IMPROVEMENT OF ABILITY TO MAKE SENTENCES THROUGH MEDIA IMAGES OF CLASS III STUDENTS OF SDN 1 LAPAI NGAPA DISTRICT KOLAKA UTARA REGENCY

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Abstract: This research is based on the background of the problem of Indonesian language learning outcomes that are still low, especially composing sentences quickly and precisely in class III SDN 1 Lapai, Ngapa District, North Kolaka Regency. Based on the results of field observations, it was found that there were some students who were unable to compose sentences correctly. Teachers in teaching Indonesian only ask students to read and copy sentences in the textbooks used, the teacher never prepares drawing media to help children compose sentences and rarely asks children to compose sentences. The teacher also never asks children to compose sentences based on their daily habits, children feel they do not need to compose sentences correctly. The research method used is Classroom Action Research (PTK) method. This research was carried out in two cycles. In this study, researchers used instruments in the form of tests, observation sheets, field notes, documentation and interviews. Data analysis was carried out with quantitative and qualitative techniques. Quantitative data is done by searching for an average, while qualitative dat is processed descriptively. Judging from the results of the ability to write speech texts, each cycle has increased. This is evident from the average value of composing sentences obtained by students from each cycle. Cycle I: 6.85 and Cycle II: 8.35. Thus researchers recommend to you to use image media as a solution to improve the ability to compose sentences quickly and precisely.

Keywords: Improved Ability to Compose Sentences, Picture Media

1. Introduction

Learning Indonesian elementary school is the most important learning. This is because because of the problem students can draw on knowledge, technology, art, and information transmitted from educators. To achieve Indonesian language learning outcomes competency was developed through four main aspects of Indonesian language skills, namely listening, speaking, reading and writing. Among these aspects, writing skills are the most complex language skills.

Honsskinson and Tomkins (Mustakim, 2006, p.24) state that writing is a repetitive and circular activity. The author moves back and forth through a series of stages that generally include pre-writing, drafting, revision, editing and publishing. The five stages are explained as follows: (a) Pre-writing stage, stage of writing preparation. At this stage students choose the topic, gather and organize ideas, integrate who the audies are, identify the purpose of writing and choose a form of writing that suits the audience and purpose; (b) The draft stage, at this stage students write rough drafts, write to capture the reader's attention, and emphasize rather than mechanical content; (c) Revision phase, at this stage students discuss together their writing in the writing group, participating constructively in discussions about classmates, making more substantive changes; (d) Editing stage, that is, the stage of writing into the final form. At this stage students examine their own essays, students help check the stories or essays of classmates, students identify and correct their mechanics' mistakes; and (e) the publishing phase, at this stage students exhibit their writing in an appropriate form, students discuss together their final writing with an appropriate audience.

When writing, students must pay attention to rhetorical rules and language choices. Based on rhetorical rules, students adjust the choice of words to the readers' respect, the purpose of writing and writing. Based on the choice of language the author decides the choice of words, the use of figurative language, sentence structure and syntax.

Post-writing stage which includes revisions and highlighting. In the revision activity the author receives responses from peers, asks questions, matches criteria, checks and refines their writing. Highlighting activities include publishing and reading.

Writing is the process of communicating ideas, appreciation, and experience to various parties, apart from various ties of time and place, besides Tarigan (Haryadi & Zamzani, 1996: 77) expresses his opinion about the definition of writing, namely writing is lowering or describing graphic symbols which describes a language that is understood by someone so that other people can read the graphic symbols. Write as well as all three other language skills, which is a process of development. Writing requires experience, opportunities, training, and special skills, such as ideas that are logically arranged, clearly expressed, and attractively arranged, which in the next stage requires detailed research, careful observation, appropriate differentiation, selection of title, shape, and style, based on the above can be concluded briefly the objectives and the importance of writing skills, namely: (a) Writing made to be read; (b) The writing is based on experience; (c) Writing is improved through guided training; (d) In writing meaning replacing forms; and (e) oral language activities should precede writing activities.

From the description above it is very clear that writing skills do not come by themselves, even require sufficient and regular training, while the purpose of written language for students is: (a) Helping students understand how written expressions can serve them, by creating situations conducive situation in the classroom that allows the implementation of writing activities; (b) Encourage students to express themselves freely in writing; (c) Teach students to use appropriate and harmonious forms in written expressions; (d) Develop gradual growth in writing by helping students write a number of intentions in a number of ways with full confidence in themselves freely.

Writing can be seen as a series of activities that are flexible. The series of activities in question include: pre-writing, draft writing, revision, editing and publication or discussion. Composing words into a sentence by sentence is one of the students' writing skills in the learning process that occurs in school. As with the development of reading, the child's development in writing also occurs slowly.

Writing is a productive and comprehensive language skill, because the writer must be skilled in using grofology, the structure of language and having adequate language knowledge. So, it is not surprising that these skills are considered to be the slowest and difficult to master by students.

Therefore the teacher has the most important role in finding, choosing, and explaining the right strategy in writing learning.

In order to be able to carry out their duties as educators well, a teacher must be able to compile a number of knowledge and skills. Teachers must think about how to transfer experience and knowledge to their students effectively and efficiently, so that students can easily accept and understand the lessons given to them.

The teaching and learning process can be achieved in various ways, one of which is the use of image media. The use of image media in teaching is intended to enhance the quality of teaching and learning, arouse curiosity and interest, generate motivation and stimulation in the teaching-learning process, and can influence students' psychology to involve themselves directly in the learning process. In general, the function of the media is to channel messages. In the learning process, the media function is to facilitate the interaction between the teacher and students so that learning activities will be more effective and efficient and the results of learning will be much better.

