

Implementation of Cooperative Learning Model Type Concept Sentence with Media Card Word to Improve Narrative Writing Skills Student Class VI SDN Kalisari I/242 Surabaya

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Abstract:- Based on the results of initial reflection in class VI SDN Kalisari I/242 Surabaya, found concerns about learning writing narratives. The problem is because the teacher is not optimal in providing learning that can improve the vocabulary of students, as a result, students are less skilled in choosing the word due to limited student vocabulary. Teachers are also not optimal in giving students the opportunity to discuss, so that student activities in discussions are still low. This problem is supported by the results of learning the classical students that, 57.6% of students have not been skilled writing narration.

The problem formulation of this research is how to improve the quality of Indonesian language learning aspect narrative writing skills in grade VI students at SDN Kalisari I/242 Surabaya. The research aims to describe the implementation of Indonesian language learning aspects of narrative writing skills in class VI students, Describing the implementation of Indonesian language learning aspects of narrative writing skills through the application of cooperative learning model sentence concept type with Word card media, and improvement of student skills write narrative through the application of cooperative learning model type concept sentence with Word card media.

This research is a class action research with stages of planning, implementation, observation, and reflection. This study was conducted in two cycles, each cycle consists of one meeting. The subject of research is teacher and student of class VI SDN Kalisari I/242 Surabaya. Data collection techniques using test and nontest techniques. Data analysis techniques using a quality and quantitative descriptive analysis.

From the results of the study, the teacher's activity increased to a very good category and was completed. The cycle of 1 teacher activity reaches the percentage of 45%, increasing in cycle 2 to 83.33%, Student activity can also achieve a very good and well-stated category. The student's classical learning is done in 57.6%, increasing in cycle 2 to be complete 81.2%.

Conclusion of this research is a model of cooperative learning concept type sentence with Word card media can increase teacher activity, student

activity, and student narrative writing skills of class VI SDN Kalisari I/242 Surabaya. Suggestions for improved learning, teachers need to improve classroom manage and gain reinforcement, answer questions, or convey opinions. Advice for students to practise writing.

Keywords:- Concept Sentence; Word Cards; Writing Skills; Narrative.

I. INTRODUCTION

Core competence and basic competency of ELEMENTARY or MI level in regulation of the Minister of Education and Culture No. 37 year 2018, that Indonesian language learning is directed to improve the students ' ability to communicate in Bahasa Indonesia properly, both orally and in writing, and foster appreciation for the work of Indonesian human literature. Language learning is expected to help students know themselves, their culture, and other people's cultures, raising ideas and feelings, and participating in communities using the language.

Indonesian language learning is contained in core competencies and the basic competencies of the 2013 curriculum have a good purpose, but implementation in schools often does not conform to these objectives. Ismail (in Abidin, 2012:190) explained that the ability to write since the elementary school level until college is still a concern. Average elementary school students up to sixth grade have not been able to write independently with satisfactory results. The problem is due to the lack of teacher roles in building students to be skilled in writing and lack of the teacher's touch in terms of giving various writing strategies right. Teachers should give an example of how to write the narrative, ranging from determining the theme or the underlying idea of the narrative, write the key points that will be the main story and draw up the character and the background, the setting and the viewpoint.

Based on observations and interviews with two class VI co-teachers at SDN Kalisari I/242, low narrative writing capabilities are caused by several factors among others: (1) The use of media in learning writing skills is also less maximized by teachers, (2) Slow or less skilled teachers in lap-top use and LCD projectors, (3) Make students bored and unenthusiastic this seems because some students look jokingly, (4) Students are required to directly create a

bouquet according to the theme set by the teacher, (5) Communication is one-way, (6) When the teacher performs the question and answer activity only five children who can answer with the correct answer.

