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A Multiliteration-Based *Scaffolded Writing* Model on Learning to Write a Personal Letter at Kanggraksan Elementary School in The City of Cirebon

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Abstract. This research is based on the low student learning outcomes in learning Indonesian. From these data, the researchers used multiliterated *scaffolded writing* models in student writing learning. This study generally aims to obtain a picture of a series of learning to write by using a Personal Letter in class IV SD Negeri Kanggraksan. The research method used is the classroom action research (CAR) Elliot model. Data analysis techniques carried out were qualitative, quantitative and triangulation data analysis. The purpose of this study is to find out an overview of the processes and abilities of students in writing personal letters. The research subjects in this study were class IV consisting of 17 male students and 15 female students and the observer partner was the teacher in the class. From the results of the study it can be concluded that an increase in the average value of learning outcomes in each cycle increases. The average value of student learning outcomes in cycle 1 was 61.69, increased in cycle 2 to 67.70 and increased again in cycle 3 to 83.90. Based on these results it can be concluded that the ability to write personal letters using the *Scaffolded writing* model can improve students' writing abilities. Hopefully the results of this study will be useful in efforts to improve the quality of Indonesian education.

Keywords: *Scaffolded writing, the ability to write personal letters, elementary school students.*

INTRODUCTION ~ This 21st century, a culture of literacy is needed in the world of education. Where in this century the emphasis is on efforts to produce young people who have four main competencies, namely thinking competency, work competency, life competency and competence in mastering the tools to work. According to James Gee in (asih, 2016) stated that literacy is the ability possessed in the activities of thinking, speaking, reading and writing. Reading and writing are activities that are closely interrelated in learning. In this case students who are diligent in reading books will be able to pour their ideas or ideas into written form. But in reality, general knowledge books or textbooks, comics or novels are not the main

attraction for students to read and pour into written form. Students are more interested in gadgets in which there are games and social media. This was confirmed by the Program for International Student Assessment (PISA) in 2016 which showed that Indonesia in Language Literacy was ranked 62 out of 70 countries. Culture of language literacy in Indonesia is still very low compared to other countries. Therefore, Indonesian subjects are one of the subjects. The main lessons in elementary school that can be a solution to improve literacy culture.

Indonesian Language Learning in elementary schools, there are four Indonesian language skills that must be mastered by students, namely reading skills,



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writing skills, listening skills and speaking skills. As we know language skills are a set of skills that can bring together a variety of other subjects because language is an important element in human life that is used to communicate. The purpose of Indonesian language studies is to improve language and literacy skills, improve thinking skills and have the existence of nature and the ability to extend knowledge (Rahman. 2019, p. 2), One aspect of language skills is writing, writing skills that is pouring ideas or ideas through messages so that writing is also one of the important roles that can be taught also to students, if reviewed among students the ability to write is still low in writing can be caused by various factor. One of the main dominant factors is the low role of the teacher in fostering students' skilled writing, because if the teacher does not have writing skills how can he work on students writing skills. Another cause is the inability of teachers to guide students when writing activities take place and even the discovery of several teachers who leave students during writing activities. This could be due to the teacher's opinion that writing is an easy activity for students to do. As according to Read, S. (2010) which states as follows:

“Just as we know that readers bring their prior knowledge with them when they read and construct meaning, writers also need to bring prior knowledge to the act of composing meaning through writing”.

What it means As we know that readers bring their prior knowledge when they read and construct their meaning, writers also need to bring prior knowledge to the act of constructing meaning through writing, because writing is basically a process.

In the current era of development, writing becomes very important. This is in line with Rahman (2016) opinion which states that writing ideas will further develop when students conduct group discussions, with the learning media. Developing writing skills to support the improvement of basic literacy can be sourced from daily activities. As for Ariawan & Rahman (2017) in his research on student's writing skills through experiential learning which explains that the experiences students have in each activity can be the object of their writing. Writing becomes a form of indirect communication carried out by someone to express ideas, ideas, concepts and thoughts in the form of written language that can be read by others by writing is also very important for students because it can facilitate students to feel connections, deepen responsiveness and perception students to solve problems and arrange experience sequences.