Media as an effective means of delivering lessons. Although this is only simple, it is very helpful in establishing good communication between educators and their students. As stated by Sujana and Rifai (1990, p. 3) that the stage of human thinking is a stage of development starting from concrete thinking to abstract thinking, starting and thinking simple to thinking complex. The use of media is very closely related to the level of thinking, because through the media the influence of abstraction can be concretized and complex things can be simplified.

Image media is one form of media that is often used by teachers in delivering Indonesian language curriculum messages to students. With pictures of students, it is easy to be invited to talk, especially talking about media images prepared by the teacher. The emergence of the teacher's initiative to use teaching media such as media images in the implementation of the teaching and learning process in the classroom is an indication of a strong desire to further improve student learning achievements because complaints have often been heard about the Indonesian language skills of students, both at school and in college .

Based on the description above about the importance of the use of media in teaching Indonesian, the writer chooses image media as an alternative in facilitating students to compose sentences in the teaching and learning process. Picture media can be used in the teaching and learning process of elementary school teachers because it is very suitable in training written expression skills and oral expression.

The facts in schools today show that Indonesian language learning outcomes are still low, especially composing sentences quickly and accurately. This is due to the traditional learning system. Whereas successful learning must be supported by the learning system itself, especially the use of more innovative media. This fact also occurs in third grade students of SDN 1 Lapai, Ngapa District, North Kolaka Regency. Found several students who were not able to arrange sentences correctly. Teachers in teaching Indonesian only ask students to read and copy sentences in the textbooks used, the teacher never prepares drawing media to help children compose sentences and rarely asks children to compose sentences. The teacher feels they do not need to be sentences correctly. Based on the reasons above, then to solve the problem of learning composing sentences experienced by students in class III SDN 1 Lapai Ngapa District, North Kolaka Regency, carried out actions in accordance with the rules of classroom action research, namely: (a) Conducting direct observations in reading learning in class; (b) Conducting interviews with teachers and students on writing learning in accordance with the sentences taught by the teacher; (c) Compile and implement learning tools that utilize image media as an effort to increase student interest, in reading learning for each cycle of action, evaluation and reflection; and (e) The results of the evaluation of each cycle were analyzed to test the action hypothesis in this study. The action hypothesis in this study was formulated as follows: Using image media can increase students' interest in reading learning in class III SDN 1 Lapai Ngapa District, North Kolaka Regency.

2. Literature Review

a. Composing Indonesian Sentences

When viewed in terms of accuracy, the sentence is interpreted as part of the utterance or text that has complete meaning. This, coupled with the opinion of Muslich (1990, p. 115), states that sentences are part of utterances or discourses that express very strong thoughts and feelings. This opinion focuses on the sentence in written language.

Alisjahbana (1993, p. 71) relates the sentence from the aspect of communication, stating that words are a different form of language that forms a complete thought with the person who is speaking or reading it. Thus, Sentence is the best used in communication, both verbally and in writing. Sentences that use Berlin's mind arrangement occur communication.

Basically, a structured or systemic word that is able to unite the perfect meaning. Sentence is a collection of words that form a larger grammatical. These two things indicate that the sentence must have meaning or meaning that is separate and free from other forms. In this case the meaning that has a sentence does not depend on any construction.

A simpler limitation states basically every sentence consists of two parts (Focker, 1993, p. 15). On this basis, it can be said that sentences are a form of speech consisting of subjects and predicates. Thus, the sentence must consist of at least two cores, namely the subject and the predicate.

By paying attention to the variations mentioned above, it can be concluded that in principle the sentence is a form that has rules and rules must be obeyed. A sentence is a description of a word or morpheme whose composition is freedom in the rules. It is the rules of culture that apply how morphemes or prepositions are arranged to express specific meanings. Thus, download languages that are used by morpheme strings that are permitted by syntactic rules called grammatical sentences. Those who post grammatically are things that are in accordance with grammar.

In detail, Kridalaksana (1994, p.84) gives sentence constraints as follows: (a) Language units that are carried out on their own, have a final intonation pattern; (b) Free clause which is a cognitive part of the unit of propositions consisting of clauses that form free, minimal units, calls, greetings, etc .; and (c) Grammatical construction consisting of one or more clauses arranged according to a certain pattern and can appear as units.

Sudarno (1992, p. 13) suggests the notion of words as a complete function, where words are done correctly and end with silence, speech or keywords determining the direction or sentence. When drawn in uppercase letters and end with a period, a question mark is an exclamation point. Sometimes the sentence is trash with quotes or ellipsis. In language, the message intonation with punctuation or intonation with the sentence that precedes and the sentence.

Sentences are intelligent parts of utterances or texts (discourses) which express very strong thoughts. In the form of oral sentences accompanied by strains of tones, interrupted by pauses, ended by intonation completed and followed by silence (Depdikbud, 2000, p. 254). Based on this discussion, the related words are the number of languages marked by the initial silence and the final silence used to communicate. So in sentences that allow for some unity of mind, but only a broad unity.

Please note that parts of the sentence that cannot be ignored are subjects and predicates. Subject is the part that preaches. Often there are some mistakes in the preparation of sentences. Errors include ineffective sentences and illogical sentences. The sentences that are notified are sentences that have the ability to return messages or listeners or readers. Listeners or readers receive the exact same message as the speaker or writer. The ineffectiveness of the sentence words caused by: (a) punctuation writing; (B) use of redundant words; (c) Word form; and (d) wording.

