



PROBLEM-BASED LEARNING ASSISTED BY SCROLLING PICTURE MEDIA TO IMPROVE THE THIRD-GRADE ELEMENTARY STUDENTS' SKILLS IN WRITING EXPRESSION

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PROBLEM-BASED LEARNING BERBANTUAN MEDIA SCROLLING PICTURE UNTUK MENINGKATKAN KETERAMPILAN SISWA KELAS 3 SEKOLAH DASAR DALAM MENULIS UNGKAPAN

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ABSTRACT

Abstract: This paper describes the improvement of third-grade elementary students' writing skills of expression (instruction, announcement, appreciation, and invitation) of grade 3 elementary students by applying a problem-based learning model assisted by Scrolling Picture media. The research method used was classroom action research. The research was conducted in two cycles. Each consists of four stages, namely planning, acting, observing, and reflecting. The results indicate an increasing average of students' skills in writing expressions (instruction, announcement, appreciation, and invitation) in class. An increasing average score of writing expression skills was 71 when the pre-test results increased to 93 in the post-test of cycle I. In this cycle, the average score increased to 22 or 31%. Meanwhile, students who have reached the Minimum Completeness Criteria have also increased from 46% to 89%. In cycle II, otherwise, the student's skills to write expressions increased compared to the cycle I post-test, which was from 93 in the post-test of cycle I increased to 98 in the post-test of cycle II. In this cycle, the average score increased by 5 or 5.3%. Meanwhile, students who have reached the Minimum Completeness Criteria also increased from 89% to 100%. It is considered satisfying enough for teachers and researchers as the indicator has been achieved successfully. It can be concluded that there is an increasing average value of expression writing skills by applying the problem-based learning model assisted by Scrolling Picture media. The increase is also seen in the students' enthusiasm and motivation in participating in learning, carrying out responsibility, and conducting cooperation in finishing the tasks provided by the teacher.

Keywords: problem-based learning, writing expressions, scrolling picture

Abstrak: Artikel ini mendeskripsikan peningkatan keterampilan menulis ungkapan (perintah, pemberitahuan, pujian, dan ajakan) siswa kelas 3 Sekolah Dasar dengan menggunakan model pembelajaran *problem-based learning* berbantuan media *Scrolling Picture*. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Penelitian dilakukan dalam dua siklus. Masing-masing terdiri dari empat tahapan yaitu perencanaan (*planning*), pelaksanaan (*acting*), pengamatan (*observing*), dan refleksi (*reflecting*). Hasil penelitian menunjukkan adanya peningkatan rata-rata keterampilan siswa dalam menulis ungkapan (perintah, pemberitahuan, pujian, dan ajakan) di kelas. Peningkatan nilai rata-rata kemampuan menulis ungkapan yakni 71 ketika hasil *pre-test* meningkat menjadi 93 pada *post-test* siklus I. Pada siklus ini rerata meningkat sebesar 22 atau 31%. Sementara itu, peserta didik yang telah mencapai Kriteria Ketuntasan Minimum juga mengalami peningkatan dari 46 % menjadi 89%. Sedangkan pada siklus II, kemampuan peserta didik dalam menulis ungkapan meningkat dibandingkan pada *post-test* siklus I, yang dari 93 pada *post-test* siklus I, menjadi 98 pada *post-test* siklus II. Pada siklus ini nilai rerata meningkat sebesar 5 atau 5,3%. Sementara itu, peserta didik yang telah mencapai Kriteria Ketuntasan Minimum juga meningkat dari 89% menjadi 100%. Hal ini dirasa sudah cukup memuaskan bagi guru dan peneliti, karena indikator keberhasilan sudah tercapai. Dapat disimpulkan bahwa adanya peningkatan nilai rata-rata keterampilan menulis ungkapan dengan menggunakan model *problem based learning* berbantuan media *Scrolling Picture*. Peningkatan juga terjadi terhadap antusiasme dan motivasi peserta didik dalam mengikuti pembelajaran, tanggung jawab, dan kerja sama dalam menyelesaikan tugas yang diberikan oleh guru.

Kata Kunci: problem-based learning, menulis ungkapan, media scrolling picture

CITATION

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INTRODUCTION

Beginning writing is a language skill that must be mastered by students at the elementary school level from an early age, because beginning writing skills are very basic skills for students, namely grades 1 and 2 in elementary school as writing learning at the basic level. The knowledge and skills acquired by students in the early writing learning will be the basis for improving and developing the knowledge and skills of students at the next level. If beginning writing is taught well and strongly, then the results of the development of writing skills to the next level will also be good (La Rakima & Wulandari, 2022).

