

Improving Narrative Writing Skills Through Video Media Utilization in Class V Students of Malaka Jaya Elementary School 07 Morning

Novy Adilla Sari^{1,a}, Fahrurrozi^{1,b}, & M. Syarif Sumantri^{1,c}

¹Postgraduate of Basic Education, Universitas Negeri Jakarta, Jakarta, Indonesia
Universitas Negeri Jakarta, Jl. Rawamangun Muka, Jakarta Timur 13220, Indonesia
^a novyadilla@gmail.com; ^b fahrurrozi@unj.com; ^c mohamadsumantri@gmail.com

*Corresponding Author

How to Cite : Sari, N., A., Fahrurrozi, F., Sumantri, M., S. (2019). Improving Narrative Writing Skills Through Video Media Utilization in Class V Students of Malaka Jaya Elementary School 07 Morning. *International Journal for Educational and Vocational Studies*, 1 (8), 898-903. DOI: <https://doi.org/10.29103/ijevs.v1i8.2254>

ARTICLE HISTORY

Received: 7 August 2019
Revised: 22 October 2019
Accepted: 5 November 2019

KEYWORDS

Narrative Writing;
Video Media Utilization;
Classroom Action Research;

ABSTRACT

This study aims to improve the narrative writing skills of Class V students through the use of video media. This study is action research conducted at SDN Malaka Jaya 07 Pagi East Jakarta. The subjects of the study were Class V students, amounting to 31 students. The research was divided into two cycles (after the pre-cycle), each cycle having two and three meetings. The data analysis technique was performed by using a qualitative descriptive technique. The success of this study is seen from two criteria, namely from the observation sheet after applying video utilization and from the increasing results of narrative writing skills. The study results obtained from the use of video are to make students active in finding information and making writing and skilled at developing and utilizing their own knowledge. It is hoped that the improvement in the skills to write narration will be clearly seen in the initial cycle and increase in cycle 2 (Two). This can be seen from the initial percentage. Students who are not yet skilled or not enthusiastic/interested in writing narration by 49%, then the percentage of results in the first cycle (second meeting) is 40% and at the end of the second cycle, (third meeting) students who are not interested write only 11%. Overall at the end of the second cycle all aspects and criteria for narrative writing experienced a significant increase.

This is an open access article under the CC-BY-SA license.



1. INTRODUCTION

Writing ability is one language skill that is increasingly important to master. This is closely related to the cultural development of the industrial revolution which is one of the demands of national development in the future. The culture of the industrial revolution requires members of the community to have insights, attitudes, abilities that are adequate for that culture. One of his most important abilities is the ability to write.

Writing is one of the four aspects of language skills. The four aspects are listening, speaking, writing and reading. The four components of language skills are very closely related to the objectives of learning Indonesian in Elementary Schools. Elementary students are expected to have an element of complete language skills. Students do not deserve to be said to be able to speak good and correct if only skilled in listening, speaking, and reading, but not skilled in writing.

Being skilled at writing effectively and efficiently is not easy, because it takes a series of processes. The process includes, among others, the stages in language learning, especially in learning to write. One of the stages of learning to write is continued writing, which is given after the beginning of the student writing stage. Further writing (or writing) is still considered a heavy burden for students.

To write a narration of course, it is necessary to think first what ideas will be delivered to the reader. After that determine how to express or present the idea in a series of sentences that are arranged. The series of writing activities, starting from finding ideas to producing writing, is a process, namely a continuous writing process. The more ideas you want to express, the more complex the problem will be conveyed, and the longer the process.

Audio-visual media is a type of media used in learning activities involving both hearing and vision. Some audio-visual media are films, videos, television programs (TV), and others. Audio-visual phrases are a combination of two English words, audio and visual. Audio means relating to hearing or sound. While visuals are all things related to the sense of sight.

So, by using audio-visual media, it is hoped that in addition to being able to facilitate the teacher when providing material skilled in writing narratives, it will also be an inspiration/inspiration to facilitate students in pouring their ideas into writing. Especially, with the help of laptops and LCDs (Liquid Crystal Display) the teacher and students will more clearly see pictures or video shows, to develop their potential or knowledge and narrative writing skills.