The division can be seen from two aspects, namely the form and meaning. This is in line with the opinion of Moelino (1998) who said that terms can use forms, and communicative meanings or values. Based on the form, sentences can be classified into two forms, namely single sentences and compound sentences. This discussion is described in detail.

Single sentences or free clauses that form compound sentences indicate various relationships. On the basis of this relationship, compound sentences can be divided into several types. Thus, compound sentences can be classified according to the nature of the relationship between the sentence patterns that compose them, namely equivalent compound sentences and multilevel compound sentences.

b. Instructional Media

Soeparno (1998, p. 1) said that, media is a tool used as a tool to convey a message or information from a source to the recipient. In the world of learning generally messages or information are students. The message or information that is communicated is a number of abilities that need to be mastered by students. These abilities are grouped into three terms "taxonomy", namely the cognitive, affective and psychomotor domains.

Media besides being a delivery or introduction system, the media is often replaced by the word mediator according to Flemming (Azwar Arsyad, 2007, p. 3) is the cause or tool that intervenes in the two parties and reconciles it. The term media mediator shows its function or role, which is to set up an effective relationship between the two main parties in the student-learning process and the contents of the lesson. Television, films, photos, radio, audio recordings, projected images, printed materials, and the like are communication media. If the media carries messages or information that aims to be instructional or contain teaching purposes, then the media is called learning media.

In learning activities, the media can be interpreted as follows: (a) Physical equipment to convey learning; (b) Every item, material, tool or event or event to obtain certain knowledge, attitudes and skills; and (c) the media used is integrated with the objectives and content of learning intended to enhance the quality of teaching and learning activities.

One of the professional responsibilities that must be carried out by each teacher is the ability to process teaching and learning activities. To process these teaching and learning activities, many factors that play a role include: mastery of the subject matter, the skill to use variations or teaching methods and the use of teaching media as a tool in the teaching and learning process.

The use of media is essentially aimed at improving the efficiency and effectiveness of learning. With the use of media, students are expected to use their senses to observe, hear, feel, permeate, live and ultimately have some knowledge as learning outcomes.

Learning by using sight and hearing, of course different results by learning by using the senses or hearing devices only. So that the more varied the use of media used as teaching and learning aids, the greater the likelihood that learning can achieve goals. Thus, the use of media in every teaching and learning activity, not only as an activity tool, but is already a teaching need in particular.

c. Media Education Function

The main purpose of using media is that the message or information that is communicated can be absorbed to the maximum extent possible by students as recipients of the infirmation (Soeparno, 1998, p. 5). Educational media is used with a view to increasing or enhancing the quality of the teaching and learning process and increasing harmony in the receipt of information. In these cases, the media also functions as a regulator of progress steps and can provide feedback. Learning media brings and awakens students' joy and joy and renews their enthusiasm.

According to Yunus, et al (1999, p.68) to enable the educational media to function optimally, it is necessary to pay attention to its characteristics, including: (a) Education media can generally be seen or can be heard; (b) Educational media are teaching aids in class or outside the classroom; (c) Learning media is a medium or intermediary used for education; and (d) Educational media is a learning tool, for example radio program models, TV programs and images.

The practical values of the media are as follows: (a) The media can overcome the limitations of experience that students have; (b) Media can overcome classrooms; (c) Media produces uniformity of experience; (d) Media allows direct interaction between students and their environment; (e) Media can arouse students' new desires and interests; (f) The media can instill true and real basic concepts; (g) Midia can generate motivation and stimulate students to learn; and (h) Media can provide an integrative experience from concrete to abstract.

d. Basic Use of Media

In each teaching and learning process, between the teacher and students have the same goal, namely each student experiences positive changes from before the learning process is passed and after the learning process is passed. Although there are differences between each student in learning activities. The difference is at the cognitive level in the way students capture new knowledge and at the level of motor skills.

If the teacher is based on the understanding that the use of media in the teaching and learning process aims to facilitate students to learn. The importance of using media must pay attention to differences in each student. According to Hamalik (Arsyad Azwar, 2007, p.2) teachers must have sufficient knowledge and understanding of learning media, which includes: (a) Media as a communication tool to better instruct the teaching and learning process; (b) The function of the media in order to achieve educational goals; (c) The relationship between teaching methods and educational media; (c) The value or benefits of educational media in teaching; (d) Selection and use of educational media; (e) Ins and outs of the learning process; (f) Educational media in each subject; and (g) Business innovation in educational media.

Children's intellectual development follows the developmental phases. We have known these phases, namely the sensorimotoric phase, the preoperational phase, the operational concrete phase and the operational folmal phase. These phases can in fact improve children's learning interest by regulating the stages of learning. Teachers should develop the teaching and learning process by following the following stages: (a) The expression stage; (b) Concept recognition phase; and (c) the application phase of the concept

Thus, every use of media in the teaching and learning process of teachers understands the level of student learning development. The teacher must pay attention to whether the media used increases the exploration stage, the concept recognition stage or the concept application stage. Media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and the objectives of learning in schools in particular.

e. Characteristics of Media Education Selection

Media is one way to improve the activities of the teaching and learning process. However, diverse media have their own characteristics. A teacher must try to choose it carefully so that it can be used appropriately. According to Yunus (1989, p. 51) There are several things that need to be considered in choosing the media, among others: (a) The objectives to be achieved should support the teaching objectives that have been formulated. This goal problem is the most basic criterion; (b) Determination of material with the media used. If, the material to be studied is the important parts of an object, then an image like a chart will be used. Whereas if what is being studied is aspects related to motion, then the film or video must be more complete; (c) State of students. A media program may be suitable for a particular purpose, but if the complexity and vocabulary used are far above the student's ability, then the media cannot be selected; (d) Media limitations. Often the chosen media is very appropriate to achieve the teaching objectives, for example films. It turns out that in school it is not available, while to produce it yourself is something that is not possible; (e) Costs used in making and using media.

