



APPLICATION OF MEDIA-ASSISTED CONCEPT SENTENCE MODEL TO IMPROVE DESCRIPTIVE PARAGRAPH WRITING SKILLS OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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Abstract

A descriptive paragraph is a paragraph that describes an object, event, place, person or experience in detail. This study was conducted to improve the skills of writing descriptive paragraphs with the concept sentence method assisted by image media in grade IV students of SDN Marga Mulya I. This study was conducted with classroom action research through 2 cycle stages. This classroom action research was conducted because it was found that in grade IV students there were still many students who did not understand how to write paragraphs, students had difficulty developing the meaning they wanted to convey in writing and the use of learning methods that were less suitable. The results of this study prove that there was an increase in learning outcomes in the application of this model with a percentage of 66% of students who could in cycle 1 and increased to 80% in cycle 2 of students with descriptive paragraph writing skills. So the application of the concept sentence model assisted by image media is said to be successful in improving the skills of writing descriptive paragraphs in grade IV students of SDN Marga Mulya I.

Keywords: Writing skills, Writing descriptive paragraphs, Descriptive paragraphs, Grade IV SD

Abstrak

Paragraf deskripsi adalah paragraf yang menggambarkan suatu objek, peristiwa, tempat, orang atau pengalaman yang menjelaskan dengan detail. Penelitian ini dilakukan untuk meningkatkan keterampilan menulis paragraf deskripsi dengan metode concept sentence berbantuan media gambar pada siswa kelas IV SDN Marga Mulya I. Penelitian ini dilakukan dengan penelitian tindakan kelas melalui tahapan 2 siklus. Penelitian tindakan kelas ini dilakukan karena ditemukan pada siswa kelas IV masih banyak siswa belum memahami cara penulisan paragraf, kesulitan siswa untuk mengembangkan makna yang ingin disampaikan dalam tulisan dan penggunaan metode pembelajaran yang kurang cocok. Hasil penelitian ini membuktikan bahwa adanya peningkatan hasil belajar pada penerapan model ini dengan persentase 66 % siswa yang bisa di siklus 1 dan naik hingga 80 % di siklus 2 siswa dengan keterampilan menulis paragraf deskripsi. Maka penerapan model concept sentence berbantuan media gambar ini dikatakan berhasil untuk meningkatkan keterampilan menulis paragraf deskripsi pada siswa kelas IV SDN Marga Mulya I.

Kata kunci: Keterampilan menulis, Menulis paragraf deskripsi, Paragraf deskripsi, Kelas IV SD



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INTRODUCTION

In the field of education, language proficiency is one of the fundamental skills that must be possessed by students. In the learning process, Indonesian includes four main skills that need to be taught, namely speaking, reading, listening, and writing skills. These four skills are interrelated and play a crucial role in supporting students' success in learning. Writing skills need to be taught to students routinely. As novice writers, elementary school students need provision and training to hone their writing skills. This aims to enable them to express ideas, thoughts, feelings, and ideas in various forms of writing, such as composing paragraphs. These language skills are obtained naturally in listening and speaking skills while writing and reading skills are obtained unnaturally.

Wiranto & Anggraini, reveals that writing is an activity and skill that is integrated, and is always part of every learning process, just like reading.¹ Good writing skills are not only to become a professional writer, but also as an essential skill in communication, both verbally and in writing. The writing process involves several important elements, namely the writer as the sender of the message, the content of the writing, the media or channel, and the reader. In line with this view, Dalman, as quoted by Candra, states that writing includes a whole series of activities to express ideas and convey them to readers through written language, according to the intent that the writer wants to convey. A descriptive paragraph is a paragraph that describes an object, event, place, person or experience by explaining it in detail and clearly. In accordance with what is seen to provide a real picture to the reader, so that they can see and feel it as if they can see and feel it.

According to Putrayasa², a descriptive paragraph is a type of writing that aims to provide details or details about an object, so that it can influence emotions and arouse the reader's imagination, as if they can see, hear, or feel directly what the writer describes. In writing a descriptive paragraph, the writer hopes that the reader can understand and feel what he feels, and reach the same understanding of the message he wants to convey. Examples are descriptions of a crowded city atmosphere, streets filled with vehicles to the point of traffic jams, or beautiful natural scenery in a place. The skill of writing descriptive paragraphs involves the ability to describe an object or event in detail and clearly, so that the reader can imagine or experience what is described in the writing. Finoza, as quoted by Hayati & Kusuma, states that description is a type of writing that aims to expand the reader's knowledge and experience by describing the nature or essence of

¹ Dandi Wiranto and Tri Riya Anggraini, "Kemampuan Menulis Teks Deskripsi Berdasarkan Media Gambar Pada Siswa Kelas VII SMP Negeri 13 Bandar Lampung," 2021.

