

# Improving Learning Outcomes in the Use of Capital Letters Through Story Pictures for Grade Two Elementary Schools

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## Abstract

*The purpose of this study was to improve students' ability to use capital letters in writing short texts in class II of Elementary School 52 Bengkulu City. The type of research used is Classroom Action Research (PTK) which is carried out in two cycles. The subjects in this study were class II students at SDN 52 Bengkulu City, namely 26 students consisting of 12 students and 14 female students. The object under study is the increase in the ability to use capital letters. Data collection techniques in the form of tests and non-tests. The research instrument uses a test to measure students' ability to use capital letters. Observation to assess the teaching and learning activities carried out. The results of the study in the first cycle showed that students' ability to use capital letters was still low. The results of the observation sheet on the implementation of lesson plans in cycle I obtained low results. The results of the study in cycle II the ability to use capital letters improved to be good. In cycle II the observation sheet for the implementation of lesson plans obtained good results. These results have reached the criteria of success. Thus, this research has been terminated.*

**Keywords:** Ability to Use Capital Letters, Learning Indonesian, Learning Languages

## A. Introduction

Students' ability to use capital letters is still low in the learning process with a focus on writing. Students' ability can be seen when working on short text writing assignments or re-copying short texts. At the time of answering the test questions also did not show sufficient ability. Even though the use of capital letters is very important in the process of making short texts and answering test questions in writing. To improve students' abilities, we as educators need to provide motivation and methods in the learning process. So that it is hoped that the ability of students will increase. The method that we do certainly provides an understanding of the importance of using capital letters in writing, educators also need to use methods or ways to help students. Meaningful learning is given to improve students' abilities. Drill and practice learning will make students familiar [1]. One way that can be done is by giving repeated exercises.

Language consists of a number of elements that are interrelated and arranged in an orderly manner, and have meaning [2]. The elements of language are arranged in a recurring pattern. A language system is systematic and systemic. Systematic means that language can be described in terms of limited units combined with predictable rules [3]. If the language is not systematic then the language will be messy, meaningless and cannot be learned. Systemic means that language consists of a number of subsystems, which are interrelated with each other and form one whole and have meaning. Language consists of three subsystems, namely the phonology subsystem (sounds of language), the grammar subsystem (morphology, syntax, and discourse), and the lexicon subsystem (vocabulary).

Learning is a change in student behavior through active practice and experience [4]. Learning outcomes in the form of knowledge, attitudes or skills built by students based on what has been understood and implemented. Learning is a mental and emotional process or process of thinking and feeling [5]. Children learn and master language unconsciously and without burden, let alone being taught specifically. They learn language through the following patterns:

Ability to convey messages to other parties in writing. This ability relates to students' skills in compiling and writing written symbols, but also expressing thoughts, opinions, attitudes, and feelings clearly and systematically so that they can be understood by those who receive them, as intended [6].

The teaching method is the method used by the teacher in teaching students so that there is an effective interaction and learning process [7]. This teaching method is not only controlled by the teacher but also by

the students themselves. To achieve the learning objectives of reading, various methods and techniques can be used, namely 1. Skimming technique 2. Scanning reading technique 3. SQ3R technique. In early grade learning the teacher can use 1. Techniques or often called the SAS method. 2. Global method. 3. game method. Whereas in high grades (reading comprehension) the teacher can use techniques 1. Reading aloud 2. Reading extensively 3. Reading intensively with the scramble technique. 4. Speed reading. 5. Reading skimming 6. Reading scanning 7. Reading with the SQ3R technique [8].

Dividing initial writing into two stages, namely 1. Pre-writing stage. 2. Writing stage. The pre-writing stage aims to train students to get used to good and proper behavior in writing. [6] For example, sitting posture, setting the distance between the eyes and the right hand when writing. The writing stage is a continuation of the pre-writing stage which aims to train students to be able to write actually.

Ability to use capital letters. Letters are images of language sounds, characters. Capital means big [9]. The use of capital letters means the use of capital letters in writing. In learning Indonesian in low grades, there is a basic competency 3.7 of observing cursive writing in stories by paying attention to the use of capital letters (beginning of sentences, names of months and days, names of people) and recognizing full stop in news sentences and question marks in interrogative sentences. Basic competence 4.7 write in cursive using capital letters (beginning of sentence, name of month, day and name) as well as full stop in news sentences and question marks in interrogative sentences correctly. The indicators of basic competency 3.7 are a) identify the use of capital letters at the beginning of sentences, b) write text in cursive letters [10]

In the process of learning Indonesian, teachers or parents should never give negative perceptions about Indonesian. Avoid saying that Indonesian is difficult in front of students. Because such perceptions give a deep impression in the memory that is conscious of humans. Negative perceptions in learning Indonesian are very dangerous, because they can affect a person's interest in learning it. In Indonesian lessons we often encounter problems faced by students [11] that is : 1) Students often feel bored when working on Indonesian questions. 2) Making Indonesian look difficult and frightening. 3) It is not easy to teach Indonesian to students, because it is still part of the local language. 4) The arrangement of syllables into words, words into sentences, sentences into paragraphs is a difficult thing for low grade children. 5) The method used by the teacher is still very simple, such as explaining lessons only by lecture in front of the class.