Rasdiana (1996, pp. 107-108) states that the criteria for selecting teaching media that are considered by teachers are: (a) Are the tools / materials needed available ?; (b) Is a preparation fee required ?; (c) Is it necessary to increase costs ?; (d) How long does it take to prepare the media ?; (e) Is energy needed? Facilities for preparation !; (f) Is a media more suitable for others! And (g) Will there be a problem regarding equipment, servise facilities and timing?

Soeparno (1998, pp. 8-11) there are four things that need to be considered in media selection, namely: (a) Reasons for choosing media; (b) The right time to choose the media; (c) Medial selection and (d) Media selection method.

In this study, the authors used image media in the learning that was carried out. In the dictionary of the Great Indonesian Language (1990, p.250) says that images are imitations of goods (people, animals, plants and so on) that are made with strokes of pencil and so on the paper, for example those contained in a painting. From the following description, it can be said that the image media is a tool or means in the form of an image that can cause attraction and can affect students. The picture is an imitation of a story or event.

3. Material & Methodology

a. Types of research

This research is a Class Action Research. Kurt Lewin (1990) said that in 2 (two) cycles consisting of four steps: (a) Planning: (b) Action or action; (c) Observation; and (d) Reflection. The four terms are known as the kurt lewin model. In this study, researchers did not go directly into learning, researchers only observed teachers and students in learning. Based on the background of the problem, the research is intended as a solution to improve students' skills or abilities in writing stories,

especially in class IV SDN 86 Longi. Therefore, the appropriate research design to be carried out is through these four stages. The four stages in this research design are in line with the CAR model proposed by Kurt Lewin (Khaeruddin & Erwin Akib, 2006, p.28) which states that PTK consists of four components.
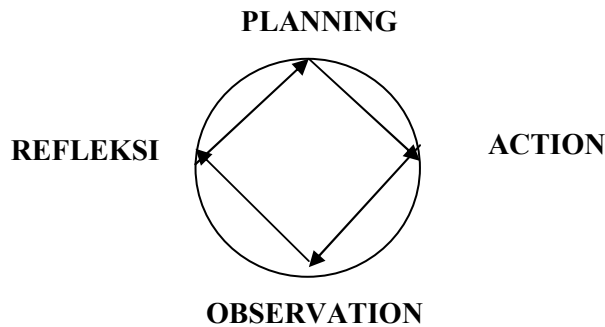

PLANNING

REFLEKSI   **ACTION**

OBSERVATION

Figure 1. PTK Model Kurt Lewin

The design of the researcher includes the following: (a) Planning or general plan carried out in the study that is examining the curriculum, determining the material, preparing the RP, making an observation format for teachers and students; (b) Implementation is not only the activity of finding facts in the field but includes the learning process until the evaluation is carried out to find out the results of research that continues in the next cycle. As well as the steps of the research are: (a) Delivering the purpose of conducting the research, namely to obtain data about improving Indonesian learning outcomes about the material of sentence preparation through media images; and (b) Submitting the steps for implementing the action.

Specifically the research design chart with the implementation of 2 (two) cycles looks like the following picture:
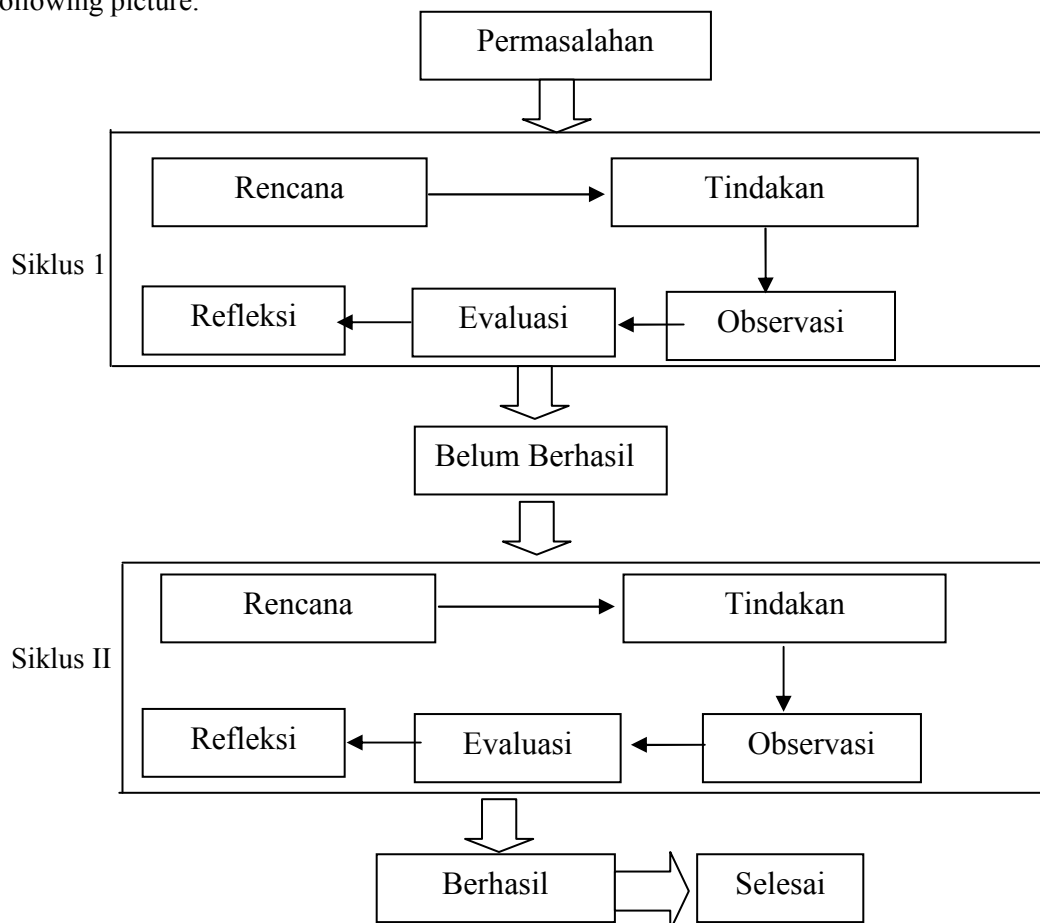