Beginning writing is an effort for someone who will start writing, whether it includes the first letter, word, sentence, or paragraph (Hasanah & Lena, 2021). Beginning writing will be a basis for improving students' skills and abilities at the next level. Beginning writing learning in elementary school is given in a simple way, which aims to introduce how to write with certain techniques or methods so that children can write properly and correctly. In the implementation of learning writing skills in elementary schools, more emphasis is placed on tracing, thickening, modeling, completing, and copying and dictation (La Rakima & Wulandari, 2022). When learning good writing skills, it is necessary to clearly state what competencies must be achieved, competencies that students have, indicators, and what learning experiences students must actually practice and experience.

Several phenomena in the field show that there are problems that often occur in learning to write beginnings in elementary schools, especially those that occur in grade 3. Various studies show that the ability to write beginnings of students in

grade 3 elementary schools has not shown maximum results. The problems found in the field, of course, that relate to the skills of beginning writing include (1) difficulty writing expressions of command, notification, praise, and invitation (2) difficulty in stringing simple words and sentences clearly so that it inhibits them in reading them, (3) difficulty writing sentences correctly according to what the teacher says (dictation), (4) there is no order in the sentence, (5) there is no cohesiveness between sentences, (6) lack of motivation of teachers and students, (7) variations in learning methods and media are also the cause of not developing students' writing skills, (7) limited vocabulary, (8) difficulty in organizing ideas, and (9) students' inability to express ideas. In addition, the results of the pre-test conducted by the teacher prove that learning to write expressions of command, notification, praise, and invitation so far has not achieved optimal results. Only 71% of students were able to write simple expressions of command, notice, praise, and invitation correctly. Most of them still have difficulty writing simple command phrases correctly (Yulandari & Saputra, 2018).

The results of similar research conducted by several educational practitioners show that the ability to write beginnings (command sentences) in elementary school children is still experiencing difficulties. The results showed that there were differences in the performance of Indonesian command sentences in elementary school children in terms of gender (Rohmah, 2019). In line with this, research conducted by (Kartika et al., n.d.) It was found that the results of initial writing skills in thematic learning in Primary School Grade 2 were still low, the average pre-test results were 52 to 57, the average was said to be low because

there were only 3 out of 30 students who were declared to have completed learning. This is because students do not know how to write command sentences correctly and have difficulty expressing command sentences. Most of the students write sentences like asking something instead of making command sentences and there are also students who write other people's work in the students' books. So that students get scores below the Minimum Criteria and are declared incomplete.

Based on some of the data from the findings, it can be concluded that the problem in thematic learning of beginning writing skills in grade 3 elementary schools is in the material for writing expressions, namely expressions of orders, notifications, praise, and invitations. Based on the results of observations, the methods and media used by teachers in this learning have varied, but students are less enthusiastic in participating in thematic learning material for writing expressions, and are less able to stimulate students' creativity in learning, so that if this is allowed, it is feared that it will result in low writing skills of students in the next class.

To make expression writing activities interesting for students, it should be the responsibility of the teacher to look for alternative learning activities. Efforts that can be developed by teachers to attract the attention of students and can improve the ability to write expressions of command, notification, praise, and invitation are by applying the Problem Based Learning (PBL) learning model by utilizing interesting media in learning to write, one of which is Scrolling Picture media. Scrolling picture media is one of the simple visual media that can facilitate the way students learn (Novianti et al., n.d.). This media can be made by yourself, is not too expensive, and is easy for students to understand and understand. Basically, pictures can give ideas or give clarity about something (Suyati, 2022). Making media can also be done by students and teachers so that it can save time, energy and costs. The use of scrolling picture media in learning writing is done

by looking at pictures that contain simple problems in everyday life, then based on these pictures students write simple command expressions.

In addition to using scrolling picture media, learning to write expressions of command, notice, praise, and invitation can be combined with the Problem Based Learning (PBL) model. This model is one of the appropriate models used in learning to write. Problem Based Learning (PBL) is a learning approach that emphasizes problem solving through practical experience in situations similar to the real world (Siburian & Utama, 2021). In learning to write, PBL can be used to help students improve their writing skills through problem solving and specific media assistance. Life that is experienced by children's senses in a real way, will be easier to re-express both in writing and orally, rather than imagining something outside of their experience (Volume & Bahasa, 2023).

