

Development of Enactive, Iconic, and Symbolic-Based Word Wall Media to Improve Elementary School Students' Writing Skills

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Article Info

Article history:

Received 2025-10-03

Revised 2025-11-02

Accepted 2025-11-03

Keywords:

Elementary School
Enactive
Iconic
Symbolic
Word Wall Media
Writing

ABSTRACT

This research addresses the low writing ability among third-grade students at SD Negeri No. 106214 Sei Parit. The study aims to develop and examine the effectiveness of a "Word Wall" learning media based on the enactive, iconic, and symbolic approach to improve students' writing skills. The research employed the ADDIE development model, which includes Analysis, Design, Development, Implementation, and Evaluation stages. The validation results showed that the developed media was feasible to use, obtaining scores of 84.6% from media experts and 80% from material experts. The effectiveness test also indicated a significant improvement in students' writing achievement, with the average score increasing from 40.95 to 85.6 and an N-Gain of 0.8 (high category). In addition, the practicality assessment showed that the media was practical to implement, with teacher responses reaching 84.2% and student responses reaching 75.7%. Thus, the Word Wall media is categorized as feasible, effective, and practical for enhancing elementary students' writing skills.

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1. INTRODUCTION

Learning media in the context of the teaching and learning process are closely related to students' levels of understanding and writing ability [1]. The presence of learning media is not just a tool; it has become a basic need for every educator [2]. Well-designed learning media can enhance learning effectiveness and strengthen students' understanding of the material presented [3]. Therefore, teachers are not only required to master the material but must also be able to choose and use the appropriate media based on students' characteristics

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and needs. This responsibility includes efforts to present subject matter that is easy for all students to understand, while taking each child's abilities into account.

The ideal learning media can address students' real needs in the classroom, especially in the ability to write at the early level or lower grades [4]. In this phase, students are still at a cognitive development stage that requires a visual, concrete, and contextual approach. Therefore, creating targeted learning media requires a careful, thorough observation of classroom conditions. Teachers must be aware that not all students have the same abilities or learning styles. Therefore, learning media must be engaging, iconic, and symbolic, and able to provide recreative learning for students' needs, so that learning can take place in a fun and meaningful way [5].

Based on the author's initial observation on April 15, 2025, at the State Elementary School (SDN) No. 106214 Sei Parit, it was found that the use of learning media was not in accordance with the stages of child development, especially in the development of writing skills. In grade 3, direct in-class learning observation shows that teachers use Calistung books (reading, writing, arithmetic) as the main teaching resource and media. In addition, classroom teachers do not have a background in Elementary School Teacher Education (PGSD). This has led to a mismatch between the material provided and students' actual abilities. One form of such a mismatch is the provision of writing exercises in upright continuous letters, which require fine motor skills and visual-motor coordination that are not fully developed in most early childhood [6].

The learning media used are conventional and monotonous, so they do not provide space for the multisensory approach needed for early childhood writing. Based on the information of the 3rd grade homeroom teacher, he only relies on a blackboard and dictation methods with the repetition of letters, without interpreting visual, audio, or manipulative media that can stimulate various children's senses simultaneously. As a result, the process of internalizing letter forms and word structures does not take place optimally, especially for students who experience learning obstacles [7]. Students find it difficult to write with complete letter spelling and focus only on the initial sounds they understand, making it difficult to develop the ability to write words with letter similarities in shape and sound [8].

The worst condition is the absence of formative assessments and learning follow-ups that are responsive to student learning outcomes. Children who are not able to write are forced to participate in learning in the next class without any additional remediation or support, and teachers who teach the next class also do not conduct an initial assessment from the previous class, so there are students who have not reached their maximum potential in writing [9]. The fact that only one child is unable to write at all, and the other five are unable to write words in their entirety, shows that there is a systematic failure in the basic writing process, which should be the main foundation in the early stages. In the end, teachers continue to standardize every child's ability to avoid being left behind in learning, and ignore the principle of learning completeness [10]. This condition is not an isolated case; data from the 2019 National Study on Literacy and Numeracy (SNM) by the Ministry of Education and Culture's Research and Development Agency shows that as many as 40% of early grade students (grades 1-3) have not reached the minimum competence in reading and writing skills [11].

