
***THE IMPROVEMENT DESCRIPTION WRITING SKILLS THROUGH THE EXAMPLES
NON EXAMPLES MODEL FOR THE FIFTH GRADE STUDENTS OF SDN SETU 01
PAGI JAKARTA STATE ELEMENTARY SCHOOL ACADEMIC***

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Abstract

The purpose of this research is to improve writing description skills in the fifth grade students of SDN Setu 01 Pagi Jakarta The Examples Non Examples Model. This research was a classroom action research, it conducted in two cycles. Each cycle consisted of four phases, namely: planning, implementation, observation, and reflection. The subjects of this research were the fifth grade students as many as of SDN Setu 01 Pagi Jakarta as many as 32 students and the teachers of SDN Setu 01 Pagi Jakarta. The data of this research were collected from the teacher and the students through observation, interview, documentation, and test. The data is validity used were source triangulation and technique triangulation. The results of the pretest showed that the writing description skills is only 31,25% with the minimum learning completeness. Following the treatment, the class minimum learning completeness increase become 43,75% in a cycle I, and 90,62% in cycle II. Based on the research results, a conclusion is drawn that Examples Non Examples Model can improve the skill of writing description on the students in grade V of SDN Setu 01 Pagi Jakarta

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INTRODUCTION

Descriptive essays are essays that we compile to describe something with the intention of reviving deep impressions and imagination in the reader (Suparno and Mohammad Yunus, 2007). Description essay is an essay that describes an object or certain objects that are written in detail based on reality or experiences that have been seen by our five senses, so that the reader of the writing seems to have seen and experienced it himself. In everyday life, we see various kinds of people's creativity in the form of writing / writing, and so on. It is all certainly related to Indonesian language lessons in schools both in low and high grades. Indonesian language lessons consist of four components of basic language skills, namely: (1) listening skills, (2) speaking skills, (3) reading skills, (4) writing skills (Hanry Guntur Tarigan, 2008).

From the explanation above, Indonesian consists of four components of basic language skills. Of the four components of language skills, there are still many students who do not understand listening skills, speaking skills, reading skills, and writing skills. Therefore, many students at the final level conduct research related to the four language skills, one of which is writing skills. Writing learning is currently still a favorite research material. This condition is in line with the fact that learning to write still leaves a number of serious problems.

One of these serious problems is the low ability of students in writing. Various studies show that the ability to write from elementary school to college level is still alarming. Writing itself is actually not something foreign to us. Articles, essays, reports, reviews, literary works, books, comics, and stories are examples of forms and products of written language that are familiar with our lives. All these types of writing, when classified into their common characteristics, can be divided into four types: narration, exposition, description, and argumentation. These writings present in a coherent and interesting manner the ideas, thoughts and feelings of the writer. Unfortunately, the activity of writing or what people sometimes call composing, not many of us like it.

According to the fourth grade teacher of SDN Setu 01 Pagi Jakarta, many students do

not like writing activities due to several factors, including the lack of enthusiasm of students in participating in learning to write descriptive essays, students have difficulty in writing descriptive essays, students feel bored or bored with learning that has been done monotonously, teachers find it difficult to arouse student activeness, teachers find it difficult to determine and apply the right approach in learning to write descriptive essays, passed in order to experience various educational flows (Wani, 2020).

Based on initial findings from the school through data and interviews with teachers at SDN Setu 01 Pagi Jakarta, writing lessons held at school are still not optimal. Therefore, from this writing lesson, I found a problem at SDN Setu 01 Pagi Jakarta, to be precise, namely in class IV, it is known that the value of learning outcomes in writing descriptive essays is still low or has not met the minimum completeness criteria, the KKM value in Indonesian language subjects is 68. Meanwhile, many students at SDN Setu 01 Pagi Jakarta still get scores below the Minimum completeness criteria.

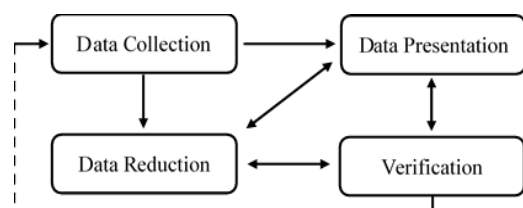
In connection with this, the author is interested in conducting further research with the title "Efforts to Improve the Ability to Write Descriptive Essay Through Example Non Examples Model for Class IV Students of SDN Setu 01 Pagi Jakarta".

RESEARCH METHODS

The research method used in this research is classroom action research to improve the ability to write descriptive essays through the Example Non Examples Model for Class IV Students of SDN Setu 01 Pagi Jakarta. This research was conducted when students were learning offline in class starting in November by implementing the 5M health protocol for students because the situation was still in the Covid 19 pandemic. The subjects in the study totaled 32 students in the 2020/2021 school year.

The term Classroom Action Research comes from the word action research in English which means action research. Classroom action research (PTK) consists of three words, namely: Research, Action, and Class. Research is an activity of looking at an object, using certain methodological rules to obtain data or information that is useful for researchers or interested people in order to improve quality in various fields. (Arikunto Suharsimi, 2008).

