

IMPROVING WRITING ABILITY OF NARRATIVE NOTES USING CONSTRUCTIVISM APPROACHES CLASS V STUDENTS SDN 03 BATANG ANAI KECAMATAN BATANG ANAI

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ABSTRACT

This study aims to improve the ability to write narratives using the constructivism approach of the fifth grade students of SDN 03 Batang Anai. The type of research used is Classroom Action Research. The population in this study were fourth grade students of SDN 03 Batang Anai, Batang Anai District. The study was conducted during the second semester of the 2018/2019 academic year. This study focused on the average score of students' ability to write narrative essays in cycles I and II. The following data presents the results of the test: The ability to write students' narrative essays in cycle 1 is the percentage of classical average obtained from the narrative structure consisting of Theme, Flow, Characterization, Background, Viewpoint of the expository narrative with an average score of 56%. Looking at the circumstances that occur as well as the classical average, the average percentage of students' ability to write narrative essays in cycle 1 is only 56%, so this is far below the indicator of success set at 75%. In the second cycle the ability to write student narrative essays is the Theme, Flow, Characterization, Background, Viewpoint of the suggestion narrative with an average score of 78%.

Keywords: Ability to Write Narratives. Constructivism Approach

INTRODUCTION

Indonesian language learning includes four aspects of language skills, namely listening skills, speaking skills, reading skills, writing skills. Writing skills are one of the skills in Indonesian language lessons that must be trained by teachers to students

(Koura and Zahran, 2017). Many studies on writing skills, such as in Iraq (Muslim, 2014), Pakistan (Fareed *et al.*, 2016), Turkey (Ozturk, 2014), Mumbai (Deshpande, 2014) which states that writing skills are important for training and test the ability of students to be able to issue their ideas through written language, as well as overcome the difficulties of students in writing, such as vocabulary selection, language, spelling, and the use of punctuation.

Learning writing skills in elementary school (SD) class IV consists of writing descriptions, narration, exposition, argumentation, and persuasion. Writing skills are often an obstacle in the learning process. The skills needed for grade IV elementary school students include writing narratives. Some research results, such as in Indonesia (Kumara, 2016), the Netherlands (Torkildsen, 2015), Nepal (Sapkota, 2012), China (Mo Haiwen, 2012), UK (Keen, 2017), Pakistan (Dastgeer and Afzal, 2015), Russia (Terenin, 2013) show various problems in learning narrative writing skills, namely (1) when writing essays students pay less attention to format, distance, spelling, grammar, and punctuation, (2) assessment of students' narrative writing skills that are lacking right, and (3) the learning approach used by the teacher is still not appropriate when teaching narrative writing skills.

The author also found several problems with narrative writing skills cited from the international journal by Torkildsen *et al.*, (2015), including: (1) at the stage of writing essays, students paid little attention to formatting, distance, spelling, and punctuation. Students are always focused on the contents of the writing, so that the results of students' writing are less than optimal. This is because the students did not carry out the revision and editing stages, so the results of the participants' writing there were many errors and were not maximized. (2) Inappropriate assessment of students' narrative writing skills. The skills of writing narratives of students are assessed in terms of the number of paragraphs made, sentence length, neatness of writing and other non-essential factors. (3) the learning approach used by the teacher is still not appropriate when teaching narrative writing skills.

This problem is related to the way teachers teach and the choice of models and approaches that teachers use in teaching. As found by Sulaiman (2017), Fterniati (2013), Darwish (2016) which states that teachers and learning models used by teachers

in learning Indonesian affect students' writing skills. If the teacher uses a suitable learning model and approach in teaching students to write narrative learning, students will be easier to understand learning material and easy to create narrative essays. Based on the experience of the author while teaching at the State Elementary School (SD) 03 Batang Anai, there were some aspects that were lacking in learning to write narratives. The author conducted observations in the field on February 18, 2019 at SD N 03 Batang Anai, Kec. Batang Anai. In learning to write essays, there are many difficulties and obstacles faced by students. The results of these observations are presented in a narrative essay written by fourth grade students of SD N 03 Batang Anai.

METHOD

The type of research used is Classroom Action Research. The population in this study were fourth grade students of SD N 03 Batang Anai, Batang Anai District. The school is located on the edge of Padang Bukittinggi Km 25 Nagari Buayan Batang Anai District. In class IV there were 34 students consisting of 17 female students and 17 male students. The study was conducted during the second semester of the 2018/2019 academic year.

