

PARAGRAPH WRITING WITH SENTENCE CARDS MEDIA ON INDONESIAN LANGUAGE LEARNING OF SIXTH GRADE STUDENTS

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ABSTRACT: This research was aimed at improving paragraph writing ability of the sixth-grade students of SDN 19 Pemecutan Denpasar Bali by sentence cards media. The approach used in this research is qualitative research with action research method. The research data was students' paragraph writing, document study in the form of the result of students' writing, observation, and interview. The research data in the form of students' paragraphs, students' active participation, was collected through the paragraph composition test, document study in the form of students' paragraph writing, observation, and interview. The data was taken from the teacher and 50 students of sixth grade SD Negeri 19 Pemecutan Denpasar Bali. The collected data was described qualitatively. The result showed improvement both from the result and student's active participation in students' paragraph learning. This was shown by the mean score of pre-test to post-test which was improved from 65.7 to 83.92. this was also shown by the students' active participation which was positively changed from 36% to 77.33%. This result showed that the use of sentence cards media in writing learning can improve student's ability in paragraph writing.

Keywords: sentence cards, paragraph writing, sixth grade

To face the global world's challenge, especially in the global market and world's competition, education is mainly important. Education is one of the determiners in human's resources quality. Nowadays the quality of a nation is determined by the quality of human resources instead of natural resources. Therefore, clause 3 Law of National Education System stated that the aim of national education is to develop student's potential to be respectful, good character, healthy, creative, independent, and to be a great citizen, democratic and responsible. This purpose is achieved if one of the developments elements, communication, is well done.

Effective communication is a vehicle to be a skillful person and competitive. In 2006 curriculum, Indonesian language is the main subject which its goals to develop an attitude and

positive behavior in language. Indonesian language consists of 4 language skills, namely listening, reading, speaking, and writing, Indonesian language is being an active and productive subject (Mulyasa, 2006). It means that Indonesian language is not only focussed on language theory but it is also highlighted on how it is applied in contextual communication. The main competency which is told in basic standard of Indonesian language subject is being explained more in contextual learning styles and being more focussed on students experience involvement.

In the implementation, on the 4th year of language skill lesson, the learners need to give the same portion of a treat. Considering the main function of language is communication tool and ice breaker in term of 2013 Curriculum, so learning process also is targetted on achieving communication skill both verbally and

written as well as comprehension and its usage. Verbal communication relates on listening and speaking, written communication relates on writing and reading.

Reading according to Nurhadi (1978) is communication idea process from the writer to their readers, in which readers put their efforts to interpret the meaning of symbols or language of the writer to capture and comprehend the ideas of writers. Thus, reading habit is a habitual reading activity without any pressure. The habit of reading includes time of reading, kind of books being read, the ways to find out the books and the total of books being read. The reading skill is a basic standard to mold reading habit. Reading comprehension needs to be introduced at an early age. Writing according to Muhana Gipayana (2010) is all kind of writing activities to communicate ideas, thought, feelings into a simple writing, signage, letter, announcement, form, dialogue, text, speech, report, summary, paraphrase, paragraph, and all kind of literature for children. In line with Muhana, Suparno (2010) argue that writing is defined as the activity to state message or communication by using writing style as its tool or media. While writing is a symbol or language symbol which is clearly seen and agreed upon its usage. Therefore, in verbal communication, there are at least four aspects involved, namely: the writer as the communicator, the message itself as the content of the message, channel or writing media, and reader as message receiver.

Writing as a main component which is developed in Indonesian language lesson which is taught in Primary level needs to be mastered by students. Writing skills is not a skill which is gained genetically but it is needed to be drilled and learned.

Considering the importance role of a lesson in the primary, Indonesian language lesson is hoped to be a most enjoyable lesson both by students and teachers as facilitator and motivator. Therefore lots of efforts need to be done to get the aims planned, including molding innovation in Indonesian language teaching learning process.

From the vote result of research done in year VI students, it is found that 70% of students from 50 students voted that writing is challenging work. The challenging meant when students were asked to find out the aspects in the paragraph, such as the main idea, the main sentence, and the modifier sentence, mostly the ability to arrange jumbled random sentence into a paragraph.

Furthermore, during the learning process, it is often to see teachers found students faced difficulty in mastering mean of the sentence, the relationship between sentences in paragraph and difficulty in composing paragraphs. When teachers asked at least 5 sentences in one paragraph, there are many students wrote less than 5 sentences or repeated same sentences. The score of Indonesian language lesson in mastering text or paragraph is lower than the score of other subjects. In Quality Control Test in the end of 1st semester, the score for composing is still in between range 70. Based on pretest result, it is found that the mastery of year VI student on text or paragraph is still low.