Scaffolded writing model is a model of learning writing that all planning is done by the teacher. In practice the teacher explains how the authors write an article that is used as a model. This model of writing planning is explained by the teacher so that



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the writing produced from this learning is more of a reconstruction writing. The main purpose of this model is for students to know how an essay is made based on the imagination, thoughts and packaging done by the author, but researchers use the scaffolded writing model to write a personal letter while the implementation of the scaffolded writing model as a modification of the stages expressed by Axford (in Abidin, 2013) at the pre-writing stage the educator explains about what the letter is and the types of the letters, but here the researcher will teach in advance what is explained about the personal letter after introducing and the different letters at the writing stage the students makes a personal letter, each theme is determined after that share the result of construction and check there is something wrong in the writing is finished corrected the published and collected.

As according to Michael Singh and Cheryl Ballantyne 2012 which states that multiliteration is as follows :

multiliteracy is a subject of argumentation and rational disagreements.

Which means that multiliteration in education is an argument, which means that multiliteration as a source that is very suitable for use in learning Indonesian. Multiliteration used by this researcher is Indonesian language learning which is combined with learning media that is

suitable for use in learning. The media used in learning is writing letters.

METHOD

The study was conducted at Kanggraksan Public Elementary School in class IV with a total of 28 students. The research method used was Classroom Action Research (CAR). The research design used in this study is the Kemmis and Mc. Taggart. According to Hopkins and Mc Taggart (in Tampubolon, 2014, p. 19) the strategy used through research procedures in the form of a cycle, PTK raised problems or real problems in daily learning practices faced by teachers.

CAR is basically research conducted to solve problems that examine the steps of solving the problem itself and improve the learning process repeatedly or cycled (Abidin, 2011, p. 217) based on the statement that the research did not depart from the curiosity of the teacher, but is a teacher's effort by reflecting on the learning that has been done that is aimed at improving its performance, so that the learning process and student learning outcomes can be improved. This research consists of three cycles, in each cycle there are two actions.

The instruments used in this study are observation sheets, field notes, photo cameras. The data processing techniques used are qualitative, quantitative and triangulation. Qualitative data was



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collected through observation sheets, field notes, and documentation. While quantitative data obtained from the assessment of students' ability to write individually.

RESULT AND DISCUSSION

The research findings found in each learning process, then described to obtain a picture of learning that has been implemented. The description of learning is analyzed to find out the problems and learning outcomes of students. The data from the analysis is used as a benchmark for the success of the research, as well as input for further actions as reflection and improvement.

This research starts from the first cycle to the third cycle which starts with conducting research planning, namely by preparing the Learning Implementation Plan (RPP), media, and learning resources. The first learning plan is designed to fulfill the two actions in this cycle. Research in each cycle consists of two actions, namely action I and II. The time allocation for each action is 2 x 35 minutes.

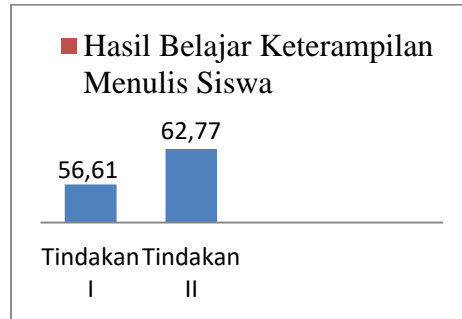
Learning planning is planned in accordance with the findings of the problems found by researchers at the time of observation in class IV SDN Kanggraksan namely the low on writing skills. Teaching material which is studied by students is diverse, in the first cycle teaching material that will be delivered is about "Family". In each action the researcher monitors the activities in learning and reflects on the findings when learning takes place. In the reflection stage the researcher can see the shortcomings or problems in the learning process to make improvements to the next action so that it is more optimal.