Based on the results of observation and interviews, Then researchers conducted class action research using cooperative learning model type concept sentence With the word card media as an alternative action. There are many solutions teachers can use to improve student narrative writing skills. Authors choose to implement cooperative model of concept type sentence with Word card media because this learning model more leads in language learning, especially in grammar learning using key words. In addition, it will train children to cooperate in heterogeneous groups. By working together, The child will actively move to experiment on new things so they can fulfill their curiosity. The concept of cooperative learning model sentence is a learning model with providing cards with multiple keywords to students, Then the keyword is organized into several sentences and developed into paragraphs (Shoimin, 2014: 37). As for the steps cooperative learning model type concept sentence according to Huda (2013 : 316) yaitu “(1) Teachers convey competencies to be achieved, (2) Teachers presenting material related to the learning to taste, (3) Teachers form a group whose members are approximately 4 people heterogeneous, (4) The teacher presents several keywords according to the material presented, (5) Each group is asked to create multiple sentences using at least 4 keywords each sentence, (6) The results of the group discussion were discussed in a plenary by the teacher, and (7) Students are assisted by teachers to make conclusions. Model of cooperative learning concept sentence seeks to teach students to make sentences with a few keywords provided in order to capture the concept contained in the sentence and distinguish it from other sentences.

According Suprijono (2012: 46), Learning by using cooperative learning models of concept type sentence done by organizing students into several heterogeneous groups, Then the teacher presents some keywords according to the material that has been submitted before. These keywords are then used by students to compose sentences and are developed into paragraphs by being discussed with group members.

In addition to implementing innovative learning models, teachers must also use varied learning media, Implementation of cooperative learning model concept sentence will be more optimal when supported by the use of media in the learning process. Fathurrohman (2014: 65) defines the media as something that can bring information and knowledge, in interactions that take place between teachers and students. Learning media used is a word card media. A word card is a medium that can be used in composing sentences. The word card Media is 5x5 cm and each card contains four keywords. Students choose two keywords that will be used to make one sentence (Dananjaya, 2013: 169).

Application of cooperative Learning model type sentence concept with Word card media is suitable for use in Indonesian subjects about writing narratives in class VI because these models and media correspond to the characteristics of class VI students. Buhler (Sobur, 2011: 132-133) stated that elementary school children have entered the fourth phase (9-12 years). This phase is the primary school period where the child reaches the highest objectivity. It can also be called as probing time, trying, and experimenting, which is stimulated by probing impulses and great curiosity, the concentration and the arding of energy to practice, roam, and explore.

Based on the background, the researcher will study through class action research with the title “IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TYPE CONCEPT SENTENCE WITH MEDIA CARD WORD TO IMPROVE NARRATIVE WRITING SKILLS STUDENT CLASS VI SDN KALISARI I/242 SURABAYA”.

II. METHOD

The research draft used is class action research (PTK). While the type of research is a qualitative and quantitative descriptive which is derived from the qualitative and quantitative data then written in a descriptive to describe the improvement of learning narrative writing in class VI students at SDN Kalisari I/242 Surabaya. Action research This class uses a cooperative model between researchers and the observers. Where in the research activities that researchers will do as teachers and teachers of the other class VI as Observators. The reference used in the implementation of this collaborative PTK is a PTK cycle model developed by Kemmis and Taggart (1990).

Before planning, Researchers on November 18, 2019 conducted observations as a pre-action activity against the implementation of material learning narrative writing skills. Based on the results of the observation showed that in material learning narrative writing skills, students are less able to understand the material presented by. Teachers rarely give students the opportunity to interact with friends or with teachers. In conducting the study of unity material in the difference in the use of learning methods vary very low, more teachers use conventional models on every learning he does. In addition to the lack of enthusiasm and lack of work between students while learning, The condition also affects student learning outcomes that cannot be optimal in narrative writing skills. Student learning results are still under Minimal submission criteria.

Subsequent researchers conducted interviews to several students and observers. Then conduct discussions to find the problem that is considered the most urgent and needs to be addressed through this class action research. Researchers with Observators at SDN Kalisari I/242 Surabaya do some activities. One of them is conducting preliminary studies with the reflection on the implementation of material learning narrative writing skills in class VI of SDN Kalisari I/242 Surabaya which has

lasted. Researchers strive to recall the various learning events that have been held, conducting interviews on class VI students, share a poll to class VI students, to uncover what difficulties experienced and their perceived when learning material narrative writing skills, uncover students' feelings relating to the learning atmosphere experienced and perceived by students.

