Literasi Nusantara. vol.1 no. 2, March – June 2021
ISSN 2746-8208 (Online) and ISSN 2746-3575 (Print)

EFFORTS TO IMPROVE LEARNING ACTIVITIES AND RESULTS TO WRITE DESCRIPTION PAPER THROUGH THE USE OF SERIOUS IMAGE MEDIA IN GRADE VIIE SEMESTER GASAL STUDENTS OF SMP NEGERI 6 PURWODADI

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DOI: https://doi.org/10.21107/literasinusantara.v1n2.1561470

Received: December 07, 2020
Revised: January 12, 2021
Accepted: February 23, 2021

Abstract

The use of instructional media in schools is not optimized, causing student motivation and attention when attending lessons is still low. Based on the daily test scores, the grade completeness was only 39%. Therefore, the authors try to overcome these problems by utilizing instructional media, through classroom action research (CAR). This study aims to describe the implementation of learning by utilizing instructional media and to describe the increase in activity and learning outcomes of class VIIE students of SMP Negeri 6 Purwodadi on the subject of analyzing reports. For this reason, this research design uses classroom action research whose activities consist of planning, implementing, observing and reflecting which is divided into two cycles. The subjects of this study were 31 students of class VIIE SMP Negeri 6 Purwodadi in the odd semester of the 2017/2018 school year. The research data were obtained by observation and test methods. The results showed that the use of serial image media in learning could increase student activity and learning outcomes. From the results of the action obtained the average value of student learning outcomes in cycle I 73.32 and cycle II 80.16. This shows that the use of serial image media can improve student learning outcomes.

Keywords– Activities, Learning outcomes, Writing descriptions, Drawing series media

1. Introduction

In teaching Indonesian, three aspects need attention, namely aspects of knowledge/competence, skills, and attitudes. The three aspects respectively concern knowledge, feelings, and language skills or activities. These three aspects must be balanced so that the actual goal of language teaching can be achieved. If language teaching tinkers too much with grammatical aspects (theory), students will know about the rules of language, but not necessarily they can apply them in speech or writing properly.

Indonesian is closely related to Indonesian language teachers, namely people whose job is to foster Indonesian language lessons every day. He is a person who feels responsible for the development of the Indonesian language. He is also the one who will always be accused by the community if the results of teaching Indonesian in schools are not satisfactory. The success or failure of teaching Indonesian is partly determined by teacher factors, in addition to other factors, such as student factors, learning methods, curriculum (including syllabus), teaching materials and books, and what is no less important is the school library accompanied by proper management. adequate.

Currently, Indonesian language teaching is taught in schools, especially from elementary to junior high school, even high school. In the world of education, Indonesian language skills need to get even more pressure, considering that the ability to speak Indonesian among students is also caused by the quality of teachers, on the other hand, the perception emerges that every Indonesian can speak Indonesian. This assumption has contributed to smothering the Indonesian linguistic world itself.

It is no longer a secret and it seems as if it has become a common assumption that the results of teaching Indonesian in schools from elementary to high school are unsatisfactory. The problem in question is seen from the test results as a barometer of the success of teaching Indonesian. This fact has also been encountered by the author on several occasions in correcting the results of examinations composing Indonesian for elementary school students. From the results of the students 'essays, many writers have encountered students'

Literasi Nusantara. vol.1 no. 2, March – June 2021
ISSN 2746-8208 (Online) and ISSN 2746-3575 (Print)

weaknesses in mastering the elements forming the essay itself. Apart from other factors of this fact, we can assume that Indonesian language learning, especially writing, still needs more serious attention from Indonesian language teachers.

Writing lessons are very important for students to practice using the language actively. Also, teaching writing in it automatically includes many elements of language including vocabulary and language use skills itself in the form of written language. However, in this case, the Indonesian language teacher is faced with two very dilemmatic problems. On the one hand, the language teacher must be able to complete the curriculum targets that must be achieved within a predetermined time. While on the other hand, the portion of time provided for writing lessons is relatively limited, whereas writing lessons should take quite a long time because it takes sufficient exercises to provide students in composing. From these two problems, it seems that the teacher's creativity is needed to arrange in such a way that the writing subject matter can be given as much as possible by not ruling out other materials.

Our schools generally neglect writing lessons a bit. There are several contributing factors, namely, (1) the examination system which usually describes mostly theoretical questions, (2) the class is too large with the number of students ranging from forty to fifty people.

