

Narrative Writing Skills Enhancement Suggestive Audio-Visual Media through the Class VI (Six) SDN Rawa Badak 11 South North Jakarta

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Abstract -- This research was conducted in order to determine the increase in suggestive narrative writing skills of students through audiovisual media. This study uses action research (action research) with a model Kemmis and MC Teggart. The model stages: stage planning (planning), action (execution), observation (observation) and reflection (reflection). Research carried out in the sixth grade action with a number of students as many as 33 students.

Indexed Terms: Media, audio-visual, writing, narrative suggestive

I. INTRODUCTION

Language is a communication tool, to convey a certain message through the right language, the information can be understood by others. Furthermore with the right language that information is responded well.

Language skills consist of language skills written and spoken language skills. Learning in primary schools should be focused on the student's ability to understand and use language as a communication tool in everyday life.

At the primary level, aspects of language derive a smaller portion than the aspect of skill. Instead, aspects of skill gain a larger portion. Learning the language skills should not be construed as taught to understand and use language, but must be understood as inviting students to practice understanding and using language, especially in elementary school. With this understanding, teachers will be encouraged to design and implement learning activities reading, writing, listening and speaking with more variation again so that the learning experience of this learning activity is more meaningful for students.

Write language skills consist of reading and writing skills. Reading is an activity to understand written language, while writing activity using the written language as a means of expressing ideas. Both of these skills are basic skills that should be taught from the first grade of primary school in the hope that early students are trained to write and read. Thus, the communication board there are at least four elements involved: researchers as a messenger (researchers), or the contents of text messages, or media channel in the form of writing, and readers as the recipient of the message.

Based on the research of the Program for international Student Assessment (PISA) in 2012 bahwasannya writing skills of students in the country of Indonesia is very weak compared to all the member states, the quality of students' writing ability ranks 65th out of 66 countries members of the PISA (Said and Jaya, 2016: 77). It is therefore very important writing skills dominated by students because it provides many benefits in this life and the future.

According to Abidin (2014: 93), writing is a process of indirect communication between researchers (messengers) and readers (recipient of the message). Then Tarin (2008: 22) states that writing is discovered or symbols depicting a graph illustrating a language which is understood by a person so that others can read the chart symbols that they understand the language and the graphic representation. It can be said that writing is an activity that is important because in order to pour the contents of thoughts, ideas or opinions, ideas and feelings. In learning to write in elementary school curriculum competencies listed in 2013 were to express their opinions and feelings into writing a good essay, poem or poems.

However, the fact of language skills of elementary school students have not been as expected. Researchers make observations to the school and students know there are many errors in language especially in terms of writing essays. Based on interviews with teachers researchers SDN Rawa Badak Selatan 11 Jakarta Utara, obtained information that at the time of Indonesian Language learning suggestive narrative writing skills, students feel lazy to make a bouquet. Usually the teacher has given a title / topic and then the students were told to create a suggestive narrative essay.

Keraf. (2008: 136), states that the narrative is a form of discourse that attempted to describe clearly to the reader an event that has occurred is woven in a unity of time. According Suparno and Yunus (2008: 41), typical of the narrative essay tells the story characters are engaged and involved in an event or events. While the opinion of the Spring (1993: 33), a hallmark sign of narrative essay is as follows: (a) Form of the story about the events or the human experience; (B) Events or events are delivered in the form of event or events that actually happened, purely imagination, or a combination of both; (C) Stressing the chronological order; (D) usually have a dialogue.

Researchers also found that a student made a typing error in the use of spelling, diction, effective sentence, and paragraph development. It is more specifically seen in the content of the student essay, it turns out students develop less imagination in telling a life, which is supposed to be there in order for the reader can be swept up and get involved in the story. On the finding that a bouquet made up of students, researchers do not feel things that can evoke feelings of event / story presented by the students. So clearly the meaning and mandate does not appear on the wreath. This is because students already feel given the hard task that must be completed within the allotted time. When researchers look at a list of values suggestive narrative-making skills by students is very low, because it is influenced by various factors, such as students, teachers, instructional media, the methods of teaching and learning approach that selected teachers. Researchers found that the teacher used the media affect the value of the skills to make a narrative suggestive by the students, such as media images in the book lesson package is outdated and unappealing.

Understanding media by Rusyan (1992: 137), instructional media is a tool that can help the learning process that serves to clarify the meaning, the message that learning objectives can be achieved perfectly. Meanwhile, according to Bahri (2014: 91), "If the media is a source of learning, then the media can be interpreted broadly to humans, objects, or events that allow students to acquire knowledge and skills. Based on the above opinion, the media can also be interpreted as a link, which connects from one side to the other. So the role of the media in a very influential study on the achievement of learning goals.