While on primary school examination indicator, there are lots of topics related to paragraph. The importance of paragraph mastery makes writing lesson have a big role. Teachers need to create a situation which encourages students to learn actively. All students have the same background. In relation with it, teachers have to be able to develop children skill especially in writing optimally. Usually, teachers examine students' writing ability based on students' neat in writing and the length of a paragraph, not from the content of the paragraph. While good paragraph is a paragraph which is able to be seen from cohesion and coherence of the content.

Based on the condition, the problem about the paragraph should be solved. The students' difficulty in comprehending the paragraph mainly in composing a coherent paragraph is solved by using sentence cards as learning media (Arief, 2014). The use of sentence cards is hoped to improve paragraph writing skill in Indonesian language learning both in the process and in the result, especially in

sixth-grade students. This study focuses on identifying these problems (1) How can the use of sentence card sentences improve the result of paragraph writing in Indonesian Language learning of sixth-grade students of SD Negeri 19 Pemecutan Denpasar? and (2) Can the use of sentence card improve the result of paragraph writing in Indonesian language learning of the sixth-grade students of SD 19 Pemecutan Denpasar?

METHOD

This research is *Classroom Action Research* and is chosen because it is done by the classroom teacher in her class by self-reflection to improve the quality of learning process, thus the students result in learning is able to be increased (Daryanto, 2014). This research is to improve the quality of the learning process in composing paragraph using flash cards in Year VI. The subject of research is year VI students SD Negeri 19 Pemecutan located in Jalan Gunung Lempuyang Perumnas Monang Maning Kota Denpasar with a total number of 50 students. It is being conducted in 1st semester in academic year 2016/2017 for almost 2 months from August to September 2016.

The model of research design applies Classroom Action Research which

is developed by Stephen Kemmis and Robin Mc. Taggart (in Agung, 2012) and use cycles. There are four stages in every cycle, observation, and reflection. The research data is from talent and students' activity and is collected by the researcher via direct observation in the class. Teacher as a collaborator was also collecting data using study technique documents. The research is conducted in 2 cycles when the main target planned is being achieved which are the students' ability in writing and arranging a paragraph.

Data analysis of research is conducted to estimate whether all aspects of learning involved are meet the capacity (M.Tajudin Nur in Aunurrahman et al., 2009). Data analysis of research is conducted in every cycle. Students' results in writing a paragraph are analyzed by descriptive analysis technique. From data has been analyzed, it came to decision that the hypothesis action has been decided. Aunurrahman (2009), states that the success indicator which has been decided to know whether the action which is applied can be increased or not.

It was decided that the indicator in this research was 80% students would get the score of 80 or more in writing a paragraph. The percentage of the success was obtained from the number of students who gained ≥ 80 divided by the total number of the students (50), and then it was multiplied by 100%.

Success Percentage:

$$\text{Success Percentage} = \frac{\text{Students who gained score} \geq 80}{\text{Total number of students}} \times 100\%$$

RESULTS AND DISCUSSION

RESULTS

In the initial condition, when learning paragraph was given as a lesson, students were not actively involved in the learning process. A few students gave a positive response to the material being learned, they tended to be passive. When they were asked to write a paragraph and develop main ideas or main sentences,

they could not do it. For instance, the teacher asked to construct a paragraph which contains at least four sentences. The students could only write 2 or 3 sentences. Even many of them wrote the same sentences in one paragraph. The students also felt difficult to write and construct a paragraph from jumbled sentences.

Table 1 shows that from 50 students of class VI SD Negeri 19 Pemecutan Denpasar in the academic year 2016/2017, 14% of students showed very

good ability, 22% from the good category, 64% from the average category, and there were no students who were in the poor and very poor category. The writing ability

initial condition of the students class VI SD Negeri 19 Pemecutan Denpasar in the academic year 2016 can be seen in Table 2.

Table 1. The initial condition of students' ability in writing paragraph of class VI SD Negeri 19 Pemecutan Denpasar

No.	Success Classification	Interval	Total of Students		Mean Score
			F	%	
1.	Excellent	80 – 100	7	14	65.7
2.	Good	66 – 79	11	22	
2.	Average	56 – 65	32	64	
3.	Poor	40 – 55	0	0.0	
4.	Very Poor	0 – 39	0	0.0	
Total number of students			50	100.0	

Table 2. Minimum Standard of Paragraph Writing Ability (Initial Condition)

No.	Minimal Score for Minimum Standard = 80	Total of Students		Mean Score
		f	%	
1.	Achiever of minimum standard	7	14	65.7
2.	Nonachiever of minimum standard	43	86	
Total		50	100.0	

The learning revision with the material “Paragraph Writing” was conducted by the researcher/teacher that was observed by the colleague based on the steps written in the lesson plan. In conducting this lesson, it can be observed that the students still felt difficult in writing a paragraph in good order. Therefore, the students became not enthusiastic. They felt difficult in understanding the interrelation among the sentences in a paragraph, which sentence that should be written before and after the main idea. The students still felt confused in deciding the sentence that is appropriate to be used to write a paragraph with the topic sentence set by the teacher.