Departing from the above problems, the authors conducted research by taking the research title "Problem Based Learning assisted by Scrolling Picture Media to Improve Expression Writing Skills in Grade 3 Elementary School Students". The objectives of this study are (1) to describe how Problem Based Learning assisted by Scrolling Picture media can improve the skills of writing expressions of command, notification, praise, and invitation in Grade 3 elementary school students, (2) to describe how the Problem Based Learning method assisted by Scrolling Picture media can improve learning outcomes in writing expressions of command, notification, praise, and invitation in Grade 3 elementary school students. The results of this study are expected to be used as an alternative that can increase the motivation of early writing skills, and can also be used to improve early writing learning, especially writing expressions (orders, praise, notification, and invitation) by using the Problem Based Learning learning model assisted by Scrolling Picture.

THEORETICAL SUPPORT

Expression Writing Skills

Expression Writing Skills is the process of expressing thoughts, feelings, or ideas using creative, figurative, and memorable language (La Rakima & Wulandari, 2022). Phraseological sentences often involve the use of stylistic languages, such as metaphors, symbols, parables, or hyperbole, to convey a message in a more expressive, engaging, or evocative way (Ichda et al., 2022). In writing phraseological sentences, the author strives to enrich his writing with imagination and strong images, to attract the reader's attention, evoke emotions, or create a more lively reading experience. Phraseological sentences often give an additional dimension to the writing, making it more compelling, beautiful, or clarifying the message to be conveyed (Herliana et al., 2019). Some examples of sentences that are often used in everyday life include: the first writing Phrase Sentences. Writing learning in early grade elementary schools is a beginning writing learning that focuses on writing letters, words, using simple sentences, and punctuation including capital letters, periods, commas, and question marks (Rahmadani, 2019). Based on the explanation above, the activity of writing simple sentences is an initial writing activity consisting of several words and containing certain intentions and focusing on the use of punctuation including capital letters, periods, commas, and question marks. Examples of expression sentences are command, notification, praise, and invitation sentences.

The second is Command Sentence. Based on the Big Indonesian Dictionary, an order is defined as a word that intends to order or do something. The command sentence itself is defined as a sentence that contains the meaning of ordering or telling someone to do something according to his wishes (author) (Rohmah, 2019). Command sentences are synonymous with the use of high intonation. A command sentence contains certain characteristics that distinguish it from

other types of sentences. The following are the characteristics of a command sentence (1) It uses the command word, "please!". (2) The command sentence ends with an exclamation mark (!), (3) The intonation rises. (4) The command sentence uses an inversion pattern (the subject is located behind the predicate) (Yulandari & Saputra, 2018).

The third is Praise Sentence. Praise is a sentence used to give an award or appreciation to someone for a good achievement (Rahmadani, 2019). A compliment sentence is also defined as an utterance that makes the person who hears it feel flattered, so that it can also provide motivation to the person being praised. The characteristics of complimentary sentences are (1) using positive sentences, (2) explaining the advantages or advantages of the work, (3) there are suggestions and reasons, (4) reasoning according to facts/opinions and honest as it is. (5) it makes the person being praised feel proud, even motivated, and (6) there is a feeling of pleasure. Examples of complimentary sentences "Your writing is great!", "Congratulations on your achievement, you are great!" and so on.

The fourth is notice sentence. Notification sentences are sentences used to provide information that is conveyed both orally and in writing with the aim that the listener or reader complies (Naitili et al., 2019). There are two meanings in notices, namely prohibition and warning. Some notification sentences that have a prohibition tone usually use an exclamation mark at the end of the sentence. The following are examples of notification sentences containing prohibitions and warnings; "Do not step on the grass!, Do not throw garbage in the river!, Be careful, the wall is still wet!, Watch out for dirty water spills!.

The last is Invitation Sentence. Invitation sentences are sentences as an extension of the meaning of command sentences and are closely related to the second person. An invitation sentence is a sentence that expresses someone's invitation to the person being spoken to to do

something together (Rohmah, 2019). Invitation sentences are a form of sentence structure that is actually also an expanded command sentence and is closely related to the second person (Putri et al., 2020). Examples of invitation sentences are 'Let's exercise together this morning! Let's study together!' and so on.

Scrolling Picture Media

Scrolling Picture Media is a media that combines facts and ideas clearly and strongly through a combination of expressing words / problems with pictures. The main function of Scrolling Picture media is as a teaching aid that is able to influence the situation, classroom climate and effective learning environment. Hidayat and Rahmina, suggested the function of the media as follows: (1) As a tool to create an effective

learning situation. (2) As an integral part of the overall learning situation. (3) Teaching aids that refer to teaching objectives. (4) As a complement to a teaching and learning process to attract students' attention. (5) To accelerate and facilitate the course of teaching, so that students are easy to understand, and (6) To improve learning outcomes and quality.