Learning to use picture media about word problems is a technique of finding partners while learning about a concept or topic in all subjects and grade levels [12]. This technique is carried out in the classroom with a pleasant atmosphere because in this lesson students are required to pay attention to the picture they are reading quickly. This learning is learning that is done while playing.

Coupled with the use of media in learning, students will be more interested in following the lessons in class. The presence of the media has an important meaning [13]. Because in this activity the lack of clarity in the material presented can be helped by presenting the media as an intermediary. The difficulty of the material to be conveyed to students can be simplified with the help of the media. In this case the props used are pictures of story questions. In order to make it easier for students to absorb learning.

## **B. Research Methods**

The type of research used is class action research (classroom action research) research conducted in the classroom [14] defined as follows:

1. Action research is a form of inquiry or inquiry conducted through self-reflection
2. Action research is carried out by participants who are involved in the situation under study, such as teachers, students or school principals
3. Action research is conducted in social situations, including educational situations
4. The purpose of action research is to improve: the rationale and appropriateness of the practices, the understanding of the practices, and the situations or institutions in which the practices are carried out.

The direct method is a language teaching method in which the teacher directly uses the target language [15] the language being taught. The subject of this research was carried out at SDN 52 Bengkulu City in Bengkulu City for the 2022/2023 academic year. The time for conducting research starts on March 27, 2023 until April 12, 2023. Classroom action research was carried out according to the class 2 Indonesian language learning schedule at SDN 52 Bengkulu City. So as not to interfere with the schedule of other subjects. Place Classroom action research was carried out in class II SDN 52 Bengkulu City The choice of research location was based on:

- a. Learning Indonesian in grade II at SDN 52 Bengkulu City is still informative or monotonous.

- b. Indonesian learning outcomes, especially class II, are still lacking.  
 c. Parties who assist the school principal, teacher council and SDN 52 Bengkulu City staff

After carrying out learning improvements and analyzing the results of observations associated with the results of pre-learning tests before PTK, then in the first cycle it needs to be addressed by exploring students' initial perceptions of the material to be studied before the learning process takes place. The first cycle was carried out which was attended by 26 students and consisted of four stages, namely:

#### 1. Planning

At this stage, the researcher prepared an action plan starting with determining the learning material for class I semester II, namely the Indonesian language subject, the material for determining the place value of the two-digit number symbol maker, making a Learning Implementation Plan (RPP).[16]with the aim of learning students can understand and explain what is the place value of the two-digit number symbol maker, make a series of assessments in the form of a written test to find out student learning outcomes.

Planning for cycle I actions is outlined in the form of a Learning Implementation Plan (RPP) which refers to the 2013 Curriculum. The RPP is made taking into account various aspects such as including (a) Competency Standards; (b) Basic Competency (KD); (c) Indicators; (d) Learning Objectives; (e) Learning Materials; (f) Learning Approach; (g) Learning Steps; (h) Media and learning resources; and (i) Assessment.

#### 2. Implementation

Cycle I was held on Thursday 27 March 2023 with material on determining the place value of the two-digit number symbol maker. In this cycle the researcher used the observation method.

#### 3. Observation

The stage that is carried out after the implementation is the observation or observation stage. This observation was made to find out During the implementation of learning, direct observations were made to determine the effect of learning activities using the picture story problem method in improving student learning outcomes.

#### 4. Reflection

The learning outcomes in the first cycle showed that there were several things that supported and hindered the process of implementing Indonesian language learning by using picture story media.

This classroom action research consists of 2 types of data, namely quantitative data and qualitative data.[14]states that data is used to support research so that people or readers believe that the research is valid, reliable and logical. Further explanation of the data used will be discussed below:

##### 1. Quantitative Data

Quantitative data will be analyzed through the following steps:

Researchers will give individual scores to student test results in each cycle using the following formula.

$S = \frac{\sum X}{\sum Y} \times 100$	<p>S = Score (Children's Value)</p> <p>X = number of correct answers</p> <p>Y = number of questions</p>
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After calculating individual student scores, the researcher will calculate the average value using the following formula.

