

THE EFFECT OF MODEL COLLABORATIFE LEARNING ASSISTED BY MEDIA BIG BOOK TO WRITING NARRATIVE SKILLS TO PRIMARY SCHOOL STUDENT

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Abstract: Learning to write in elementary school needs to get serious attention. This results in low interest in students' reading and writing. This study aims to find out how much influence the collaborative learning model is assisted by the big book media on the skills of narrative essay writing in fourth grade elementary school students. The research method used is quantitative research with a type of pre-experimental research with the design of one shot case study. The research subjects in this study were fourth grade students of Matla'ul Khoiriah Elementary School, totaling 26 students and one teacher as active participants. The results showed hypothesis testing using one sample t-test which shows the results output data which can be analyzed that the amount of data as many as 26 students produce an average of 68.26 and testing hypothesis showed that the hypothesis is not accepted. This means that the average score of students is less than the Indonesian learning value minimal which is 72. It can be concluded that the collaborative learning model assisted by the big book media does not affect the narrative essay writing skills of the fourth grade students of elementary school. Nevertheless, the teacher and students gain learning experience by applying collaborative learning models assisted by the big book media namely narrative essay writing skills. Especially for teachers to gain experience assessing analytical narrative essays with five aspects, namely content, organization, vocabulary, language use and mechanics.

Keywords: collaborative learning model, big book media, writing narrative skill, primary school

1. Introduction

21st Century learning is one of which is to demand students to create effective communication in various forms and contents both orally and in writing. This can be obtained by students from learning, especially Indonesian language learning in which the Indonesian language learning includes four components of language skills, namely listening skills, speaking skills, reading skills, and interrelated and highly inseparable writing skills (Tarigan, 2008). The four skills are interconnected in various ways. If one component of the skill is not owned by a student, it will affect other skills. This is supported by the opinion of Tarigan (2008) which states that it cannot be said that students are able to speak properly and correctly if they are only skilled in listening. One of the components of the skill that gets the attention of observers and researchers in education, especially in elementary school is writing skills. Writing is lowering or depicting graphic symbols depicting a language that is understood by someone, so that others can read these graphic symbols (Tarigan, 2008). Meanwhile, according to Resmini, et al (2009) states that writing is a person's activity in organizing knowledge and understanding. Writing is a productive and expressive activity. Through the writings the author will communicate with the reader. In modern life writing skills are very needed, writing skills will not come automatically, but must go through practice and practice regularly. There are various types of writing. Springer and Persiani (2011) stated that there were six types of writing: narrative writing, expository writing, descriptive writing, writing poetry, writing reports, and summarizing. This research focuses on one type of writing, namely narrative writing that contains a story or event that is presented in a clear time sequence.

In elementary school, writing learning needs to get optimal attention in order to fulfill the material for the prerequisite of writing learning that must be mastered by students. This is supported by Minister of National Education Regulation No. 23 of 2006 concerning Competency Standards Graduates mention the competencies expected from learning in the aspect of writing to elementary school students, namely students can do various types of writing activities to express thoughts, feelings, and information in the form of simple essays, indicators, letters, announcements, dialogues, forms, texts of speeches, reports, summaries, paraphrases, as well as various literary works for children in the form of stories, poetry and pantun (Depdiknas, 2008).

From surveys conducted by researchers on teachers, they generally state that aspects of language learning that are most disliked by students and the teacher is writing or composing (Trismanto, 2017). Lack of student interest in writing learning can be caused by the lack of use of learning methods used by teachers that cause students to be bored and bored in writing learning. This is supported by the results of Kumara's (2001) study which states that students' inability to express ideas in writing because teachers are less competent in teaching, students are less motivated to write, and students lack reading interest which results in lack of insight and least word learning so they are difficult in pouring an idea into a writing. One of the factors causing students' low writing skills is due to lack of understanding of students about the material presented. Other factors that cause low writing skills of students can be internal factors (intelligence, interests, talents, attitudes, needs, emotions, motivation and self-adjustment) and external (school, teacher, family and community) (Sugihartono, et al, 2007) One of the learning difficulties experienced by students is found in Indonesian language subjects, especially in writing learning. This is supported by the results of interviews and the results of students' writing analysis that there are gaps where the results of the writing have a lot of discrepancies with Indonesian spelling and students tend to have difficulty expressing ideas into writing because of the limited vocabulary possessed by students. As expressed by Astuti & Mustadi (2014) that the cause of low students in writing learning is that teachers emphasize more knowledge or language rules, less train students in language use skills to communicate. This often causes students to be less interested in learning Indonesian so that the achievements they achieve are less than optimal.