Figure 2. Research Design Cycle I and II

The subjects of this study were all third grade students of SDN 1 Lapai Ngapa District, North Kolaka Regency. The subjects of this study amounted to 35 people, consisting of 16 men and 19 women. To collect data in this study was carried out by tests, interviews, observations and field notes. The four techniques are described as follows:

a. Test

Tests are carried out to gather information about understanding in composing sentences. The test is carried out at the beginning of the study, at the end of each action and at the end after being given a series of actions.

b. Interview

Interviews are intended to explore information on students' difficulties in understanding the preparation of sentences that cannot be obtained from the work of students and in learning activities.

c. Observation or Observation

Observation or Observation is done to observe the suitability between the implementation of actions and plans that have been compiled and to know the extent to which the implementation of actions can produce changes that are in accordance with the desired.

d. Field Notes

Field notes include teacher activities, teaching aids used and cases that occur during learning activities.

The data obtained will be analyzed using quantitative and qualitative analysis. Data on student learning outcomes are analyzed quantitatively. Descriptive analysis is used for quantitative analysis while the data of the observation results are analyzed qualitatively.

In this study the criteria used to determine the level of students' understanding of Indonesian language subjects, especially in the material of sentence preparation through media images, based on the standard categories made by Arikunto (2003, p. 46) are:

Table 3. Category Assessment Standards

NO.	VALUE	CATEGORY
1	80 – 100	Very Good
2	66 – 79	Good
3	56 – 65	Enough
4	40 – 55	Low
5	0 – 39	Very Low

4. Results and Discussion

a. Preliminary Stage (Pre-action)

Researchers held an initial meeting with the principal and teachers who taught in class III of SD Negeri I Lapai, Ngapa District, North Kolaka Regency. At the meeting researchers conducted interviews with class III teachers to find out and get information about their experience in implementing Indonesian language learning in class III, especially in integer learning.

From the results of the interview, obtained information that the teacher in presenting Indonesian language material about composing sentences, only done by explaining the concepts in the textbook, students did not understand the teacher's explanation because it was only based on the book, without

paying attention to it trying to understand what the teacher said. Teachers never try to use teaching aids / media by providing opportunities for students to gain understanding in accordance with their potential through media images or real activities that occur around children. One of the strategies used to achieve this is through the help of image media.

At the time of the interview, the researcher explained the principles of Indonesian learning in composing sentences with the help of class III drawing media and at the same time explaining the purpose and purpose of the research and its implementation techniques. Furthermore, based on the semester program that has been made by the class teacher, the researcher is given the opportunity to set the schedule for the initial test and the implementation plan of the research action.

On Monday, October 5, 2009 researchers conducted an initial test. This initial test activity was carried out with the intention to determine the ability of students in composing sentences. From the results of the test overall shows that the average value of students reaches 6.14. So the researchers conclude that some students do not know how to compose sentences. Initial test results can be seen in Appendix 4a.

The researcher then submits the lesson plan and observation sheet which has been compiled to the observer to be known and studied as a basis for observing during the research. This is intended to explain the things that are in teaching preparation and observation sheets before the action is given.

b. Cycle I data
1) Action Plan

In this cycle I material, the action of learning is planned to present the sum integer material with the time I meet. The learning implementation plan is prepared by the researcher and consulted in advance with the supervisor, namely in the form of: (a) Learning plan; (b) Student worksheets; and (c) Formative tests.

The learning objectives to be achieved in this learning are as follows: (a) Students can find out some types of sentence preparation using punctuation marks, such as the use of commas, periods, exclamation points, and question marks; and (b) Students can find out how to arrange sentences.

The planned action of 2 × 35 Minutes is allocated for 3 activities. The initial activity is the first activity with a time of ± 10 minutes. In this activity the teacher held an apperception by expressing the learning objectives to be achieved. In addition, questions and answers related to the prerequisite material for learning types of sentences were carried out. The core activity is the second activity which takes ± 40 minutes. In this activity the teacher conducts learning using the help of picture media. The stages of this activity are as follows: (1) The teacher shows several examples of real activities that occur around the child that are related to daily experiences and compile them in sentences, (2) Students observe activities related to compilation techniques sentence, (3) Teachers distribute worksheets to students to be completed in groups, (4) Teachers distribute media images in the form of pictures of student activities every morning starting from waking up to going to school to students in each group, (5) Students observing teaching aids what has been provided, while preparing sentences that are in accordance with the available picture, (6) Each group presents their observations and the other groups respond, (7) Through teacher guidance students find errors in the sentences that have been prepared and correct the sentence into sentences right. The third activity is the final activity with a time of ± 20 minutes. In this activity the teacher evaluates by giving formative tests to be completed individually, then the teacher together with students concludes the lesson material and closes the lesson.