$M = \frac{\sum X}{\sum N}$	<p>M = Mean Score (average value)</p> <p>X = total student scores (1 class)</p> <p>N = number of students</p>
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Next, the researcher will take the frequency from the quantitative data and look for the percentage. The frequency and percentage of data contain the value intervals achieved by students. In addition, [14] he also stated that the frequency and percentage were taken with the aim of facilitating understanding/interpretation of existing data. Table of frequencies and percentages can be seen below:

**Table 1.** Frequency of Student Grades

Number	Value Intervals	Frequency	%
1	86-100		
2	71-85		
3	56-70		
4	≤55		
<b>Value Interval Description:</b>			
86-100 = very good			
71-85 = good			
56-70 = enough			
≤55 = less			

As for the table above [14] states that the value interval is used to determine the level of achievement of students in each cycle.

To see the improvement from cycle 1 and cycle 2, the researcher uses the following formula

$Y = X_n - X_1$	$Y = \text{Upgrade}$ $X_1 = \text{Average value of cycle 1}$ $X_n = \text{The average value of the last cycle}$
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## C. Results and Discussion

### 1. Description of Initial Condition Results (Pre-cycle)

In this section, the results of the research and discussion are presented in accordance with the research objectives, namely to find out that the media of story questions can improve student learning outcomes in Indonesian subjects in the use of capital letters at the beginning of sentences, day names, month names and people's names in writing short texts.

#### a. Initial Conditions

Before conducting classroom action research, students' initial conditions in learning Indonesian still showed low, especially in the material using capital letters at the beginning of sentences, day names, month names and people's names. This initial condition is used as a reference in carrying out classroom action practices in class II students at SDN 52 Bengkulu City.

Based on observations of students before conducting research, it shows that student learning outcomes are still low in Indonesian subjects. Because the learning process is still informative which causes boredom for students. While the media or props used are still limited. The data from the test results before PTK that the researchers obtained were as follows:

**Table 2.** Value of Students' Initial Conditions

No	Name	Mark		
		Mark	KKM	Information
1	P	63	65	Not finished
2	AH	68	65	complete
3	AL	62	65	Not finished
4	AH	63	65	Not finished
5	AK	74	65	complete
6	DK	62	65	Not finished
7	DS	54	65	Not finished
8	FD	64	65	Not finished
9	JR	89	65	complete
10	MJ	62	65	Not finished
11	MA	63	65	Not finished

No	Name	Mark		
		Mark	KKM	Information
12	MF	64	65	Not finished
13	MG	76	65	complete
14	MH	82	65	complete
15	NF	80	65	complete
16	NP	78	65	complete
17	NA	90	65	complete
18	hospital	72	65	complete
19	RF	62	65	Not finished
20	RD	64	65	Not finished
21	RR	62	65	Not finished
22	RH	72	65	complete
23	SN	56	65	Not finished
24	sy	64	65	Not finished
25	tu	90	65	complete
26	MF	74	65	complete
Amount		1810		

Average value

$$\text{Total value} = 1810$$

$$\text{Number of students} = 26$$

$$M = 1810/26 = 69.6$$

Percentage value

$$P = 11/26 \times 100\% = 42.3\%$$

From the value data above, it can be concluded that there were 11 students who completed with an average score of 69.6 or 42.3%, while students who did not complete were 15 students or 57.6%. These results prove that there are still many students who have not completed the KKM.

The data above is used as a basis for implementing learning using the media Picture word problems at SDN 52 Bengkulu City.

#### b. Research result

The method used in learning Indonesian at SDN 52 Bengkulu City before the implementation of using picture media story questions was the use of the lecture method and the lack of media to support learning, so that students' understanding was lacking in the learning process. From the students' initial conditions, students' pure scores were obtained in the Indonesian language subject as a comparison between before and after the use of story problem picture media. The Minimum Criteria Completeness (KKM) score for class II SDN 52 Bengkulu City in Indonesian is 65.

#### 2. Description of Cycle I Research Results

In cycle I the researcher has implemented learning by using picture media story questions for class II Indonesian subjects using capital letters at the beginning of sentences, month names, day names and people's names in writing short texts.

##### a. Observation Data

From the instrument test questions, the following values are obtained:

**Table 3.** Value of Students' Initial Conditions

No	Name	Mark		
		Mark	KKM	Information
1	AP	65	65	complete
2.	AH	66	65	complete
3	AG	60	65	Not finished
4	AH	63	65	Not finished
5	AK	74	65	complete
6	DK	62	65	Not finished
7	DS	63	65	Not finished

