

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

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### ABSTRACT

*The problem solved through this research is the speaking difficulties of fifth-grade students at SD Negeri 028 Lumban Dolok in the 2024-2025 academic year in expressing ideas in a formal or official atmosphere. The aim of this research is to determine the implementation of speaking learning using image media and to determine the effectiveness of using image media in speaking learning, especially in the areas of vocabulary mastery, language structure, the relationship between topics and content, content structure, courage, and student speaking fluency. The method used in this research was a qualitative approach with a classroom action research design. The reason for using this method and design is that the research data are in qualitative form and are conducted in a classroom context. The aim of this action research is to improve the conditions of professional learning practices in the classroom. The subjects in this research were 17 class V students of SD Negeri 028 Lumban Dolok for the 2024-2025 academic year, consisting of nine men and eight women. The results of actions in learning to speak using image media are very effective for mastering the areas of vocabulary, language structure, the relationship between topics and content, content structure, courage, and students' speaking fluency. Based on the results of the actions from cycles I to III, the increase was between 20% and 40%. Finally, the use of image media in learning can be performed in two ways: selecting images as materials and methods as tools. There are techniques for using media that are attached to and given to students. The selection of images was adjusted according to the student's character, and four images were sufficient. Even though the use of images has been quite successful, there are still obstacles. The obstacle experienced by students is that if they are asked to use good and correct Indonesians in telling stories, they still lack mastery.*

**Keywords:** Development, Learning Model, Illustrated Paper, Ability, Language

### I. INTRODUCTION

Language activities are essentially communication activities. Therefore, learning a language is essentially the same as learning how to communicate. Communication activities using language are manifested in four skills: listening, speaking, reading, and writing. Listening and reading skills are called receptive aspects or aspects of understanding, where speaking and writing skills are productive aspects or aspects of use. The mastery of the four language skills is the main target of learning Indonesian. These four factors are interconnected. If someone speaks, there must be someone listening; 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. In everyday life, we speak and listen most of our time.

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

The second is to develop students so that they can speak fluently using sentences.

To speak in an informal situation, students do not have much difficulty in speaking fluently. Unlike when students are faced with a formal conversation, such as a discussion or speech, or when 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. Some students found it difficult to express their ideas.

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. Learning was carried out only to the extent that students retelled or answered the questions. Innovative speaking learning techniques that can guide children to express their ideas more openly and systematically have not 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 (63%) still had poor speaking abilities (expressing ideas, composing coherent and systematic conversations). Only a small portion of seven people (26%) had sufficient speaking abilities, and three students (11%) had 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 to express ideas in speaking.

Therefore, teacher guidance is necessary in an effort to increase students' interest in being able to speak well, including creating continuous practice so that students are accustomed to expressing ideas systematically. In addition, teachers must 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 that 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 (dictionaries), 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 topics proposed by the teacher.
6. Lack of attention to intonation in each sentence.
7. Teachers' and students' lack of motivation to learn skills, especially speaking skills.

To overcome the problem of difficulty speaking in students, there needs to be a technique that Andikanggap considers interesting and enjoyable. One effort that can be implemented to overcome difficulty in speaking is the use of 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, will be used to express thoughts and describe events in a precise and systematic manner.

Based on the use of image media, Tarigan (1992:2009) stated that "Images that appear still 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 above description, 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 it 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 on 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; and data or information from one party must be checked with data from other sources, prioritizing the respondents' views and participation without interfering in obtaining a natural situation. Furthermore, Kemmis stated in Suyanto (1997:4) that classroom action research is a form of study conducted to professionally improve the conditions of classroom learning practices.

"A design is basically planning an activity before it is implemented" (Moleong, 2002). This was a classroom action research design. Before conducting further research, the researcher first conducted 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 conducted by the researcher is a cycle model developed by Kemmis and Mc. Taggart from Deakin University, Australia. The research design consisted of four components:

(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 in 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, observe, and consider the results or impacts of actions based on various criteria. Based on the results of joint research, teachers can revise their initial plans (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: planning, action, observation, and reflection, so that problems in learning, 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 alternative teacher actions carried out to solve problems in classroom learning. The four stages are shown in the following picture:

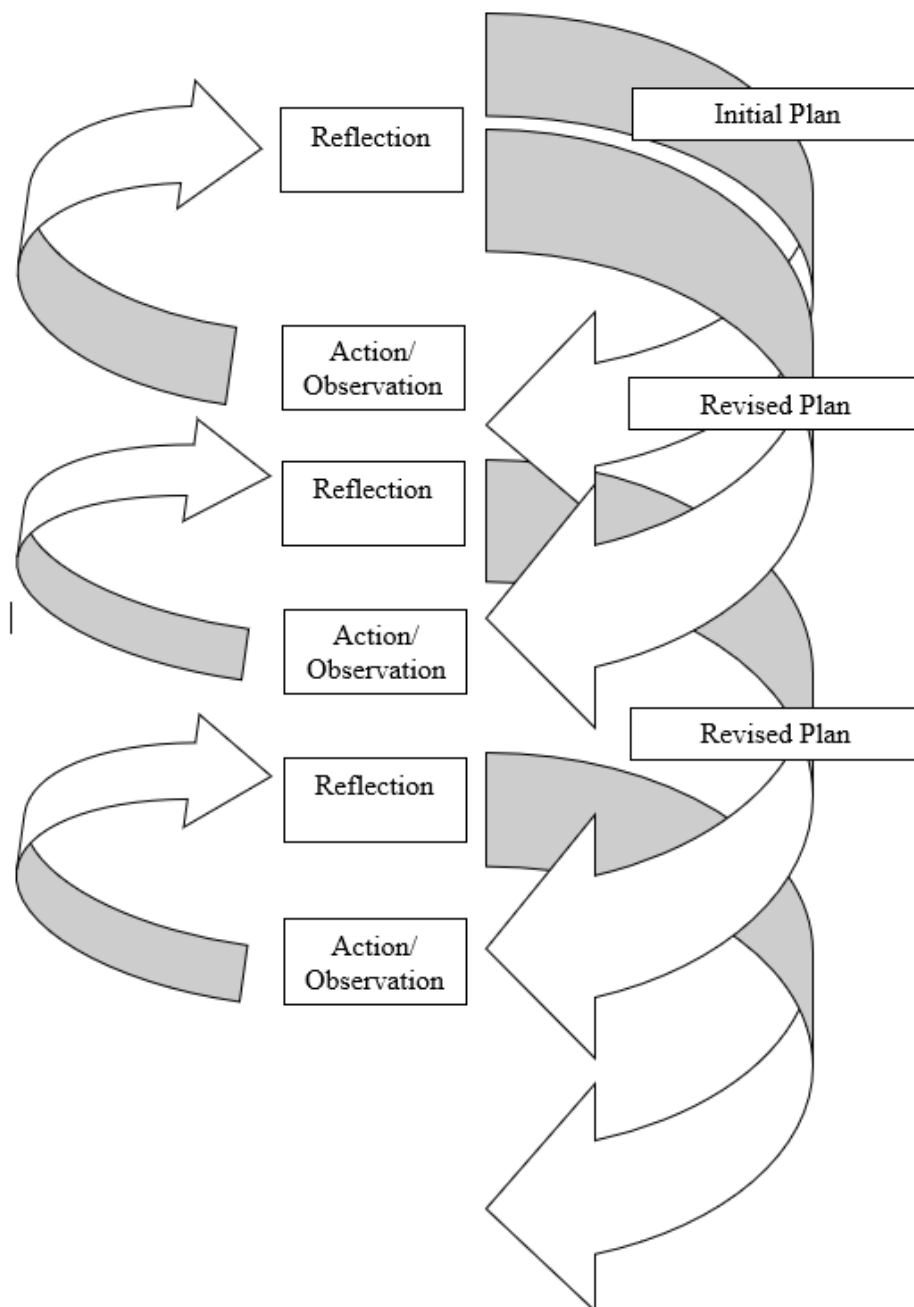


Figure 1. Research Design

The research procedure included 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 the research for two cycles consisting of several stages

### *Subject*

The research data were 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 be used as a conclusion to the research statement that has been determined. The function of data in action research is the basis of 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, where as 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 includes speaking learning, implementation, interview filling, observation, and assessment.

The implementation of learning to achieve maximum results was carried out in several stages.

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

In 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.

In 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 four techniques can be used to collect data in qualitative research: (1) observation, (2) interviews, (3) field notes, and (4) use of documents. Four techniques were used according to the type of data required. In this study, the four techniques proposed by Moleong were used in proportion. In addition to assessment as a key instrument, the instrument used were field-note formats, interview guidelines, recording devices (tape recorders), and photo cameras.