Scrolling Picture media can also arouse the passion for learning because pictures provide space for students to develop their creativity and imagination. Thus Scrolling Picture media in learning can be intended to help motivate students' learning and as a communication tool in conveying messages. In improving language skills, picture media as a foundation to stimulate students to speak, write and work (Novianti et al., n.d.).



Figure 1. Scrolling Picture Media

Pros of Scrolling Picture Media

The use of scrolling picture media in learning has several advantages, among others: (1) The nature is concrete, pictures / photos more reality shows the subject matter with verbal media alone. (2) Scrolling Picture can overcome space and time constraints. Not all objects, objects or events can be brought into the classroom, and not always children can be brought to the object / event. (3) Scrolling Picture media can overcome the limitations of our observation. (4) Scrolling Picture Media can clarify a problem, in any field and pictures for any age level, so it can prevent or

correct misunderstandings. (5) Scrolling Picture Media is cheap and easy to obtain and use, without the need for special equipment (La Rakima & Wulandari, 2022).

Problem Based Learning (PBL) Model

The Problem based learning model or Problem Based Learning according to the opinion of experts cited by Husnul Hotimah (2020) in his journal, is as follows: 1) According to Duch, Problem Based Learning (PBL) is a learning model that challenges students to "learn how to learn," working in groups to find solutions to real-

world problems. This problem is used to bind students to curiosity in the learning in question. 2) According to Arends, Problem Based Learning (PBL) is a learning approach in which students are faced with authentic (real) problems so that they are expected to compile their own knowledge, develop higher-level skills and inquiry, empower students, and increase their self-confidence. 3) According to Glazer, Problem Based Learning is a strategy of teaching where students are actively exposed to complex problems in real-life situations (Suma, 2020).

The Problem Based Learning (PBL) model is an approach to learning that focuses on solving real-world problems as a way to engage students in active and meaningful learning (Dole et al., 2017). In Problem Based Learning, students are given real problems that occur in everyday life, which are open-ended, which require students to investigate, analyze, and solve problems collaboratively (Ariana, 2022). Problem-based learning (PBL) model is a type of cooperative learning model. This model trains students to solve real-life problems together and how to solve them (Harid et al., 2021).

The following are the stages of the teaching and learning process with the PBL model according to Arends (2008:55) quoted by Nafiah (2020) in his journal that the steps in implementing PBL are 5 phases, namely (1) Problem introduction: orienting students to the problem; (2) Initial investigation: organizing students to research; (3) Group formation: assisting independent and group investigations; (4) Further investigation: developing and presenting work; (5) Problem analysis: analyzing and evaluating the problem-solving process; (6) Solution development: testing solutions through discussion, simulation, and experimentation; and (7) Presentation: presenting findings and solutions to other groups (Dasar, 2021).

RESEARCH METHODS

This research uses the type of Classroom Action Research which includes making plans,

implementing actions, observing, analyzing, and reflecting on the results of observations. This research consists of two cycles, namely cycle I (three meetings) and cycle II (three meetings). The implementation of the research took place at Islamic Elementary School Of Sabilillah Malang. The reason for choosing this location is because the researcher as a teacher wants to apply the Problem Based Learning learning model assisted by Scrolling Picture media to improve expression writing skills (commands, notifications compliments, and invitations), which have never been applied at the school before.

This research was conducted for 6 meetings (face-to-face) starting from the beginning of February to March 2023. The subjects in this study were students of class 3C Islamic Elementary School Of Sabilillah Malang, academic year 2022 / 2023 which amounted to 28. The researcher took the subject because he found a problem in learning, namely students experiencing difficulties in thematic learning, especially Indonesian language learning, namely, the ability to write expressions of command, notification, praise, and invitation. While the object of this research is writing expressions of command, notification, praise, and invitation. In the implementation of this study, the researcher asked for help from a collaborator, who helped collect data. The collaborator in this research is the 3rd grade Indonesian language teacher at Islamic Elementary School Of Sabilillah Malang.

The data collection techniques used observation sheet instruments, tests, and documentation. The observation sheet was used to record all events and activities that occurred and measure student and teacher activities during teaching and learning. While the test consists of a pre-research test before applying the problem-based learning method assisted by scrolling picture media, the final test of cycle I, and the final test of cycle II. And the documentation sheet is used to obtain maximum information, which can provide an overview of the research conditions. The instruments in this study are

described in tables 1.

