

Enhancing the effectiveness of Teaching Writing In Class II Elementary School

Ilza Azizah Ma'azi

STAI Mifahul 'Ula Kertosono Nganjuk

Ilzamaazi@gmail.com

Accepted: August 6 2016	Reviewed: September 17 2016	Published: October 25 2016
----------------------------	--------------------------------	-------------------------------

Abstract: This article is based on a research study Aimed at finding out the effectiveness of the teaching-learning process of writing in the 2nd grade of the state elementary school. The study was a classroom action research and the subjects were the teachers and students of the 2nd grade of the State Elementary School of Aisyiah, Kertosono. The research consisted of three cycles. The study Involved the teachers and the principal, who were concerned with improvements in the effectiveness of the teaching-learning process in the 2nd grade of the state elementary school. All of them were Involved in (1) the discussion and the Unification of ideas concerning the effectiveness of the teaching-learning process in the 2nd grade to identify and formulate the research problem, (2) the planning of the actions, (3) the implementation of the actions, (4) the observation of the implementation, (5) the reflections on the results of the implementation, (6) the revision of the actions and evaluation of Reviews their implementation, and (7) the drawing of Conclusions concerning the results. The results of the research were as follows: (1) the process approach and drawings as media could improve (a) students' writing skills, (b) Reviews their learning motivation, and (c) Reviews their attention; (2) The students' activities at the State Elementary School of Aisyiah, Kertosono, improved after the implementation of the actions, (3) the teachers were Able to construct the design of action research on the teaching-learning process of writing using the process approach and drawings as media; and (4) the school principal, teachers, and students Responded to the implementation of the teaching-learning process using the process approach and drawings as the media positively.

Keywords: the writing skill, the process approach, as media drawings.

Introduction

Learning to write the beginning of a very important taught in primary schools so that children can be involved in reading and writing. Education is the basis to determine the writing of elementary school students in the write-up on the next class. Without having adequate writing skills from an early age, the child will have difficulty learning in the future.

In connection with the function of writing skills, Morsy said "modern life is obvious that writing skills are needed. Presumably, it is no exaggeration to say that the writing skills is the hallmark of an educated man or nation that learned.¹

Writing skills can only be acquired and mastered with the practices and exercises. According to Dawson one of the forms of practice and practice to gain mastery of writing, as one of the four language skills through learning activities.² This statement of Akadhiah agrees that writing skills are not skills passed down through generations, but is the result of the learning process and diligence practice.³ So, it undergoes a process of writing skills through practice growth. To acquire writing skills are not enough to learn the language and learn the knowledge of the theory of writing, but grows through the training process. The reality on the ground, pointing to the effect that learning to write less attention perspective. Pelly and Efendi said that learning to read and write which was once a staple of lessons and practice has now received less attention, both from the students and teachers. Learning to write is not handled properly. This resulted in the students' writing skills are inadequate.⁴ Badudu found the low quality of students' writing ability due to the fact that teaching ignored

¹ HG. Tarin, *Writing As A Language Skills* (Bandung: Space, 1985), 4.

² HG. Tarin, *Writing As ASkills*,1

³ Akhadiah, *Indonesian Module II* (Jakarta: P2LPTK, 1999), 143.

⁴ K. Syamsi, *Skills Enhancement Elementary Students In Writing* (Yogyakarta: Teachers' Training College, 1999), 1.

fabricated.⁵

To optimize learning outcomes, especially in the fields of writing skills, learning approach is needed more emphasis on learning activities and creativity of the students. The effort to improve the effectiveness of learning to write by using an approach that emphasizes the importance of the learning process for students subject, the process approach and media images.

A. Problems Research

The learning process is a very complex problem involving many factors. Factors that question is the goal, teachers, students, learning activities, evaluation tools, materials evaluation, and the evaluation atmosphere.⁶ Among these factors are related to the main teaching-learning process is learning.⁷ Of the two opinions above teachers have important role in the learning activities, this is because teachers make learning design and simultaneously execute it.