Based on previous research, what has been done by Eva Oktaviana regarding improving narrative writing skills through serial image media in Class III students at SDN Gedong 03 Pagi, East Jakarta, in 2013/2014, the results of her research show that the ability to write narrative students who take part in learning through the serial learning model of narrative writing has significantly increased compared to students who take conventional learning. From Fiska Ayuningrum's research on video media for the development and improvement of student learning, it is true that student learning has improved after using video media. So learning to use video is expected to improve narrative writing skills.

2. METHODS

This study aims to prove empirically whether the use of video media can improve narrative writing skills of Grade V Elementary School students. This action research was conducted in Class V-A SDN Malaka Jaya 07 Pagi, East Jakarta. When the study was conducted in the First /Odd Semester Academic Year 2019/2020 starting from July to September 2019.

Research Methods and Intervention Action Design

1. Intervention Method of Action

This type of research used in this study is Classroom Action Research (CAR). The classroom action research model used is the Kemmis and McTaggart model.

2. Intervention Action Design

Action Cycle Design/Research Intervention Design used in this study is the Kemmis and McTaggart cycle model which is carried out through a cycle assessment process, which consists of 4 stages: action planning, action, observation, and reflection.

3. Subjects involved in research

The subjects in this study were students of Class V-A SDN Malaka Jaya 07 Pagi, East Jakarta with a total of 31 students, in the Academic Year 2019/2020. Participants in this study were the Principal and colleagues who acted as observers for the continuity of learning. Both collaborators act as respondents or informants.

3. RESULTS AND DISCUSSION

3.1 Results

After observing and obtaining pre-cycle results, visualization of the results of Class V writing skills is obtained:

Pre-Cycle

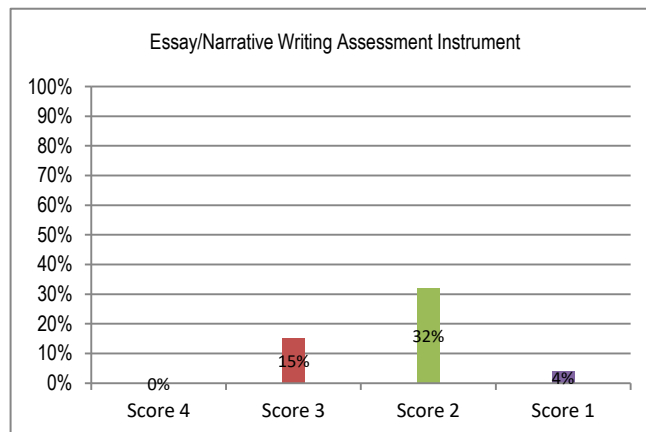


Figure 1. Pre-cycle Narrative Writing Skill Results

Based on the explanation above, it can be concluded, that the narrative writing skills of students of Class V SDN Malaka Jaya 07 Pagi are still low and there is a need for learning actions that have a positive impact on improving narrative writing skills.

Implementation of Cycle I

Data Results of narrative writing skills in Cycle 1 Meeting 1 showed an increase in scores, although it was still a little. It was found that students got a score of 4 and an increase of 3, which in the Pre-Cycle was only 15%. Then in Cycle 1, Meeting 2 has increased again. Even though Score 4 is still 1%, Score 3 is 31% which was previously only 21%. To get a visual picture of the results of narrative writing skills, the results are presented in the form of the following diagram.

Cycle 1 Meeting 1

The results of narrative writing skills show improved change. Then students who get the results of Scores 3 and 4 multiply, so the percentage is getting higher in the 2nd Cycle of 1-3 Meetings. To get a visual picture presented in the following diagram:

Cycle 2 Meeting 1

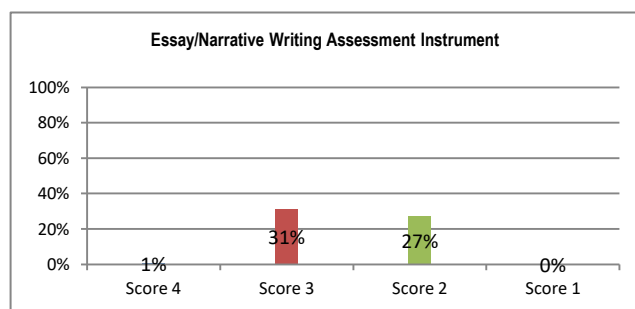


Figure 2. Cycle 2 Meeting 1

Cycle 2 Meeting 2

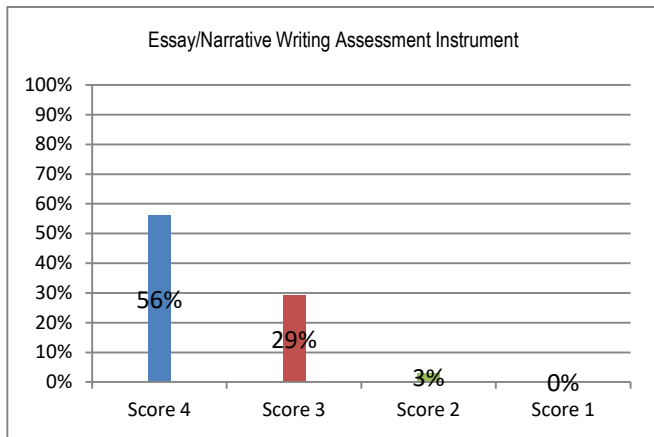


Figure 3. Cycle 2 Meeting 2

Cycle 2 Meeting 3

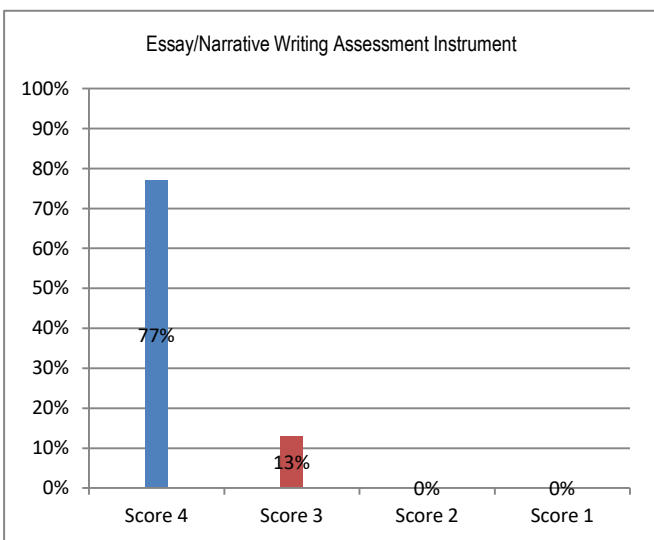


Figure 4. Cycle 2 Meeting 3

The results of narrative writing skills in Class V students have met the expected target. So the study of the application of the use of video media to improve narrative writing skills in Class V students was stopped in cycle II. The results in the table above show that all students become skilled at completing their scores above the KKM with a percentage of 77% with a score of 4, which exceeds the initial target set at 50%.

So it can be concluded, that the implementation of actions in the second cycle has met the specified targets and the study of the application of the use of video media to improve narrative writing skills in Class V SDN Malaka Jaya 07 Pagi East Jakarta was stopped in this second cycle. This proves that the use of video media can improve narrative writing skills in Class V SDN Malaka Jaya 07 Pagi East Jakarta.

3.2 Discussions

3.2.1 Action Research

Kemmis and McTaggart state that "action research is a form of self-reflection carried out with participants in social situations or educational practices" (Kemmis & McTaggart, 1998). Action research was also conceptualized by Viviane in his book "Action Research in the Classroom" as a series of interrelated questions.

Lorenz Bachman stated that: "Action spiral research continues the idea of the action research cycle. The downward spiral shows that participants gather information, plan actions, observe and evaluate these actions, and then reflect and plan new spiral cycles, based on insight into profits new in the previous cycle" (Bachman, 2001).

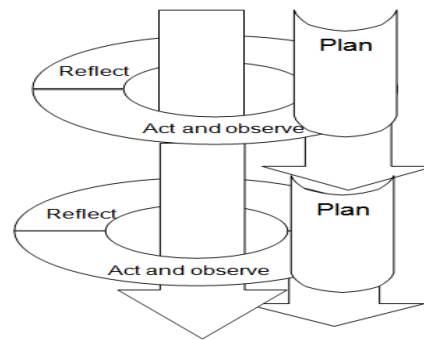


Figure 5. Spiral Research Action Bachman (Bachman's, 2001)

The graph above shows that action research as a research methodology consists of several things, namely research focused on social situations, in collaborative research situations, focused on data collection and analysis. "Class action research includes qualitative research even though the data collected is indeed quantitative. Class action research does not aim to test hypotheses and build new theories, but aims to improve performance, which is contextual in nature, and the results should not be generalized." Classroom action research is not just a matter of solving problems, but there is also a mission for change and improvement. Classroom action research is not research done on a person, but research done by practitioners on their performance to make improvements and changes to what they have done.