Action is an activity that is deliberately carried out with a specific purpose which in its implementation forms a series of periods / cycles. Meanwhile, a class is a group of students who at the same time and in the same place receive the same lessons from the same teacher. This type of class action research uses the Miles and Huberman Interactive Analysis Model with the following scheme: (Sugiyono, 2010: 338).



Picture 1. Analysis Model with the following scheme

In the research process, analyzing and interpreting data is a very important step. This activity is carried out to solidify the conclusions from the data display so that they can really be accounted for. All the results of the analysis contained in the data reduction and data presentation are taken as a conclusion.

The process of sorting data and giving meaning to the research data needs to be concluded so that it is more easily accepted by the audience. Drawing conclusions about the improvement that occurred was carried out in stages starting from temporary conclusions, conclusions drawn at the end of cycle I, and the final conclusion at the end of cycle II.

The research procedure is a series of research stages from beginning to end. The PTK procedure includes several cycles, according to the level of the problem to be solved and the conditions to be improved. Each action is designed in one unit as a cycle. Each cycle consists of four stages as follows: 1) planning; 2) action implementation; 3) action observation and evaluation; and 4) action reflection (Arikunto, 2010: 137). This research design was carried out in two cycles with 2 meetings in cycle I and cycle II.

The design of cycle I consists of a planning stage including: making lesson plans for Indonesian language subjects with indicators of description writing skills using the example non examples model, preparing media, preparing writing skills test instruments, preparing assessment sheets, preparing observation sheets and determining achievement indicators carried out in the learning process. Then the next stage is action, in cycle I this is carried out in twice meetings, then the observation / observation and reflection stages.

Furthermore, the design of cycle II consists of planning, action, observation and reflection. The data presented in this study include: data on the condition of SDN Setu 01 Pagi Jakarta, 2020/2021 school year, data on the value of description writing skills in grade IV students of SDN Setu 01 Pagi Jakarta, 2020/2021 school year, data on the results of teacher interviews before and after the action of using the Examples Non Examples learning model on description writing material.

RESULTS AND DISCUSSION

The results of the research and discussion in this study were conducted in 2 cycles. As for knowing the ability to write student descriptions, researchers conducted an initial test. based on the results of the initial pre-action test, it is known that students still have difficulty writing essays. There are 22 students out of 32 students (68.75%) who have not reached the KKM score of 68. Based on these conditions, researchers conducted research in class V using the Examples Non Examples learning model which can improve essay writing skills in Indonesian language learning. To be clearer, the initial condition value of essay writing skills can be seen from the table and Histogram below:

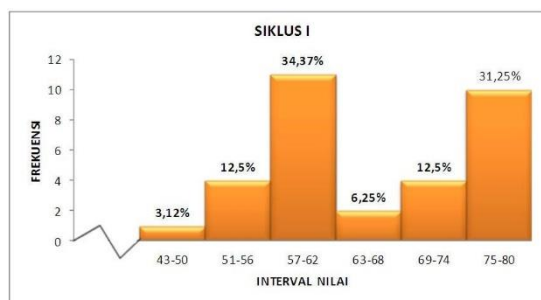
Table 1. Description essay writing results

No.	Interval Nilai	Nilai Tengah (xi)	Frekuensi (fi)	fi.xi	Persentase (%)	Ket
1.	40 – 54	52	4	208	12,5	TT
2.	55 – 59	57	7	399	21,87	TT
3.	60 – 64	62	7	434	21,88	TT
4.	65 – 69	67	4	268	12,5	TT
5.	70 – 74	72	4	288	12,5	T
6.	75 – 79	77	6	462	18,75	T
	Jumlah		32	2059	100,00	

Table 2. Recapitulation of Pretest Score of Writing

Description	Results
Class Average Score	64, 34
Highest Score	79
Lowest Score	40
Students Completed	10
Incomplete Students	22
Classical Completeness	31,25

Descriptive Essay Based on the table and figure above, the essay writing scores of fourth grade students of SDN Setu 01 Pagi Jakarta before using the Examples Non Examples learning model obtained a class average of 64.34. Students who scored 40-54 were 4 children or 12.5%. Students who scored 55-59 were 7 children or 21.87%. Students who scored 60-64 were 7 children or 21.88%. Students who scored 65-69 were 4 children or 12.5%. Students who scored 70-74 were 4 children or 12.5%. Students who scored 75-79 were 6 children or 18.75%. The following is a graph of cycle I and student scores at meetings 1 and II:

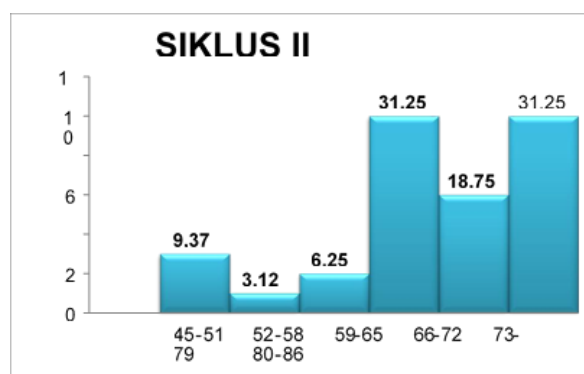


Picture 2. graph of cycle I and student scores at meetings 1 and II:

Based on the figure above, it shows that there is an increase in student activity. The first meeting obtained a score of 7.15, the second meeting 8.96 with an average of 8.05. In this first cycle, student activeness was classified in the good category. From the results of the analysis, it can be concluded that the application of the Examples Non Examples learning model to increase student activeness in cycle I went well. The researcher concluded that in this first cycle, the application of the Examples Non Examples learning model helped teachers in increasing student activeness.