However, by learning to use sentence cards, the students tended to be more encouraged. The efforts to solve the problem that was felt by the students who were examined seemed that they were still difficult to understand the interrelation among the sentences, to find the main

idea, topic sentence and supporting sentences was still conducted. A student named Gung Ayu said that the sentence was too long. Furthermore, there were too many members of the group that made her learning process not effective enough. Some students only stuck the cards on the board without actively writing a paragraph. This case was caused by the minimum tasks given within the group.

From the suggestions given by the observer and the complaints stated by the examined student, furthermore, the researcher did self-reflection and realized that the procedures were not appropriate because it was told 15 cards all at once to form 3 paragraph, therefore, the students felt difficult to form 3 paragraph. The procedures were too complex and difficult for students, and the students became not enthusiastic in doing the task. The researcher also found errors in the sentence cards that was given to the students, therefore multi-interpretation

caused some different answers from the students that each of the answers has a reason that can be reasonably accepted. From the suggestions and the observation results from the first cycle, furthermore conducting a revision and perfecting the sentence cards media to be later conducted again in the second cycle. It was an effort where every student is motivated and active. According to Bobby de Porter, a teacher has to plant a seed of success and always connect the learning to the celebration because celebration builds the will to be successful.

Table 3 shows that from 50 students class VI SD Negeri 19 Pemecutan Denpasar in academic year 2016/2017,

38% of students possessed excellent paragraph writing ability; 44% of students possessed good paragraph writing ability; 18% of students possessed average paragraph writing ability, and there were no students that were classified in the poor and very poor classification. Table 4 shows the paragraph writing ability of the students class VI SD Negeri 19 Pemecutan Denpasar in academic year 2016/2017 after the first cycle condition. In the final condition of the first cycle, from 50 students, 38% of students were reaching the minimum standard and 62% of students were not reaching it. Therefore, the majority of students (62%) were still not reaching the minimum standard.

Table 3. Students' Paragraph Writing Ability in Class IV SD Negeri 19 Pemecutan Denpasar in Academic Year 2016/2017, First Cycle.

No.	Success Classification	Interval	Total of Students		Mean Score
			f	%	
1.	Excellent	80 – 100	19	38	78.2
2.	Good	66 – 79	22	44	
2.	Average	56 – 65	9	18	
3.	Poor	40 – 55	0	0.0	
4.	Very Poor	0 – 39	0	0.0	
Total number of students			50	100.0	

Table 4. Minimum standard of Paragraph Writing Ability (Final Condition of First Cycle)

No.	Minimal Score of Completeness = 80	Total of Students		Mean Score
		f	%	
1.	Achiever	19	38	78.2
2.	Non achiever	31	62	
Total		50	100.0	

Student activeness and inactiveness in this research were observed based on three indicators, namely: student's attention towards teacher's explanation, stating argument, and teamwork of the group in finishing the task for arranging the paragraph. The observation results for student activeness

in the first cycle can be seen in Table 5. The mean percentage of 3 indicators reached 36%. The most active indicator done by the observed students is the indicator "Attention towards teacher explanation" shortly the student's activeness reached 68%.

Table 5. Student Activeness in the First Cycle

No.	Indicator	Active		Inactive	
		f	%	f	%
1.	Attention towards teacher explanation	34	68	16	32
2.	Stating arguments	9	18	41	82
3.	Teamwork of the group	11	22	39	78
	Mean	--	36	--	64

After revising and perfecting that was narrowing the range or the sentence cards material, inserting game in the learning process, reducing the member of each group to make the member of each group learn effectively, therefore the second cycle of the learning was done. The result of the researcher observation recorded that during the learning process the students felt more enthusiastic in following the lesson compared to the first cycle. The students' enthusiasm was shown by the more encouraged the students in doing the task and taking part in the group. There was no group member that dominate the speaking or working. Every member of the group had the same task and duty. They were challenged

enough to compete with the game given by the teacher. They were also motivated to get the most score. The students were more precise in writing the paragraph by using sentence cards.

The result of the learning quality of paragraph writing ability development of students grade VI SD Negeri 19 Pemecutan Denpasar in academic year 2016/2017 in the second cycle is shown in Table 6. From 50 students class VI SD Negeri 19 Pemecutan Denpasar in academic year 2016/2016, there were 88.0% of students had the ability to write an excellent paragraph; and 12.0% were good; and there was no student who was in the category of average, poor, and very poor.

