Using The 5W1H Method In Writing Important Information With Google Forms In Elementary Schools

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Abstract: This research is based on the lack of understanding of students in writing important information in the text. This research was aimed to determine the ability of primary school students in writing important information by using the method of 5W1H through the google form. The method used in this research is descriptive qualitative. The instrument used to measure the understanding of the students in writing important information is a test given through google form. Collecting data was given to 39 students of class 6 primary school. The sample was conducted by purposive sampling method. The Object of the research is grouped into four categories, they are understanding the whole, understanding the partial, misunderstanding, and not understanding. From the results of this research, it can be concluded that students can mostly understand partially, one-tenth of them cannot understand, and a fifth of them misunderstood, and only one-sixth of them understand the use of 5W1H in writing important information. Therefore, it is necessary to improve the quality of teaching and learning about the method of writing important information in a text at the primary school level.

Keywords: 5W1H Method, Writing Important Information, Google Form

INTRODUCTION

National education in the 21st century is aimed at realizing a prosperous and happy Indonesian society, having a respectable and equal position in the eyes of other nations in the global era (Endang, 2018). One of the main tasks of teachers in 21st-century learning is integrating learning with technology. Teachers are required to be able to equip students with life skills so that students can compete in the digital era (Sole Ferdinandus Bele & Made, 2018). In the digital era, information is not difficult to obtain. With one click any information we can get easily. Wherever and whenever we can access the information we need (Aji, 2016). In the digital era, the world of education must equip students with various skills. One of the skills that students must master in the 21st century is Collaboration, Communication, Critical Thinking, and Creative (Sole Ferdinandus Bele & Made, 2018).

Language skills that students must master are listening, speaking, reading, and writing.

One of the writing skills that students must master is the skill of writing important information. Students who are unable to absorb important information will risk writing the contents of the wrong messaged (misunderstood) from its true meaning. So that the skills to write important information in a text require the critical thinking skills of students. This is seen as a fundamental skill in learning in the 21st century (Dewi, 2015). Critical thinking skills require analysis of students in making decisions or drawing unspoken conclusions (Bestary Reisky, 2019). Writing skills are language skills that must be mastered by students. Writing is a communication activity between the writer and the reader to convey important information in writing, (Rahman, Widya, R.N, 2020). The current phenomenon is that writing is very difficult to master and teach. This is because students and teachers do not get used to writing. Also, the media used is not attractive and causes boredom. Therefore, on this occasion, the author will describe how students understand how to write important information in the text using the 5W1H

method on a google form. In line with the research conducted by Ulfa, it is concluded that the 5W1H method analysis can improve students' ability to write good and correct reports (Ulfa, 2016)

The 5W1H method stands for what, who, when, where, why, and how. In Indonesian it is usually abbreviated as Adiksimba, namely what, where, when, who, why, and how. Every good information must have 5W1H elements (Daud, 2019). In line with the research conducted by Ratnayanti et al which stated that the application of journalist questions (5W1H) assisted by personal photos can improve students' narrative writing skills (Ratnayanti, N.M.D., 2016). The difference between this research and this research lies in the media used, namely personal photos with a google form. The equation is that both use the 5W1H method.

Google form is one of the features provided on Google Drive in the form of a template form that is used to find out user information (Rahardja et al., 2018). Google form was chosen as an effective and practical medium in learning. Especially during the Cobid-19 pandemic, all activities were mostly carried out online. Since WHO declared the Corona Virus a global pandemic on March 11, 2020 (Cucinotta & Vanelli, 2020), 2020). Indonesia implements PSBB throughout Indonesia. All activities are carried out online, including education. Google form is used as a learning media that is effective, practical, and can minimize paper use (Iqbal et al., 2018). As for the advantages of the features that google form has in the research workshop on the use of Google form as a learning evaluation tool for lecturers at the Faculty of Islamic Studies (Batubara & Ariani, 2019), namely:

1. The appearance of the form is attractive. The google form feature has various templates tailored to the theme used. Users can also add a photo or logo to be used.
2. Has various types of tests that are freely selected. The Google form has many choices of answer forms for questions that are loaded, whether short answers, long paragraphs, multiple-choice, drop-

down checkboxes, etc. Users can also add pictures, videos, YouTube links to the quiz.
3. Can be used in various electronic future. Google forms can be accessed via smartphones, laptops, notebooks connected to the internet. By sharing the form link with respondents.
4. Can be done with other people. Google Forms can create quizzes together with other users as desired.
5. Quizzes can be responded to quickly. Google form can be accessed wherever and whenever we are by clicking on the link that is shared by the owner of the link by connecting a computer, cellphone to the internet.
6. The form is responsive. Google the form can make quizzes and questionnaires easily and quickly and we can quickly receive feedback for both users and link owners.
7. Get answers quickly. A website-based Google forms so that respondents can provide answers or responses anywhere and anytime by accessing the internet via a cellphone, laptop, or other smartphones. The time used to send and collect them is even more efficient and efficient. This application is very suitable for collecting data, values, or opinions on people who are far away and busy. And it is very appropriate to be used in the current pandemic conditions. Where all activities are done completely online.
8. The results are immediately compiled and analyzed automatically. On the Google forms, the responses from respondents are collected in one neat form accompanied by timely info and a graph of the results of the responses. Account owners can also download the results of respondents' responses in the form of a spreadsheet or Ms. Office excel.
9. Free Google. The form is an application provided by Google Drive for free. By having a google account, we can automatically access the google form.
10. No need to have a separate website. Google. The form can be used to create questionnaires or online quizzes by

anyone without having to have a website address or blog.