Table1. Assessment Instrument Grid Writing P3A Phrases (Commands, Notifications, Praise, and Invitations) Using Scrolling Picture Media

Number	Rated aspect	Total Score	Score
1	The ability to understand the meaning of words in sentences	5	5
2	Ability to understand paragraphs	5	5
3	Ability to capture main sentences and main ideas	5	5
4	Outline ability	5	5
5	Ability to rewrite (with language	5	5
Total Score		25	25

Information:

Final value = total score X 4

If a value has been obtained, then the value is given meaning in a qualitative form which is included in the range of relationships

between the numerical scale and the letter scale which can be seen in table 2 below.

Table 2. Relationship Between Number Scale and Letter Scale

Number	Letter	Description
80 - 100	A	Highly Skilled
70 - 79	B	Skilled
60-69	C	Moderately Skilled
50-59	D	Less Skilled
0-49	E	Not Skilled

The steps of learning to write expressions of command, notification, praise, and invitation using the problem-based learning (PBL) method assisted by scrolling picture media are as follows.

1) Introduction (Learner preparation)

(1) The teacher says greetings (2) The teacher conducts apperception and explains the learning objectives. (3) Students are given a stimulus by carrying out invitations, notifications, orders, and praise from the teacher. For example, Let's children before learning we drink first, watch out for spilled drinks, take out your pencils and erasers!, 3C class children are all great (4) The next activity is for students to observe the picture shown by the teacher on the slide show. (5) Students mention the problem in the picture by writing an expression sentence that matches the problem in the picture. (6) Students ask questions

about writing expressions with the teacher's direction.

2) Core Activities

(1) Students form groups of 4 students. (2) Each group gets Scrolling Picture media and worksheets (LKPD). (3) Then students play the media by scrolling the picture, then observing the problem in the first event picture. (4) After that students identify the expression of the first event. (5) The activity continues with students discussing the results of their observations with group mates. Then students write the results of discussions with groupmates in the LKPD sheet. Students do this activity repeatedly, until the problem contained in the media runs out. (6) Group representatives read out the results of the discussion with the guidance of the teacher.

3) Follow-up

Follow-up activities depend on the learning outcomes of the students. Examples of follow-up activities include: enrichment activities in the form of giving similar tasks with different materials; activities to improve the arrangement of the original text, if there is an arrangement that does not show logic; activities to change the problem material in the picture and find new vocabulary in the dictionary and apply it in the use of expression sentences; and correcting grammatical errors that may be found in writing expression sentences.

RESULTS

Improving the skills of writing expressions by using a problem-based learning model assisted by Scrolling Picture media.

Cycle I

The implementation of actions in cycle I was carried out in accordance with the predetermined time, namely February 8, 9, and 10, 2023. The activity consists of four stages, namely planning, implementation, observation, and reflection. The results obtained in cycle I were in the form of learning outcomes for writing expressions of commands, compliments, notices, and expressions using the Problem Based Learning (PBL) method assisted by scrolling picture media. The learning outcomes can be seen in the following table.

Table 3. Data on the results of learning to write expressions using the Problem Based Learning (PBL) method assisted by scrolling picture media cycle I

No	Description	The results of the first cycle expression writing skill
1	Class average score	85,42
2	Number of students who completed	18
3	Number of students who did not complete	10
4	Percentage of learning completeness	85,42%

From the table above, it can be seen that the average value of cycle I was 85,42. There were 18 students (64%) who reached the KKM and 10 students (36%) who did not reach the KKM. The results of the value of the ability to

write expressions using the Problem Based Learning (PBL) method assisted by media scrolling picture cycle I can be described as follows:

Table 4. Ability to write expressions (praise, command, notification and invitation) using Scrolling Picture media in Cycle I

No	Value Interval	Frequency	Percentage (%)	Description
1	80 - 100	18	64%	Highly Skilled
2	70 - 79	5	18%	Skilled
3	60 - 69	2	7%	Moderately Skilled
4	50 - 59	2	7%	Less Skilled
5	0 - 49	1	4%	Not Skilled

From the table above, it can be explained with a frequency description as follows: learners who obtained scores (80 - 100) were 18 people with a percentage of 64%, with a Highly Skilled category, scores (70-79) were 5 people with a

percentage of 18%, namely with a skilled category, scores (60-69) were 2 people with a percentage of 7%, namely with a Moderately Skilled category, and scores (50 - 59) were 2 people with a percentage of 7%, namely with a

less skilled category, and scores (0-49) were 1 people with a percentage of 4%, namely with a not skilled category. The acquisition of the

average value of the action is depicted in the graph below.