From initial observations, students' writing skills class II elementary school where the study is low, only 40% of students scored 6.5 and above. Besides, attention, motivation and learning activities of students in participating low. Writing skills, attention, motivation and low student activity suspected of factors cause the students, teachers, and the learning environment in the classroom. The above factors, most can be corrected through the role of the teacher. First of all, we need to realize that the effectiveness disable in writing is largely determined by the ability of teachers, motivation, attention, activity, and independence of the students to follow the teaching and learning process in the classroom.

⁵ K. Syamsi, *Skill 2*.

⁶ Syaiful Bahri Djamarah and Aswan Zain, *Teaching and Learning Strategies* (Jakarta: Rineka Copyright, 1996), 10.

⁷ HD. Brown, *Teaching by Principles, an Interactive Approach to Language Pedagogy* (Cliffc Englewood, New Jersey: Prentice Hall Regents, 1994), 18-21.

With regard to the above issues, this research examines the issues related to the teaching of writing in class II SD. Is learning to write using a process approach and media images can:

1. improve the interpretation of learning to write grade II SD?
2. increase the motivation of second-grade students to learn to write?
3. increase students' attention on learning to write?
4. enhance the activity of students in learning to write?

B. Process Approach

According to Funk, a process approach is an approach that gives students the chance to work with science, not just telling or listening to stories of science. On the other hand, the students are happy because they are active and do not become passive learners.⁸

According to Tompkins, there are five stages in the writing activity using a process approach, namely: 1. *prewriting* (pre-write); 2. *drafting* (drafting); 3. *revising* (revise); 4. *editing* (editing) and 5. *publishing/sharing* (publication). The fifth stage of the writing shows the different activities, and the order of these stages is not a linear sequence. In practice, the five stages of writing it are not clearly separated, but often overlap. For example, when making his draft at the same time continuously check and make revisions here and there.⁹ In this study, researchers used a process approach according to Tompkins. This approach was chosen because of students actively in the learning process of writing, from drafting, revising, editing, to publish.

To improve physically and mentally active participation of students, menu-rut Brown, the teacher should not dominate the activity of teaching and

⁸ Dimiyati and Mudjiono, *Learning and Learning* (Jakarta: Rineka Copyright, 1999), 138.

⁹ GF. Tompkins and K. Hoskison, *Language Arts: Content And Teaching Strategies* (New York: Merrill, 1990)

learning, but give the widest possible opportunity for students to interact, both with the teacher, the subject matter, as well as with fellow human beings.¹⁰ Likewise, students should be given the opportunity to practice at the time in the form of teachers delivering learning a skill.

Thorndike proposed activity of students in learning by the law "law of exercise" it, that learning takes practice. Mempunyai meaning of this law, that in learning to write good students need to be trained about spelling, punctuation, and selection of appropriate vocabulary. The more often repeated, will be more controlled. Repetition in learning to write, not just any repeating the boredom in learning.¹¹

Learning to train students for skilled writing can be done through activities such as the following:

1. tracing;
2. copy;
3. staring;
4. penmanship / beautiful;
5. dekte;
6. simple fabricated;
7. concocted with the help of pictures;
8. authored by completing the sentence in the form of discourse;
9. authored by sorting the sentence in the form of discourse.

C. Effectiveness of Learning Writing

Ideally, the intended learning is effective learning. The word comes from the word effectiveness. *effectiveness* seems to be effectiveness with success

¹⁰ HD Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (New Jersey: Prentice Hall Regents)

¹¹ GH Bower and ER Hilgard, *Theories Of Learning* (Englewood Cliffs: Prentice Hall, Inc., 1981)

(business, action). Associated with the understanding that an effective learning if the learning is said to achieve the goal.¹² Effectiveness refers to the evaluation of a process that produces an output that can be observed or the success of a program.¹³ Effectiveness can be divided into two parts, namely: 1. The effectiveness of the internal and 2 external effectiveness. Internal effectiveness examines whether the education process has been run in accordance with well-planned way from planning to the teaching process has happened. While the external effectiveness concerns about the level of interest seen from conformity ketercapian world of work.¹⁴ In this study, researchers used for internal and external effectiveness in the learning process more researchers plan methods and media to achieve effectiveness.

