ICEE-2

Application of Constructive Models to Increase The Writing Skills of Grade VI of Elementary School Students

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Abstract. The low ability of students to write speech scripts will affect the ability of students to communicate formally in speech. Speech is the ability to communicate in front of many people who demand the ability to use language that is good and right, so that the purpose of speech or communication will succeed optimally. This classroom action research aims to improve the ability to write speech texts for grade VI elementary school students through the application of the constructivist model. This research was conducted in two cycles in which each cycle consisted of four activities, namely planning (plan), implementation (act), observation (observeb) and reflection (reflection). The subjects in this study were 15 students from grade VI. Data is collected through tests, observations, and field notes. Data analysis was performed in a descriptive quantitative manner. The results of the study in the first cycle showed an average of 80.7 and in the second cycle showed an average of 96.4 and in this second cycle the percentage of students completeness reached 100% seen from the minimum completeness criteria (KKM) set of 60. With thus the application of the constructivism model can improve the ability to write speech texts for Grade VI students.

Keywords: *Constructivism, Speech Writing, Grade VI Students*

INTRODUCTION ~ Learning Bahasa Indonesia in Elementary Schools aims to have students possessing language skills. Resmini and Djuanda, (2007: 2) stated "the competencies students must master in learning Indonesian include four aspects of language skills, namely listening, speaking, reading and writing. Aspects of writing skills including writing a speech script in learning require a process. Graves (Djuanda et al, 2006: 299) states the stages of the writing process are as follows (1) the writer choosing a topic and gathering information to be written down, (2) the writer writes the topic in a text, (3) the writer shares (brainstorms) about his writing. From this opinion it can be seen that writing requires a process and stages and is more complicated than spoken language (speaking). One of the competencies that must be mastered by grade VI students is

expressing thoughts and information in writing in the form of speech texts and or official letters. So the ability to write speech scripts in addition to being part of language skills is also a target of competence that must be mastered by Grade VI students. In writing speeches, of course there are various rules that must be considered such as writing that must be easy to understand, concise, clear language and writing must be standard or in accordance with the rules of language. The low ability of students to write speech scripts occurs in grade VI of SDN Ungkal, Conggeang district, Sumedang Regency. This data was obtained from the results of student tests in writing speech scripts. The evaluation aspects of writing a the topic in a text, (3) the writer shares (brainstorms) about his writing. From this opinion it can be seen that writing requires a process and stages

and is more complicated than spoken language (speaking). One of the competencies that must be mastered by grade VI students is expressing thoughts and information in writing in the form of speech texts and or official letters. So the ability to write speech scripts in addition to being part of language skills is also a target of competence that must be mastered by Grade VI students. In writing speeches, of course there are various rules that must be considered such as writing that must be easy to understand, concise, clear language and writing must be standard or in accordance with the rules of language. The low ability of students to write speech scripts occurs in grade VI of SDN Ungkal, Conggeang district, Sumedang Regency. This data was obtained from the results of student tests in writing speech scripts. The evaluation aspects of writing a speech script include the use of spelling, systematic speech scripts, and sentence structure. From the test results obtained that only 10 students who scored > 60 and categorized as complete. While students who scored < from 60 as many as 5 people or 33.3% and declared incomplete in learning to write a speech script.

Based on the above problems, the formulation of the problem in this study is whether the application of the constructivism model can improve the ability to write speech texts for grade VI elementary school students.