² Ida Bagus Putrayasa, "Pembelajaran Menulis Paragraf Deskripsi Berbasis Mind Mapping Pada Siswa Kelas Vii Smp Laboratorium Undiksha," *JPI (Jurnal Pendidikan Indonesia)* 4, no. 2 (October 26, 2015), <https://doi.org/10.23887/jpi-undiksha.v4i2.6060>.

the object in real terms. Meanwhile, according to Zainurrahman³, descriptive writing is writing that describes the characteristics of an object in a comprehensive, clear and structured manner.

The aim of paragraph writing skills is to convince readers that ideas, concepts and opinions are correct and proven.⁴ Paragraph writing skills, as part of productive and active language skills, are one of the basic skills that must be mastered by students in order to be able to communicate well in writing. With this skill, students will be able to organize ideas in an orderly manner, choose appropriate and contextual vocabulary, use spelling and punctuation correctly, and compose a variety of sentences in their writing. Students are said to have descriptive paragraph writing skills if 1) they use unique and interesting sentences 2) the integration of the contents of the paragraph is well organized 3) they use distinctive, diverse, and emotional word choices for readers 4) they use appropriate spelling, including punctuation and capital letters. According to Putri Hayati and Yanti Yandri Kusuma⁵, the indicators for writing descriptive paragraphs are: 1) Clear complete description of the observed object in the paragraph 2) The contents of the descriptive essay are in accordance with the observed object 3) The structure of the descriptive language is in accordance with the observed object 4) Spelling and grammar of the description are in accordance with the observed object. In this study, the indicators for the success of writing descriptive paragraphs that are determined are: 1) Suitability of the theme to be observed 2) The content of the idea is in accordance with the observed object 3) Effective and standard grammar structure and language style 4) Appropriate spelling and punctuation.

Based on the results of observations conducted at SDN Marga Mulya I, there is still a gap between the indicators of descriptive paragraph writing skills and the actual situation. Many students do not understand how to write paragraphs properly. In addition, they have difficulty in developing the meaning they want to convey in their writing, which causes difficulty in composing paragraphs correctly. Several factors that influence this include students' limitations in aligning the title with the contents of the writing, suboptimal use of vocabulary, errors in spelling and punctuation, and difficulties in developing ideas or concepts into a composition. In addition, students' imagination is also limited. This is due to the use of an inappropriate learning model.

This concept sentence learning model can be applied in Indonesian language subjects, especially to train writing skills, because this model is able to encourage and develop students'

³ Suprayogi Suprayogi et al., "Pengembangan Keterampilan Menulis Siswa SMAN 1 Semaka Melalui Web Sekolah," *Madaniya* 2, no. 3 (August 13, 2021): 283–94, <https://doi.org/10.53696/27214834.92>.

⁴ Putrayasa, "Pembelajaran Menulis Paragraf Deskripsi Berbasis Mind Mapping Pada Siswa Kelas Vii Smp Laboratorium Undiksha."

⁵ Putri Hayati and Yanti Yandri Kusuma, "Meningkatkan Keterampilan Menulis Paragraf Deskripsi Menggunakan Model Pembelajaran Concept Sentence Di Sekolah Dasar," 2022.

creative thinking processes.⁶ Previous research conducted by Nur Anissa et al in teaching writing descriptive paragraphs using the concept sentence method showed data from the final evaluation in cycle II showed an increase in the average class score, which previously only reached 72.5 in cycle I, now increased to 85.7 in cycle II. In addition, all 17 fourth grade students have succeeded in achieving the SKBM score. So this study is said to be successful.

The concept sentence model is one of the cooperative learning models that focuses on language learning, especially sentence structure. In its application, this model is expected to be an effective learning design, so that students can master writing skills, especially in paragraph composition material. According to Siswanto and Ariani⁷, learning with concept sentences aims to encourage interaction between teachers and students, as well as between students. The concept sentence learning procedure includes delivering competencies, presenting materials, forming groups, presenting keywords that are relevant to the material to be studied, group assignments, and presenting results study.

