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# Improving Descriptive Text Writing Skills Using Independence-Based Interactive Learning Multimedia for Elementary School Students

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**Abstract.** This research is motivated by students' low writing skills. This is because the learning carried out previously still tends not to maximize student activities and interactions and has not used innovative learning media. This research aims to provide a solution to these problems through (1) the application of "Majarruka" interactive learning multimedia based on independence, and (2) the improvement of students' capital writing skills by applying the interactive learning multimedia "Majarruka" based on independence. This research type is classroom action research. The research subjects used were grade V students of SD Negeri Karangwuni which amounted to 14 students. Data collection techniques using observation and testing. Data analysis using qualitative and quantitative descriptive techniques. The research results are the pre-action was 14.28% completeness, cycle I completeness percentage was 28.57%, and cycle II completion percentage was 64.28%. It can be concluded that learning to write capital letters through the independent-based interactive learning multimedia "Majarruka" can significantly improve students' skills in writing description texts for grade V students at SD Negeri 3 Karangwuni.

**Keywords:** Writing Skills, Multimedia Interactive Learning.

## INTRODUCTION

The current development of information and communication technology is closely related to the development of science in the world of education, it can even be said that the development of information and communication technology is the result of the development of science itself, so these developments must also be utilized in the world of education. With the advancement of technology at this time, teachers are required to be able to use various media. This is strengthened by Law Number 14/2015 concerning teachers and lecturers which states that every teacher and lecturer must be able to utilize information and communication technology to implement educational development activities.

Alwi (2019) stated that the development of information and communication technology occurs without time limits and is a process where changes in the social order occur globally. There are so many changes in all aspects of human life due to the development of information and communication technology. The development of science and technology encourages change, and it also encourages humans to be able to adapt and follow every flow of development. Teachers must be able to adapt to these changes in the implementation of the learning process, especially in designing learning media.

Learning media is a learning tool used by teachers to make students enthusiastic about learning and not feel bored. Learning media is also a tool to facilitate the delivery of material

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when teaching at school. In addition, the use of learning media helps students to understand what is being learned. Arif (2012) explained that the media is an intermediary or messenger of messages from the sender to the recipient of the message. With the use of learning media during teaching and learning activities, it is hoped that students' thoughts, feelings, attention, and interests can be stimulated so that in the end students can receive and understand the information being studied well, so that learning media can arouse the spirit of learning, student interest, and can arouse student motivation to learn, and even bring psychological influence to students.

Turban et al. (in Suyanto, 2005) multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio, and video images, in other words, multimedia can be interpreted as a set of media that is a combination of several relevant media about instructional purposes. The purpose of implementing learning using multimedia is to replace and complement the objectives, materials, methods, and assessment tools that exist in the teaching and learning process in the conventional learning system. With the application of this multimedia, it is hoped that it will be able to provide changes in the learning atmosphere, so that it can cause motivation, especially in participating in learning so that it can improve student learning outcomes.

Learning that uses information and communication technology or multimedia is called interactive multimedia-based learning media. The use of this learning media is intended to assist teachers in delivering material and also to help students understand the material being taught. In addition, the content of the subject matter can be modified to be more interesting and easier to understand, the purpose of difficult material will be easy, and the tense learning atmosphere will be fun. By using multimedia-based learning media can combine media in the learning process, the learning process will develop well, thus helping teachers create interactive presentation patterns. Interactive multimedia is a combination of various media from computers, video, audio, images, and text. Based on Hofstetter (2008) definition is, "interactive multimedia is the use of computers to combine text, graphics, audio, moving images (video and animation) into one unit with the right links and tools so that multimedia users can navigate, interact, create, and communicate".

Canva is one of the many applications that teachers can use to create learning multimedia. Canva is an online design application, that provides a variety of graphic designs consisting of; presentations, posters, pamphlets, graphics, banners, invitation cards, photo editing, and Facebook covers (Dian et al., 2021; Rahma Elvira Tanjung, 2019). Canva makes it very easy for teachers to design learning media, (Triningsih, 2021) said that Canva makes it easier for teachers and students to carry out the learning process based on technology, skills, creativity,

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and other benefits, this is because the design results using Canva can increase students' interest in learning activities and increase student motivation by attractively presenting teaching materials and materials.