Based on the above problem formulation, the purpose of this study is to improve the ability to write student speech scripts through the application of constructivism models to grade VI elementary school students. Learning to write a speech script requires the skills of each student in developing linguistic literacy and mastery of language skills in written form (speech script). Thus learning must be developed so that students are able to build their own knowledge related to language and creed through fun and challenging activities. The constructivism model becomes a solution because with this model students will be active in building and shaping their knowledge. Self-acquired knowledge will become permanent and not easily forgotten. This is in accordance with the opinion of Sagala, (2006: 88) "that the essence of constructivism is students must find and transform a complex information to another situation, and if desired that information becomes their own. Thus learning can be interpreted as a change in conception because basically students already have initial knowledge (schemata). and with learning there is assimilation and accommodation of the concepts they already have with concepts obtained from learning activities. Besides the correlation constructivism can also be seen from the nature that is directed at the nature of learning. Learning according to constructivism is as.

a. Learning is seen as a change (conception), so it can be said that learning is a rational activity

b. Learning will only occur if someone changes or wants to change their mind

c. Students' ability to learn is very dependent on the knowledge they have.

d. Learning is a process of change that starts from the difference (differentiation), the expansion of the conception, re-conceptualization and recturturization, (Sutarno, 2008: 89)

In addition, the constructivism model in improving the ability to write speech scripts is based on kindness the goodness of the constructivism model. The benefits of the constructivism model are as follows.

a. Learning based on constructivism provides an opportunity for students to express ideas explicitly using the students' own language, various ideas with their friends, and encourages students to explain their ideas.

b. Constructivism-based learning provides experiences related to students 'ideas or activity plans tailored to students' initial ideas so that students broaden their knowledge of phenomena and have (given) opportunities to assemble phenomena, so students are encouraged to differentiate and integrate ideas about challenging phenomena student

c. Constructivism learning gives students the opportunity to think about their experiences so that students think creatively, imaginatively, encourage reflection on theories and models, introduce ideas at the right time

d. Constructivism learning provides opportunities for students to try new ideas from students so that students are encouraged to gain confidence by using a variety of contexts that are well known and new and ultimately motivate students to use various learning strategies,

e. Constructivism learning encourages students to think about changing their ideas after being aware of their progress and giving students the opportunity to identify changes in their ideas.

f. Constructivism learning provides a conducive learning environment that supports students expressing ideas, listening to one another, and avoiding the impression that there is always one "right answer", Tytler (Sutarno, 2008: 88.

The concept of constructivism learning emphasizes more on how through the application of constructivism models can

really be realized. students gain knowledge as a reference for overall learning success.

According to Sagala, (2006: 88) states that constructivism emphasizes the strategy of gaining more priority than how much students acquire and remember knowledge.

With the model of constructivism learning will be liked and challenge students to be totally involved in learning. With the model of constructivism learning begins with students' initial knowledge, and with this initial experience students are facilitated in building new concepts about the material being studied. Furthermore, with this model learning will be challenging because students must try and reflect on the results of their thinking and ask friends to test their ideas. Then it ends with clarification to strengthen understanding and increase self-confidence regarding his ideas. And thus meaningful learning

METHOD

This research is a classroom action research conducted in collaboration with the grade VI elementary school teacher Ungkal Conggeang District, Sumedang Regency, which was carried out for two cycles. Each cycle is carried out through four stages, namely planning, implementation, observation and reflection. The process of implementing the cycle is as shown in Image 1

The subjects of the study were Grade VI students of Ungkal State Primary School, Conggeang District, Sumedang Regency, West Java Province, totaling 15 students consisting of 4 boys and 11 girls. Research time is from 8th to 27th April 2019. The technique of data collection is done by conducting product tests in the form of speech texts. The aspects assessed in the making of speech texts include the use of spelling,
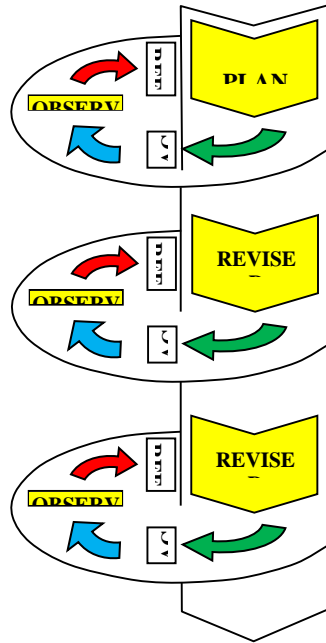
Figure 1. Classroom Action Research Cycle Kels Kemmis and Mc. Taggart (Wiriaatmadja, 2005: 66)

systematic and use of sentences. Every aspect of the evaluation is determined by a score or score of 1-3 with the assessment descriptor. The appraisal descriptors are shown in Table 1