The application of the concept sentence model is very suitable to be combined with image media because image media is an effective learning card, with two sides: one side contains images, text, or symbols, while the other side contains definitions, image captions, answers, or descriptions that can help remind or direct students to things related to the images on the card. This image media is an educational tool used to improve memory, expand vocabulary, and train student independence, using cards containing images or symbols and words measuring 25 x 30 cm, 8 x 12 cm, or according to student needs.⁸ Based on these definitions, it can be concluded that this media is a card containing images and equipped with relevant information, which can stimulate students' thinking.

The use of image media in writing descriptive texts can help students in pouring their creative ideas into writing. Therefore, it is important to choose appropriate and effective image media. An image or photo can be used as a learning medium by paying attention to the following things.⁹

The steps for implementing the concept sentence model assisted by image media to improve descriptive paragraph writing skills are: 1) The teacher informs the competencies to be achieved 2) The teacher provides materials related to learning 3) The teacher divides the students into several

⁶ Riky Nelvia Destriani, Hary Soedarto Harjono, and Rustam Rustam, "Proses Pengembangan Video Pembelajaran Menulis Teks Eksposisi," *Jurnal Bahana Manajemen Pendidikan* 11, no. 1 (January 28, 2022): 21, <https://doi.org/10.24036/jbmp.v11i1.116123>.

⁷ Zulfa Astri Lutfiah, Rukayah Rukayah, and Siti Kamsiyati, "Analisis kesulitan menulis teks deskripsi pada peserta didik kelas IV sekolah dasar," *Didaktika Dwija Indria* 9, no. 5 (March 31, 2021), <https://doi.org/10.20961/ddi.v9i6.48736>.

⁸ Eka Fitri Yulawati and Siti Halidjah, "Peningkatan Keterampilan Menulis Karangan Deskripsi Menggunakan Model Concept Sentence Berbantuan Media Gambar Siswa SD," 2017.

⁹ Suprayogi et al., "Pengembangan Keterampilan Menulis Siswa SMAN 1 Semaka Melalui Web Sekolah."

groups of 5-6 people 4) The teacher distributes paper containing images and keywords to each group, then asks them to observe the images. 5) The teacher directs each group to compose a paragraph based on the existing images and keywords. 6) The teacher also guides a discussion on the results of group work in composing paragraphs. 7) Helps students write conclusions and provides reinforcement on how to write paragraphs

The researcher made innovations in the concept sentence learning model to improve descriptive paragraph writing skills, by inserting innovations, namely image media on the description theme given to each student but the work remains in groups and provides reinforcement by repeating the material that focuses on the form of paragraph rules and the use of spelling punctuation. This study was conducted with the aim of improving descriptive paragraph writing skills in grade IV students of SDN Marga Mulya 1.

RESEARCH METHODS

The research method used is the PTK method. In this study, the researcher used the Kemmis and Taggart model classroom action research design. This action research was conducted in two cycles to review the results of improving students' descriptive paragraph writing skills in making descriptive paragraphs with the concept sentence model assisted by image media. In preparing the study, an observation sheet was needed to record the learning activity process, prepare image media and keywords and blank paper to find out the extent of students' writing skills and the learning implementation plan (RPP).¹⁰

In the implementation of cycle 1 at the initial stage, the researcher made a plan, after conducting initial observations in class IV of SDN Marga Mulya I which has 25 students with 15 boys and 10 girls, the research made a lesson plan with the application of the concept sentence learning model with the images provided which have been adjusted to the needs of students. Furthermore, in the second stage of action, the researcher conducted 2 meetings in cycle 1 using the concept sentence learning model according to the lesson plan that had been made sequentially adjusting the predetermined indicators, then at the observation stage the researcher reviewed that during learning students were able to follow the learning well, in addition students were more active because learning was carried out in groups and students were actively involved in the learning process, this made it easier for students to work on descriptive paragraph texts. The last stage, namely reflection, found that students were still wrong in composing paragraphs that should have each sentence connected in one line but still wrote one sentence at a time, the sentences were ordered instead of made into paragraphs, in addition the researcher assessed that learning was still less conducive because the researcher only gave one picture for each group so that students had to take

¹⁰ Suprayogi et al.

turns to see the picture. So the researcher conducted cycle 2 as a reflection by using a new lesson plan with the same model but with the addition of new features, namely image media on the description theme was given to each student, but the work was still done in groups and reinforcement was provided by repeating the material that focused on the form of paragraph structure and the use of spelling, punctuation.