In addition, researchers have also studied documents on the ability of students in the form of formative test documents, especially for students on narrative writing skills and the results of the daily assessment in Bahasa Indonesia subjects. Researchers have also redescribed the results of observations on the learning process, reflecting the model of teaching, learning outcomes, and student responses.

Based on observations and interviews the researchers started by identifying learning issues in class VI SDN Kalisari I/242 Surabaya. So researchers raised material unity in the differences in this study because on the previous material, Class VI teacher at SDN Kalisari I/242 Surabaya have difficulties that need to be solved immediately. This class of action research is conducted on a cyclic basis consisting of two cycles, Cycle I consists of 1 time meeting and the cycle II consists of a one-time meeting. This is because to complete the basic material narrative writing skills there is a basic competency "Drafting A Narrative Essay Indonesian Independence", Basic competencies consist of 3 indicators.

The data analysis techniques that researchers use in this study are as follows:

- Teacher activity Observation analysis, student activity observation analysis, improved student learning outcomes

The observation Data of teacher activity is conducted by observers during action execution, with guidance on observation sheets provided by researchers. Analysis of the observation data of the teacher's activity by implementing Concept Sentence in Bahasa Indonesia learning with the following percentage formula:

$$P = \frac{f}{N} \times 100\%$$

Information :

- P = Percentage sought
- F = The number of values obtained
- N = Number of cases (the number of frequencies or the number of individuals)
- 100% = Constant Value

- Analysis of Student Activity Observation

The student activity observation Data during the learning activities is analyzed using the following percentage formula:

$$P = \frac{f}{N} \times 100\%$$

Information :

- P = Percentage sought
- F = The number of values obtained
- N = Number of cases (the number of frequencies or the number of individuals)
- 100% = Constant Value

Value	Number	Category
80-100	4	Very well
66-79	3	Well
56-65	2	Enough
40-55	1	Less
30-39	0	Failed

Table 1:- Observation Assessment Criteria for Teacher and Student Activities

- Analysis of Student Learning Outcomes Tests

Student learning Data is analyzed using descriptive statistic, using the level of individual learning and classical subsection. Each student is said to study if students'

answers ≥ 75 (KKM), and a class is said to be complete (classical completeness) if in class there are 80% of students complete their learning.

No	Indicator of Student Success	Score			
		1	2	3	4
1.	Spelling and writing use				
2.	Use of Indonesian vocabulary				
3.	The association of writing ideas with the theme of the picture				
4.	Linkage of sentences				
5.	Interlimalatal cohesiveness				

Table 2:- Indicators of Student Narrative Writing Test Success

The results of the narrative writing ability test will be analyzed with the following formula.

$$Value = \frac{Score\ earned}{Maximum\ score} \times 100\%$$

If $N \geq 75\%$, it is declared complete

If $N < 75\%$, it is said to be incomplete

The formula used to see improved student learning outcomes is:

$$KKM = \frac{Number\ of\ students\ completed}{Total\ students} \times 100\%$$

Number	Criteria
80-100	Very well
66-79	Well
50-65	Enough
36-49	Less
0-35	Failed

Table 3:- Classification of Values

Source: Anas Sudijono (2006: 35)

III. RESULTS AND DISCUSSION

One of the criteria achieved in research by implementing cooperative learning models of concept type sentence is student narrative writing skills. In accordance with the basic competencies chosen in the RPP, namely to compose the narrative based on the materials available by observing the use of spelling.

A. Cycle 1

The results of writing narrative compiled by students are analyzed based on the paragraph assessment rubric by researchers. The results of the analysis are discussed as follows:

- Correct use of spelling no one does not make mistakes in spelling use. All students still make mistakes in their respective. There are 20 students with a score of 3 meaning that students make mistakes in the use of spelling in the range of 1-3 errors in paragraphs compiled. There are 5 students with a score of 2 meaning the student performs 4-7 mistakes in spelling use in paragraphs compiled. The latter is 8 students with a score of 1 which means that the student commits more than 7 mistakes in the paragraph compiled.
- Using vocabulary There are 10 students with a score of 4 meaning that the student uses the correct vocabulary in all words used in paragraphs compiled. There are 23 students with a score of 3 which means that there are 1-3 incorrect vocabulary in a paragraph that has been compiled In the cycle of 1 The fault level performed by students in the range of 1-3 only proven in the analysis results of none of the students got a score 2 let alone 1.
- The relationship with the picture is 7 students with a score of 4, this means that the student does not make an idea wrong in sentences written in paragraphs. All student sentences correspond to the images presented.