This shows that the quality of learning has also improved but not all students are active properly. The results of observations of student activity and teacher performance are

then compared and viewed for progress to determine the extent of the quality of the learning process. Seeing the results of both which have not yet reached the target performance indicators, it can be concluded that the quality of the learning process is also not as expected. Therefore, research in cycle I is said to have not been successful and needs to be followed up by holding cycle II actions.



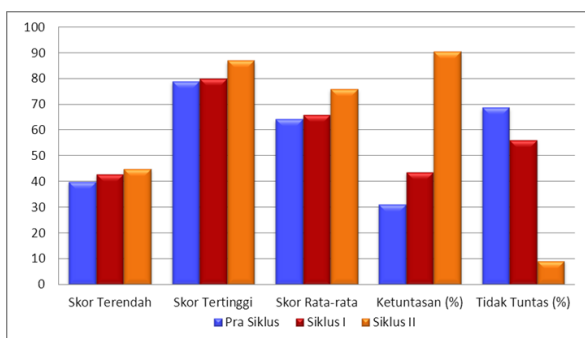
Picture 3. holding cycle II actions.

The results of the research in cycle I showed that the indicators of achievement had not been achieved. Therefore, this research was continued to cycle II. Cycle II was carried out by improving the shortcomings in cycle I. The results of cycle I research have indeed improved, but have not yet met the performance indicators. Research in cycle II was carried out with the same indicators but with refined stages. The following are the results of the actions in cycle II:

It can be explained that the value of descriptive essay writing skills in cycle II meeting 1 reached a class average of 71.84 with the highest score of 85 and the lowest score of 45. Students who scored 52-58 were 1 student or 3.12%. Students who scored 59-65 were 2 students or 6.25%. Students who scored 66-72 were 10 students or 31.25%. Students who scored 73-79 were 6 students or 18.75%. Students who scored 80-86 were 10 students or 31.25%. The number of students who met the KKM was 26 students or 81.25%.

From the results of the analysis it can be concluded that the application of the Examples Non Examples learning model to increase student activeness in cycle II has gone very well. Researchers concluded that in cycle II, the application of the Examples Non Examples learning model helped teachers in increasing student activeness. This shows that the quality of learning has also improved compared to the

previous cycle I. The following can be seen in the graph of the scores from cycle I and cycle II.



Picture 4. graph of the scores from cycle I and cycle II.

It can be seen that the value of description essay writing skills has increased starting from the initial conditions, cycle I and cycle II. With the development of these

Values, it can be concluded that the value of description essay writing skills has increased. The improvement occurred in several aspects, namely:

1. The lowest score increased, namely the lowest score in the pre-cycle was 40, in cycle I was 43, and the lowest score in cycle II was 45.
2. The highest score increased, namely in the pre-classification 79, in cycle I was 80, and in cycle II it was 87.
3. The class average score increased, namely in the pre-cycle 64.34; in cycle I it reached 65.87; and in cycle II it reached 76.00.
4. Classical completeness increased by 31.25%, from 43.75% to 90.62%.

CONCLUSION

Based on the results of classroom action research carried out in two cycles, it turns out that the hypothesis formulated has been proven correct. The use of the Examples Non Examples learning model can improve description essay writing skills in fourth grade students of SDN Setu 01 Pagi Jakarta. This is proven by drawing the following conclusions:

1. The application of the Examples Non Examples model in Indonesian language learning can improve the skills of writing description essays for

fourth grade students of SDN Setu 01 Pagi Jakarta. The improvement of description essay writing skills is evidenced by the increasing value of description essay writing skills in each cycle. During the pre-cycle, the average score of students' description essay writing skills was 64.34; cycle I, the average score of students' description essay writing skills was 65.87; and cycle II, the average score of students' description essay writing skills was 76.00. The level of student learning completeness in description essay writing skills during the pre-cycle was 10 students (31.25%), cycle I was 14 students (43.75%), and cycle II was 29 students (90.62%).

2. This shows an increase from pre-cycle to cycle II. Thus, classically, the learning of Indonesian language material for writing descriptive essays has achieved the targeted learning completeness, namely the performance indicator of 80%, the final results of the cycle exceeded the performance indicator of 90.62%.
3. The application of the Examples Non Examples model can improve the quality of the learning process of Indonesian language writing descriptive essay material for fourth grade students of SD Negeri Setu 01 Pagi Jakarta.

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