In this study, researchers act as teachers and observers in the learning process. In order for all activities to take place as long as learning can be observed properly, the observation activities are assisted by class teachers who act as observers.

2) Implementation of Action

Based on the learning plan in cycle I, the implementation of the action was attended by 35 students with material composing sentences. In accordance with the learning implementation plan that has been prepared, the implementation of the action is adjusted to the stages of Indonesian learning, namely in writing skills. The implementation of this activity begins by showing examples or real activities that occur around the child that relate to writing skills and the circumstances surrounding the depicted with

concrete made of cardboard related to the preparation of sentences. But before the teacher had grouped the students each group consisted of 5-6 students. Because there are 32 students in class III, 6 groups are formed and each group consists of students with high ability, moderate ability and low ability. To determine students from the three groups is based on the initial test score.

Students in the group carry out activities related to the addition of integers and perform demonstrations through concrete objects made of cardboard that have been prepared by the teacher and discuss them to solve LKS problems. LKS questions consist of 1 number. In the LKS questions a sentence is still prepared in a random form, then arranged into an appropriate paragraph. This problem is solved based on the information given by the teacher based on writing skills, namely by carrying out activities related to the problem, we can assess and measure students' ability to understand a sentence and compile it so that it is easily understood by those who read it. In its implementation the teacher provides an explanation of how to compile sentences with the help of teaching aids and complete the LKS by using the teaching aids.

During the discussion there were several students from groups 2 and 3 (Hamka, Puput, A.Salsa and Arief) who were fighting over opinions. Then the teacher approached the student and asked why they were noisy, Puput said that they were confused in solving the LKS problem. Seeing this condition, the teacher took action by giving a little explanation about the purpose of the problem in the worksheet and how to solve it using media assistance. Then the student resumes the discussion with friends and groups. When other students were serious about discussing and observing A.Salsa and Arief looked silent, just watching and listening to his friends discussion, at that time the teacher told them to take part in the discussion and maybe ask their friends if they did not know. The two of them were also advised by the teacher not to be shy about expressing their opinions even though they were wrong.

When students have finished the discussion and made observations, the teacher tells students to present the results of their group work by showing how to solve LKS questions in composing the sentence so that it forms an appropriate paragraph through the help of drawing media made of cardboard. To see the ability of the students the teacher appointed Billi (a member of group IV) to present the results of the discussion, with a little bit forced to make a presentation in front of the class. From the results of Billi's presentation, he showed that he had not fully mastered the material on how to compose sentences, and it turned out that the answers from the Billi group were not right, so to clarify the A. Salsa answers the teacher appointed one of the other groups to complete the task, so that the task was given by the teacher can be completed properly.

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After each group resolved the questions given by the teacher, each group made a presentation namely group 1 represented by Billi Suharto, Billi including a smart child in his class, so he could solve the problem correctly. Then the teacher gives another group the opportunity to respond, if there are different answers. However, none of the other groups would respond. Each group only reads what is written on the LKS answer sheet according to the group's work. Next the group 2 presented their work, which was represented by Puput Regita, who did not seem to master what was presented. Noting Puput's presentation like that, the teacher immediately asked Billi to give a response because there were differences in answers, then Billi, assisted by his group friends, gave a response in front of the class, after listening to the responses from Billi and his group friends. After the percentage of the entire group is complete the teacher guides students to make a conclusion of the answers and equates all the answers from the whole group.

The next activity the teacher gives formative tests. The formative test of the first cycle is carried out at the end of learning. The teacher distributes the formative test sheet to all students, then students

complete the test given individually. After students complete the test given, the teacher tells students to collect the results of their work in front of the class.

3) Observation Results

The results of observations during the learning activities in cycle I are as follows: (a) At the beginning of the learning the teacher reveals the learning objectives to be achieved; (b) The teacher explores the prerequisite knowledge that students have in accordance with the topics to be discussed; (c) The teacher starts the lesson by giving problems around the child; (d) The teacher distributes the picture as a guide to make it in sentences to all student groups and explain how to solve the problem; (e) Students appear to be quite active in discussion and observation activities, but there are some students who have not been active in the discussion; (f) Students still seem hesitant in presenting the results of their discussions in front of the class; (g) Some students still experience difficulties in solving problems with LKS; (h) The teacher does not give enough time to solve the LKS problem; and (i) Provide evaluation to students.

4) Analysis and Reflection

The results of observations of the learning process indicate that there are still students who are not yet active in group discussion activities to solve the questions raised by the teacher. Students have not dared to express their opinions, that they only listen and pay attention to their friends discussion, so that in later learning the teacher should always motivate students in the learning process. For example, instructing students to perform demonstrations in turn, either through direct demonstrations or through teaching aids provided by the teacher, so that all students get the opportunity to gain understanding through the demonstration activities.

Some students have difficulty composing sentences. From the results of interviews conducted with students, information was obtained that the story problems in the LKS were difficult to understand and the time provided was considered insufficient to resolve the problem. So that researchers need to provide more guidance in solving realistic problems and provide sufficient time.