Effective learning will happen if the relationship between teachers and students both. If a teacher is to build good relationships, teachers do not need to switch from one role to another role. Conversely, if the relationship is not good teachers and students, teaching techniques which after all is a good idea would be pointless.¹⁵ Of the opinion, to attract the involvement of students in the learning toward teachers must build good relations, namely to establish mutual respect and mutual understanding. A good relationship will create a bridge towards the passion of students.

According to Reigeluth & Merrill, learning effectiveness is usually measured by the level of student achievement. According to them, there are four criteria used to settle effectiveness of study are 1. accuracy mastery terhadap nothing learned, 2. accuracy performance, 3. levels over the study, 4. The

¹² Department of Education, *the Great Dictionary of Indonesian* (Jakarta: Balai Pustaka, 1994), 250.

¹³ A. Tasiman, *D-II Program Effectiveness Equalization BJJ UT In Upgrades Teaching* (Bandung: Space, 2000), 43.

¹⁴ A. Tasiman, *Effectiveness Program D-II*, 44.

¹⁵ T. Gordon and N. Burch, *Becoming an Effective Teacher* (Jakarta: Gramedia Pustaka Utama, 1997), 23.

retention rate.¹⁶ In this study, the criteria used is the precision performance and retention rates. Students careful in writing will be able to have the writing skills. The opinion reinforces the view that the effectiveness of learning is usually associated with the outcome of the learning process.

In creating the conditions for effective learning, there are at least five types of variables that determine the success of students, namely: 1. involve students aktif, 2. attracting, motivating students 3., 4. individual principle, and 5. demonstration in learning.¹⁷ In the description illustrated that the effectiveness of learning is not only concerned with learning products but also refers to the learning process.

D. Use of Media Images in Writing Learning

Media teaching plays an important role as a tool to create an effective learning process. Each of the learning process characterized by several elements, among other objectives, materials, methods, and media as well as elements of evaluation. Element methods and media is an element that can not be separated from another element that serves as a method or technique to deliver learning materials in order to the destination. In the learning process media used with the aim of helping teachers to student learning process more effective and efficient.

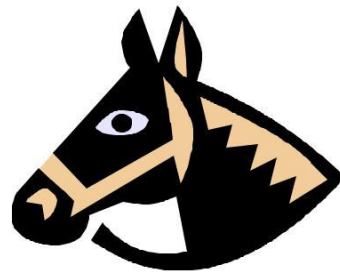
The use of media in learning implementation, however, will help smooth, effectiveness, and efficiency of pen-achievement of objectives. Study materials are manipulated in the form of teaching aids that make the child as if playing, fun and work with a medium that would be more fun they are, and of course teaching more meaningful (*meaningful*). The use of media in learning can help: 1. students learn more, 2. reminds longer, 3. equip an effective stimulus

¹⁶ IN Degeng, *Science Teaching Taxonomy Variables* (Jakarta : Dekdikbud, 1989),

¹⁷ Moh. Uzer Usman, *Become Teachers* (Bandung: PT. Youth Rosdakaya, 1996), 21-31.

for learning, making learning more concrete 4., 5. bringing the world into the classroom, 6. provide approaches assortment of the same subject.¹⁸

The use of media in teaching and learning (PBM) has a value of (a) can put a real basic to think, (b) to increase the interest and attention. The applicability of the images in the media to clarify the concept of learning to write and draw the attention of children. This is according to Piaget, children of primary school age are in the stage of concrete operational thinking.¹⁹ As stated by Piaget, the child is able to perform certain logical activities (operation), only in concrete situations. Piaget adding elementary school age, the ability to think, reason, and language development requires symbols or images. For example, pictures of animals as below.²⁰



With both images like the one above will help the student to write a word or make a sentence. The image is very interesting for children and as a stimulus to learning to write in primary school students at an early stage. This is confirmed by Nurgiyantoro that primary school pupils beginner stage is perfect when served as a stimulus picture writing assignments, on condition that the drawings do not contain explanatory writing. From these explanations, images that do not contain writings as the excitatory task of writing greatly assist

¹⁸ Tatang Sastradiradja, *Guidelines Manufacture And Pemaikan Viewer Tools Primary Education* (Jakarta: Department of Education, 1971).