Table 1. Evaluation of Speech Text

No	Assessment Aspects	Indicator	Assessment Procedure
1	Spelling	1. 80-100% correct use of dots, commas and quotation marks 2. 2. 80-100% the use of question marks and exclamation is correct 3. 80-100% correct use of capital letters	Score 3 if all indicators appear
2	Systematics	1. Open the right script 2. Position the contents of the speech script precisely 3. Concluding remarks right	Score 2 if 2 indicators appear
3	Sentence	1. Sentences can be understood 2. Structure the sentence according to rules 3. Communicative and varied sentences	Score 1 if 1 indicator appears

The ideal score of each aspect of the assessment is 3 so that a maximum score of 9. To determine the value is to divide the acquisition score by the maximum score. Furthermore, the value is compared with KKM.

Through the help of descriptive calculations, research data are analyzed and clarified into five categories. This category then becomes a guideline for determining completeness as shown in Table 2.

Tabel 2. Speech Writing Capability Category

No	Score	Category
1	86-100	Very good
2	71-85	Well
3	56-70	Enough
4	41-55	Less
5	< 40	Very Less

In this study the Minimum Completeness Criteria (KKM) is the benchmark of research success. The KKM is determined by the school, while the KKM for Indonesian subjects is 60, meaning that if a student scores 60 and or more can be declared complete and if he / she scores below the KKM (60) is declared incomplete or successful. In learning to write a speech script by applying the constructivism model, it is declared successful if all students (100%) can be declared complete. Or if there are no students who score below the KKM.

RESULTS

Learning aspects of writing (speech script) by applying the constructivism model in its implementation is very much guided by the views of the constructivism model. The views that guide this are as follows.

a. Learning is the building of knowledge based on experience or prior knowledge.

b. Learning is someone's interpretation of the world

c. Learning is an active process in which knowledge is developed based on experience and negotiation so through various information and seek agreement from various views through interaction or collaboration with others

d. Learning needs to be situated in a real setting (Yulaelawati, 2007: 66)

In the implementation of learning to write a speech script is technically guided also by the steps of the constructivism model which consists of the exploration phase, clarification phase, and application phase. In the exploratory phase the teacher draws the student's initial knowledge through stories, questions and answers about speech scripts and presents various examples of speech scripts. In the clarification phase the teacher facilitates the formation of learning groups, guiding each group in carrying out practical activities in compiling speech texts. Then each group displays their work commented on by other groups, concludes the results of the discussion and gives appreciation for the work of students or groups. In the application phase students and teachers reflect all activities that have been carried out, conclude the learning outcomes and then students actualize ideas or ideas in the form

of work (speech scripts). Using the constructivism model in cycle I, the ability to write a speech script is classified in five categories as shown in table 3

Table 3 Classification of Students' Speech Writing Skills in Cycle I

No	Score	Category	Frequency	Percentage
1	86-100	Very good	6	40
2	71-85	Well	6	40
3	56-70	Enough	-	0
4	41-55	Less	3	20
5	< 40	Very Less	-	0
			15	100

Based on Table 3, the percentage of classical students completeness in the first cycle is determined by referring to the applicable KKM. The school KKM for Bahasa Indonesia is 60 so that detailed student completeness can be seen in Table 4.

Table 4 Category Mastery Learning Students in Cycle I

No	Score	Category	Frequency	Percentage
1	≥ 60	Complete	12	80
2	< 60	Not finished yet	3	20

Based on the exhaustiveness category table above, the mastery learning of students by referring to KKM in the first cycle only reached 80%. This achievement has not yet reached the specified research target. The target determined is that all students (100%) can be declared complete. On this basis, the study continued in cycle II. The results of student learning achievement in the second cycle are classified as in Table 6.