Meanwhile, in the 2021 National Assessment, the results of the Minimum Competency Assessment (AKM) showed that more than 43% of elementary school students were in the category of low literacy ability, which means that they have difficulty understanding basic written information, including writing skills, which is still a serious challenge in basic education in Indonesia. Based on the description above, the problem of low writing ability among low-grade students will continue to be a burden for teachers and contribute to the decline in the quality of educators in schools. Therefore, this problem needs to be addressed immediately through strategic steps, one of which is developing word wall learning media using an engaging, iconic, and symbolic approach. This learning medium is designed as an innovative solution to help students gradually build writing skills, starting with concrete experiences (enactive) and visual recognition (iconic), and progressing to symbolic representations in writing. This approach is believed to bridge differences in students' learning abilities and support the achievement of basic literacy as a whole. Thus, the development of this media is not only intended to improve the writing learning process for low grades, but also serves as the main focus of this study, producing effective, contextual, and responsive media to children's learning needs in the early stages of primary education [12].

Several previous studies have shown that word wall media has a positive effect on early literacy. Research by Widiya et al. [13] on early childhood children increased reading interest, while Pohan and Darwis [14] showed an increase in the reading ability of elementary school students through PowerPoint-assisted word wall media. Furthermore, [15] demonstrates the effectiveness of word wall media for third-grade students' reading ability. It was developed based on research [16] that used an AI-based word wall, as well as on research [17] that developed tools to write English texts. Meanwhile, Hijrat and Bahrudin [18] combined the Think-Talk-Write model with word wall media to improve sixth-grade students' writing skills.

The novelty of this research lies in the object and focus of the study, which differ from previous research: namely, the examination of the role of the Canva application in developing enactive, iconic, and symbolic word wall media to improve the writing skills of grade 3 elementary school students. Using the Canva application, researchers designed innovative, interactive, and visually appealing learning media to foster students' interest in learning. The design of the word wall media is informed by the combination of colors, shapes, and images relevant to students' daily experience, so that the subject matter feels closer and easier to understand. Thus, this media not only serves as a learning aid but also fosters students' creativity and active involvement in learning to write.

The enactive, iconic, and symbolic approach applied in this study refers to Jerome Bruner's theory of cognitive development, which explains that children learn through three stages of continuous representation. The enactive stage emphasizes learning through direct experience and real action, the iconic stage through visual depiction or imagery, and the symbolic stage through the use of letters and words as abstract forms of thinking. The application of these three stages aims to help students gradually transition from concrete to abstract understanding, so that the process of learning to write becomes more effective,

meaningful, and fun. This approach is expected to strengthen students' thinking and writing skills in line with their cognitive development stages.

2. METHOD

This research uses a type of *Research and Development (R&D)* research with a Qualitative and Quantitative approach to develop and test word wall learning media products based on an enactive, iconic, and symbolic approach to improve the writing ability of elementary school students. This research was carried out at SD Negeri No. 106214 Sei Parit. The study participants were grade 3 students, comprising eight males and 12 females. This is based on observations that second-grade students are not able to write letter forms and word structures in their entirety, and that the teaching media used by teachers are limited to textbooks and employ the approach method through whiteboards and audio-visual media.

The development model used is the ADDIE design, which consists of five stages [16], namely: (1) *Analysis*, at this stage, an analysis of the needs of the basic writing skills of low-grade students is carried out through observation, interviews with classroom teachers, and the review of learning outcome documents. (2) *Design*, this stage includes the design of "word wall" learning media based on the results of student needs analysis and Bruner's learning theory (enactive, iconic, symbolic stages). Design involves setting learning objectives, preparing media content, and creating evaluation instruments. (3) *Development*, Media that has been designed is developed in form, then validated by media experts and material experts. This process aims to ensure that the media is suitable for use in learning. After that, revisions are made based on the validation results. (4) *Implementation*, Media that have been validated are tested in grade 3 in the learning process. Teachers use these media to facilitate students in writing exercises. Data collection was carried out through *pre-test* and *post-test* to measure the influence of media use on students' writing ability. Furthermore, (5) *Evaluations*, Evaluations are carried out formatively (during the development process) and summative (after implementation). Summative evaluation involves analyzing *pre-test* and *post-test* results, as well as Likert-scale student responses to assess the effectiveness and acceptability of the media [17].