The theoretical exam material can motivate the language teacher to teach composing material only to be able to answer exam questions, while the skill aspect is neglected. Whereas with a large class, the consequence is that the teacher is usually reluctant to give writing lessons, because he has to check the essays of his students, which amount to forty to fifty sheets, sometimes this still has to deal with students' writings which are difficult to read. Not to mention that he had to teach more than one class or teach at other schools, which meant that he had to be checked forty times and several essays. Therefore, it is not uncommon for teachers to tell their students to write only once or even for months.

Besides these things, there is an assumption that some teachers think that the writing assignment given to students is too burdensome or the task is too heavy for students, so they feel sorry for giving this heavy burden to their

students. He is too pessimistic about his abilities. The purpose of this study was to determine the application of serial image media to increase the activity of writing description essays in class VIIE students

2. Method

This research is action research because the research was conducted to solve learning problems in class. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. This study using the form of a teacher as a researcher, where the teacher plays a very important role in the classroom action research process. In this form, the main objective of classroom action research is to improve learning practices in the classroom. In this activity, the teacher is fully involved in the process of planning, acting, observing, and reflecting. The presence of other parties in this study has no dominant and very small role.

This research refers to the continuous improvement of learning. Kemmis and Taggart (1988: 14) (in Arikunto, 2002: 83), state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it is in accordance with the needs and is enough.

This research begins by identifying the initial problem with the low level of participation and learning outcomes of class VIIE students of SMP Negeri 6 Purwodadi, Semester 1 of the 2017/2018 academic year. 6 Purwodadi, is the use of a learning approach that is not able to bring students into real and fun situations. As a result, the learning process is monotonous and tedious. Therefore, a learning approach is needed that is thought to be able to bring students into real situations so that students get practical benefits in everyday events.

Classroom action research (CAR) is carried out through two stages of core activities known as cycles. This research was conducted for five months, namely in the odd semester of the 2017/2018 school year. This research activity starts from July to November 2017. In the first month, namely July 2017, it is used by researchers to compile research proposals and compile instruments that will be

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ISSN 2746-8208 (Online) and ISSN 2746-3575 (Print)

used in the research. This is because teaching and learning activities in the first week of the new academic year often cannot be carried out effectively in conjunction with the implementation of other activities. This is used by researchers to compile proposals and instruments that will be used in research. The second and third months were used by researchers for data collection by taking action in cycle 1 (first) and cycle 2. Furthermore, the data were analyzed in the fourth month. In order for a better analysis, discussion and discussion was carried out through the MGMP (Subject Teacher Deliberation). The local MGMP at the educational unit level is held every Saturday. Meanwhile, the District MGMP is held on the first Sunday of every month. The results of the discussions carried out in the District MGMP discussions were used as one of the bases for making a report on the results of research conducted in November 2017.

The main subject in the study was the level of understanding of class VIIE Semester 1 students of SMP Negeri 6 Purwodadi in the academic year 2017/2018. The researcher chose class VIIE as the research subject because the students in this class were heterogeneous. In this class, there are students with low, moderate, and good abilities.

Primary data source: namely the data source from direct students in the form of primary data from the list of daily test scores for class VIIE SMP Negeri 6 Purwodadi Semester 1 of 2017/2018. Secondary data sources, namely data sources from researchers assisted by peers in the form of secondary data sources, namely the results of observations of researchers on students in class VIIE. The results of the observations are in the form of an observation table that has been prepared by the researcher before the observations are made. The observation table is attached.

In line with the data to be collected as well as the source of the data needed in the research, then the techniques for collecting the data above will be carried out which include: observation, interviews or discussions, document review, questionnaires and tests.

The average value of Indonesian subjects at the beginning of the cycle was 71, while Indonesian subjects had a KKM limit of 64.71. In this study, the

researcher wanted an indicator of success if the class average score obtained from the tests was ≥64.71. The researcher also considers this research to be successful if the completeness of students who can achieve KKM is ≥ 85%.

3. Result and Discussion

A. Description of Initial Conditions

Pre-cycle data is data taken from observations of Indonesian language learning, both in the form of field notes about Indonesian language learning, student learning outcome data, and document data from the results of student learning evaluations related to Indonesian language learning in class. The data is then analyzed together with collaborator teachers, and from these data, problems are found regarding learning Indonesian in the classroom.

