



APPLICATION OF STRUCTURED QUESTIONS TO IMPROVE INDONESIAN PARAGRAPH WRITING ABILITY

Yane Hardiyanti Mahmud

yanehardiyantimahmud@umgo.ac.id

Muhammadiyah University of Gorontalo, Gorontalo

Noon Aboka

Muhammadiyah University of Gorontalo, Gorontalo

Article history:

Received: 26th March 2022

Accepted: 24th April 2022

Published: 6th June 2022

Abstract:

The background of this research is to improve the ability to write Indonesian paragraphs through structured questions for fifth grade students of SDN 9 Bone, Bone Bolango Regency. The subjects of this study were students of class V, totaling 13 students, with 3 male students and 10 female students. The method used is classroom action research by implementing the action in the form of a cycle.

This study shows that the ability to write paragraphs of students in class V SDN 9 Bone is still low. This is indicated by the low ability to write paragraphs of students at the time of initial observation, with a percentage level of 7.69% in the capable category of the total number of students, namely 13 students. Therefore, the researchers took action using structured questions in writing paragraphs, from the results of research conducted on students' paragraph writing skills, there was an increase of 23.07% in the first cycle of the first meeting with the category of being able, 38.46% of the first cycle of the second meeting with able category and 61.53% with capable category in the first cycle of the third meeting. While in the second cycle of the first meeting the increase in learning outcomes reached 76.92% in the capable category and in the second cycle of the second meeting there was an increase.

So the conclusions, including; (1) after carrying out the class action activities, the ability to write paragraphs of students at the time of initial observation reached 7.69% in the poor category; (2) after the class action activities were carried out, the students' paragraph writing skills in the first cycle increased compared to the initial observation of 61.53% with a fairly good category; (3) after the class action activities were carried out, the students' paragraph writing skills in cycle II increased by 84.61% in the good category; (4) increasing the ability to write paragraphs in the aspect of writing paragraphs with good sentence structure, writing with correct spelling, and writing paragraphs with proper punctuation; (5) the application of structured questions to improve the ability to write paragraphs for fifth grade students at SDN 9 Bone, Bone Bolango Regency

Keywords: Structured Questions, Paragraph Writing Ability, Indonesian

INTRODUCTION

Amin Singgih in Rahayu (2007:8) states that Indonesian is a language that has been agreed upon, agreed upon, recognized and used by all Indonesian people to be free from elements of different regional languages. Indonesian is used as one of the very important subjects to be taught in schools (Samsiyah, 2016:14). Writing is an activity to express one's thoughts, ideas and feelings which are expressed through writing (Simarmata, 2019:1. Wiyanto, 2006:15). argues that a paragraph is a group of sentences that are related to each other and together explain one unit of a thought to support a larger thought that is the core of a piece of writing. Munirah, 2019: 36 suggests that there are 4 elements in a paragraph, namely (1) Interlinear Connecting Words or Paragraphs, (2) Topic Sentences, (3) Developer Sentences and (4) Affirmative Sentences. Meanwhile, according to The Liang Gie in Simarmata, (2019:3-4) paragraph elements consist of 4 aspects, namely (1) Ideas, (2) Speech, (3) Order and (4) Vehicles. Wiyanto et al, (2015:4) argue that structured questions are a form of questions that are structured by paying attention to certain sequences. The steps for compiling a list of questions include: a) determining goals; b) determine the resource persons or figures to be interviewed; c) determine the place and time; d) determine the outline of the information to be obtained

METHOD

The type of research conducted in this research is Classroom Action Research (CAR), which is carried out collaboratively between partner teachers and researchers. This research design uses a research design according to Ardiawan and Widaryana (2020:34), being the main reference or basis for various models of action research (action research), especially classroom action research (classroom action research).

This research was carried out in class V SDN 9 Bone located in Bone District, Bone Bolango Regency. The subjects in this study amounted to 13 students. The research data collection consisted of 3 techniques, namely, (1) Observation, (2) Documentation and (3) Testing. Tests are needed to determine the progress and success of an action implementation. The test used in this study is a description test related to how to write paragraphs (Malinda, 2018:39).

This research was carried out in 2 cycles, each cycle consisting of the planning stage, Action/Implementation, Observation /Observation, Reflection. This research can end if the achievement indicators have been achieved, namely reaching 80% or meeting the minimum KKM of 75.

The implementation of Cycle I and Cycle 2 consists of:

1. Planning (Planning)

Preparation of learning implementation plans, preparation of assessment rubrics and preparation of observation sheets.