In the cycle 2 meeting, responding to the reflection from cycle 1, the researcher prepared picture media on the description theme given to each student, but the work was still done in groups to make it easier for students to explain the description text in detail and clearly. Furthermore, the researcher also still used picture media to make it easier for students to make compositions according to the picture media. So the cycle 2 meeting was carried out with the first stage being planning, namely by making a lesson plan with the same learning model but making the learning steps more detailed, especially providing reinforcement by repeating the material that focuses on the form of paragraph rules and the use of spelling punctuation. At the action stage, the researcher conducted 2 meetings with 2 tests and obtained significant changes compared to the previous cycle 1. By providing reinforcement of material that focuses on the form of paragraph rules and the use of spelling punctuation assisted by picture media on the description theme given to each student, but the work was still done in groups.

In this study, to obtain the results of students' scores in improving their descriptive paragraph writing skills, a descriptive test was used. The descriptive test was conducted by providing image media and keywords that made it easier for students to create descriptive paragraphs. This was intended to measure the extent of students' descriptive paragraph writing skills.

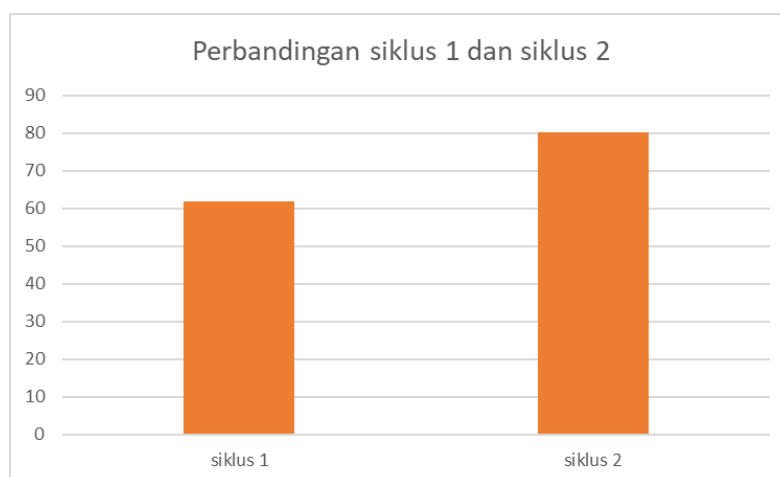
Table 1. Instrument for Writing Skills of Descriptive Paragraphs for Indonesian Language Subjects

Variables	Indicator	Question Form
Skills in Writing Descriptive Paragraphs for Indonesian Language Subjects using the concept sentence learning model with the help of image media	Write the title/theme that has been observed	Essay Test
	The content of the paragraph	
	Grammar structure	
	ProvisionsAppropriate spelling and punctuation	

RESULTS AND DISCUSSION

In the implementation of cycle 1 at the initial planning stage, after the researcher conducted observations in class IV of SDN Marga Mulya I which has 25 students with 15 boys and 10 girls, the researcher made a lesson plan with the application of the concept sentence model assisted by picture media with the novelty that is picture media on the theme of description is given to each student but the work is still in groups. The second stage is action, the researcher conducted 2 meetings in the first cycle using a learning model in accordance with the lesson plan made. Furthermore, at the observation stage, the researcher reviewed that during learning students were able to follow the learning well, in addition students were more active because learning was carried out in groups and students were actively involved in the learning process, this made it easier for students to work on descriptive paragraph texts. The last stage is reflection, the last stage, namely reflection, was found if students were still wrong in composing paragraphs that should have each sentence connected in one line but still wrote one sentence at a time, the sentences were ordered not made into paragraphs, in addition the researcher assessed that learning was still less conducive because the researcher only gave one picture for each group so students had to take turns to see the picture. So the researcher conducted cycle 2 as a reflection by using a new lesson plan with the same model but with the addition of new features, namely image media on the description theme was given to each student, but the work was still done in groups and reinforcement was provided by repeating the material that focused on the form of paragraph structure and the use of spelling, punctuation.