Table 5 Classification of Students' Speech Writing Skills in Cycle II

No	Score	Category	Frequency	Percentage
1	86-100	Very good	12	80
2	71-85	Well	2	13
3	56-70	Enough	1	7
4	41-55	Less	-	0
5	< 40	Very Less	-	0
			15	100

Based on the above table, then the percentage of students mastery can be determined classically. This on is a reference to the success of this study. The percentage of completeness is as shown in Table 6. percentage is based the KKM of the

ICEE-2

school. The percentage of completeness based on the KKM.

Table 6. Category Mastery Learning Students in Cycle II

No	Score	Category	Frequency	Percentage
1	≥ 60	Complete	15	100
2	< 60	Not finished yet	0	0

Based on the completeness table, the completeness classically refers to the school KKM for Bahasa Indonesia subjects in cycle II reaching 100% and has reached the specified target. So this research was stopped in the second cycle.

When compared to the average ability of students in writing speech texts through the application of the constructivism model between cycle I and cycle II it can be seen in Image 2.
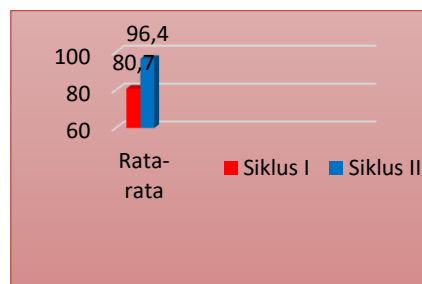

Image 2. Comparison of Average Speech Writing Capability Test Results in Cycle I and Cycle II

Based on the picture above, it can be seen that there is an increase in the average value of the ability to write students' speech scripts in the first cycle 80.7, then increase in the

second cycle to 96.4. Next, for classical learning completeness in cycle I and cycle II can be seen in Image 3
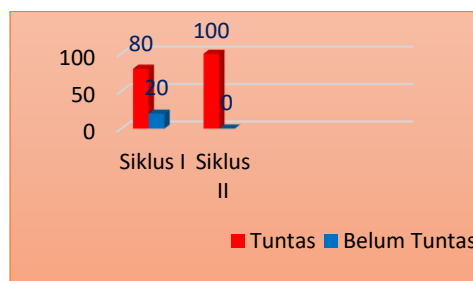

Image 3. Comparison of Classical Study Mastery in Cycle I and Cycle II

In Cycle I the students' ability to make speech scripts with the competence to make speech texts through the application of the

constructivism model in the first cycle of the test results revealed that there were 6 students in the excellent category, 6 students

in the good category, and 3 students in the poor category. From this result it can be understood though

As a large student already has the ability to make speech scripts, but there are still 20% of students who have not been able to write speech scripts properly. So it is deemed necessary to improve in the next cycle. In addition, because the research target has not been reached. The ability to make speech scripts in cycle II has increased. This increase can be seen from the percentage of completeness and the average value of students classically. From the second cycle value it is known that 14 students get good and very good grades, there is only one student who gets enough grades. The average value

with its fundamental prociple that people construct their own meaning for exsperienced and for anything told them. Then constructed meaning dependson the person'saxixiting knowledge. And since it is inevitable that people had different experienced and heard or read different thing.

in cycle II is 96.4 which means an increase of 15.7 points from cycle I. From completeness in cycle II all students (100%) can be declared complete because there are no students who score below the KKM.