Tanjung and Faiza (2019) in (Fitria et al., 2021) stated that the use of Canva in making learning multimedia has many advantages, namely; With Canva we can create various types of designs equipped with a variety of animation features, templates, and page numbering that can encourage creativity and time efficiency for both teachers and students in interesting media design activities that can be used as presentation materials, in the form of slides, mind mapping and posters. This is because many features are available, such as loading 'drag and drop' which makes it easier for users to apply it, and even students can collaborate in the design process so that students can work in groups. Similar to Garris Pelangi (2020), he stated that the Canva application has advantages, namely the following: (1) there are various attractive designs available; (2) increasing the creativity of both teachers and students in creating learning media by utilizing various available features; (3) time-saving and practical in designing learning media; (4) design activities can be done using laptops or gadgets. Research shows that the learning paradigm can change by utilizing learning media, students have status not only as objects but also as the main part of learning, this paradigm can help students to have confidence so that the teaching and learning process becomes more participatory, collaborative and interactive (Wahyu et al., 2020).

The use of multimedia learning can help teachers save time when explaining the subject matter, increase students' interest in learning, focus students' attention, the concepts explained by teachers clearer, and help students to easily recall the material taught in class. This helps students avoid verbalism in learning activities, which is also in line with the function of learning media, namely providing concrete experiences to students (Arsyad, 2014; Hafid, 2011; Kurniawan et al., 2018). In terms of its characteristics, the development of students at the elementary school level includes: learning to acquire physical skills so that students can use them when playing; learning so that students have a healthy attitude toward themselves; learning to interact with peers; learning to play roles according to their gender; learning to write, read and count as basic skills; learning to develop concepts including behavior, social life and nature; learn to develop positive social attitudes with others; and learn to know something good and bad. Therefore, when the learning process students need more than just an explanation from the teacher. As explained above, the characteristics of students at the elementary school level tend to like to play, move, do work in a group, and like activities that allow them to directly feel and do something, therefore teachers must be able to prepare for learning optimally, as well as designing media for learning activities.

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Educators as parents of children at school have the task to be able to provide knowledge and life experience from simple things in daily life. Continuous and constant learning activities without any overhaul can provide a learning experience that does not encourage children to think and move independently on their abilities. The basic thing that needs to be known is that independence is a behavior that can help and motivate children to be able to understand the attitude of responsibility, it can be related to the decision-making made by children (Sunarty, 2015). To be able to have these actions, a habit is needed in every activity carried out by children, this habit is very important for children to grow and develop significantly (Aghniarrahmah et al., 2021). Independence in children can be seen when children can decide or identify a problem and ask questions to find solutions in their minds (Al-omari, 2020). Parents and educators play an important role in stimulating the development of children's independence, and children will learn something from the people around them (Damayanti, 2020).

There are many things that children can learn to be able to stimulate every aspect of their development and attitude. Just like children's independence can be trained when the child is already or before entering school age. The real world for children to learn and play is their immediate environment (Feez, 2010). People around children can affect their environment and the environment can affect people around them (Seefeldt et al., 2014). Independence cannot be formed directly but requires processes such as providing stimulus through learning activities, training, and direct experience (Fadlillah et al., 2020).

Educators can encourage students regarding the completion of tasks that have been given, this environment allows them to find out and complete their tasks is a stage of children's independent development (Frankel et al., 2019). Educators have an important role to play in freeing children to discover themselves, their environment, and their world (Haslip & Gullo, 2018). In addition, it also guides children to form relationships, find joy in diversity, and play with children will make learning more meaningful. Educators are considered core researchers to be able to assess and provide direction to students after educators understand each of their students (Hedefalk et al., 2015).

Indonesian is the national language of Indonesia that must be introduced and studied by the Indonesian people. In the world of education, the position of language is very much observed in its application. The application of the proper use of capital letters according to the general guidelines for Indonesian spelling is the basis for student debriefing. Indonesian is a subject that is easily underestimated, but the learning outcomes are not by the assumption of reality. This is because learning strategies that are less interesting and monotonous can also affect the quality of learning.