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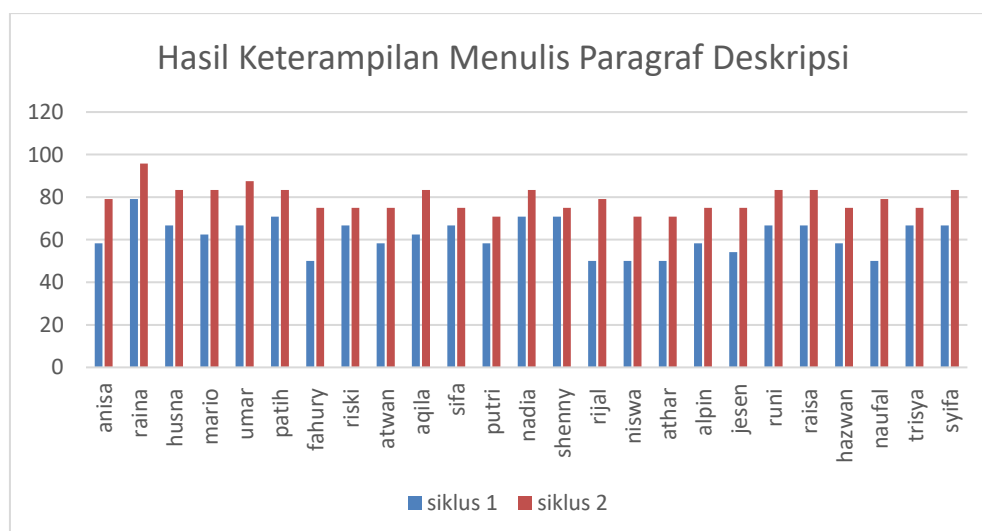


Picture1 Comparison of cycle 1 and cycle 2

After the implementation of cycle 2, there was a significant increase in the descriptive paragraph writing skills of grade IV students. This can be observed through the data displayed in the research results table. In cycle 1, the average value of students' writing skills was 62. However, after corrective actions were taken in cycle 2, the average value increased to 80. This increase indicates that the implementation of actions in cycle 2 has succeeded in achieving the expected goal, namely improving students' ability to write descriptive paragraphs.

The assessment process applied has been designed to measure the achievement of descriptive paragraph writing skills of grade IV students as a whole. This assessment is based on four main indicators that have been previously determined. These indicators include the suitability of the title or theme raised with the picture observed by the student, the accuracy of the content expressed in the paragraph, the use of correct and appropriate grammar, and the accuracy of the application of spelling and punctuation.

Each of these indicators is used to ensure that students' writing skills not only meet technical standards, but also reflect their understanding of the tasks given. After going through the assessment process, data was obtained that illustrated the average scores of students in cycles 1 and 2. This data provides a clear picture of the development of students' descriptive paragraph writing skills, both in terms of improving the quality of writing and achieving the expected competencies. The following are details of the assessment data obtained from each cycle.



Picture2 Results of descriptive paragraph writing skills

From the data obtained after conducting tests and observations, it can be seen that in the results and tests in cycle 1 meeting only one person achieved a score of 78, so it can be said that the implementation only reached 66%, but in the test in cycle 2 students experienced significant changes to reach a score of 96 so that when compared with the results of cycle 1 in the test in cycle 2, the descriptive paragraph writing skills of students increased by 80% so that the application of this concept sentence model was said to be successful.

After carrying out both cycles in a structured manner which was passed through four meetings until finally being in the second cycle at the last meeting, an increase in the value obtained by students was obtained in accordance with the target with an average score of 96. All students mastered the four indicators of descriptive paragraph writing skills that had been determined, namely those that had been mentioned starting from having a title/theme that was in accordance with the picture they were observing, the accuracy of the content in the paragraph, using grammar, the accuracy of the use of spelling and punctuation that were appropriate. So with that the application of the model *concept sentence* in the form of image media to improve descriptive paragraph writing skills.

In the implementation of cycle 1, the concept sentence learning model with the help of image media has been applied as one of the strategies to improve students' skills in writing descriptive paragraphs. In general, the application of this model shows better results compared to learning without using image media. Image media provides visual stimuli that help students understand concepts, but the results achieved are not yet fully optimal.

In the implementation of cycle 1, several obstacles were still found that affected learning outcomes. One of the problems that emerged was the existence of student errors in composing paragraphs. Ideally, every sentence in a paragraph must be interrelated and form a complete idea.

However, most students write sentences separately without connecting them into a coherent paragraph. This error indicates that students do not fully understand the correct paragraph structure. In addition, the classroom atmosphere during the learning process is also less conducive. This condition affects students' focus in understanding the material and applying the learning model provided. Therefore, the evaluation results from cycle 1 become important reflection material for improvement in cycle 2. The focus in the next cycle is to overcome these obstacles by improving students' understanding of the concept of paragraphs, strengthening their skills in constructing interconnected sentences, and creating a more organized and comfortable learning atmosphere.