3.2.2 Action Research Model

Furthermore, after describing the types of research actions to be carried out by researchers, the following steps will be explained to apply class action research that will be carried to improve narrative writing skills in Indonesian language lessons.

In research to improve narrative writing skills through the stages of action research, researchers use theory according to Kemmis and McTaggart, which starts from (1) planning, (2) action, (3) observation, (4) reflection, and continuing re-planning if in reflection it has not yet reached the specified success criteria.

The Kemmis and McTaggart research cycle can be explained below:

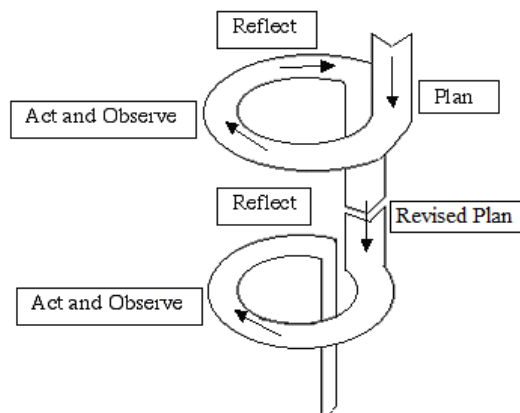


Figure 6. The Lewin Model; interpreted by Thursdays and Taggart (George & Craven, 2010)

This research is a classroom action research using Kemmis and Taggart models consisting of 2 cycles and each cycle consists of 4 stages, namely planning, action, observation, and reflection.

3.2.3 Writing skills

Writing skills are used to record, convince, report, inform, and influence the reader. In addition, through writing activities, the writer must be able to think correctly to choose words and sentences to be used so that his writing can be understood by the reader. Some opinions of experts about writing skills, including the opinion of Alejandro G. Martinet who said, "Skills can be taught even more effective if the teacher educates 'exploiting this class.' Authentic Materials' through different activities" (Fatima, 2012): opinion writing skills can be taught even more effective if the teacher educates in class using original or real material through various activities.

Other expert opinions regarding writing skills are Vygotsky's opinion in the journal Vygotsky and Teaching of Writing, saying, "writing skills are a combination of ideas, images, unclear facts, and pieces of experience. This must be taught naturally. It must be taught naturally for something. A teacher who writes must recognize the interaction of inner voices with social contexts that once joined the written discourse." "The meaning of this opinion for writing skills is to synthesize or harmonize picture ideas, still untidy facts, with fragments of experience. This must be taught naturally and meaningfully. The teacher who teaches writing must recognize existing social interactions and incorporate them into discourse (Barbara J. Everson, nd). So based on some of the opinions above, it can be concluded, that writing skills are the ability to express ideas, combining ideas from observation, process facts into writing that can be read by other parties.

To achieve success in writing skills the application of the method requires students to correct their own mistakes so that they too can apply the correct grammar

rules through teacher guidance. (Journal, Language, Vol, Central, & English, 2014).

3.2.4 Write a Narrative

Writing narration according to Gillie must pay attention to the reader and the purpose of writing the narration. The purpose of writing a narrative must be determined following the expectations of the writer for whom the writing is intended. Addison Wesley revealed, that in developing narrative writing there are three steps. The first step is freewriting, which following student to write down ideas in their minds, stop, then write again following with the things they have experienced. So let students compose freely according to the ideas that are in their minds.

Narration is writing that tells a story, events are arranged in a coherent timeline (chronological). Narration is a narrative based on the sequence/sequence of events/events. So the narrative/essay tells an event or event in sequence from beginning to end.

Narration is a story that is presented based on the sequence of events or events experienced by characters with a setting, place, time or atmosphere. Gory Keraf in his writings "Argumentation and Narration" states, that narration is a form of discourse that seeks to clearly describe to the reader an event that has occurred which is woven in a unity of time (Gorys Keraf, Jakarta, Gramedia, 2007). Narratives describe certain events that occur at one time.

3.2.5 Utilization of Video Media

With the development of science and technology, the use of educational media, especially video (or audiovisual) media is already an urgent demand. This is due to the complex nature of learning. There are various learning goals that are difficult to achieve if only by relying on the teacher's explanation. Therefore, it is necessary to use media, one of which is video media, so that learning reaches maximum results.