Cycle 1

Actions 1 cycle I, the activity carried out is to discuss the family. The media used in this activity is a letter. In Action II cycle I, the researcher planned the activity by discussing about the same material, namely the family, but in this action the students focused on practicing or doing tests in reading individually. The media used in the form of letters.

Table I. The value of students writing skills in cycle I

No	Cycle I	
	Tindakan	Rata-rata
1	1	56,61
2	2	62,77
Jumlah	119,38	
Rata-rata	59,69	



Cycle II

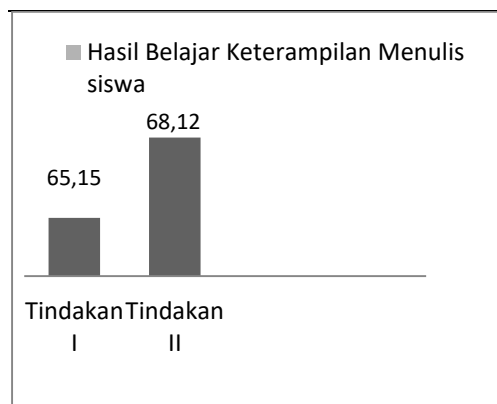
Cycle II teachers pay more attention to the initial knowledge possessed by students when the learning process as well as in using the media Letter. Researchers make improvements from the findings in previous actions, so it is hoped that learning will be more meaningful and students are able to apply learning in everyday life. In the second cycle of action 1, learning activities

use material about "Friends". The media used is letters.

Cycle II action I is students writing with the guidance of the teacher. The media used by researchers is Surat. Cycle II action II regarding Friends, by analyzing personal letters, spelling and language used appropriately. The media used is in the form of letters displayed through infocus.

Table II. The value of students writing skills in cycle II

No	Cycle II	
	Tindakan	Rata-rata
1	1	65,15
2	2	68,12
Jumlah		133,27
Rata-rata		61,07





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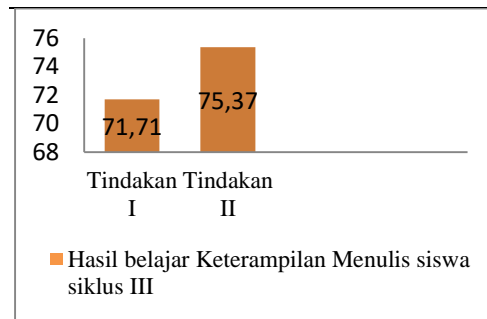
Cycle III

Cycle III action I is to write guided by the teacher. The media used by researchers is

Surat. Cycle III action I regarding "Teacher". The indicator is students mention personal letter structures. The media used are letters.

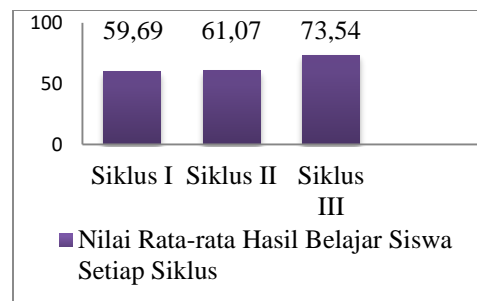
Table III. The value of students writing skills in cycle III

No	Siklus I	
	Tindakan	Rata-rata
1	1	71,71
2	2	75,37
Jumlah		147,08
Rata-rata		73,54



It can be concluded that in Figure 3, each cycle in students' writing skills has increased,

but this increase in writing skills has not yet reached the KKM of Indonesian subjects.



CONCLUSION

Based on the results of research, findings, analysis, and reflection that has been carried out on each action in each cycle. From the results of the research that has been carried out, the use of the Scaffolded Writing Model can improve the ability to

write personal letters of grade IV students of SD Negeri Kanggraksan in writing personal letters.

These learning outcomes are indicated by the average value of student learning outcomes through individual evaluation tests. The average value of learning



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outcomes obtained in the cycle. The average value of student learning outcomes in the first cycle was 59.69, then in the second cycle there was an increase of 61.07 and in the third cycle an increase of 73.54. From each cycle it was very noticeable that students experienced an increase in students' writing skills.

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