In cycle 2, the use of the concept sentence model as a learning medium this time was replaced with each picture on the description theme given to each student, but the work was still done in groups to help students focus on the form of paragraph rules and the use of spelling and punctuation. So that the success of writing descriptive paragraph skills increased by an average of 80 with all students being able to meet the predetermined indicators. After reviewing this, the results showed that the use of the concept sentence model assisted by image media can improve the writing skills of descriptive paragraphs of elementary school IV students in the material of writing descriptive paragraphs in the Indonesian language subject. The majority of students have shown their interest in participating in today's learning, and they also showed good responses that students can achieve optimally. In addition, it can also stimulate students to think more critically and creatively in developing keywords into sentences, then sentences into paragraphs and into a complete composition.

Therefore, the application of the concept sentence learning model is expected to provide effective stimulation for students' imagination during the learning process, especially in paragraph writing activities. By using this approach, students are given the opportunity to express their ideas in written form based on various simple topics that have been prepared. This process not only helps students organize their ideas but also encourages them to think more creatively and deeply.

Through the concept sentence model, students are invited to develop logical and imaginative thinking skills in a balanced way. This approach provides space for them to express ideas that may have previously been difficult to express, while also training critical thinking skills when composing sentences into coherent and structured paragraphs. In addition, this activity also enriches students' imagination by actively involving them in connecting the given topic with their experience or knowledge. Thus, this learning model not only functions as a tool to improve writing skills, but also becomes a means to stimulate the development of students' thinking skills and imagination as a whole.

This is because it can improve the skills of writing descriptive paragraphs as evidenced by the results of the research analysis. The use of the concept sentence model assisted by image media

is very appropriate and suitable for use in writing descriptive paragraph skills and learning objectives can be achieved optimally and learning becomes directed and structured. The use of the concept sentence model assisted by image media can be used by teachers as an option to determine learning strategies because it can stimulate creativity and critical thinking skills of students. The model can be developed by selecting the right and interesting methods and media according to the existing curriculum. With the application of the concept sentence model, learning turns into innovative and enjoyable learning.

This study was conducted on fourth grade students at Marga Mulya I Elementary School, with 25 participants. All students showed positive interest in the learning materials, especially writing descriptive paragraphs. Therefore, this study aims to help students improve their skills in writing descriptive paragraphs through the application of the concept sentence learning model supported by image media. Image media is used as the main reference in compiling sentences, so that students can describe their ideas more focused and in accordance with the objects they observe.

The main focus of this study is on the development of simple descriptive paragraph writing skills. The assessment indicators are designed to suit the level of understanding of fourth grade students, so that learning can take place more effectively and measurably. This study emphasizes the importance of composing paragraphs that are coherent, relevant, and reflect students' understanding of the objects observed.

For further research, it is recommended to involve a larger number of students so that the results obtained are more representative and provide a broader picture of the effectiveness of this learning model. Practically, the application of the cooperative learning model of the concept sentence type assisted by image media can be valuable input for teachers. This model can be used as a reference to create a more enjoyable, interesting, and interactive learning atmosphere in the classroom. With this innovative approach, it is hoped that students will not only feel enthusiastic about learning, but can also improve their understanding and skills in writing descriptive paragraphs.

CONCLUSION

Based on the implementation of the actions that have been carried out in class IV of SDN Marga Mulya I, the application of the concept sentence learning model with the help of picture media has been proven to make it easier for students to find and determine the theme of the descriptive paragraph. Each student is given a picture as a reference to generate relevant ideas, but the process of working on it is still carried out in groups. This approach is designed to make it easier for students to write descriptive texts well, while encouraging cooperation between group members.

The main objective of implementing this model is to improve students' writing skills, especially in writing descriptive paragraphs that meet certain criteria.

The results obtained showed significant development from cycle 1 to cycle 2. In the first cycle, only one student managed to get a score of 66. This value shows that although students have begun to understand the basic concept of writing descriptive paragraphs, improvements and reflections are still needed in the implementation of learning. After reflection and strategy improvements were carried out in the second cycle, there was a very striking increase. In the second cycle, one student managed to achieve a score of 96, while the average score of all students increased to 80. This average score has met the success indicators set in the study.

These indicators cover several important aspects, including the suitability of the theme to the observed image or object, the completeness of the content of ideas that are in accordance with the object, the use of good grammatical structures and effective language styles, and the accuracy of the use of spelling and punctuation. This improvement shows that the application of the concept sentence model assisted by image media not only helps students understand how to compose descriptive paragraphs, but is also able to significantly improve their skills in various aspects of writing. This proves that innovative and interactive learning models can be an effective solution in overcoming students' difficulties in writing descriptive paragraphs.

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