Other search results found that the midterm review scores on Indonesian language lessons were still relatively low compared to other subjects. in general, low values indicate that there are gaps experienced by students in these subjects (Sugihartono, et al, 2007). Considering these problems need to be done new waste in learning especially writing essays. This study tries to apply a collaborative big book assisted learning model to students' narrative essay writing skills so that it will be known the

effect or significance of the application of collaborative learning models assisted by the big book media on essay writing skills.

Collaborative learning model is a group learning process that each member develops their ideas, attitudes, opinions, abilities, and skills to jointly enhance mutual understanding of all members (Nizar in Hosnan, 2014). This collaborative learning model emphasizes students building their knowledge through group learning which is helped by the big book media by giving input to each other in discussions. It is expected that from the discussion activities students will exchange ideas about a concept of writing and contribute to each student's thoughts so that students get new vocabulary to be written into a writing.

Media is an intermediary tool that aligns information between sources and recipients of information (Smaldino, Lowther, & Russell, 2008). Sources of information can be obtained from the teacher or from the learning media, while the recipient of information is a student (Astuti & Mustadi, 2014). Thus this learning media can help the process of interaction between teachers and students during teaching and learning activities. Scarratt & Davison (2012) divide the media into three types, namely audio visual, print media, and internet media. In this study the application of collaborative learning models assisted with print media is the big book.

The big book media is a media that has special characteristics that are raised, both text and images as well as special characteristics in terms of image shape, and color (Kiromi & Fauziah, 2016). According to Sulaiman (2017) Big Book is a reading book that has a good size of text and large images. This is in line with USAID's (2014) opinion that a big book is a reading book that has a large size, writing, and picture. Supported by the opinion of Colville-Hall & O'Connor (2006) who argued that the big book is a large book with printed text and illustrations that have high visualization for students as the teacher reads the book to all students and classes. From some of these opinions it can be concluded that the big book is a reading book that has a good size of writing and large images with special characteristics in terms of the picture and has a high visual power when applying it to learning. The purpose of the big book media according to USAID (2014) is to involve students actively in learning, provide examples of good texts for students and explore information. Besides that, one of the big book features is to develop all aspects of language, one of which is in writing skills. By exploring the meaning of each writing in the big book, students can develop new vocabulary.

The writing activity is a process, namely the writing process. Moore-Hart (2010) states that writing is divided into five stages: pre-writing, drafting, revision, editing, and publication. In this study the writing stages are contained in the steps of collaborative learning model assisted by the big book media. Students in the pre-writing stage read a big book in groups with different themes. Then discuss the results of the reading and collaboratively work together to identify and analyze the themes and conclusions that can be taken from the reading contained in the big book. After that, each student creates an essay framework that is related to the theme agreed upon by the group based on the big book that is read. At the drafting stage, students pour stories in narrative essays based on the composition of the essays made. The revision phase is carried out in groups to discuss the results of the narration of other students' narratives. The discussion was carried out related to narrative essays made by students in each group both in the use of words, sentences, writing, punctuation and so on. Next, in the editing stage, they edited their writing based on input from their group friends. The last stage is publication by reading the essay in front of the class and judging by the teacher.

The purpose of this study was to determine the effect of collaborative big book assisted meodel learning on narrative essay writing skills of fourth grade elementary school students. The implementation of learning is carried out 6 times in which there are pretest and posttest. This has an impact on improving students' ability to write which is seen through the writing and scores obtained by students. This research will be a reference for teachers, especially elementary school teachers about how to give learning to students who have learning difficulties in learning to write.

2. Material & Methodology

a. Data

The data in this study in the form of student scores at the time of posttest and observations of student activities, and teachers when learning to write narrative essays. Data collection techniques

used are tests, observations, field notes, and documentation. tests are used to measure students' narrative writing skills. Observations used are to observe participants and field notes are used to record all things that occur that are not on other instruments. while documentation is used to document the process and results of learning activities.

Data analysis was conducted to meet the answers to the alleged influence of collaborative learning models assisted by the big book media on the narrative writing skills of fourth grade students of SD Matla'ul Khoiriah Bandung. Previously used a prerequisite test that is the normality test to determine the distribution of data using the formula shapiro wilk. Because this study there is no comparative sample, if it is stated as normal distribution, it is continued with the t-test which aims to find out the significance of the influence of collaborative learning models assisted by the big book media on students' writing skills compared to the specified comparison, namely minimum completeness criteria which has been determined by the school which is 70. This is done because in this study there was no pretest

b. Method

This study uses a quantitative approach. This type of pre-experimental research with one shot case study design aims to see how much influence the collaborative learning model is assisted by the big book media on students' narrative essay writing skills. The subjects of this study were fourth grade A students at SD Matla'ul Khoiriyah, Bandung City, totaling 26 students. The subject of this research was taken by using purposive sampling sampling technique where the researcher chose the sample and place of research not based on the problems that existed in school but only to study the existing phenomena.