From the results of identification with the collaborator teacher, the causes of the problems above are influenced by several factors, including teachers in carrying out learning activities that are not optimal. The skills of using variations carried out by the teacher still do not refer to the various existing learning models. The use of learning media has not been optimal. Besides, the use of attractive learning media as supporting learning is also not optimal, marked by the limited number of teachers in using learning media that only uses visual media such as pictures so that they have not been able to attract students' attention in participating in learning activities.

Due to the lack of variation in the use of innovative and fun learning methods, Indonesian learning outcomes are low. Likewise experienced by students of class VIIE, the value of understanding and mastery of the material was still low, and had not yet reached complete learning. This can be seen in the learning outcomes of the daily tests on the previous material, the average value of daily tests: 64.71 with the percentage of participants who completed learning of 25.81%.

At the beginning of the conditions, before the cooperative learning method was applied, the learning media of some students (amounting to 74.19%) had not met the KKM value. This, of course, is still below the

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ISSN 2746-8208 (Online) and ISSN 2746-3575 (Print)

expectations of the teacher. The class average classically does not meet the minimum standard of KKM, which is only 73. The completeness achieved after the evaluation at this stage is as many as 8 students or 25.81%. Meanwhile, the remaining 23 students have not met the specified KKM score, which is below 73.

Based on the problems that the researchers described above, the researcher and the collaborator team carried out classroom action research by applying the cooperative learning model of learning media in class VIIE of SMP Negeri 6 Purwodadi to solve these problems.

B. Description of Cycle I

1. Action Planning

Implementation of the first cycle of action meeting I was held in August. The implementation of the action is carried out by applying the cooperative learning method of serial image learning media in Indonesian language learning with Writing Descriptions as material. The results of the research obtained during the implementation of the action in cycle 1 of this first meeting will be described as follows:

In the implementation stage of the action cycle 1 of meeting I, the researcher made the following plans:

a) Develop learning tools, namely lesson plans, teaching materials, learning methods, student worksheets, evaluation question grids, and assessment sheets using a type of learning media model.

b) Prepare observation sheets to observe teacher skills and student activities.

c) Prepare an evaluation tool in the form of an assessment sheet to measure students' abilities.

d) Prepare interview sheets and field notes.

e) Prepare books and learning resources.

2. Execution of Actions

Activities in the implementation of the first cycle of the meeting I include pre-activities, initial activities, core activities, and closings.

3. Observation result

Together with the observer as a colleague, all observations were made and recorded in an instrument that had been prepared beforehand.

The presence of other teachers in the class who act as observers causes different situations in the classroom. This attracted the attention of students a little so that they felt that their movements were always being observed. Students are not maximal in carrying out activities in their groups, besides that class management is also less mastered by the teacher, so many students are still busy alone.

The level of understanding of students' concepts of learning material in cycle I show significant changes when compared to the initial conditions of students, from the results of the cycle I test it is known that the average value of students reached 73.32 with the percentage of students who completed learning 61.29 % or as many as 19 students have reached the KKM score.

Data regarding students 'cognitive learning outcomes were obtained from the results of the analysis of the value of the evaluation of student learning outcomes which were carried out at the end of the first meeting in cycle 1. The instrument used was a written test to measure the level of students' understanding of the learning material.

Table 1. Cycle 1 test data

No	Information	Value
1	mount	2273
2	The highest score	90
3	Lowest score	58
4	Average	73,32
5	Completed	19
6	Not complete	12
7	% Completeness	61,29
8	% Incomplete	38,71
9	Value ranges below	12
10	Range equal to more than 73	19

Based on the table above, the classical completeness value reaches 61.29% with an average acquisition rate of 73.32. A total of 19 students

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ISSN 2746-8208 (Online) and ISSN 2746-3575 (Print)

have achieved the minimum completeness score. The highest score of active students reaches 90.

In addition to the observation data on learning outcomes, researchers also made observations on the participation of students during the learning process in groups in accordance with the purpose of this study, namely to determine the increase in student activity.