There are 19 students with a score of 3 meaning that the student has 1-3 mistakes in pouring ideas regarding images. There are 7 students with a score of 2 meaning that the student commits 4-7 mistakes in describing images through words.

- The effectiveness of sentences, there are 7 students who perform very well without mistakes so that the score is 4. There are 25 students who make mistakes in the range of 1-3 sentences are ineffective until 25 students have a score of 3. A student has a score of 2 because a sentence written a lot of ineffectiveness.
- Integration has not been a student who is sempuma in combining sentences arranged so that no student has a score 4. As for the 3 money score means there are 1-3 inalloys in sentences gained 30 students. There are two students with a score of 2 which means 4-7 mistakes in combining sentences. And a student has a score of 1 which means almost the entire sentence.
- A percentage of student learning success is still under the research expectations because there are still 42.4% of students not complete in learning. Meaning there are 14 students have not been completed in learning, the students ' mastery of a good paragraph has not reached 75%. Student learning outcomes in Cycle 1 are used as reflection materials by researchers and observer to repair on cycle 2. After reflection and improvement on the compiled RPP, conducted 2 cycle research with increased student narrative writing results.

B. Cycle 2

- Spelling use 3 students have a score of 4 which means that the student has used the spelling with Sempuma without mistakes in the paragraph compiled. There are 24 students with a score of 3 meaning that the student commits 1-3 errors in the use of spelling. There are 3 students with a score of 2 meaning that the student commits a mistake 4-7 times in the paragraph compiled. There are still 2 students with errors above 7 times it can be seen that 2 children have a score of 1.
- The use of vocabulary in the base is good, it can be seen that 17 students use the vocabulary very well without mistakes. While 15 other students make mistakes 1-3 vocabulary.
- The relation of ideas with the image is obtained 24 students have done the Sempuma without mistakes with a score of 4. There are 6 students making mistakes in 1-3 sentences so that the score is 3. There are 2 students with a skon meaning that the student commits 4-7 mistakes.
- The effectiveness of sentences can be explained that the 10 students do with Sempuma so that there is no fault made and the score is achieved 4. There are 22 students scoring 3 which means there are 1-3 mistakes in writing effective sentences.
- The sentence is only a student who has a score 4. There are 27 students with a score of 3 which means there is a 1-3 error in the alignment of sentences composed. There are 4 students with a score of 2 which means the student still performs 4-7 mistakes in the alignment of sentences.

In general the results of students in Cycle 2 show that 6 students (18.18%) Uncompleted mastery of material about writing narratives, While 27 other students are completed in learning. This is to be agreed that there are 18, 18% of students are not completed and 81.82% of students are due. Based on the success criteria the study results were fulfilled so that cycles were discontinued.

IV. CONCLUSION

Based on the implementation of class action research on improving learning outcomes of Bahasa Indonesia students of grade VI SDN Kalisari I/242 through the application of model concept sentence assisted word card media, can be concluded that: Application of model concept sentence AIDS Word card media on learning Bahasa Indonesia writing material narration student VI SDN Kalisari I/242 can be implemented properly and effectively, in two cycles with cycle I and cycle II. Implementation of learning by using concept type Cooperative learning model sentence with Word card media in class VI students at SDN Kalisari I/242 can also improve students' learning outcomes in the form of group performance as well as the student writing test results.

V. SUGGESTION

Based on the research results, the recommended researchers in the effort to improve the quality of education in elementary school, especially In Bahasa Indonesia language is expected to be able to use concept model sentence AIDS word card media In Bahasa Indonesia, whether on the material of "composing narrative" or other material that allows to use concept sentence so that students can understand the concept of Bahasa Indonesia clearly and easily.

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