Figure 1. ADDIE Model [18]

This development model provides an opportunity for researchers to design, test, and refine learning media repeatedly until the most effective results are achieved, in accordance with students' needs. Each stage in this process is carried out systematically to ensure that the developed word wall media has an attractive appearance, appropriate material content, and is easy to use by both teachers and students. The main purpose of applying this model is to evaluate the quality of media from various aspects, such as visual design, accuracy of materials, and ease of application in learning activities. Thus, media development does not end at the final result but also emphasizes the process of continuous improvement, ensuring the resulting product truly supports the development of students' writing skills. In the implementation stage of the research, the research sample was divided into five groups from the population of grade III elementary school students.

Various data collection methods are used to obtain accurate and thorough information. Data were collected through expert validation, interviews with teachers and students, and observation of student learning activities during the learning process. In addition, documentation is conducted through photos and video recordings to capture key classroom activities. The researcher also used a questionnaire to assess students' and teachers' responses to the learning media and to administer pre- and post-tests to measure improvements in their learning abilities. All collected data were then analyzed to evaluate the effectiveness, attractiveness, and acceptance of word wall media in Indonesian language instruction in elementary schools.

3. RESULTS AND DISCUSSION

3.1. Results

The word wall media developed in this study is specifically designed for Indonesian instruction in elementary schools, especially to improve students' writing skills. Although the physical appearance resembles word wall media, this word wall media has been modified with an engaging, iconic, and symbolic approach to make the learning process more enjoyable. In the enactive stage, students can interact directly with pictures and arrange words appropriately. The iconic stage displays images and records the object's activities. Finally, the symbolic stage: students composing random sentences into correct ones and writing them down. Thus, the word wall media serves as a tool that helps students think, understand pictures, and arrange words into correct sentences.

Stages of Analysis

The author collected data through observation activities on the learning process of Indonesian in grade III of SDN 106214 Sei Parit, as well as interviews with 3rd-grade teachers and 20 students. Based on these observations and interviews, it was found that students have a low level of interest in learning Indonesian. This is because learning still lacks clear, direct visualization that students can observe. In addition, students also experience difficulty concentrating, quickly feel bored while studying, and are less able to analyze and compose simple sentences independently.

These findings show that learning still needs greater innovation better to suit the characteristics and needs of elementary school students. A lack of mastery of the material

for composing simple sentences is also an obstacle to student learning. Therefore, more interesting, concrete, and interactive learning media are needed to arouse learning motivation and provide a meaningful learning experience. Based on the analysis of the role of teachers, it is recommended that learning media be developed to reduce student boredom and make it easier for teachers to explain Indonesian material. With this media, it is hoped that students can better understand the lesson content and be more actively involved in the learning process.

Design Stage

At this stage, the author began designing a word wall media product that serves as a learning tool to improve elementary school students' ability to write simple sentences. The design process involves paying attention to the relationship between media and research instruments, ensuring that the media produced are truly relevant and support the achievement of learning objectives. The word wall media is designed around simple sentence composition material, arranged gradually through the enactive, iconic, and symbolic stages. Thus, students can learn to write simple sentences gradually, starting from the stage of introduction through pictures and arranging words (enactive), (iconic) displaying images and writing down activities from the object, to the stage of composing sentences (symbolic).

During development, the author used the Canva app to create an attractive design that aligns with the characteristics of elementary school students. The images in the media result from modifications to make them relevant to students' daily lives, such as activities at school, in the market, in the community, and at home. The purpose of choosing the image is to help students easily connect their personal experiences with the process of learning to write. After the design stage is complete, the media is printed on 16 cm x 24 cm art cardboard to maintain the material's quality and strength. Furthermore, the mold is laminated to make it more durable and less prone to damage during classroom learning activities.