Table 2. Data on the Results of Observation of Behavior / Activeness of Student Learning Activities in Cycle 1

No	Aspects of Observation	Number of Students	Percentage
1	Attention	19	52,78%
2	Asking	8	22,22%
3	Answer	16	44,44%
4	Respond	17	47,22%

Based on the table above, it can be seen that students who can actively adjust to the learning methods applied by the teacher directly are 19 students, or only 52.78% of all students in the class. This, of course, is still far below the expectations of the indicators of success desired by researchers. A total of 8 students showed the ability to express themselves when giving questions about the material to other groups related to the task segments divided into the group.

The enthusiasm of students in participating in the learning activity process also tends to be relatively sufficient, only as many as 16 students seemed interested in the method applied by the teacher, they began to be interested in attitudes and traits with their group mates to carry out pragmatic activities in the learning process. Meanwhile, others still feel awkward so that their enthusiasm for learning has not been shown. They just follow what their friends are doing without doing dominant activities.

Lack of teacher participation in the learning process results in students being less attentive to the work or assignments were given by the teacher to the group. The feeling of dependence on other students in the group is still great. According to observations from the observer's notes, only 17 students had a sense of responsibility or gave serious attention when carrying out

their group work by carrying out pragmatic activities while in the group and becoming the driving force in the group.

4. Reflection

After reflecting on the results of observations, through discussions between researchers and observers it was concluded that the performance of researchers in cycle I needed to be improved. Researchers need to improve teacher behavior, especially in class management and provide reinforcement and appreciation in learning in cycle II. Learning conditions and situations in the classroom related to observers who help researchers carry out their learning methods are expected not to affect the psychological state of students. The need for coordination between researchers and peers to address this matter so that it is hoped that the learning process in the next cycle will run optimally.

C. Description of Cycle II

1. Action planning

Action planning carried out in cycle II is an improvement of the action plan in cycle I. It is planned that more researchers provide guidance for working groups, class management and provide reinforcement and appreciation in learning. Preparation for technical matters that had been carried out in the first cycle stage were intensively repaired. The factors that became the constraints found at the beginning of the cycle were used as reference materials for the preparation in this second cycle.

2. Implementation of the action

The action taken has approached the action plan that was made. The learning material presented in cycle II continues what has been learned in the previous meeting but is still on the same subject. At the beginning of learning, the researcher reviewed the assignment given in the previous cycle, gave perception, motivation and conveyed the learning objectives, after that gave an explanation of the object description and divided students into several study groups, after that asked students as group representatives to present it. During the learning process, researchers guide students in

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group work. The frequency of guidance, giving reinforcement and appreciation by researchers is more than the implementation of cycle I actions. Students who are busy themselves are reduced and classroom management is better. Assessment of students is carried out in a written assessment which is carried out after the core activities are carried out.

3. Observation result

Learning that is carried out has increased. The teacher is quite good in class management, so that students who are busy alone, are reduced, students are getting used to the presence of other teachers as observers in the classroom, some students have started to be active in group work and complete their assignments. The level of understanding of students' concepts of learning material in cycle II shows a significant change when compared to Cycle I, from the results of cycle II tests it is known that the average value of students is 85 with the percentage of students who have completed learning 88%.

Table 3. Cycle 2 test data

No	Information	Value
1	mount	2485
2	The highest score	95
3	Lowest score	64
4	Average	80,16
5	Completed	27
6	Not complete	4
7	% Completeness	87,10
8	% Incomplete	12,90
9	Value ranges below	4
10	Range equal to more than 73	27

Based on the table above, it can be concluded that the increase in student learning evaluation results can be seen in the number of students who obtained scores above 64.71 as the KKM limit as many as 19 students. This resulted in an increase in the average value of 80.16. Classical completeness has met the success indicators set before the study, namely the achievement of a minimum completeness of 85%.

Meanwhile, observations of student activities in cycle II were also carried out carefully with collaborators or fellow researchers, namely Indonesian language teachers in a designated school.

Table 4. Data on the Results of Observation of Behavior / Activeness of Student Learning Activities in Cycle 2

No	Aspects of Observation	Number of Students	Percentage
1	Attention	26	72,22%
2	Asking	22	61,11%
3	Answer	22	61,11%
4	Respond	27	75,00%

Based on the table above, it can be concluded that the activities in groups carried out in the classroom are able to attract students' attention. A total of 26 students or 83.87% of students seemed to be concerned or actively involved in the pragmatic activities carried out in their groups. This is due partly to the desire of students to make their group presentations the best presentations in the classroom. Of course, this situation spurs students in the group to be fully involved. As many as 22 students or as many as 70.97% of the students dominated the group so that they looked very enthusiastic. In this case, it can be seen that the expressions shown by them are really playing the characters in their roles in an emphatic way.