Based on the analysis of the results of the study, the formulation of the problem in the

study is "whether the application of constructivism models can improve the ability to write speech scripts for grade VI students of elementary schools?" It is indicated that the main concepts in the constructivism model are initial knowledge, building one's own knowledge and clarifying ideas or ideas with others. In writing a speech script each student must have initial knowledge about the speech script, and with this initial knowledge students are facilitated to build their own knowledge so that finally they find the right concept or idea. This is in accordance with Fensham's opinion (Sutarno, 2008: 88), that:

...A constructivist view of learning

a. Fostering students to become more independent
b. Developing students' creativity because he has to show the results of learning or his work.
c. Practice collaborating with other student team members

From this understanding it can be understood that the success of learning depends not only on the learning environment or conditions, but on the student's initial knowledge. Learning involves the formation of meaning by students from what they do, see and hear. Formation of meaning is an active process that continues so that students have the final responsibility for their own learning. The use of the constructivism model in answering the problem statement is based also on its

significance. The meaningfulness or benefits of constructivism learning model according to Prawiradiaga in http //selfcapunk.wordpress.com, (2007: 5) are as follows.

a. the active process of students in constructing knowledge which often involves interpersonal negotiations

b. Knowledge is not something that comes from outside, but is constructed personally and socially

c. Like students, teachers also bring initial conceptions into the learning situation, both regarding learning material and their views on learning

d. Learning is not a transmission of knowledge, but rather involves setting classroom stuasions and learning arrangements that enable students to think naturally

e. The curriculum is not something that is simply learned, but a set of learning programs, materials, resources and learning that is the starting point for students to construct knowledge

In research by applying constructivism models that are grounded in character, syintaks, strengths which are correlated with the nature of learning clearly have an impact on the learning process and outcomes. Students will be motivated to be totally involved in learning. And if the learning process is ideal, the learning outcomes are certain to be ideal as well. This is because that learning

In implementing learning using the constructivism model, of course, it follows the syntax of the model itself. The syntax of the constructivism model consists of the exploration, clarification and application phases. Each of these phases contains various more detailed steps. The most important thing in carrying out the steps of the constructivism model is that this model in the realization of learning provides certain characteristics. According to Indrawati, (Rosalin, 2008: 7) the characteristics of a learning environment with a constructivist model are as.

a. Students are not seen as passive, but have goals and can respond to the learning situation by bringing the initial concept beforehand

b. Learning to consider as optimal as possible involves

is a process to achieve predetermined goals.

According to Munawaroh (1990) learning by applying the constructivism model proved effective in improving the learning outcomes of grade IV students in making personal letters. According to Sugiarti (1996) learning by applying the constructivism model is proven to improve the ability of fifth grade students in writing narrative essays.

The above research results have strong relevance to the nature of learning.

According to Sagala, (2006: 17) that learning is "a process of changing one's behavior or personality based on certain practices or experiences.

Based on these opinions it can be understood that learning is an active process for gaining experience. And this experience will further be reflected in oneself who learn through their behavior. In learning to write a speech script that is part of written language skills, of course the nature of learning has a very strong correlation with learning that is

guided by the constructivism model. With the constructivism model students will be dynamic in building knowledge to improve their ability to write speech scripts. This dynamization is based on their initial knowledge and collaborates with fellow friends to form complete and true knowledge. With the formation of knowledge naturally through learning activities with constructivism models. Then the knowledge will be firmly planted within each student. The role of the teacher in constructivism learning must be observant in providing various relevant facilities and motivations.

CONCLUSION

Determination of learning success is based on a predetermined KKM that is 60 for Indonesian subjects with basic competencies expressing thoughts and information in writing in the form of speech texts and official letters.

The application of the constructivism model can improve the ability to write speech texts for grade VI students This can be seen from the average value of the class through the test to make a speech script in the first cycle of 80.7 and in the second cycle has increased to 96.4 from a maximum score of 100.

While the indicator of success of student learning completeness as a whole is targeted at 100%, in the first cycle the new achievement is at 80% and as many as 3 (20%) have not been completed. And finally in the second cycle all students (15 students) or 100% have been declared complete by obtaining no grades below the specified KKM.

Thus the application of the constructivism model can improve the ability to write speech texts for grade VI students.

SUGGESTION

Based on the conclusions of this study, suggestions can be made as follows

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