At the end of learning students are given formative tests. From the tests given, some students still give incorrect answers. This problem occurs because at the time of group discussion it was only to pay attention to his friends. Formative test results of cycle I can be seen in appendix 4b.

Based on the formative test results given to students in this cycle I with an average value of 6.15 then referring to the criteria of success set, it was concluded that learning had not been successful. Thus, it cannot proceed to the next material. Therefore, this material needs to be repeated in the cycle by taking into account the following: (a) The teacher must motivate students to be able to solve and know the criteria for how to compose sentences; (b) Teachers must motivate students to express opinions in discussion activities, especially low-ability students; (c) The teacher must motivate students to present the results of their discussions and provide responses if the work is different; (d) Teachers must be able to provide conclusions on several different answers using simple sentences so that they are easily understood by students.

c. Cycle II data
1) Action Plan

Based on the results of the analysis and reflection on the implementation of Cycle I, the following action plans were prepared: (a) The teacher gave an LKS whose material was the same as the previous action LKS to be discussed in the group; (b) Students complete worksheets and discuss them in groups. While the teacher provides assistance if needed; (c) One group member presents the results of the discussion of the LKS questions, and if there are other groups that have different jobs, they are also given the opportunity to percentage; (d) Provide formative tests to be completed individually; (e) Provide opportunities for students to state things that have not been understood; and (f) Students are given a final test of action.

2) Implementation of actions

The learning process in this cycle II action is carried out in one meeting (2 × 35 Minutes). The learning activities begins by describing the kinds of sentences by doing activities related to the preparation of a sentence for example sort the scrambled image which is then compiled correctly and

make sentences based on a sequence of images. Then the teacher again reminds the lessons that have been given before.

The next activity worksheets teachers give to students, then students in groups conduct activities related material in the preparation of writing skills that sentence and solved the problems aided by media images of cardboard which has been prepared by the teacher as a guide and discuss to solve the LKS. LKS questions consist of 2 numbers. In number 1 LKS questions are asked to compile a picture that is still randomized into a complete picture. In question number 2 in the form LKS construct a sentence based on a picture that had been developed in the problem number 1. In these activities, teachers motivate students to solve problems and worksheets that have been given a demonstration of turns, so that all students get the opportunity to gain an understanding through the demonstration activities, either through direct demonstration or through teaching aids provided by the teacher.

During the discussion, the teacher surrounds the students and provides assistance or guidance if needed. During the discussion, students were more calm and enthusiastic in solving LKS questions. In observing the teacher all students are active in conducting discussion activities, so the teacher's activities only observe and supervise the course of the discussion.

When students finish the discussion and make observations, as in the previous action the teacher tells each group to present the results of the discussion. The teacher invited representatives of each group to make a percentage in front of the class. After completing the presantage, the teacher provides an opportunity for other groups to present the results of the discussion if there are different answers. However, none of the groups want to do a percentage because the answers of each group are generally correct. Seeing the results of the percentage of such groups, the teacher draws the conclusion that students understand the learning material about writing skills that is composing sentences.

After the discussion activity, the teacher then gives formative tests. The formative test of cycle II is carried out at the end of learning. The teacher distributes formative test sheets to all students, then students complete the tests given individually. After students complete the tests given, the teacher tells students to collect the results of their work in front of the class.

3) Observation Results

The results of the observations during the learning activities in cycle II are as follows: (a) At the beginning of the learning the teacher expresses the learning objectives well; (b) The teacher starts the lesson by giving problems around the child; (c) Introducing the concept of adding integers through concrete things or from around students; (d) The teacher has provided motivation to students to complete the LKS questions given; (f) All students look active and serious in completing the LKS and the final test given by the teacher; (g) Students in presenting their discussion results are very enthusiastic and enthusiastic; (h) Students no longer have difficulties in solving the questions on the LKS and the final test; (i) Provide opportunities for students to ask questions that are not understood; (j) Provide evaluation to students; fan (k) Provides an assessment of student work results.

d. Research Findings

In addition to an increase in student learning outcomes in Indonesian language lessons. About Sentence Preparation Through Image Media in third grade students of SD Negeri 1 Lapai, Ngapa District, North Kolaka Regency, also found other things including:

1). Enthusiastic / enthusiastic

From the observations made by the researchers during the two cycles of learning through teaching and learning activities with the help of picture media, there was an increase in learning outcomes as well as the enthusiasm of students in participating in teaching and learning activities. This can be seen from the increasing number of active students to solve the questions given by the teacher.

2). Motivation and interest

According to Slameto (1987, p. 57) that one of the psychological factors that influence learning is interest and attention. To guarantee good learning outcomes, students must have attention or interest in the learning material they learn. So that in learning interest / attention is not only raised but must be maintained until the end of learning

During the study students' motivation and interest in learning Indonesian language lessons in composing sentences through image media increased, this was seen by the lack of students who did other activities during the teaching and learning activities.

3). Confidence

From the observations made by researchers during the two cycles of learning through teaching and learning activities with the help of image media, there was an increase in students' confidence. Correspondingly, students who have a positive assessment of themselves tend to display good performance continuously. Generally students argue that they are not sure that they are completing tasks and get maximum results in learning Indonesian with discussion material composing sentences through drawing media. However, with the encouragement and motivation during the execution of the action it can foster an attitude of confidence so that it can complete the task well given.

4). Student interaction with students, students and teachers

From the observations made by researchers during two cycles of teaching through teaching and learning activities with the help of image media, it was seen that by giving other students the opportunity to respond to their answers, and provide opportunities to help their friends who were still lacking, interaction between other students was created.