Learning video is a media that is designed systematically based on the applicable curriculum and in its development applies the principles of learning so that the program allows students to make learning material easier and more interesting. Physically the learning video is a learning program that is packaged in a videocassette and presented using VTR (Video Tape Recorder) or VCD (Video Compact Disc) players and TV monitors.

3.2.6 Characteristics of Elementary School Students

During school age, students spend most of their lives in school. In this period there are two phases, namely the low-class period around the age of 7 years to 9 years, being in Class I to Class III, and the high-class period is around 10 years to 12 years, being in Class IV to Class VI. Everything has its own characteristics. Because in this study is in Class V, researchers will limit the discussion to the characteristics of Class V Elementary Schools. The age of this Grade V Primary School is around 11 years.

Piaget argues, here are 4 cognitive stages, namely 1) the sensorimotor stage (from birth to age 2 years), 2) the preoperative stage (ages 2-7 years), 3) the concrete operational stage (ages 7-12 years), and 4) formal operational stage (age 12 to adulthood "(M. Mclerney & Mclerney, 1998).

Based on this opinion, Class V students are in the concrete operational stage or concrete operational period. In a concrete operational period, students' thoughts and attitudes gradually approach adult morality. Students have started to use logical rules, but only with concrete things. Students are already able to think to distinguish good things from bad things and are able to maintain good relations with the people around them. Kohlberg argues, "children follow rules to win the hearts of others and to maintain good relationships.

Teachers must understand the position of students in the concrete operational stages that require that everything displayed in front of them or their learning environment is really fun, both in the relationship between students and teachers and in the relationship between students and peers (peer groups). Thus, learning is carried out into an event that will always be remembered or remembered by students.

Opinions expressed by Vygotsky, that "children's learning potential can be assessed by identifying gaps between joint problem solving and own problems" (New, 2002). Based on that opinion increasing students' potential can be done by solving shared problems.

This opinion is in line with the learning methods used in this study, namely students are given the opportunity to analyze and intellectual reasons for solving the given problem. Then, identified and corrected errors made, so that the final results of the observation report to be maximal.

Based on the opinion above, researchers use a combination theory proposed by Piaget and Vygotsky. Class V students, aged 11 to 12 years, are in a concrete operational phase that requires tangible or concrete objects or tools to perfect their thinking. Students also need to study together with colleagues (peer groups) to show their potential. For this reason, in this study in order to improve students' writing skills, direct observations of their goals or specific events and process activities will be given by actively using all the senses, namely to gather information and process it to become observational reports.

4. CONCLUSION

Based on observations over the two cycles and a discussion of the results of the action, some conclusions can be presented as follows. *First*, at each stage of preparation in starting learning, students are always given positive suggestions through useful statements through the teacher's words or fellow students, arousing student interest through physical movements such as movements and songs, applause, lines that line outside classes and other interesting activities.

Secondly, the activity of delivering material or core activities is carried out by the student center method, where the teacher as a facilitator merely helps teach or discover new material in an interesting, relevant, and fun way and involves students' senses, so they can adapt to various learning styles between students. The thing that is done by the teacher as a researcher at the same time is designing learning to write narration by observing real phenomena that are around students, involving the whole brain/mind and body through interactive presentation activities, group discussions, which are targeted so that students can observe themselves and then record them as information .

Third, at the writing or strengthening practice stage. Here students are directed to integrate knowledge or information obtained through the use of video media to get a learning atmosphere that makes students communicative and active, both verbally or verbally as well as in writing or in a descriptive/narrative manner.