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Some students in grade V of SD Negeri 3 Karangwuni have low Indonesian learning outcomes because they have not reached the predetermined standards of completeness. From the results of these observations, it is known that the low Indonesian learning outcomes are caused by several factors that affect the learning process. The factors that affect the Indonesian learning process include the learning methods used by teachers are less varied, students' enthusiasm for learning Indonesian is low, environmental conditions are less supportive of students in learning, and the lack of use of learning media. Some students are less enthusiastic in participating in learning. Some students also seem to not pay attention to explanations from the teacher during learning. Some play and talk with friends, do activities alone, and lack concentration with the teacher's explanations. In addition, the environment, both from the family environment and the community, also has an influence on the learning process. For some children who have problems in the family and community, it can be seen that their Indonesian learning results are below the Learning Objective Achievement Criteria score. During the Indonesian learning process, the learning resources used are textbooks, occasional practice, using powerpoint and presented videos from YouTube. There is no interactive learning media used when learning takes place. So that student activities are only writing, reading, watching videos, practicing and listening to lectures from teachers. From the description of the problem above, it can be concluded that the Indonesian learning that has taken place is not going well. The problems that arise in the learning above are an obstacle that causes the learning objectives to not be achieved properly. These problems cause Indonesian learning outcomes to be low or still below the Learning Objective Achievement Criteria so that these problems need to be overcome immediately.

The use of the Canva application in making learning multimedia may be very helpful for teachers in preparing designs in transferring information to students in the form of learning materials. Especially in Indonesian subjects, by using canva, students can be helped in seeing the objects they are learning directly and fostering students' interest in learning activities. Especially in material that is very abstract and cannot be witnessed by students in their daily lives. Therefore, based on the description that is in accordance with the problem described, the researcher raised the title "Improving Capital Writing Skills Using Multimedia Interactive Learning "Majarruka" Based on Independence in Grade V Students of SD Negeri 3 Karangwuni". The learning media used as a treatment for the research subject is MPI "Majarruka". The results of the research are in the form of improving capital writing skills in the description text of grade V students of SD Negeri 3 Karangwuni using MPI "Majarruka" based on independence.

**METHODOLOGY**

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This study uses a quantitative descriptive approach. The researcher uses quantitative descriptive because in the research the data obtained will be in the form of numbers, but explanations are also added according to the existing circumstances or situations. The type of research used is Classroom Action Research. The Classroom Action Research in this study is collaborative, which means that in its implementation in the classroom, there is always cooperation between the researcher and other parties to achieve the research objectives. Classroom Action Research is carried out in several stages. The first stage is the planning stage, then the action implementation stage, the observation stage, and the last stage is the reflection stage(Arikunto, 2021).

The subject of this study is 14 students in class V. The students of class V consisted of 5 male students and 9 female students. In this study, the data used, namely: (1) process data in the form of observation results, (2) written data in the form of test results given to students, and (3) documentation. The data sources used in this study are the researcher himself who acts as a teacher during learning, the principal as an observer, and a fellow researcher as a documentation taker during learning, as well as grade V students of SD Negeri 3 Karangwuni which totals 14 students. The data collection techniques used are observation, tests, and documentation. This study uses quantitative descriptive data analysis. Quantitative descriptive analysis was used to obtain data by giving "checks" to the observation rubric, scoring the scoring rubric, and calculating the percentage of capital writing errors in the description text (Arikunto, 2006).

## RESULTS AND DISCUSSION

The improvement of capital letter writing skills in description texts written by students is shown in the recapitulation of the completeness of writing skills in the pre-action stage, cycle I stage, and cycle II stage, which can be seen in the next explanation. The results of the research carried out in class V of SD Negeri 3 Karangwuni, Pringsurat District regarding capital letter writing skills using interactive learning multimedia conducted on 14 respondents through a writing test using capital letters, will be analyzed descriptively. The skill of writing capital letters in the description text of grade V students of SD Negeri 3 Karangwuni is classified into 3 parts, namely the description of the results of test I (pre-action), test II (cycle I), and test III (cycle II).