Table 6. Paragraph Writing Ability of Students Class VI SD Negeri 19 Pemecutan Denpasar in Academic Year 2016/2017, The Second Cycle.

No.	Success Classification	Interval	Total of Students		Mean Score
			F	%	
1.	Excellent	80 – 100	44	88.0	83.92
2.	Good	66 – 79	6	12.0	
2.	Average	56 – 65	0	0.0	
3.	Poor	40 – 55	0	0.0	
4.	Very Poor	0 – 39	0	0.0	
	TOTAL		50	100.0	

Tabel 7. The Minimum Standard of Paragraph Writing Ability (Final Condition in the Second Cycle)

No.	Minimal Score of Completeness = 80	Total of Students		Mean Score
		F	%	
1.	Achiever	44	88.0	83.92
2.	Non achiever	6	12.0	
	TOTAL	23	100.0	

Table 7 shows the paragraph writing ability of the students of class VI SD Negeri 19 Pemecutan Denpasar Academic Year 2016/2017 after the second cycle. From 50 students, 88.0% students were passed, and 12.0% were not passed.

Table 8 shows the result of observation on students' active

participation. Students' active participation in cycle 2 was 77.61%. From the indicator, the students were most active on the category of "students' focus on teacher's explanation" and "students' collaboration in the group", both with 95% level of students' active participation.

Table 8. Students' Active Participation in Cycle 2

No.	Indicator	Active		Not active	
		f	%	F	%
1.	Students' focus on teacher's explanation	48	96	2	4
2.	Stating opinion	21	42	29	58
3.	Students' collaboration in the group	47	94	3	6
	Rata-rata	--	77.33	--	22.77

Discussion

Writing can be defined as an activity of delivering messages or communication by using written language as the media. Messages are contents which were included in writing. Meanwhile, writing is symbols which can be seen and agreed by the user. If so, in written communication, at least there are four aspects involved, they are the writer as the message delivered, the message as the writing's content, the media which is in form of writing, and reader as the message receiver (Suparno, 2002).

In line with that view, Murray in Cleary and Linn (1993) states that (1) writing is thinking, (2) writing is a process, (3) writing is a global and distinctive interaction, and (4) there is not only one way in writing. Writing is thinking. This is the main reason why writing should be thought by the academics. Writing is one of the structured ways of creating meanings and effective methods, which can be used to monitor human's thinking. This means that writers should be able to develop ways of thinking rationally (Yeti, 2010).

Furthermore, writing is a process. Writing is not linear, but recursive, which is a process of presenting ideas based on

personality or cognitive style and writer's experience and the nature of writing tasks given. When writing, children should get guidance in understanding and mastering the ways of transferring thoughts to writing form. Therefore, the support given by the teachers in the process of writing, beginning from the initial stage of choosing words until producing writing in form of sentences or paragraphs, is very essential.

The experts' opinion about the writing process and the success of students in producing writing was in line with this research study. Learning writing by providing the students with media or the use of teaching techniques in order to ease learning should be introduced and frequently-used. This strategy has increased students' understanding and skills in writing paragraphs. The use of sentence cards as media was also successful to increase students' active participation in working and completing the task of arranging paragraphs.

The following explanation shows the results of the study in regards to students' achievement, from pre-test until this research was ended because it has fulfilled the research's target. The differences in learning outcomes were shown in the results of the pretest, post-

test I and post-test II. The mean score of post-test I was 78.2, which was higher than the pretest's mean score (65.7). This finding shows that there was an increase of students' achievement in learning Bahasa Indonesia (writing paragraph) after treatment was given in cycle 1. Meanwhile, the mean score of post test II was 83.92, which was higher than the mean score of post test 1 (78.2). This result shows that there is a significant increase in students' achievement in learning Bahasa Indonesia (writing a paragraph) from cycle 1 and after treatment was given in cycle 2. Therefore, this result shows that there was a significant increase in regard to students' achievement in learning Bahasa Indonesia (writing paragraph) before and after treatment in cycle 2.

CONCLUSION

Based on the results of data analysis and discussion which have been implemented in this study, it can be concluded that the use of sentence card as media has been proven successful in increasing the ability to write a paragraph of class VI students of SD Negeri 19 Pemecutan in the academic year 2016/2017. The quality improvement of learning by using Sentence Card as media has been proven to be successful in increasing students' active participation in learning Bahasa Indonesia. It was suggested to elementary school teachers to use media in implementing learning in class, especially in teaching writing. Appropriate media chosen by teachers can support concept drilling and it also can create an active and enjoyable learning atmosphere for the students.

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