¹⁹ NanaSudjana, *Basics of Teaching and Learning* (Bandung: New Light, 2000).

²⁰ Tampubolon, *Developing Reading Interests, and Habits of Effective And Efficient* (Bandung: Space, 1991)

students in expressing their ideas and produce language (words or phrases) which will be expressed through writing.²¹

The use of media images can be motivating and stimulating learning activities, as well as providing psychological effects on students. In addition, the media can arouse desire and interest to learn new ones.²² In line with these opinions, according to Muh Uzer Usman in creating the conditions for effective learning, there are at least five types of variables that determine the success of students, namely: 1. involve active student, 2. attracting, motivating students 3., 4. individual principle, and 5. demonstration in learning.²³

E. Setting study

the action Research was conducted on students in grade II SDN Kertosono Aisyiah. SDN Aisyiah is located in the countryside with the mindset that has different characteristics with urban SDN. The number of second grades is 30 students consisting of sixteen boys and fourteen girls.

The state of the parents of students of class II SDN Aisyiah shows the level of education and work are diverse, which is 16 people had high school education, 9 junior high school education, elementary education 5 people. Cement-tara, the work of parents class II SD Aisyiah showed that 7 as private employees, 18 people are farmers and the remaining 5 people in the civil service.

The teacher becomes the main collaborators of this action research is a classroom teacher and teacher Indonesian class II. He was educated in D-II PGSD.

²¹ B. Nurgiyantoro, *Assessment in Teaching Language and Literature* (Yogyakarta: BPEE, 1987), 274.

²² Oemar Hamalik, *Media Education* (Bandung: Citra Aditya Bakti, 1994)

²³ Moh. Uzer Usman, *Become Teachers*, 21-31.

F. How to Research

study design in stacking together between faculty, class II elementary school teachers, and principals through dialogue and discussion. Dialogue and discussion are directed to prepare:

1. the purpose of classroom action research design,
2. drafting personnel action research,
3. design measures implemented action research, and
4. the implementation schedule a class act.

Measures implemented by the draft which has been prepared with the following provisions:

1. the purpose of obtaining the models increase students' skills in writing in the Indonesian language is good and right, increasing motivation, attention, student activities more positive towards learning to write,
2. personnel: teachers, teacher grade II SD, principals and students of class II SD,
3. step action: students follow the teaching of writing by using the media image through a phase. writing, b. to draft, c. revise, d. editing, and e. publish, and
4. the time it takes as many as 16 sessions.

Meanwhile, the monitoring carried out by the following provisions:

1. purpose: to monitor the implementation of measures in order to improve students' skills in writing, motivation, attention and activity of learning to write,
2. personnel: teachers, elementary school teachers, and the principal
3. source of information: primary school teachers, principals, students, learning, and the classroom environment,
4. time of week one,
5. at the time of execution of the action and carried out repeatedly,

6. things that are monitored include the number of activities of students and teachers in order to improve students' skills in writing, and increased motivation, attention and liveliness to learning right through the application process approach and media images,
7. the monitoring is done by observing the activities of students and teachers in the implementation of the teaching of writing with a process approach and media images through interviews incidentally to ask the things pertaining to the problems faced by students and teachers in the application approach process and media in the teaching of writing,
8. monitoring instruments: observation sheet and valuation modified from Tompkins, and the
9. criteria for the success of this action research is increasing students' skills in writing in a language of Indonesia is good and right, increasing motivation, attention, and student activity during the learning of writing.

