking abilities are more optimal and students take speaking lessons more often.

C. Cycle II

By paying attention to the actions in cycle I, the learning planning activities in cycle II are as follows:following:

- 1) Through discussions between practitioners and observers, the author determines which images will be presented in cycle II. The images chosen are images with an event theme.
- 2) The author prepares a learning plan
- 3) Determine the topic that will be the main focus in the observation activity.
- 4) Returning to provide the same observation images as the implementation of cycle I actions.
- 5) Learning begins with group work.

The implementation of cycle II was carried out on Saturday, June 11.2015 (third and fourth hours start at 08.20 to 09.40) in cycle II, learning is carried out individually.

After the teacher conveys the objectives that you want to achieve,Andika the teacher sticks two pictures on the board the size of cardboard and after finishing sticking the large picture, the teacher provides a number of students with the same picture but with a small picture size and the students choose it.

Students who are almost fluent in speaking with the Vocabulary Mastery component 50.5%, with details of those who got a score of 3 totaling 10 people, those who got a score of 2 totaling 6 people, and those who got a score of 1 totaling 1 person. The language structure component 45.8% with details of those who got a score of 3 totaling 5 people, those who got a score of 2 totaling 12 people. The topical relationship component with content 56.4% with details of those who got a score of 3 totaling 15 people, those who got a score of 2 totaling 1 person, those who got a score of 1 person. The content structure component 49.4% with details of those who got a score of 3 totaling 9 people, those who got a score of 2 totaling 7 people, those who got a score of 1 totaling 1 person.The content quality component is 43.5% with details of 4 people getting a score of 3, 12 people getting a score of 2. The courage component is 70.5% with details of 10 people getting a score of 4, 6 people getting a score of 3 and 1 person getting a score of 2. The fluency component is 48.2% with details of 7 people getting a score of 3, 10 people getting a score of 2.

Students who already have abilities in non-linguistic areas such as courage 70,5% and fluency 48.2%.

Looking at the results of the first cycle and the second cycle, there has only been an increase of around 10 to 20%.

Based on observations of the implementation of actions in cycle II, the author can analyze several data that are worth paying attention to, including: other :

- 1) If students are given the freedom to choose and determine for themselves the picture they will tell about, then the students will feel happy and feel that they have a role in determining the theme of their story.
- 2) Group observation learning on pictures can motivate students to tell stories, but there is a tendency for each to depend on other students. Thus, the next cycle must be attempted in providing assessments to students and to be more enthusiastic.
- 3) Determining and selecting images that are given to students helps students more in telling stories.
- 4) Providing reinforcement or rewards will further motivate students' enthusiasm for learning.

D. Cycle III

In cycle III the author prepares a learning plan to correct the errors from the previous cycle. The plan in cycle III is:

- 1) The teacher brings three types of pictures and multiplies them according to the number of students in the class.
- 2) Students choose pictures that they like.
- 3) Students are asked to tell the story in advance with a free theme.
- 4) Students work individually, and must be prepared to present in front of the class individually.

The next step is to conduct a final assessment observation on students' speaking skills in front of the class without using pictures as an aid.

Based on the data above, the results of the assessment of speaking skills: Through image media, as follows: Vocabulary mastery 70.5%, with details of those who got a score of 4 totaling 9 people, those who got a score of 3 totaling 8 people. The language structure component 70.5% with details of those who got a score of 4 totaling 9 people, those who got a score of 3 totaling 8 people. The topical relationship component with content 74.1% with details of those who got a score of 4 totaling 15 people, those who got a score of 3 totaling 5 people. The content structure component 68.2% with details of those who got a score of 4 totaling 7 people, those who got a score of 3 totaling 5 people. The fluency component 72.9% with details of those who got a score of 5 totaling 1 person, those who got a score of 4 totaling 9 people and those who got a score of 3 totaling 7 people.

- 1) In the language components, namely pronunciation and intonation 83.5%, vocabulary mastery 70.5%, material structure 70.5%.
- 2) In this appendix, the relationship between topic and content is 74.1%, content structure is 68.2% and content quality is 63.5%.
- 3) In the non-linguistic components, namely, courage 94.1%, fluency 72.9%

Based on the results and learning process in cycle III, the author can observe several important things to pay attention to, including: other :

1. If the selection of pictures to tell the story is left to the students, the students will be happier and more enthusiastic, and this will help the students in helping the story flow smoothly.
2. Continuous motivation given by teachers and praise encourages students to study harder.
3. If the topic to be told is chosen by the students themselves, the students will not feel forced and will be more fluent, because they have to be responsible for their choice.
4. The courage factor in telling stories is a determinant of fluency and mastery of a large enough vocabulary.

In this cycle, the author considered it to be quite successful, because most of the students were quite successful, because most of the students were fluent in telling the story of the situation with the goals they wanted to achieve, therefore the author wrote it up to cycle III.

E. Discussion

Based on the data obtained during the implementation of writing the action on the use of image media in teaching speaking skills to students in class V Public Elementary School 028 Lumban Dolok, Siabu District, 2024-2025 academic year, can be described by discussing as follows:

The learning process takes place in (3) three cycles, namely cycle I with two meetings, cycle II with two meetings, and cycle III with one meeting. The steps carried out during the action include activities to motivate students' courage to tell stories, choosing and determining various types of images used as media (images), how to use the images themselves, observation activities and assessing speaking skills and class discussions to discuss the learning process.