Learning Condition

Learning undertaken during one meeting held for three hours of lesson (3 x 35 minutes). Class state classified as poor in terms of lighting and seating is a bit cramped. To facilitate learning about writing essays convey. The teacher gives examples of arrangements with specific themes to the students and read out, then the student is required to read the hearts and give examples of essay theme, so that students know and understand the essay with the theme of variety.

Research Instruments

The research instrument used in this study were (1) curriculum-based lesson plan 2013. In learning activities are the stages of a collaborative learning model with a book big media aided learning scenarios to write the essay narrative; (2) pieces of student work; (3) The observation sheets; (4) The court records; (5) a narrative essay writing test; (6) documentation. Ratings narrative essay writing skills measured by the assessment rubric student essay writing skills with an assessment of every aspect of a scale of 1-4. Aspects assessed on writing narrative essay is (1) content; (2) the organization; (3) vocabulary; (4) the use of language; and (5) mechanically.

Technical Analysis Data

Data analysis is done to meet their answers and alleged influence of collaborative learning model assted by media big book to writing narrative skills Elementary School fourth grade students Mathla'ul Khoiriyah. Previous test prayarat analysis with normality test. In testing the normality of distribution using the formula Shapiro Wilk, the analysis used in this study using the test one sample t-test the hypotheses used are:

H_0 = No influence of big media-aided collaborative model of book on student essay writing skills

H_1 = No influence of media-aided collaborative model influence the big book of the essay writing skills of students

Testing criteria used is if $t_{hitung} > t_{tabel}$ with $df = n-1$, $\alpha = 0.05$, H_1 be accepted and rejected for the other t price. In this study, to perform one sample t-test is by using SPSS 22.

3. Results and Discussion

a. Result

From the implementation of learning by applying the collaborative learning model assisted by the big book media to the narrative essay writing skills which were held one meeting for 3 x 35 minutes consisting of 8 steps as follows. *First*, the teacher applies the learning objectives and divides the tasks of each student that has been formed in groups. *Secondly*, students in the reading group of big books that have been disrupted and then discuss the big book theme and write down the main points in the reading. *Third*, the group works together to identify the big book reading, which is to determine the theme that will make the group's identity in making essays. *Fourth*, after the group agreed on the theme of the reading of the big book that was read, students compiled the essays that had previously been drawn up. *Fifth*, the teacher appoints one of the groups to read out the results of the discussion and the composition of the essay made. *Sixth*, each student in the group works together to revise the writing of each group member. *Seventh*, students' narrative essays are grouped according to the theme of each group. *Eighth*, students' narrative essays are assessed and commented by the teacher to make improvements if there are errors in writing. From the implementation, the average score of the students' posttest results obtained from the assessment of each aspect, namely content, organization, vocabulary, language use, and mechanics which were assessed based on the assessment rubric using a scale of 4 for each aspect, namely 4 (very good), 3 (good), 2 (enough), 1 (less)

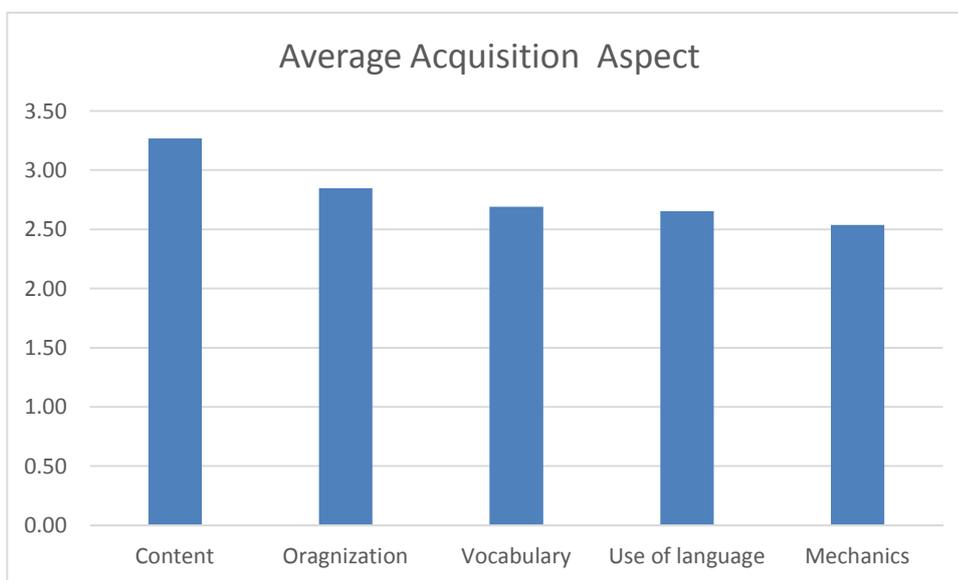


Figure 1 Average Acquisition Aspect

In figure 1, it can be seen from the overall students that the highest aspect is the aspect of content, while for organizational aspects, vocabulary, the use of language and mechanics get the value said to be good even though it is not as high as the aspect aspect of the content. From the results of the analysis of each aspect, the final student scores are as follows:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Nilai	26	68.2692	10.94918	2.14731