Measures implemented by the draft which has been prepared with the following conditions:

1. goal: obtaining the model increase students' skills in writing in Indonesian language is good and true, and increased motivation, attention, and liveliness more positive towards learning to write,
2. personnel: professor and head schools as monitors, teacher grade II SD as executors as well as observers, and grade II elementary school who participated in the implementation of the study write,
3. step action: students follow the teaching of writing through the steps of a) writing, b) make the draft, c) revise, d) editing, and e) publish.

At this stage of the action taken is pramenulis students were asked:

1. choose topic posts,
2. setting goals and writing,

3. find and develop ideas and to develop the outline based on the image displayed by the teacher at the blackboard. At this stage, the teachers were asked to help the students to prepare for the writing.

At the stage of writing the draft, the students were asked to express an idea based on images, feelings, or their experiences in the form of rough paper.

In revising stage, students are asked to:

1. read the writing rude,
2. shared the experience of writing a rough draft with a friend or teacher, and
3. change the writing with regard comments or feedback from friends or teachers. At this stage, teachers are asked to coordinate student activities and give-kan comment on student writing.

In the editing stage students are required to:

1. reread good writing is read by yourself or by a friend or a teacher,
2. writing spelling errors identified with the help of a friend or a teacher, and
3. improve writing. At this stage, teachers are asked to help students find mistakes regarding spelling. Assistance provided by the teacher is writing on the blackboard to be considered by the student. For example, the use of capital letters at the beginning of a sentence, the person's name, the name of the month, the day name, the name of God, the name of Religion, a question mark interrogative sentence, and the dot at the end of a sentence.

In the publish phase, students are asked to:

1. read the writing end and display the writing on the chalkboard that has been provided by the teacher,
2. paying attention and a plus against writings were read.

Evaluation of the successful implementation of the actions carried out by using tests, observation, and questionnaires. The test is used to uncover the student's skills in writing, and observation is used to uncover the motivation, attention, and liveliness to the teaching of writing, while the questionnaire used

for triangulation of the results of observations made by teachers, principals and teachers. Questionnaires using Likert scale models with three possible answers, namely (a) happy, (b) pleased, and (c) not happy.

Meanwhile, the reflection carried out with

1. the aim of: a. identify the weaknesses in the form of action and b. obtain a revised form better action,
2. personnel: teachers, principals, and teachers grade II
3. material: the results of monitoring, and
4. time: every activity monitoring.

G. Results and Discussion

action research was conducted in three cycles. Each one silk consists of four sessions. By using the guidelines on the assessment, observation, and record the results on the field results are as follows.

Table 1. Student Profile on initial conditions and after action

Skills				student activity intensity											
Writing				Motivationin%				in% Attention				Activity in%			
Initial	Sik I	Sik II	Sik III	beginning	SikI	Sik II	Sik III	Initial	SikI	IISik	Sik	beginning	SikI	Sik II	Sik III
				12	14	16	17	11	14	16	17	9	12	14	16
54.43	58.53	68.23	71.87	students	students	students	students	students	students	students	students	students	students	students	students
				63%	80%	93.3%	96,7%	66.7%	83.3%	86.7%	96.7%	36.7%	66.7%	80%	93.3%

Based on the evaluation made known that the average score of students' writing skills, before being given the action is 54, 43 with the lowest score and

39 the highest score 71. Meanwhile, after being given an average score measures students 'writing skills is 71.87 with the lowest score and the highest 39 86.

in addition, it is also known to: (1) the students' motivation to learning writing before the given action was 63.3% and choco-dah given action 96.7% (2) the student's attention to the learning writing before the given actions 66.7% and 96.7% after the given action (3) active students towards learning to write before the given actions 36.7% and 93.3% after the given action.

Before being action research, in general skills of students to the teaching of writing is still low. Similarly, motivation, attention and active students towards learning to write, which generally showed low. It can proofed with the results of the evaluation showed that prior to action by an average score of 5.3 students' writing skills, motivations were 63%, 66.7 attention, and activity of 36.7%.