The main data in qualitative research are words and actions. The remaining data are additional data (Leofland in Moleong, 2002). Therefore, observations and in-depth interviews were the most commonly used techniques in this study. Observation is used to describe the background, activities, and implementation of the reading workshop, which is conducted together with practitioners. Interview techniques were used to obtain data on impressions and feelings as well as students' experiences in the reading workshop. These interviews were conducted formally in class or informally outside the classroom using a recording device. Field notes were used to record the researcher's reflections, opinions, and ideas related to the data recorded during 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 refers remembering and reflecting on an action exactly, as recorded in the observation. Reflection seeks to understand the real processes, problems, issues, and obstacles in action (Madya, 1994:23). However, qualitative research analysis is still based on the characteristics of qualitative research, namely, organizing and 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 included observations and initial interviews about the ongoing context, namely, identifying 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. Observations were conducted for two weeks. Interviews with the teachers and students were conducted after each observation session. To strengthen the data obtained, in addition to observation activities, an initial test (pretest) was given to the students.

The initial observation results generally showed that learning Indonesian, especially speaking, was less interesting for students. Students considered speaking lessons difficult. Therefore, when students are asked to come to the front to speak, most of them still stutter, and many do not want to come to the front.

In informal situations, students do not experience much difficulty and can speak fluently. It is different when students are faced with formal conversations.

Discussion, 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. The language structure is less regular, and the topic to be discussed is not related to the content, so it interferes with 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 revealed that speaking activities were not carried out optimally and interestingly. Learning is carried out only 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 or 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, and (d) 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 (63%) still had poor speaking ability. These deficiencies include vocabulary mastery, language structure, topic-content relationship, content quality, fluency, and courage. Only a small portion of seven students (26%) had adequate speaking ability, and three students (11%) had 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 year needs to be improved, especially in guiding students in expressing ideas in speaking. Students lack the skills to express their ideas when speaking. Students' vocabulary is also lacking, often stuttering and code-switching.

In addition, teachers have not tried learning models that can motivate students 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 the students.

From the results of the initial data reflection and after discussion 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 to provide initial knowledge for students. The images provide guidance as a framework for speaking. Images also help students choose vocabulary and the emergence of ideas when speaking.

### B. Cycle I

Based on the description of the initial data above, the researcher and 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 overcoming students' difficulties in speaking/telling stories; they should try to use picture media as one of the solutions, and 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 this agreement, an action plan was prepared to address 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, consisting of 11 boys and 16 girls. Not all students became objects because Andikaggap was already capable.



Mr. Dedi Suhar Andikato (S. Pd) acted as a practitioner in this research. who acted 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, each meeting with a time allocation of  $2 \times 40$  min. The first meeting was conducted on Monday, June 6, 2015, during the third and fourth hours (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 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 was 32.9%, with details of those who received a score of 3 totaling 1 person, those who received a score of 2 totaling 9 people, and those who received a score of 1 totaling 7 people. The component of the topical relationship with the content was 42.3%, with details of those who got a score of 5 totaling one person, those who got a score of 2 totaling nine people, and those who got a score of 1 totaling three people. The content structure component was 34.1%, with details of those who received a score of 3 totaling 1 person, those who received a score of 2 totaling 10 people, and those who received a score of 1 totaling 6 people. The content quality component was 24.7%, with details of those who got a score of 2, totaling 4 people, and those who got a score of 1, totaling 13 people. The courage component is 50.5%, with details of nine people getting a score of 3 and eight people getting a score of 2. The fluency component was 31.7%, with 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 the observations on the display of teaching and learning activities, the first cycle of the learning process was not in accordance with expectations.

- 1 The class situation is not well coordinated; this can be seen when given a picture; there are students who are still not serious about 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 they can focus more on learning, and 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 was clearly asked, there were still children who had 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, they 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, and the voice sounds very soft, 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 obtain 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 focusing on the actions in cycle I, the learning planning activities in cycle II are as follows:

- 1) Through discussions between practitioners and observers, the author determined which images will be presented in cycle II. The images chosen were those 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, and learning was 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 were almost fluent in speaking with the Vocabulary Mastery component were 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 was 45.8%, with details of those who got a score of 3, totaling 5 people, and those who got a score of 2, totaling 12 people. The topical relationship component with content was 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, and those who got a score of 1 person. The content structure component was

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, and those who got a score of 1 totaling 1 person. The content quality component was 43.5% with details of 4 people getting a score of 3, 12 people getting a score of 2. The courage component was 70.5%, with 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 was 48.2%, with details of 7 people getting a score of 3 and 10 people getting a score of 2.