Whereas the self-confidence that students already possess creates the courage to ask questions that are poorly understood, and there are even students who are able to respond to the teacher's answers if they do not agree with what they know. Therefore this condition creates interaction between the teacher and students.

e. Discussion

Discussion of the results of research through the activities of teachers and students in learning Indonesian about the material of sentence writing skills through the help of drawing media. In carrying out this learning is prioritized on: (a) Completion of questions to sort the picture into a good picture sequence which is then taken as a guide to compose sentences based on the sequence of the images in groups; (b) Make a percentage of the results of the discussion; (c) Organizing knowledge obtained from the material.

Problem solving activities in sorting random images are activities carried out at the beginning of learning. This activity was carried out as an effort to provide opportunities for students to use the knowledge they already had well to solve the problem. Previously the teacher had distributed LKS, to be completed by students. They discuss and are given the opportunity to use their own methods and discussion in solving them. While the teacher provides assistance if needed.

The implementation of learning in the first cycle found that there were still many students who asked in completing the worksheet questions that had been given by the teacher. They still looked confused, so he felt uncertain and hesitant in resolving these questions.

Students with low ability are not active in discussion activities to solve LKS questions. They only see and pay attention to their friends doing discussions and observations. In fact they never asked questions even though he did not know what his friends were talking about. Therefore this student needs to get more attention compared to students with moderate and high abilities.

The learning process in Cycle II found that students were happy in discussing LKS questions given by the teacher. Students are very enthusiastic in solving the given questions. This can be seen during the discussion that all students were active in solving the questions given by the teacher.

After students complete the worksheet that has been given. Next the students present the results of the discussion in front of the class. The percentage of the results of this discussion was carried out by one of the students representing the group. But if there are jobs that are different from other groups, one student from another group is also welcome for a percentage. Likewise, there are things that have been presented by a student that are unclear, so other students can ask questions or give responses.

This percentage activity is intended to explain the results of group discussions for all students in the class. Before the percentage of students work in groups to discuss the completion of drawing drawings which are then arranged in sentence form by taking the basis of the picture that has been

given by the teacher. Each group then prepares a percentage to communicate the answers found to all students. In addition, this percentage activity is also intended to motivate students to actively participate in solving LKS questions in groups. Because students who do the percentage are appointed directly by the teacher. Therefore, it is expected that all students understand what has been obtained in group discussions.

From the implementation of cycle I it was found that students did the percentage of the results of the discussion with a rather forced. After making a percentage, the student only reads what is written on the LKS sheet that has been discussed. From this percentage it can be said that students are not enthusiastic in learning and do not understand what has been presented. Therefore, the teacher should encourage students to participate actively in discussion activities, so that they can understand what has been discussed with their group friends. Eventually students can do a good percentage.

In the cycle II action learning activities it was found that students were happy and excited in doing the percentage. This can be seen from the number of students who point their fingers to be given the opportunity for percentage. With the enthusiasm of students to make a percentage, students are better prepared for the percentage so that what is presented is better.

Based on the problem solving procedure in reducing the image then formed in the form of sentences obtained by students, the teacher directs to formalize. In this activity students must be able to sort the picture first. Because if students have difficulty in sorting sentences, students will not understand and do not even have a clear settlement procedure. As a result teachers are difficult to direct in formalizing concepts. But if students have been able to compile the picture properly, then students will also easily generalize the settlement procedures that have been obtained into the formal concept.

Based on the formalization of the concept that has been done, the next activity is to compile the word into an appropriate sentence based on the available image media. This activity is carried out with the aim of knowing the extent to which students understand the material presented after giving action. The activity is carried out through giving tests to students at the end of each action.

From the test results obtained information that in the implementation of the first cycle of learning some students still experience difficulties, but after the learning activities in the first cycle are repeated in the second cycle, students can solve the problem well. Because students easily understand and get clear understanding of this, as a result they can complete all the test questions that have been given.

In general, Indonesian language learning through the help of picture media has good potential to improve students' understanding of writing skills in terms of sentence preparation. Even though in the first cycle the success of students was not as expected by the researcher but when compared with the results of the initial test of the students before the action showed a fairly good improvement, so in the second cycle the success of students was in accordance with the expectations of the researcher.

5. Conclusion
a. Conclusion

Based on the formulation of the problem, the results of the analysis and discussion, the results of this study can be concluded that the ability of class III students in composing sentences through the image media of SD Negeri I Lapai, Ngapa District, North Kolaka Regency has increased. This can be seen from the results of the students' formative tests starting from the initial test, the first cycle formative test and the second cycle formative test which continues to increase. Initial test activities are carried out with the intention to determine the ability of students in composing sentences. From the results of the test overall shows that the average value of students reaches 6.14. In the formative test of cycle I the average score of students reached 6.85 and in the final test, the results of the formative test of cycle II showed an increase in the average score of students reaching 8.35.

b. Suggestion

Based on the conclusions that have been obtained in this study, several suggestions are proposed that need to be considered. For educational practitioners (teachers) in presenting a learning material especially those that are in close contact with the daily lives of students or those who have not been found by students in general, it is advisable to pay attention to the following: (a) Need to allocate time well, because of activities discussion to compile sentences if the time is not limited students will be

long in discussion. In addition the teacher should always monitor students' discussion activities, so that they know what students are doing; (b) Teachers need to prepare material accompanied by learning media that relate to the material to be presented so that it can support the learning process of students in the school; and (c) Forming students in groups, should be heterogeneous so that students can work together and help each other.

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