One-Sample Test

	Test Value = 72					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Nilai i	-1.737	25	.095	-3.73077	-8.1532	.6917

Based on the results of the first output data, it can be analyzed that as many as 26 students produce an average of 68.26. While the results of the second output data are displayed Test Value = 72 with the value of $t_{count} = -1,737$, with $df = 25$ with $t_{table} = 1,708$ so that $-1,737 > 1,708$ then H_o is accepted. This means that the average score of students is less than the KKM of Indonesian language learning, namely 72. Means that the collaborative learning model assisted by the big book media does not affect the skill of writing narrative essays of elementary school students.

b. Discussion

Based on the results of the research that has been obtained and presented above, the test based on statistical tests stated that collaborative learning model assisted by big book media did not affect the students' narrative writing skills. This can be caused by various factors among them, the readiness of students towards the material presented, the readiness of the teacher in applying the less optimal learning model, the less conducive class condition, and the number of meetings which only one meeting. When viewed from the results of the research that has been explained, of the total students produced an average of 68.26. As for the completeness criteria, it reaches a minimum of 72. This criterion may be achieved if the number of meetings in each lesson is not only held one meeting but more than once. In accordance with Vismaia's statement (2018) which states that one of the keys to skill success is the intensity. Therefore it does not rule out the possibility of students' narrative essay writing skills can be increased by applying the media-assisted big book experimental learning model. In addition the failure of this research is influenced by many external variables, in accordance with the opinion of Sugiono (2016) which states in the study of one shoot case study results obtained there are still external variables that influence the formation of the dependent variable in this study writing skills, things this can occur because of the absence of control variables and samples that are not chosen randomly. Besides the readiness of facilities and infrastructures that are less supportive, this research is carried out based on real conditions in the field without changing the atmosphere of the classroom, the results obtained can be caused by the condition of the room and the student's seat which is less than optimal which causes students to be less prepared to receive learning material. supported by the opinion of Laila, (2009) which states that a successful research carried out in the classroom can be influenced by the state of the room, lighting, and the student's seat. Besides that, the results can be caused by the limited ability of the teacher and not optimal in teaching and learning activities, and the available time is not sufficient to be an obstacle to research implementation.

In addition to the research implementation factors, the fundamental factors that cause the collaborative learning model with the big book media have no effect on students' narrative essay writing skills because of the students' lack of knowledge of the writing concept and the students' low reading interest so that students do not have a useful vocabulary dissertation to pour it into an essay . This can be seen from the results of the acquisition of each aspect including vocabulary, organization, mechanics, and language use of students who are still not too high but categorized as good. This is in line with the opinion of Hartati (2017) in her research that students' lack of interest in reading can lead to low vocabulary. The statement was reinforced by Lesaux, et al (2014) which showed that

continuous learning and vocabulary knowledge were very important for students who showed that they did not yet have undeveloped vocabulary.

Following up on the results and discussion, it can be concluded that the model cannot be used as the only learning model for learning to write narrative essays, especially in class fourth grade. Nevertheless, this collaborative learning model assisted by the big book media can be used as a reference for teachers by changing the learning hours and number of meetings and ensuring students are ready to take part in learning.

4. Conclusion

The results of the study stated that by applying the collaborative learning model assisted by the big book media it did not affect the writing skills of fourth grade elementary school students. These results are shown by the results of statistical tests that the amount of data as many as 26 students produced an average of 68.26. While the results of the second output data are displayed Test Value = 72 with the value of $t_{count} = -1,737$, with $df = 25$ with $t_{table} = 1,708$ so that $-1,737 > 1,708$ then H_0 is accepted. This means that the average score of students is less than minimum completeness criteria in Indonesian language learning, especially in writing learning, which is 72. This means that the collaborative learning model assisted by the big book media does not affect the narrative essay writing skills of elementary school students. Nevertheless, collaborative learning models assisted by big book media can be used to improve students' ability to write essays with learning that is carried out intensively, the state of the room is supportive, the readiness of students who are ready to receive learning, and the readiness of teachers to apply the learning model. In addition teachers and students gain learning experience by applying collaborative learning models assisted by the big book media, namely narrative essay writing skills. Especially for teachers to gain experience assessing analytical narrative essays with five aspects, namely content, organization, vocabulary, language use, and mechanics.

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