Figure 2. Design Stage

The images modified in this Indonesian material serve as an engaging and interactive learning tool. The image modification is carried out to support writing instruction in

elementary school, so that students can more easily understand the image's content and meaning. Images with clear, relevant visual elements can spark students' imagination as they compile their writing ideas.

Through this image medium, students are not only directed to write based on the text alone, but also to observe and develop a story from what they see in the image. This process not only strengthens writing skills but also develops creative thinking, and writing becomes more fun and meaningful as students can express their thoughts more freely. In addition, image media is also expected to foster students' critical thinking skills. When observing and writing based on images, students are trained to analyze and deduce from them.

Development Stage

At the development stage, the word wall media has been designed to be validated by a validator from one of the UIN lecturers, as a media expert and a material expert, to ensure feasibility before use in learning. The results of the media experts' validation showed that the eligibility percentage of 84.6% fell within the very feasible category. This value shows that the media has met the standards for visual design, layout neatness, clarity of illustrations, and color that are attractive to elementary school students. The media validator also provides important inputs to make the media more consistent, especially in terms of font size, spacing between elements, and image placement, so it looks uniform and does not confuse students. Additionally, it is recommended to thicken the printed material and improve color quality to ensure the media is durable and remains clear when used in learning. Overall, the media meets the aesthetic and practicality criteria, making it feasible to apply. Meanwhile, the validation by material experts yielded a feasibility percentage of 80%, which falls within the feasible category. This shows that the content of the word wall media aligns with the basic competencies, learning objectives, and stages of students' cognitive development.

The material validator found that the enactive, iconic, and symbolic stages were implemented well, helping students gradually understand the concept of writing, starting with image manipulation, visual recognition, and sentence arrangement. Several suggestions for improvement were given, such as simplifying instructions on word cards and adding simple sentence examples that are more contextual to the student's learning experience. Based on the results of the two validations, the word wall media was deemed suitable for classroom use and ready for application at the implementation stage.

Implementation Stage

At this stage, the author applies the word wall media that has been developed and refined based on the results of previous revisions and trials. The media is used in Indonesian learning, focusing on simple sentence formation material for 3rd-grade students at SDN 106214 Sei Parit, totaling 20 students. The application process is carried out systematically so that students can understand how to compose simple sentences through an engaging, iconic, and symbolic approach.

To assess the effectiveness of the media used, the author measured students' critical thinking skills using pre- and post-tests. The pre-test is administered before learning with the media to assess students' initial abilities, while the post-test is administered after the

learning activities are completed to assess their development. The results of the two tests were then analyzed using the N-Gain formula, which determines the level of improvement in students' critical thinking skills after using word wall media. This analysis provides an overview of the extent to which these media can improve elementary school students' comprehension, writing, and critical thinking skills. Students' writing skills before using the Enactive, iconic, and symbolic Word Wall Media are still relatively low, with an average pre-test score of 40.95, indicating that students have difficulty developing ideas, choosing vocabulary, and arranging sentences sequentially.

After the media was implemented in learning, there was a very significant increase in the average posttest, reaching 85.6, indicating that students were able to write better through the enactive stage that involved word card manipulation, the iconic stage that strengthened comprehension through visuals, and the symbolic stage that encouraged the ability to compose sentences independently. The average results are interpreted based on the N-gain level used in this study, as presented in Table 1.

Table 1. Overall N-gain, Pre-test and Post-test Results

Average Score		N-gain Score	N-gain Score (%)	Interpretation
Pre-test	Posttest			
40,95	85,6	0,8	80%	Highly Effective

Based on Table 1, the calculation using the N-gain score formula increased by 0.8, corresponding to an 80% increase. This average increase demonstrates that Word Wall Media is effective in helping students gradually understand the writing process, increase active engagement, and improve the quality of elementary students' writing.