No	Name	Mark		
		Mark	KKM	Information
8	FD	64	65	Not finished
9	JH	89	65	complete
10	MJ	65	65	Not finished
11	MA	63	65	Not finished
12	MF	66	65	complete
13	MG	76	65	complete
14	MH	82	65	complete
15	NF	80	65	complete
16	NE	78	65	complete
17	NA	86	65	complete
18	hospital	72	65	complete
19	RA	66	65	complete
20	RD	64	65	Not finished
21	RH	62	65	Not finished
22	RH	72	65	complete
23	SD	64	65	Not finished
24	sy	64	65	Not finished
25	tu	90	65	complete
26	MF	74	65	complete
Amount		1830		

Average  $1830/26 = 70.3$

Note: KKM 65

- 1) The average value of the Post-test Cycle I is  $M = 69.6$
- 2) The percentage value of the Post-test Cycle I is  $P = 42.3\%$

From the value data of Cycle I above, it can be concluded that the student scores have increased compared to the pre-cycle. Students who completed the initial grades were 11 students with an average score of 69.6 or 42.3%, while students who did not pass were 15 or 57.6%, while students who completed the first cycle were 14 or 53.8 %. The average value in the first cycle is 70.3

### c. Reflection

The final stage of this first cycle, researchers can find some of the successes achieved, including:

- 1) A small number of students listen and pay attention to the teacher's explanation.
- 2) A small number of students have actively participated in the ongoing learning process.
- 3) A small number of students have been able to answer the questions given by the researcher.

Although there have been some successes in learning, there are still many shortcomings in learning, including:

- 1) In learning there are still some students who are less active and ignore the subject matter because students experience difficulties in learning so that some students do not understand the questions in answering questions.
- 2) Less effective use of time.
- 3) The courage of students to ask and answer questions is still lacking.

To overcome the deficiencies in cycle I, the researcher made an idea for improvement. This is done so that in the next cycle the same deficiency does not occur.

- 1) Teachers are more skilled in managing students' conditions during learning.
- 2) Teachers manage time well so that time is more effective and efficient.
- 3) At the end of each lesson the teacher must motivate students to be more active in class.

### 3. Description of Cycle II Research Results

In this cycle, in addition to maximizing the use of media, pictures, collections of concrete objects, researchers also try to overcome the deficiencies in the previous cycle by getting students to be active and responsive.

## a. Observation Data

From the instrument test questions, the following values are obtained:

No	Name	Mark		
		Post test	KKM	Information
1	AP	67	65	complete
2.	AH	66	65	complete
3	AG	68	65	complete
4	AL	68	65	complete
5	AH	74	65	complete
6	DK	66	65	complete
7	DS	66	65	complete
8	FD	67	65	complete
9	JH	100	65	complete
10	Ms	69	65	complete
11	MA	68	65	complete
12	MF	66	65	complete
13	MG	76	65	complete
14	MH	82	65	complete
15	NF	80	65	complete
16	NP	78	65	complete
17	NA	100	65	complete
18	hospital	72	65	complete
19	RF	66	65	complete
20	RD	68	65	complete
21	RF	67	65	complete
22	RH	72	65	complete
23	SD	68	65	complete
24	sy	68	65	complete
25	tu	100	65	complete
26	MF	74	65	complete
Amount		1898		
Average		73		

1) The average post-test value of Cycle II

$$M = 73$$

2) Cycle II post-test percentage values

$$P = 100\%$$

From the data above, it can be concluded that students follow the learning process well and are much more improved. The class average score increased from 70.3 or 42.3% to 73. There were several students who scored 100. The increase in mastery scores in cycle II consisted of 26 students. All students pass with scores above KKM 65.

The results of this study have met the ideal standard of learning completeness because it has achieved an average value. Furthermore, the teacher just needs to motivate students to study harder and maintain their grades. In this case the teacher and researcher have been successful in using the media Picture word problems.

## c. Reflection

Based on the results obtained by the researchers, the scores in cycle II increased more compared to cycle I. In cycle I, there were 15 students who had not been able to reach the KKM. Reflection in cycle II obtained one learning media aid for Mathematics because all students could follow the learning well and get good results. Research in cycle I and cycle II was sufficient to show an increase in learning outcomes, so researchers did not need to continue to the next cycle. In this second cycle, researchers have been successful in improving learning outcomes Indonesian material writing capital letters at the beginning of sentences, day names, month names and people's names in writing short texts in class II students at SDN 52 Bengkulu City.

#### D. Conclusion

Based on the findings and analysis in cycles I and II carried out by the researcher, it can be concluded that the application of Media Picture word problems to Indonesian language subjects uses capital letters at the beginning of sentences, names of days, names of months and names of people can improve class student learning outcomes II at SDN 52 Bengkulu City. This can be proven by an increase from cycle I to cycle II:

1. The average value in the first cycle is 70.3 and the average value in the second cycle is 73
2. Out of a total of 26 students in cycle II, they achieved the KKM with an average score of 73.
3. This classroom action research has been successful because the class' KKM increased from the target of 85% to 100%.

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