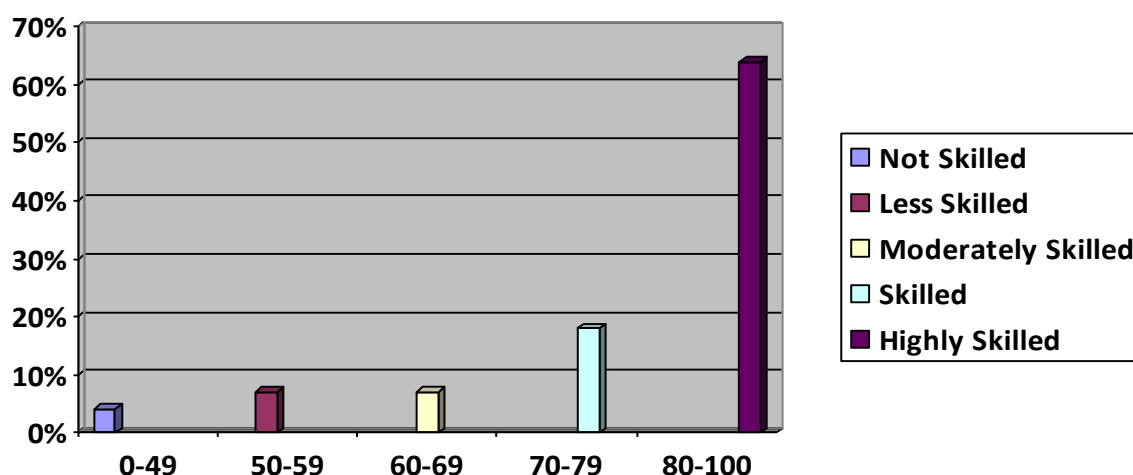


Figure 1. Average score of the ability to write expressions (praise, command, notification and invitation) using Scrolling Picture media cycle I

Cycle II

The implementation of cycle II was guided by the results of the first cycle reflection. Cycle II consists of 4 stages, starting from planning, implementation, observation, and reflection. Learning activities in cycle II were carried out for 3 meetings, which were held on February 15, 16, and 17, 2023. The implementation of learning in cycle II was carried out smoothly. The Problem Based Learning method and Scrolling Picture Media applied by the teacher were more easily understood by students, so they did not encounter many difficulties in the learning process. The things that have not been understood by students are also

often asked by the teacher, so that students do not experience difficulties in following the learning process. The teacher also guides well, so that all learners want to play an active role during group discussions.

The improvements that have been planned previously have been implemented by the teacher well. Providing motivation and guidance to the group also runs optimally, so that there are no more students who are busy themselves, and learning runs smoothly. The results of learning to write expressions using the Problem Based Learning (PBL) method assisted by scrolling picture media can be seen in the following table.

Table 5. Data on the results of learning to write expressions using the Problem Based Learning (PBL) method assisted by scrolling picture media cycle II

No	Description	The results of the second cycle expression writing skill
1	Class average score	98,00

2	Number of students who completed	28
3	Number of students who did not complete	-
4	Percentage of learning completeness	100%

From the table above, it can be seen that the average value of cycle II is 98. Learners who have reached the KKM are 28 people (100%) and learners who have not reached the KKM are 0

people. The results of the value of the ability to write expressions (orders, notifications, praise, and invitations) using scrolling picture media in cycle II can be described in the following table.

Table 6. Ability to Write Expressions (command, notification, praise, and invitation) Using Scrolling Picture Media in Cycle II

No	Value Interval	Frequency	Percentage (%)	Description
1	80 - 100	28	100%	Highly Skilled
2	70 - 79	0	0	Skilled
3	60 - 69	0	0	Moderately Skilled
4	50 - 59	0	0	Less Skilled
5	0 - 49	0	0	Not Skilled

Based on the table above, it can be explained with a frequency description as follows: Learners who obtained scores (80 - 100) increased to 28 people with a percentage of 100%, with a very skilled category, scores (70 - 79) there were 0 people, namely with a skilled category, scores

(60 - 69) were 0 people, namely with a fairly skilled category, and scores (50 - 59) were 0 people, namely with a less skilled category. The acquisition of the average value of the action is depicted in the graph below.