Based on preliminary studies in class VI (six) SDN Rawa Badak Selatan 11 Jakarta Utara, it was found that the teaching of writing is still using methods and techniques which conventionally is just writing, notes and tasks from the textbooks Indonesian lessons so that learning is still stiff and learning less fun for students. Students are not motivated to further develop their creativity imagination in terms of pouring brilliant ideas. Students are less interested in learning so the motivation to write low. Students look saturated and less excited if given the task by the teacher to write essays or short stories. As a result, students often encounter difficulties if given the task of writing essays by teachers. Difficulties faced by students among others, the lack of vocabulary, spelling, punctuation, preparation of simple sentences so difficult to develop story ideas into written language. Researchers found that the words which students use frequently repeated. Field data show the results of learning to write, especially in a suggestive narrative writing students under KKM set at 65, the percentage of achievement of learning outcomes is only 39.39%. Only 20 of the 33 people the number of students in class VI (six) SDN Rawa Badak Selatan 11 North Jakarta, who received grades above KKM is 66 or older. If this is allowed then the student will have difficulty in learning to write the higher education level, thus affecting the Indonesian mastery of the material as a whole. Punctuation, preparation of simple sentences so difficult to develop story ideas into written language. Researchers found that the words which students use frequently repeated. Field data show the results of learning to write, especially in a suggestive narrative writing students under KKM set at 65, the percentage of achievement of learning outcomes is only 39.39%. Only 20 of the 33 people the

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II. METHOD

This study uses action research (action research) with a model Kemmis and MC Teggart. The model stages: stage planning (planning), action (execution), observation (observation) and reflection (reflection).

Research carried out in the sixth grade action with a number of students as many as 33 students. Research instrument used in this study is collecting data written tests, classroom observation, questionnaires, and interviews.

III. RESULT

A. Teacher Observations

Cycle I

Teacher observation sheet consists of nine activities that all teachers should do about it teachers carry out these activities then given a check mark (√) and earn points 1.

In the first cycle of meetings to -1 teachers are able to carry out 7 of 9 activities of teacher performance with the percentage of 77.77%, while in attendance to -2 students are able to carry out all the activities of teacher performance with a percentage of 100%. The average percentage of first cycle teacher performance observation prtemuan 1 and 2 is to get the percentage of 88.88%. The results of the above data has not

reached the expected target is 100% of teachers have to carry out activities of teacher performance. This resulted in researchers harus make improvements and continue in the second cycle.

Cycle II

Teacher observation sheet consists of nine activities that all teachers should do. If teachers carry out these activities then given a check mark (√) and earn points 1.

In the second cycle to the first and second meetings of teachers managed to carry out all the activities of teacher performance perfectly without missing any of the activities. The result meant the teachers have been able to achieve the expected target is to retrieve a percentage of teacher performance by 100%. Thus the teacher does not need to continue in the next cycle.

B. Observations Activities Students

Cycle I

The results of the activity of students in the first cycle -1 meeting to obtain the percentage of 75.75% with good criteria, while in attendance to get a percentage of 80.30% -2 with both criteria. The average percentage of student activity cycle I acquire 78.03% who belong to both criteria. These results have not yet reached the expected target is the percentage of student activity above 80%. To increase the activity of students to achieve predetermined criteria needs to be improved in cycle II. Berikut below is the percentage ISWA activity in the first cycle to the first meeting and 2. Berikut below is a comparison chart of the observation of student activity cycle I.

Cycle II

The results of the activity of students in the first cycle to the meeting-1 increased with a percentage 89.89% belong to the criteria very well, whereas at the meeting of the 2nd re-increased by a percentage 93.93% belong to the criteria very well. The average percentage of activity the second cycle students acquire 91.91% belonging to the criteria very well. These results already reached the expected target is the percentage of student activity above 80%.

Therefore, this study should not be continued again in the next cycle.

C. Results The Narrative Writing Skills Suggestive

Cycle I

Menilis skills assessment tests suggestive narrative involves several aspects that must be mastered by students among which the exposure aspects of the storyline, the agreement between the theme and content of the story, the exposure of the nature or description tokohdan background.

Complete student scores above the KKM as many as 26 of the 33 students with a percentage of 78.78%, while students who did not complete as many as 7 out of 33 students with a percentage of 21,22%. Result values suggestive narrative writing skills first cycle has not yet reached the expected target is students who earn grades above KKM with a percentage above 80%. Therefore, to achieve these targets need to be improved in the second cycle.

Cycle II

Assessment tests are suggestive narrative writing skills are still using the same assessment as in the first cycle that involves several aspects that must be mastered by students among which the exposure aspects of the storyline, the agreement between the theme and content of the story, the exposure of the nature or description tokohdan background. Complete student scores above the KKM in this second cycle increased to account for 30 of the 33 students with a percentage of 90.90%, while students who did not complete as many as 3 out of 33 students with a percentage of 9.1%. Result values suggestive narrative writing skills second cycle has reached the expected targets are students who earn grades above KKM with a percentage above 80%. Therefore, this study is completed in the second cycle.