At the beginning of the lesson, the teacher motivates students to have the courage to speak in front of the class. The teacher stated that speaking is a communication process that is very important to be mastered by every human being including students, because through speaking we can express and convey what we feel and think. As stated by Kartini (in Yunita,

1998: 15) who stated that speaking is an event of conveying one's intentions, ideas, thoughts, feelings to others using spoken language.

In the process of learning to speak, teachers always emphasize the use of standard Indonesian, although almost all students have a regional language background (Javanese). In this case, learning is difficult and is always disturbed by students' questions about the meaning of the language from Javanese to Indonesian. However, teachers continue to encourage students to continue trying and learning, because Indonesian is the official language that must be used in formal activities such as teaching and learning. And this is in accordance with the general objectives in the 1994 GBPP Indonesian Language for Class V, namely that students understand Indonesian in terms of form, meaning and function, and use it appropriately and creatively for various purposes, needs and circumstances.

In storytelling activities using pictures as aids, students appear very happy and most importantly, students feel helped in telling stories because students feel they get ideas to tell stories when they see the picture, as long as we are able to mention the right title for the picture, then Andika they first mention the elements that appear in the picture to make a vocabulary list and they arrange them into sentences. This is in accordance with what will be put forward by Sudirman Arief (1984:24) who stated that a picture speaks more than a thousand words. And pictures help students in developing language skills and creative questions in storytelling. With picture media, students' thoughts are guided. Elementary school students are still in concrete operations (check Piaget), so pictures are a form of concretization of abstract ideas in students' minds. Pictures also become a framework for students' thinking when speaking, because pictures guide students to organize thoughts, express ideas and enrich vocabulary. Children's imagination that is stimulated by pictures will foster creativity when speaking. Pictures also provide alternative interpretations and vocabulary for students.

Accomplished use of images, good in form pictures and how to choose them, make learning more interesting (not boring). This is an interesting alternative for students because with the help of media, namely pictures, students are not only passive in receiving instructions to speak ordered by the teacher, but students are also given the opportunity to develop their ideas and imagination through pictures. Speaking with the help of pictures is interesting for students to be able to learn while playing and exploring themselves.

The selection of images must be adjusted to the objectives to be achieved. Teachers should consider the type of image that is appropriate to be used as a teaching medium. Images must be in accordance with students' knowledge and interests. Images that are not understood by students or are far from the reach of students' thinking, are less helpful for students in expressing ideas. Images that are too difficult and beyond students' knowledge will only make it difficult for students. Students become burdened rather than helped. Thus, images must be adjusted to student development and the conditions and situations of the students' schools. This is in accordance with Aliyah Abdullah's opinion that choosing images must pay attention to the main criteria, namely that the images should not be too many, they must be able to drive class development and student abilities.

Of the three cycles implemented, the use of images varies. Cycle one process images, cycle two event images, cycle three process and event images. Of the three images used, based on the results of observations during the research, event images are more interesting to students, because event images are easier for students to tell. This proves that images are a guide for students' thoughts. And images must be in line with students' knowledge and tips. Event images are more popular with students, because events are events that are often experienced by students. So, when students are attracted by images, students' knowledge of other events is also called to enrich the knowledge and ideas that students will express.

The action writing activity that went through three cycles got quite satisfactory results, from students who were originally unable to tell stories to becoming more fluent and brave in telling stories. Now almost all students can tell stories even without pictures, of course, as long as they know what to tell.

IV. CONCLUSIONS

Based on the results of the classroom action research that the author conducted, using image media in learning speaking skills can be done in two ways, namely: Choosing images as material to help learning and using learning methods when using images as learning aids. The selection of images is done by considering the characteristics of elementary school students. The images selected and used in this learning are images that are no more than four image sequences. The technique of its use is that the picture is distributed to students (small size) and pasted on the board (large size) which is distributed to students. They observe, determine their friends with the first procedure of listing the words that appear in the picture, then the words are made into sentences, and the sentences are made into a story. After being formed into a story, they read it in front of the class. The use of images as a learning aid in teaching speaking skills to fifth grade students of SD Negeri 028 Lumban Dolok, Siabu District, 2024-2025 academic year, has proven to be very effective in mastering vocabulary, language structure,

the relationship between topic and content, content structure, courage, and fluency of students' speaking. In cycle I to cycle III or the last cycle there was an increase of between twenty percent to forty percent. In the use of picture media,

although quite successful in learning to speak, there are still obstacles encountered by students. The obstacle most felt by students is when students have to use good and correct Indonesian in telling stories, they still do not master Indonesian because their language background is a regional language (Javanese). They become shy to appear in front which ultimately reduces the students' courage. The above can be overcome by first motivating the spirit of learning by providing reinforcement to students so that they dare to appear, then the teacher directs students to read a lot and have dialogues with friends using good and correct Indonesian outside of class hours or outside the classroom. The final conclusion is that images can be used as one of the choices in determining learning aids, in learning speaking conclusions or improving speaking skills. So it's just a matter of how we determine the strategy in using it to be more effective and efficient.

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