REFERENCES

- Addison, W. (1997). Introduction to Academic Writing, Second Edition. Longman, 10 Bank street, White Plains, N. Y. 10606.
- Sabri, A. (2007). Psikologi Pendidikan. Jakarta: Pedoman Ilmu Jaya
- Andini Diana Julianti. (2014). "Peningkatan Motivasi Menulis Anak Usia 5-6 Tahun Melalui Penggunaan Media Komik," Kemendikbud Dirjen PAUD, Non-Formal, dan Informal bekerjasama dengan FIP UNJ, 2 Desember 2014.
- Arnita. (2017). "Penggunaan Pendekatan Menulis Terpimpin dalam Pembelajaran Menulis bagi Siswa Kelas III SDN No. 04 Guguk Malintang," Dinas Pendidikan Kota Padang Panjang, 4 Juli 2007.
- Arsyad, Azhar. (2007). Media Pembelajaran. Jakarta: PT. Raja Grafindo Persada
- Riyana, C. (2007). Pedoman Pengembangan Media Video. Jakarta: PT. Raja Grafindo Persada.
- Daryanto. (2010). Media Pembelajaran. Yogyakarta: Gava Media.
- Fatchul Mu'in. (2011). Pendidikan Karakter. Jakarta: Ar-Ruzz Media.
- Finoza, Lamuddin. (2004). Komposisi Bahasa Indonesia. Jakarta: Insan Mulia.
- Francine Avanti Samino, (2018). "Hubungan Berpikir Kreatif dan Kemampuan Membaca Pemahaman dengan Kemampuan Menulis Cerpen SD Strada Bhakti Nusa," Universitas Atmajaya Jakarta, 31 Mei 2018.
- Thahar, H. E. (2008). Menulis Kreatif. Padang: UNP Press.
- Hurlock, Elizabeth B. (1993). Perkembangan Anak. Jakarta: Erlangga.
- Matakupa, I. (1991). Program Pendidikan Usia Sekolah. Bandung: Tri Pitaka.
- Keraf, Gorys. (2007). Argumentasi dan Narasi. Jakarta: Gramedia
- Miller, Patricia. (2001). Theories of Developmental

- Psychology, Fifth Edition. USA:Worth Publishers.
- Muhabbin Syah, (2001). Psikologi Pendidikan dengan Pendekatan Baru. Bandung:PT.Remaja Rosdakarya.
- Mohammad Syarif
- Sumantri, M. S. (2015). Strategi Pembelajaran: Teori dan Praktek di Tingkat Sekolah Dasar, Jakarta: Raja Grafindo
- N. W. Mariyani dkk. (2013). "Pengaruh Implementasi Strategi Mind Mapping terhadap Prestasi Belajar Menulis Kreatif ditinjau dari Kreativitas Siswa, Universitas Pendidikan Ganesha.
- Prastati, T, dan Irawan, P, Media Sederhana. (2001). Pusat Antar Universitas untuk Peningkatan dan Pengembangan Aktivitas Instruksional Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Rahadi, Aristo. 2003. Media Pembelajaran. Jakarta: Direktorat Tenaga Kependidikan, 2001.
- Nuraini, R., Z. dkk, (2018). "Penggunaan Media Audio Visual dalam Pembelajaran Menyimak Dongeng di Era Digital," Universitas Perjuangan Tasikmalaya.
- Sabri, Alisuf. (2007). Psikologi Pendidikan, Jakarta: Pedoman Ilmu Jaya
- Semi, M. Atar (2003). Menulis Efektif. Padang : Angkasa Raya.
- Shaleh, A., R, dan Wahab, M. A. (2004). Psikologi. Jakarta : Prenada Media
- Slameto. (2003). Belajar dan Faktor-faktor yang Mempengaruhinya. Jakarta: Rineka Cipta.
- Soeparno. (1988). Media Pengajaran Bahasa Klaten: PT. Intan Pariwara
- Stepen Kemmis and Robin Mc. Taggart. (1998). The Action Research Planner. Deakin: Deakin University Press.
- Sulaiman, Amir Hamzah dkk. (1998). Audio Visual untuk Pengajaran dan Pembelajaran. Jakarta: Gramedia.
- Sri Anitah W., dkk. (2009). Strategi Pembelajaran di SD. Jakarta: Universitas Terbuka.
- Syah, Muhubbin. (2007). Psikologi Pendidikan dengan Pendekatan Baru. Bandung: PT.Remaja Rosdakarya
- Tarigan, Djago. (2005). Pendidikan Bahasa dan Sastra Indonesia di Kelas Rendah. Jakarta: Universitas Terbuka.
- Gie, L. (1992). Konsep dan Makna Pembelajaran. Bandung: Alfabetta
- Widyamartaya, A. (1992). Seni Menuangkan Gagasan. Cet. Ke-dua. Yogyakarta: Kanisius.
- Zulela. (2012). Terampil Menulis di Sekolah Dasar. PT. Remaja Rosdakarya.
- Zulela. (2012). Pembelajaran Bahasa Indoonesia: Apresiasi Sastra di Sekolah Dasar. Bandung: PT. Remaja Rosdakarya.