### a. Results of Descriptive Text Writing Skills in Test I

To describe the skills of writing capital letters in the description text in grade V students of SD Negeri 3 Karangwuni, are classified into five categories that have been described in the table below.

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**Table 1.** Distribution Of Frequency And Percentage Of Descriptive Text Writing Skills In The First Test

| Interval | Category | Frequency | Percentage (%) |
|---|---|---|---|
| 81-100 | Very high | 0 | 0 |
| 61-80 | High | 2 | 14,28 |
| 41-60 | enough | 5 | 35,72 |
| 21-40 | Low | 7 | 50 |
| 0-20 | very low | 0 | 0 |
| Total | | 14 | 100 |

Based on Table 1 above, the capital writing skills of grade V students show that out of a total of 14 students, there are 7 students (50%), who have low skills in writing capital letters in the description text, followed by sufficient category of 5 students (35.72%), and the high category of 2 students (14.28%). Furthermore, according to the data obtained from table 1, more students were found to be in the low and sufficient categories. Therefore, it can be concluded that in the first test, capital writing skills in grade V students of SD Negeri 3 Karangwuni are still lacking. However, there are still 1 to 2 relatively high students, which indicates that there are students in grade V of SD Negeri 3 Karangwuni who do have difficulties in writing capital letters in the description text.

### b. Results of Descriptive Text Writing Skills on the Second Test

In the second test which was held on March 16, 2024, in grade V of SD Negeri 3 Karangwuni, the results were stated in the form of the following table.

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**Table 2.** Distribution of Frequency and Percentage of Descriptive Text Writing Skills in the Second Test

| Interval | Category | Frequency | Percentage (%) |
|---|---|---|---|
| 81-100 | Very high | 1 | 7,14 |
| 61-80 | High | 3 | 21,43 |
| 41-60 | enough | 8 | 57,14 |
| 21-40 | Low | 2 | 14,29 |
| 0-20 | very low | 0 | 0 |
| Total | | 14 | 100 |

Based on table 2 above, the capital writing skills of class V students show that out of a total of 14 students, there are 2 students (14.29%) who have low skills in writing capital letters in the description text, followed by the sufficient category of 8 students (57.14%), and the high category of 3 students (21.43%), and the very high category of 1 student (7.14%). Furthermore, according to the data obtained from Table 2, more students were found to be in the category of sufficient and high. Therefore, it can be stated that the capital writing skills in grade V students of SD Negeri 3 Karangwuni after action I have increased.

1. **Results of Descriptive Text Writing Skills in the Third Test**

In the third test which was held on April 4, 2024, in class V of SD Negeri 3 Karangwuni, the results were obtained in the form of a table as follows.

**Table 3.** Distribution of Frequency and Percentage of Descriptive Text Writing Skills in the Third Test

| Interval | Category | Frequency | Percentage (%) |
|---|---|---|---|
| 81-100 | Very high | 4 | 28,58 |
| 61-80 | High | 5 | 35,71 |
| 41-60 | enough | 5 | 35,71 |
| 21-40 | Low | 0 | 0 |
| 0-20 | very low | 0 | 0 |
| JUMLAH | | 14 | 100 |

Based on Table 3 above, the capital writing skills of class V students show that out of a total of 14 students, there are 5 students (35.71%) who have sufficient skills in writing capital letters in the description text, followed by the high category of 5 students (35.71%), and the very high

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category of 4 (28.58%). Furthermore, according to the data obtained from Tables 2 and 3, more students were found to be in the categories of adequate, high, and very high. Therefore, it can be stated that the capital writing skills in grade V students of SD Negeri 3 Karangwuni after action II have increased compared to pre-action and action I.