Evaluation Stage

At the evaluation stage, a summative assessment is conducted through a questionnaire administered to teachers and students to determine the effectiveness and feasibility of word wall media after implementation in the learning process. Based on the teacher's questionnaire, a score of 84.2% was obtained, placing it in the very practical category, indicating that teachers considered this media to be very suitable for use, easy to apply, and able to support writing learning across the enactive, iconic, and symbolic stages. The teacher also stated that this medium helps students understand the material more clearly and increases their involvement in the learning process. In addition, the student questionnaire received a 75.7% score in the practical category, indicating that students feel happy, interested, and helped by the word wall. Students rated the media as attractive, fun, and helpful in making it easier to arrange words into sentences. The results of the practicality evaluation of the word wall media are shown in Table 2.

Table 2. Evaluation of the Practicality of Word Wall Media

Respondents	Evaluation Aspects	Score (%)	Category
Teacher	Practicality	84,2%	Very Practical
Student	Practicality	75,7%	Practical

Based on Table 2, the questionnaire results indicate that word wall media is acceptable to teachers and students and is effectively used in elementary schools to support learning to write.

3.2. Discussion

The results of the study show that the development of enactive, iconic, and symbolic word wall media has a positive influence on improving the writing skills of elementary school students. These findings can be seen throughout the entire development process, which includes expert validation, implementation with students, and evaluation of media practicality. At the development stage, the media received an excellent rating from media experts with a score of 84.6% indicating that the visual appearance, colors, illustrations, and layout met the eligibility standards. Other research found that visual-based learning media can increase students' focus and understanding because the presentation of information becomes more structured and engaging. Media expert input on font size consistency, spacing between elements, and the neatness of image placement further strengthens product quality [19], [20], [21].

On the other hand, validation by material experts yielded a score of 80%, indicating that the media content aligns with the basic competencies, learning objectives, and students' cognitive development stages. The implementation of enactive, iconic, and symbolic stages is considered relevant in helping students understand the concept of writing from concrete to abstract. The use of media during implementation led to a significant increase in students' ability to recall. The average pre-test score of 40.95 indicates that students still have difficulty in choosing vocabulary, developing ideas, and composing sentences [22].

After using media, the posttest score increased to 85.6, indicating a strong understanding of word and sentence structure. This is strengthened by the N-gain analysis, which shows a value of 0.8 (80%), placing it in the very effective category. This effectiveness aligns with the research of Kesuma and Febriansyah [23], which found that using word wall media helps students expand vocabulary, understand word structure, and improve writing fluency. In addition to improving learning outcomes, word wall media is also considered practical and easy to use by teachers and students. The results of the teacher's questionnaire reached 84.2% in the very practical category, indicating that teachers found the media easy to apply and that they were effective in supporting the delivery of writing materials. Teachers also consider that this media can increase student participation and make learning more interesting and interactive. Meanwhile, the student questionnaire showed a 75.7% score in the practical category, indicating that students felt helped, interested, and motivated during the learning activities. This finding aligns with Huda [24], who stated that repairing a word wall can increase students' interest in learning, motivation to learn, and learning effectiveness, thereby improving sentence composition.

The responses of these students also show that this media is not only effective on the pedagogical side but also on the emotional and motivational involvement. Overall, the results of this study show that the media of the word wall, with enactive, iconic, and symbolic elements, is a feasible, effective, and practical medium for writing instruction in elementary school students. This media can enhance the learning process, strengthen students'

understanding of language structures, and provide a pleasant learning experience. Thus, the development of word wall media in this study makes an important contribution as an innovative solution to the problem of low writing skills in elementary schools.

4. CONCLUSION

The enactive, iconic, and symbolic word wall media developed through the ADDIE model have proven feasible, effective, and practical for improving elementary school students' writing skills. The media's feasibility is demonstrated by validation from 84.6% of media experts and 80% of material experts, indicating that it meets the criteria for display quality and the suitability of the learning content. The media's effectiveness is evident in a significant increase in students' writing skills, with the average pre-test score of 40.95 rising to 85.6 on the post-test. This increase is categorized as very effective with an N-gain value of 0.8 (80%). In addition, this media is considered very practical by teachers (84.2%) and practical by students (75.7%), indicating that it is easy to apply, helps make learning more structured and engaging, and motivates students to participate in the writing process actively.

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