Application of the process of learning to write with the approach of peer correction techniques to image the media has brought good impact on the development of students' language skills that students do more reading activities. Reading activities often do students on student time to revise, edit, and publish the results of his writings.

Learning to write in class II SD with the approach of the correction technique among friends and media images have achieved the objectives of the study. However, students are still experiencing difficulties in revising and editing spelling, even if the teacher has been instrumental in revising.

H. Conclusion

Enhancing the effectiveness of learning to write using a process approach and image media, it can be deduced as follows.

1. There was an average increase learning achievement in writing by 17, 44 (baseline 54, 43 increased to 71.87).
2. The observation of the Principal and teachers after the action in Class II, there was an increase:
 - a. students' motivation in learning writing experience dizziness by 34.4%,
 - b. the attention of students in learning to write increased throughout much 30%,
 - c. student activities increased by 56.6%.
3. the principal, teachers, and researchers observed that most students have difficulty in applying the five stages in the writing process. the difficulty that many experienced, particularly at the stage of revising the content and language editing.
4. the principal, teachers, and researchers involved in the implementation of the research collaborative writing using a closers process and image media, generally responded positively,

Bibliography

- Akhadiah, S. *Modul Bahasa Indonesia II*. Jakarta: P2LPTK. 1991/1992.
- Anita, E. W & Lorraine, M.N. *Educational Psychology for Teachers*. Englewood Cliffs, New Jersey: Rutgers University. 1975.
- Bower, G.H & Hilgard, E.R. *Theories of Learning*. Englewood Cliffs: Prentice Hall, Inc. 1981.
- Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall Regents. 1994.
- Degeng, I. N. *Ilmu Pengajaran Taksonomi dan Variabel*. Jakarta: Depdikbud. 1989.
- Depdikbud. *Kamus Besar Indonesia*. Jakarta: Balai Pustaka. 1994.
- Dimiyati dan Mudjiono. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta. 1999.
- Djamarah, S. B dan Zain, A. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. 1996.
- Dirjendikti. *Proyek Pengembangan LPTK*.
- Gordon. T & Burch, N. *Menjadi Guru yang Efektif*. Jakarta: Gramedia: Pustaka Utama. 1997.
- Hamalik, O. *Media Pendidikan*. Bandung: Citra Aditya Bakti. 1994.
- Kemmis, S and Mc Taggart, R. *The Action Research Planner*. Victoria: Deakin University. 1990.
- Muslich, M. *Dasar-dasar Pemahaman Kurikulum 1994*. Malang: Yayasan Asih Asah Asuh. 1994.
- Nurgiyantoro, B. *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPEE. 1987.
- Sastradiradja, T. dkk. *Pedoman Pembuatan dan Pemakaian Alat-alat Peraga Pendidikan Sekolah Dasar*. Jakarta: Depdikbud. 1971.
- Slameto. *Belajar dan Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta. 1995.
- Syamsi, K. *Peningkatan Keterampilan Siswa SD dalam Menulis*. Laporan Penelitian. Yogyakarta: IKIP. 1999.

- Sudjana , N. *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru. 2000.
- Tampubolon. *Mengembangkan Minat dan Kebiasaan Membaca Efektif dan Efisien*. Bandung: Angkasa. 1991.
- Tarigan,H.G. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. 1985.
- Tasiman, A. *Efektivitas Program D-II Penyetaraan BJJ UT dalam Peningkatan Kemampuan Mengajar SD*. Yogyakarta: Thesis PPS. 2000.
- Tompkins, G.F, and Hoskison, K. *Language Arts: Content and Teaching Strategies*. New York: Merrill. 1990.
- Tompkins, G.F. *Teaching Writing: Balancing Proses and Product*. New York: Macmillan Publishing Company. 1990.
- Uzer, M.U. *Menjadi Guru Profesional*. Bandung: PT Remaja Rosdakarya. 1996.