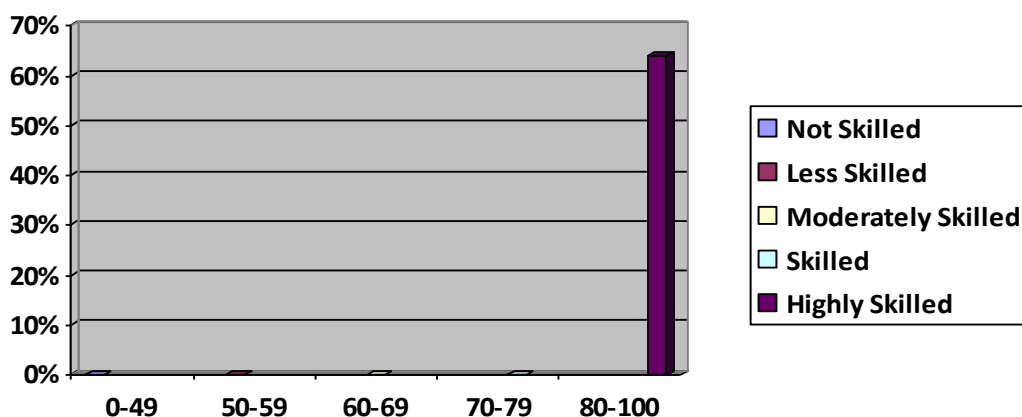


Figure 2. Graph of the average value of the ability to write expressions (praise, command, notification and invitation) using Scrolling Picture Media cycle II

Based on the results of the test on writing expressions (orders, notifications, praise, and invitations) using the Problem Based Learning

method with the help of scrolling picture media in cycle II, it can be seen that students who have reached the minimum completeness criteria are 28

people (100%). While there are no students who have not reached the minimum completeness criteria (0%). The results of the reflection show that the average test scores for the ability to write expressions (orders, notifications, praise, and invitations), cycle I and cycle II show a significant increase. The average test score in cycle I increased from the pre-action test score by 14%, from 71 to 85. Meanwhile, the average score in cycle II increased from the post-action test score in cycle I by 13%, from 85 to 98.

Whereas achievement of minimum completeness criteria also increased, students who

reached minimum completeness criteria in cycle I were 18 students or 85%, an increase of 39% from the number of students who reached minimum completeness criteria in the pre-action test of 13 or 46%. Whereas in cycle II students who reached the minimum completeness criteria were 28 students or 100%, an increase of 15% from the number of students who reached the minimum completeness criteria in the post-action test cycle I of 18 students or 85%. The increase can be seen in the bar chart below.

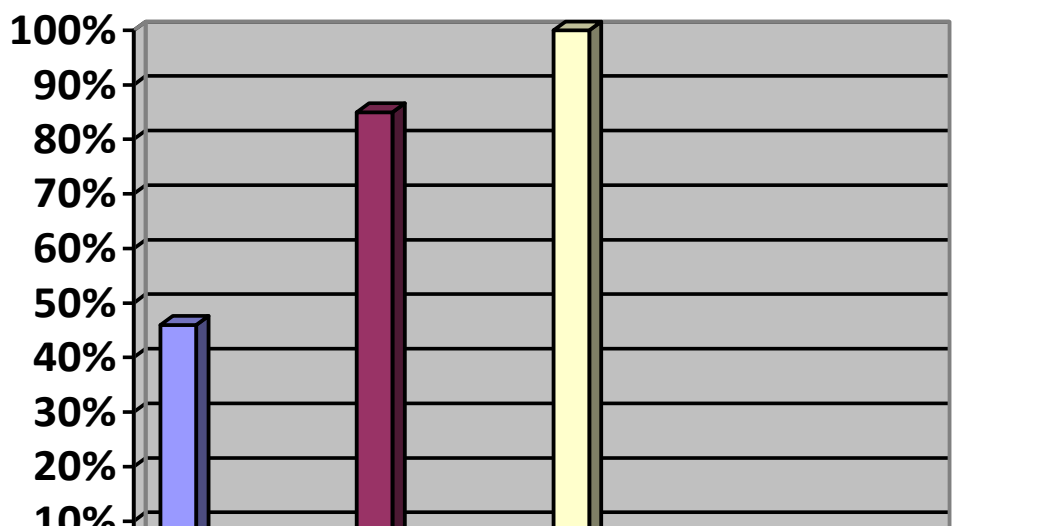


Figure 3. Graph of Percentage of Students Reaching Minimum Completeness Criteria In Pre-action, Cycle I, and Cycle II

DISCUSSION

Improvement in Writing Expressions (Command, Notice, Praise, and Invitation) with Problem Based Learning Method Assisted with Scrolling Picture Media

Based on the results of research on the ability to write expressions (commands, notifications, praise, and invitations) it can be seen that after the implementation of learning using the Problem Based Learning method assisted by scrolling image media, learning

outcomes have increased significantly. This increase is implied by the success indicators of processes and products in each cycle, although there are some students who get results below the minimum completeness criteria. This is because (1) there are students who still do not fully understand the Problem Based Learning method and the scrolling picture technique, so that the learning process for writing P3A expressions (Commands, notifications, praise, and invitations)

does not run smoothly, (2) in rearranging expressions, there are several groups that immediately compose without reading the questions and observing the pictures so that the expressions that are arranged are not correct and logical, (3) a lot of learning time is taken up to condition the class because there are some children who do not want to group according to what the teacher has determined, and there are also several children in one group who often chat alone.