11. Can be added countdown time. Google Forms can be added to the countdown timer feature on online quizzes created by adding the timely application. Thus, the quiz that we make can be set in time for example 60 minutes or 45 minutes. So that students who will be evaluated have the same processing time and opportunity.

12. Can be limited the number of times users access the link. On the google form, we can also set the number of times users can access the quiz or a questionnaire that we create.

13. Can be given a token/password or password on the google form, we can also provide a token or password to proceed to the quiz or question sheet.

14. The quiz given can be randomized into the questions. On the google form questions or online quizzes, the questions can be randomized so that students are not in the same order of questions. This is intended to minimize cheating or the opportunity to exchange answers. Some of the advantages possessed by the google form above are the reasons for researchers to use google forms in the learning process to write important information in the text

This is in line with research conducted by Batubara which concludes that Google Forms can be used as one of the recommended software as an online assessment tool (Batubara, 2016). The similarity of this study is the use of learning media, namely google form, while the difference is that of the subject, this research is the subject of elementary school students, while in the research conducted by Batubara the subjects are lecturers and students. This is in line with research conducted by Mardiana T and Purwanto A.W which provides education to elementary school teachers in using Google Form as a learning evaluation tool. The results of the study state that the teacher assesses google form as an

RESULTS AND DISCUSSION

alternative for making evaluations (Mardiana & Purwanto, 2017).

The purpose of this study is to provide an overview of students' understanding of writing important information in the text using the 5W1H method on a google form at the Elementary School.

METHOD

This study used the descriptive qualitative method. This descriptive study aims to provide an overview of students' understanding of writing important information using the 5W1H method on a google form. This study involved 39 public elementary school students in the city of Bandung. The sample was taken by using the purposive sampling method. Purpose sampling is a technique of determining a sample with certain considerations (Sugiyono, 2018). The research instrument used was a test description. Data analysis techniques were carried out in 3 ways, namely data reduction, data presentation/display, and Concluding (Subandi, 2011). Students have been given the material on how to write important information using the 5W1H method on a google form. Students are given the text "Inventor of Paper". This test is used to measure the level of understanding of students in making questions and answer sentences using the 5W1H method. Students' answers are grouped according to the category of Abraham (in Sopandi, Latip & Sujana 2016) as follows:

1. Understand: respondents make questions and answers correctly include 5-6 question words (5W1H)
2. Some understand: Respondents make questions and answers correctly include 3-4 question words (5W1H)
3. Lack of understanding: respondents make questions and answers correctly include 1-2 question words (5W1H)
4. Do not understand: Respondents did not make questions and answers correctly included 0 question words (5W1H).

Students' understanding of using question words 5W1H

Table 1. Results of Student Answer Analysis

No	Category	Who	What	Where	when	How	Why
1	Understand	15,4%	15,4%	15,4%	15,4%	15,4%	0,0%
2	Partially Understood	53,8%	48,7%	38,5%	25,6%	25,6%	2,6%
3	Not really understand	15,4%	15,4%	2,6%	0,0%	2,6%	0,0%
4	Do not understand	15,4%	20,5%	43,6%	59,0%	56,4%	97,4%

Information:
1. Understanding category and some understanding is that students can absorb and rewrite information.
2. The category of Lack of Understanding and not understanding is that students have difficulty absorbing and rewriting information.

The table above is the result of the analysis of students' answers in writing important information on the text "Inventor of Paper" using the 5W1H method on google form in elementary schools. These results illustrate the tendency of students to be able to use the words question who, what, where, and when to express their reading results in written form. Meanwhile, students have difficulty using the words how and why.

The question words what, who, where, and when are question words whose answers do not require analysis or the answers are easy to find in the text. Meanwhile, the word Tanya how and why is a question word that requires an implicit answer or is not explicitly stated in the text. So it requires analytical power (High order thinking). In other words, the words Tanya how and why are Tanya words that require critical thinking (Bestary Reisky, 2019). Therefore, most students have difficulty using the word Tanya how and why. This requires regular and continuous practice so that students are familiar with the questions or the use of the words how and why in understanding and rewriting important information in the text. By one of the principles of classroom assessment, namely continuous: the assessment carried out by teachers in the classroom must be a continuous process in one semester in the academic year (Kemendikbud, 2015). It is also said that one of the objective competencies of SDIT LHI is learning skills where the skills used always develop themselves through a continuous process (Rohmah, 2014). Besides, teachers must also implement remedial for students who have difficulty using the 5W1H method in rewriting important information in the text. Remedial learning is a repetition of material that students have not understood ((Umrah, 2016). By repeating the material, human resources such as remembering, feeling, thinking, responding, and so on will develop. Just as a knife constantly sharpened becomes sharp, so the forces trained by procuring repetitions are perfect (Umrah, 2016).

CONCLUSION

From the results of this study, it can be concluded that most students can understand partially, one-tenth of students cannot understand, and one-fifth of students misunderstand, and only one-sixth of students understand the use of the 5W1H method in writing important information. Therefore, it is necessary to improve the quality of the teaching and learning process regarding the method of writing important information in a text at the elementary school level.

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