A total of 22 students evenly in the class attended the lessons in groups with high enthusiasm. they continue to strive to provide the desired character in group assignments. The competition to be the fastest and the best makes the motivation for students to carry out this group activity very big. A different situation was found in the previous cycle.

This also spurs other observational indicators, namely a sense of responsibility for the learning process. In this case, 19 students were recorded to focus on learning activities. This is shown by giving full attention and a sense of responsibility during learning activities. So that evenly the learning process in the classroom is very conducive. All indicators of observations on student activity as a whole increased significantly.

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ISSN 2746-8208 (Online) and ISSN 2746-3575 (Print)

4. Reflection

In general, researchers carried out the learning process better than in cycle II, the class atmosphere seemed alive, most students were actively involved in the learning process, especially during activities in completing tasks in groups, in presenting the results of group activities, some students had started to be brave present the assignment given with increased quality. The level of students' understanding of the learning material in cycle II shows a significant change when compared to cycle I.

The increase in student learning outcomes on the material regarding the ability to speak is directly proportional to the implementation of the actions taken. Weaknesses found in class management occur when the teacher does not provide guidance to study and work groups which results in students having difficulty completing their assignments, so that anticipatory action is needed in the form of providing guidance to study groups and work as soon as possible so that actions are carried out as much as possible according to the planning made.

Paying attention to the data from the observations of the researcher's performance in cycle II. Researchers and observers reflect by discussing the research actions that will be carried out in cycle III. However, from the results of the discussion, it was concluded that the students' ability to understand the material was deemed sufficient, it was seen that some of the students were correct. In general, the reflection carried out between the researcher and the observer through the discussion of the results of the observations and findings in the second cycle is that the researcher's efforts to increase understanding of the ability to master the material have an impact on increasing the learning outcomes of students.

In this connection, the researcher did not plan the activities in the next cycle or in this case the research did not continue the observation and implementation of actions in the third cycle.

D. Discussion

The condition of students in pre-cycle learning is less supportive. In pre-cycle learning, the teacher delivers classical learning. The learning process is not smooth and communicative. Questions and answers between teachers and students are not communicative. Student interest in taking part in learning is still lacking or still low.

Because the learning conditions in the pre-cycle are still not supportive, the results are not yet optimal. In pre-cycle learning the average score of students was 64.71 with 8 students' explanations completing or reaching KKM or 25.81% of the total number of 31 students. The KKM value that students must achieve is 73. Thus, in pre-cycle learning there are still 23 students who have not completed or 74.19%. Students who have not reached the KKM must be able to increase their score in cycle 1.

Full details about the results in the pre-cycle are as follows; students who obtained grades below 73 were 23 students. There were 8 students who obtained scores with ranges above 73.With the lowest value of learning outcomes of 55 and the highest score of 80.This data shows that learning has not been successful because it is not in accordance with the established indicators of success, namely students who complete their learning must obtain scores above the KKM less than 85%.

After knowing the learning outcomes in the pre-cycle, the researcher reflected and discussed with observer friends. The discussion discusses the causes of learning failure in the pre-cycle. Problems that must be overcome in pre-cycle learning are problems from students, problems from teachers, and problems related to learning methods.

Researchers reflect at the end of pre-cycle learning. The researcher immediately made changes to the technique or learning method in cycle I. In cycle 1 learning about mastery and understanding of the javelin throwing business material, the researcher used the learning method with learning media. This method is done openly in groups. The class is divided into several groups with the same task. Teachers become observers and guides.

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With this method, it turns out to make learning lively and interesting. Students are more courageous without being shy to cooperate with other students to express their opinions.

The learning outcomes at the end of cycle 1 were found to have increased. In this first cycle, there were 31 students who achieved the KKM score as many as 19 students. The score increases the student's average score by 11 points compared to the initial stage of the conditions before the implementation of this method. The percentage of student scores who completed an increase of 35.48%. At the beginning of the condition, there were 25.81% of students increasing to 61.29%. Meanwhile, the number of students whose grades had not been completed decreased to 12 people, or 38.71% of students whose learning outcomes had to be completed.