Problem-based learning is closely related to the real life realities of students so that students learn not only the area of knowledge, but also experience and feel. According to Shoimin (2016: 129-130), problem-based learning trains and develops students' abilities to solve problems oriented to authentic problems from students' actual lives to stimulate higher-order thinking skills. Conditions that must be maintained are conducive, open, negotiating, and democratic atmosphere. Furthermore, according to Trianto (2017: 63) the problem-based learning model refers to other recent learning. The intended learning includes project-based learning, experiential learning, authentic learning, and meaningful learning. This learning is all equally rooted in the existence of problems in everyday life. Strictly speaking, this problem-based learning model is a learning model in the form of a problem whose goal is for students to find solutions by thinking critically to solve problems.

In the implementation of learning to write expression sentences with a problem-based learning model assisted by scrolling picture media has gone well, but there are some students in compiling expression sentences (praise, command, notification and invitation) that are not in accordance with the picture or problem. There are some students who still have difficulty in composing word by word to form an expression sentence. However, the overall activity of students in learning to write expressions has progressed, seen by changes in attitude, activeness, enthusiasm of students, cohesiveness in group discussions, students' reading and writing skills, courage to read back sentence by sentence, and

the ability of students to conclude the results of the discussion. The scrolling picture media applied can create an interesting and fun learning atmosphere, so that students want to play an active role in it.

While the application of learning to write expressions (commands, notifications, compliments, and invitations) using the Problem Based Learning method with the help of scrolling picture media in cycle II experienced a significant increase, this was due to several improvements made by researchers and observers including: (1) the teacher formed a new group, by separating some children who often chatted alone, (2) learning activities became more conducive, (3) students already understood the nature of Problem Based Learning and Scrolling picture media, (4) in composing word by word students were more careful by observing the picture first, then understanding the problem, and writing the right expression.

In carrying out the learning process of writing expressions in cycle II, learners seemed to be more active in group discussions, dared to express opinions and asked questions about the material discussed. Although there are still some learners who still have difficulty in arranging words into sentences because they are weak in capturing the meaning of the picture. However, in general, the average test results of students in writing expression sentences have shown a significant increase. This is in accordance with what is revealed by (Apriani, 2019), that language games have the following advantages: (a) as a learning method that can activate students in the teaching and learning process, (b) the activities carried out by students are not only physical but also mental, (c) can arouse student learning motivation (d) can foster a sense of solidarity and cooperation, (e) with the game the material is more exciting so it is difficult to forget. Thus, the most important improvement in the ability to write expressions is the effectiveness, activeness of students in applying Problem Based Learning and scrolling picture media in learning. A significant increase occurred from before using the Problem Based Learning method with the help

of scrolling picture media to using the method and media.

Based on the results obtained from the pre-action stage to the post-action cycle II, it can be concluded that the application of Problem Based Learning with the help of scrolling picture media can have a positive impact, because the application of scrolling picture media is considered successful in creating fun learning and can improve the ability to write expressions. This is in accordance with the opinion expressed by (Dole et al., 2017) that language games basically have a dual purpose, namely to get excitement and to train certain language skills. In addition to the benefits that have been seen from the application of the Problem Based Learning method and the use of scrolling picture media applied in learning to write expressions, there are also shortcomings, namely not all language materials can use these methods and media, for example, the material of reading announcements.

CONCLUSIONS

Based on the description of the research results and discussion, it can be concluded that learning by using the Problem Based Learning method assisted by scrolling picture media can improve the ability to write expressions (orders, notices, praise, and invitations) in grade 3 students at SD Islam Sabilillah Malang. This can be proven by the success of the process and product of learning to write expressions (orders, notices, compliments, and invitations) using the Problem Based Learning method assisted by scrolling picture media. With the application of these methods and media, students become more active and enthusiastic in participating in learning. Learners are also more courageous to express their opinions, exchange ideas and are no longer shy to ask questions. The average score on the test also showed a significant increase from each cycle. Teachers also succeeded in creating effective and fun learning.

RECOMMENDATIONS

This research can be used as a recommendation for learning techniques at home

not only at school. For teachers, creating a pleasant learning atmosphere will help students in absorbing learning material, so that it is more varied. the application of scrolling picture media needs to be combined with learning methods so that the research results can be more satisfying.

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