RESULTS AND DISCUSSION

This study focused on the average score of students' ability to write narrative essays in cycles I and II. The following data presents the results of the test: The ability to write students' narrative essays in the first cycle of meeting 1 is the percentage of the classic average obtained from the narrative structure consisting of Themes (11%), Flow (9%), Characterization (17%), Background (13%), Sudur Pandang (6%) from expository narratives. Further activities at meeting 2 are Themes (12%), Flow (8%), Characterization (18%), Background (12%), Sudur Pandang (6%) of expository narratives. Students who carry out activities in cycle 1 are still dominated by students who have more abilities. The average score of the ability to write 1 cycle narrative essays is 56%. It can be seen that the ability to write students' narrative essays only on themes, characterizations, and settings. There are problems that are considered quite

important so that the ability to write students' narrative essays has not been achieved, namely students lack understanding in determining themes, lines, and points of view. Looking at the circumstances that occur as well as the classical average, the average percentage of students' ability to write narrative essays in cycle 1 is only 56%, so this is far below the indicator of success set at 75%.

In the second cycle there were many students who understood the theme, and the plot, even though there were still students who did not understand in the viewpoint. The description of the ability of students to write essays in the second cycle of meeting 1 was Theme (14%), Flow (16%), Characterization (20%), Background (15%), Sudur Pandang (11%) of suggestion narrative. Further activities at meeting 2 were Themes (18%), Flow (17%), Characterization (18%), Background (15%), Viewpoint (12%) of expository narratives with an average of 78%. The results of the analysis showed an increase in the ability of students to write narrative essays through a class V constructivism approach at SDN 03 Batang Anai. Students are motivated to improve the ability to write narrative essays because they can understand the theme, plot, characterization, setting during the learning process.

Based on the results of students 'writing about writing narratives, there are several obstacles, namely: (1) difficulty in finding ideas, (2) difficulty in expressing ideas, usually starting from ignorance of students to write what and start writing various ideas contained in students' minds. Finally none can be written in the student's book until the end of the available time. (3) difficulties in developing ideas, (4) difficulties in arranging words or sentences correctly, students sometimes feel that the writing is not as expected, giving rise to attempts to replace sentences. In addition, in students' essays the interrelationships between sentences and between paragraphs are less visible. (5) students themselves think that writing is not important or do not know the role of making up for the continuation of their studies.

From the author's observation as homeroom teacher, the lack of skills in writing narratives in school is caused by: (1) Teachers are less varied in using the approach, the approach used by the teacher is still conventional. An approach that is only teacher-centered. Teacher. (2) Not motivating students in writing essay learning. In the learning process of writing essays, teachers rarely provide motivation to students. As revealed by

Rahim (2017), Herlina (2015) Hamidun, Hashim, and Othman, (2012), Bulut (2017) which states that motivation and self-confidence that exist in students affect writing skills. (3) Discussion of students' essays is less implemented. The teacher only collects essays that have been made by students without having a joint discussion with students about writing the essay itself. (4) The teacher does not understand the steps in writing. The teacher also tends to assign students to compose freely without the generation of students' curiosity or curiosity about what he is going to write. The teacher does not know what steps to take in writing the narrative. Based on the above problems, the authors are interested in improving the ability to write narrative essays of students using the constructivism approach. This constructivism approach can help students develop their imagination according to their developmental period, so that it can be written in writing that has meaning based on the sequence of events. Constructivism approach is an approach that emphasizes the activeness of students in learning. Students themselves who build the knowledge gained based on their experience.

The role of the teacher in the constructivist approach is as a facilitator and motivator. The teacher must also be able to associate/connect the experiences of students in raising the scheme and assisted with the use of appropriate tools or media. Combs (in Elfia, 2006: 34) suggests that ideas or ideas that are easy to read and understand in five main activities must be passed by a writer to produce a good essay, namely: "(1) recalling experience, (2) recollecting memories and experiences, (3) re-expressing memories or experiences, (4) rearranging ideas by incorporating new perceptions of the experience, (5) bringing back previous knowledge. This is confirmed by Dixon and Nessel (in Elfia, 2006) To achieve a good writing program the teacher should relate it to the real experiences of students.

CONCLUSION

Through a constructivist approach, it can improve the ability to write narratives for fifth grade students of SDN 03 Batang Anai. This can be seen in the average percentage of students' ability to write classically from cycle I to cycle II.

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