**Table 4.** Improving Student Skills in Writing Descriptive Texts

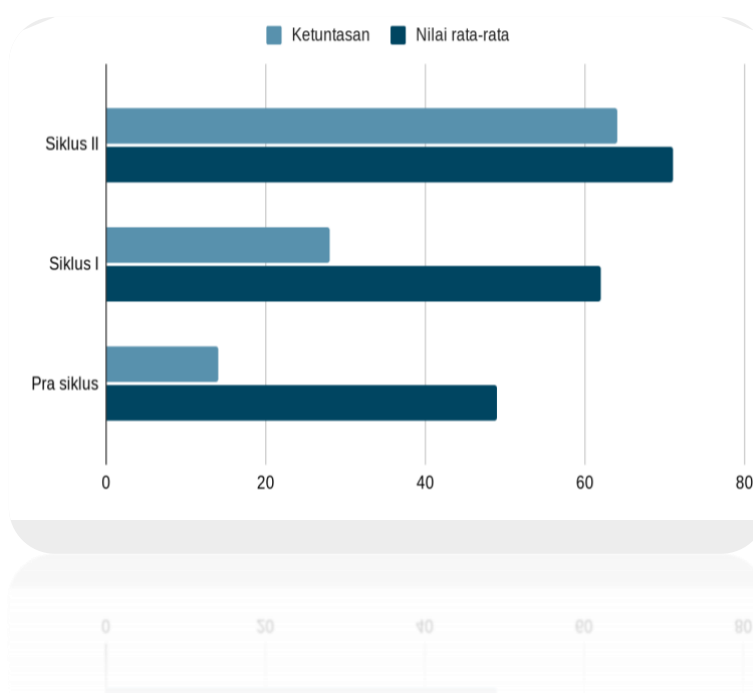|  | Student Learning Outcomes | | |
|---|---|---|---|
|  | Pre-action | Cycle I | Cycle II |
| Number of students completed | 2 | 4 | 9 |
| Incomplete number of students | 12 | 10 | 5 |
| Total total value | 694 | 872 | 1003 |
| Grade point average | 49,57 | 62,28 | 71,64 |
| Completion percentage | 14,29 % | 28,57% | 64,27 |



**Figure 1.** Diagram of Improving Student Skill Outcomes in Writing Descriptive Texts

Based on the results of the data above, it show that students' writing skills improve from the pre-action stage, cycle I, and cycle II. The increase can be seen from the average class score on students' writing skills that have increased, as well as the percentage of completeness of students' writing skills that have also increased. Learning to write capital letters in the

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description text of grade V students can increase because they use the right learning media. One of the media that can be used is the interactive learning multimedia "Majarruka".

The interactive learning multimedia "Majarruka" can invite students to jump directly into learning practices, the material learned can be attached to students' memories because the advantages of the interactive learning multimedia developed include, 1) clarifying the material with interesting pictures and animations, 2) practicing skills with various trying activities, 3) motivating students with various forms of rewards; 4) Provides the freedom of users to select the desired material with navigation buttons.

Based on the description above, through the use of interactive learning multimedia "Majarruka" can improve the skills of writing capital letters in the description texts of grade V students. The results of the scores obtained in this study have reached completeness and do not need to be continued to the next cycle.

## CONCLUSION

Based on learning to write capital letters in the description text of grade V students through multimedia, the independence-based interactive learning "Majarruka" has several advantages, namely 1) clarifying the material with attractive pictures and animations; 2) practicing skills with various trying activities; 3) motivate students with various forms of awards; 4) Give users the freedom to select the desired material with navigation buttons.

The independence-based interactive learning multimedia "Majarruka" can significantly improve students' skills in writing capital letters in the description text of grade V students of SD Negeri 3 Karangwuni. This can be seen in the increase in the acquisition of capital writing skills in the first cycle of students who completed as many as 4 students out of a total of 14 students with a completion percentage of 28.57%. Meanwhile, in the second cycle, the number of students who completed was 9 students with a completion percentage of 64.28%.

Based on the conclusion above, the suggestions are expected to improve the quality of learning for teachers. Teachers are more creative in choosing learning models and learning media so that students are not saturated with ongoing learning, teachers can use interactive learning multimedia "Majarruka" to practice capital letters. For students, playing a direct role and participating in the learning process is a memorable thing. Especially in learning to write capital letters using interactive learning multimedia "Majarruka". For schools, it can be a suggestion for the development of learning media. Benefits for advanced researchers, can be used as a reference and additional information for future research.

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