Students who already had abilities in non-linguistic areas, such as courage 70.5% and fluency (48.2%).

Looking at the results of the first and second cycles, there was only an increase of approximately 10 to 20%.

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

- 1) If students are given the freedom to choose and determine for themselves the picture they will tell about, then they 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 the other students. Thus, the next cycle must be attempted to provide assessments to students and be more enthusiastic.
- 3) Determining and selecting images that are given to students helps them tell stories.
- 4) Providing reinforcement or rewards will further motivate students' enthusiasm for learning.

#### D. Cycle III

In cycle III, the author prepared a learning plan to correct the errors from the previous cycle. The plan in cycle III is as follows:

- 1) The teacher brings three types of pictures and multiplies them according to the number of students in 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 individually prepared to present themselves in front of the class.

The next step was to conduct a final assessment of 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 were as follows: Vocabulary mastery 70.5%, with details of those who received a score of 4 totaling 9 people, and those who received a score of 3 totaling 8 people. The language structure component was 70.5%, with details of those who got a score of 4, totaling 9 people, and those who got a score of 3, totaling 8 people. The topical relationship component had a content of 74.1%, with details of those who got a score of 4 totaling 15 people and those who got a score of 3 totaling 5 people. The content structure component was 68.2%, with details of those who received a score of 4, totaling 7 people, and those who received a score of 3 totaling 12 people. A score of four was obtained for five people. The fluency component was 72.9%, with details of those who received a score of 5 totaling 1 person, those who received a score of 4 totaling 9 people, and those who received a score of 3 totaling 7 people.

- 1) In the language components, pronunciation and intonation were 83.5%, vocabulary mastery was 70.5%, and material structure was 70.5%.
- 2) In this appendix, the relationship between topic and content was 74.1%, content structure was 68.2%, and content quality was 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 points to pay attention to, including the following:

1. If the selection of pictures to tell the story is left to the students, they will be happier and more enthusiastic, and this will help the students to help 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 sufficiently large 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 as follows:

The learning process takes place in (3) three cycles: cycle I with two meetings, cycle II with two meetings, and cycle III with one meeting. The steps carried out during the action included 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 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 the event of conveying one's intentions, ideas, thoughts, and 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 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. This is in accordance with the general objectives of 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 they 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 first mentions the elements that appear in the picture to make a vocabulary list and 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. Pictures help students develop their language skills and creative questions during storytelling. With picture media, students' thoughts were 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 imaginations stimulated by pictures foster creativity when speaking. Pictures also provide students with alternative interpretations and vocabulary.

Accomplished use of images, good 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 they are also given the opportunity to develop their ideas and imagination through pictures. Speaking with the help of pictures is interesting for students to learn while playing and exploring themselves.

The selection of the images must be adjusted to achieve these objectives. Teachers should consider the type of image appropriate for use as a teaching medium. Images must be in accordance with the students' knowledge and interests. Images that are not understood by students or are far from the reach of their thinking are less helpful for students in expressing ideas. Images that are too difficult and beyond students' knowledge will only make this difficult for students. Students become burdened rather than helped. Thus, images must be adjusted for 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, and they must be able to drive class development and student abilities.

Of the three cycles implemented, the use of images varied. Cycle one processes images, cycle two event images, cycle three processes, 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 to students' thoughts. Images must be in line with students' knowledge and tips. Event images are more popular among students because they are events that are often experienced by students. Thus, when students are attracted to images, their knowledge of other events is also called upon to enrich the knowledge and ideas that they will express.

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

#### **IV. CONCLUSIONS**

Based on the results of the classroom action research conducted by the author, using image media in learning speaking skills can be done in two ways: choosing images as material to help learning, and using learning



methods when using images as learning aids. The images were selected by considering the characteristics of the elementary school students. The images selected and used in this learning are those that have 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 and 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 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 and language structure.

The relationship between topic and content, content structure, courage, and fluency of students' speaking. In cycles I to III, or the last cycle, there was an increase of between 20 percent and 40 percent. In the use of picture media, although quite successful in learning to speak, obstacles are still encountered by students. The obstacle most felt by students is that when they have to use good and correct Indonesians 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 Indonesians 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 for learning speaking conclusions or improving speaking skills. Thus it is just a matter of how we determine a strategy for using it to be more effective and efficient.

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