IV. DISCUSSION

Based on the results obtained through observation sheet instruments teacher performance, student activities, and value the suggestive narrative writing skills of students began from the first cycle to the

second cycle it can be described in the discussion as follows:

A. Discussion on Teacher Performance Observations

The results of observations of teacher performance in the first cycle to the second cycle is always increase. In the first cycle of meeting 1 percentage gain of 77.77% and a maximum of 2 meeting a percentage of 100%. In the second cycle of teacher performance is still able to maintain performance with the maximum percentage of teachers that teacher performance meeting 1 and 2 of 100

The results of the performance of teachers in the use of audiovisual media influence the final skills assessment tests suggestive narrative writing. Therefore, the performance of teachers should be the maximum possible use of audiovisual media in learning for learning media's role is crucial. According Rusyan (1992: 137), "learning media is a tool that can help the learning process that serves to clarify the meaning, the message delivered so that the goal can be achieved with a perfect learning". Therefore the teacher should be the maximum in the use of media, because media learning can help teachers clarify makana, messages and learning objectives. If the teacher in the learning process is not optimally using instructional media will be useless and will not be able to improve student learning outcomes. Based on the above opinion, the performance of teachers in the learning process,

B. Discussion of Student Activities

The results of the first cycle student activity observation meetings 1 and 1 to get the percentage of 75.75% and 80.30% with an average percentage of 78.03% gain. The average result of observation of student activity in the first cycle Both belong to the criteria. In the second cycle the observation of students' activity has increased. The results of the second cycle of observation of students meeting 1 and 2 obtain a percentage of 89.89% and 93.93% with an average percentage of 91.91%. The average yield of the activity of students in the second cycle is classified into the category of Very Good. Here below is a table

of the results of the activity of students in the first cycle and the second cycle.

The use of audiovisual media influence on students' activity. The opinion as proposed by Sudjana, That the use of instructional media in each of the learning process has the advantage of one of them that students are doing and learning activities such as observing, doing and demonstrate. In this study, the audiovisual media can increase the activity of students paa aspects of student responses when the teacher gives explanations, students see the screening seriously, students follow the direction of teachers to understand the content of the movie seriously, students write essays narrative suggestive well, students follow the direction of teachers in assembling sentences into paragraphs well, and students turn in assignments on time. The above results it can be concluded that learning by using audiovisual media can increase the activity of students with the aspects mentioned above.

C. Discussion of Narrative Writing Skills Test Suggestive

The resulting increases in value the suggestive narrative writing skills visible from prasiklus phase, the first cycle and the second cycle. On stage prasiklus complete student scores above the KKM (65) as many as 20 out of 33 or with a percentage of 60.9% of the total number of students. In the first cycle, after applying the audio-visual media in learning Indonesian, the results of the Life Skills suggestive narrative writing has increased the number of students scoring above KKM (65) were 26 of 33 students or with the percentage of 78.78%. Results completeness of students in the first cycle has not yet reached the expected target to be repaired and resumed in the second cycle. The result in the second cycle students who completed scores above the KKM (65) by 30 of the 33 students with a percentage of 90.90% and has exceeded the expected target.

The use of audiovisual media could improve students' writing skills suggestive narrative in learning Indonesian in sixth grade elementary school. This is evidenced by the opinions Suparno and Yunus (2008: 46), that the principles of suggestive narrative is contained plot (plot), the characterizations,

background (setting), viewpoint (point of view). The principles above can be accommodated with the aid of audiovisual media in the learning process suggestive narrative writing. As proposed by the Bahri (2010: 124) that the audio media is a visual medium that has elements of sound and image element that has the capability better, because both types of media include auditory (hearing) and visual (seeing). Media audio-Visually, a set of tools that can project a moving image and sound. Blend between picture and sound shaping the character the same as the original object. It was very appropriate because pronsip principles in making such characterizations suggestive narrative, plot, setting and viewpoints will be made the same as the original object since it involves audio and visual elements. It adds authenticity of learning so that students easily understand the meaning and purpose of learning.

Based on the results of research and expert opinion on the top there is harmony in which the principles of suggestive narrative writing can be supported by the use of media audiovisula so that learning objectives can be delivered effectively and efficiently.

V. CONCLUSION

Based on the results of action implementation, data analysis and discussion, can be taken some conclusions as follows.

The use of audiovisual media could improve suggestive narrative writing skills in Class VI (six) SDN Rawa Badak Selatan 11 North Jakarta. It can be seen from the results of the test scores of students suggestive narrative writing skills in students who completed prasiklus activities amounted to only 22 of the 33 students with a percentage increase of 60.9% in the second cycle after using audiovisual media with the number of students who completed as many as 26 out of 33 students or approximately 78.78%. The results of the value in the first cycle has not yet reached the expected target so do repairs. Result values suggestive narrative writing skills of students in the second cycle, the number of students who completed Lembali increased to as many as 30 of the 33 students with a percentage of 90.9% and has exceeded the expected target.

Rating activity of student and teacher performance has also become one of the indicators in improving students' writing skills suggestive narrative. The results of the activity of students in the first cycle of meetings 1 and 2 to get an average percentage of 78.03% and the second cycle the average percentage of student activity increased to 91.91% with very good category. The results of the performance of teachers in the first cycle of meetings 1 and 2 gained an average percentage of 88.88% with a very good category. In the second cycle of meeting 1 and 2 the average percentage of the performance of teachers increased to 100% with a very good category. This result indicates that the teacher has a maximum in teaching using audiovisual media on narrative writing material suggestive of Indonesian subjects.

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