Complete details about the learning outcomes carried out in cycle 1 are as follows. Students who get grades below 73 are 12 students. Students who obtained grades above 73 were 19 students. With the lowest value of learning outcomes of 58 and the highest score of 90. These data indicate that the learning outcomes in cycle 1 have increased when compared to learning in the pre-cycle phase.

The description of the achievement of student scores in pre-cycle and cycle 1 was presented by the researcher as follows The average score in the pre-cycle was 64.71, while in the first cycle the students' average score was 73.32. The magnitude of the increase in the average value in the first cycle is 1. The increase in the average value in the first cycle is very influential on the completeness of student learning outcomes. In pre-cycle learning, the percentage of student learning outcomes completeness is 25.81%. In this pre-cycle learning, researchers have not taken action. After the researcher reflected and took action in cycle I, the percentage of completeness of learning outcomes increased to 61.29%. In the first cycle, there has been an increase in the percentage of learning outcomes completeness by 35.48%. This is a very significant increase for researchers.

To find out the comparison of learning outcomes including student scores and the percentage of student learning outcomes completeness, the following researchers will present a table. The table contains comparisons of student scores and student learning outcomes in pre-cycle and cycle I learning. By using our tables it will be easier to compare each aspect that we want to observe in the form of numbers, statistical values , and points of acquisition of evaluation results and data from results peer observation. The values entered in the table are the results of the recapitulation carried out by the researcher by collecting primary data obtained and included in a number processing assistance program commonly used by researchers.

Cycle II is the last cycle in this research. Researchers plan the implementation of this classroom action research (PTK) in II cycles. The activity starts from pre-cycle learning, continues to take action in Cycle I, and finally takes action in Cycle II or the last cycle. After the end of Cycle I learning, researchers and observers conducted discussion and reflection. The results of the analysis of student scores and observations in Cycle I were used as a reference for taking action in Cycle II.

In Cycle II, researchers still use learning scenarios such as in Cycle I, because in Cycle I the learning outcomes have shown a significant increase. The increase was not only in the average score of students but also in the percentage of student grade completeness. In Cycle II, learning runs more smoothly. The students are conditioned by the method applied. This can be seen in the student's score which has increased in Cycle II.

In detail, the researcher presents the learning results in Cycle II. Complete details about the learning outcomes carried out in Cycle II are as follows. Students who get grades below 73 are 4 students. Students who obtained grades above 73 were 27 students. With the lowest value of learning outcomes of 64 and the highest score of 95. These data indicate that the learning outcomes in Cycle II have increased when compared to Cycle I learning.

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To find out the comparison of learning outcomes which includes student scores and the percentage of student learning outcomes completeness, the following researchers will present a table. The table contains a comparison of student scores and student learning outcomes in pre-cycle learning, Cycle I, and Cycle II.

Table 5. Comparison of student test scores and student learning outcomes in pre-cycle, cycle I, and cycle II

No	Keterangan	Nilai		
1	Amount	2006	2273	2485
2	The highest score	80	90	95
3	Lowest score	55	58	64
4	Average	64,71	73,32	80,16
5	Completed	8	19	27
6	Not complete	23	12	4
7	% Completeness	25,81	61,29	87,10
8	% Incomplete	74,19	38,71	12,90
9	Value ranges below 73	23	12	4
10	Range equal to more than 73	8	19	27

From this table it can be seen that in Cycle II learning there has been an increase in student learning outcomes. The increase was not only in the average score of students but also in the percentage of student learning outcomes. The average score of students in the pre-cycle was 64.71, while in Cycle I it was 73.32. The increase in the average score of students from pre-cycle to cycle I was 8.61. The students' average score in Cycle II was 80.16. So, the increase in student scores from Cycle I to Cycle II was 6.84 points. The completeness of student learning outcomes in pre-cycle was 25.81%, while in Cycle I it was 61.29%. The increase in the percentage of student learning outcomes from pre-cycle to cycle I was 35.48%. The percentage of student learning outcomes completeness in Cycle II was 87.10%. So, the increase in the percentage of student learning outcomes from Cycle I to Cycle II was 38.71%.

4. Conclusion

Based on the results of the research and discussion that has been described, it can be concluded that through the serial image learning media in class VIIE of SMP Negeri 6 Purwodadi the activity and learning outcomes of students and teacher performance are good, this can improve student learning outcomes from class average 73.32 to 80.16 with 61.29% classical completeness to 87.10%.

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