2. Implementation/Implementation of Actions

- a. Educators prepare structured question sheets;
- b. The teacher presents an example of a paragraph to explain the concept of a paragraph to students;
- c. After students understand the concept of paragraphs, students are asked to choose a theme or topic to be discussed in the paragraph;
- d. After the students agree to determine the topic to be developed, the teacher asks questions based on the text of the questions that have been prepared;
- e. Students make the main sentence containing the main idea or problem to be discussed in the paragraph;
- f. After finishing making the main sentence, students put the main sentence at the beginning or at the end of the paragraph or both;
- g. Then the teacher asks again to direct students to the explanatory sentence;
- h. Students begin to make explanatory sentences that are used to explain or provide further information about the main sentence;
- i. Read the entire paragraph that has been compiled;
- j. Fix if there are sentences that don't match with other sentences

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3. OBSERVATION/OBSERVATION

Researchers made observations during learning activities regarding students' activities in writing paragraphs. Observations were made by paying attention to the instruments that had been prepared to observe the enthusiasm of students and student activities in writing paragraphs.

4. REFLECTION

Reflection is an educator's activity to assess and review the results of the actions taken. As well as see the advantages and disadvantages of the activities carried out as consideration for subsequent learning activities. At this reflection stage, researchers can determine the level of success and obstacles obtained in the learning process when audio-visual media is applied.

The things that become the reflection of educators, "can the use of structured questions improve the ability of fifth grade students in writing paragraphs?". The reflection results from the first stage became a reference at the second meeting.

RESULTS AND DISCUSSION

Overall, the results of observing student activities in cycle II. Of the 20 aspects observed, there were 17 aspects or 85% achieved very good criteria (SB), good criteria (B) there were 3 aspects or 15%, Overall the results of observing student activities reached 95%. The results of giving action to the ability to write paragraphs in cycle II on the criteria of being able to have 11 students with a percentage of 84.61%, the criteria of being less able are 2 students with a percentage of 15.38%. Based on the research that has been done related to the ability to write paragraphs of students through structured questions, in the initial observations, cycle I to cycle II can be seen in the following graph.

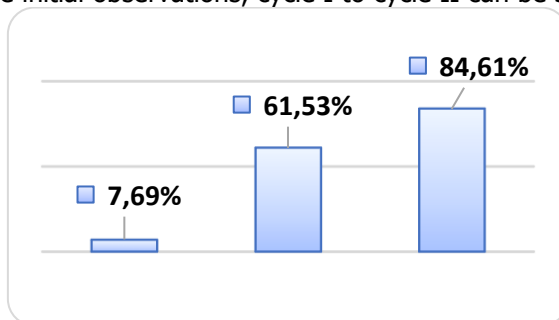


Image 1. Comparison Diagram of Students' Paragraph Writing Ability Early Observation, Cycle I to Cycle II

The action given in this study was carried out at SDN 9 Bone, Bone Bolango Regency. The application of structured questions in class V was very effective considering that at that grade level the ability to write paragraphs became a learning reference for students in mastering the stages of writing. In line with Munirah's opinion, (2019) that using structured questions can make it easier for students to understand the stages of proper paragraph research in writing good and correct paragraphs in the learning process.

By using structured questions, it is hoped that it will make it easier for teachers to facilitate students and provide material that is appropriate to the level of development of students. In this study, researchers used classroom action research by carrying out 2 cycles at the time of giving action in research. In cycle I there were 3 meetings. which was carried out at different times, while in cycle II there were 2 meetings.

In the initial observations, it can be seen from the initial ability of students from a total of 13 students, there is 1 student who can write paragraphs well and obtains a percentage of 7.69%. At the time of initial observation, the researcher saw that during the learning process the teacher had not used media or learning methods that were in accordance with the level of the student's condition. In the first cycle of research, the first meeting of the students' paragraph writing skills increased compared to the initial observations that the researcher had done. This can be seen from the average ability of students to reach a percentage of 23.07% in the capable category, the percentage of actions that have been carried out has increased from the initial observation to the first cycle of the first meeting, namely 14%. With the achievement of the ability to write paragraphs in the first cycle of the first meeting when the researcher reflected, there were still weaknesses and there needed to be improvements during the learning process, such as the allocation of learning time, apperception of the use of media as well as the methods and materials provided during the learning process. Therefore, the researcher will make improvements at the second meeting. At the second meeting the ability of students in structured questions increased compared to the first meeting with a percentage of 38.46%. From the first meeting to the second meeting, the percentage increase was 15%.

Researchers learned from the weaknesses made at the first meeting, but when researchers reflected on the second meeting there were still some shortcomings during the learning process. So that the researchers decided to improve when giving the action at the third meeting. At the third meeting there was an increase in the students' paragraph writing skills compared to when implementing the second meeting. The learning outcomes of students' paragraph writing skills at the third meeting reached a percentage of 61.53%.

From the results of the third meeting, it has increased compared to the second meeting, but still has not reached the set performance indicator, which is 80%. The increase from the second meeting to the third meeting in cycle I reached 23%. So it is still necessary to provide action at the next meeting.

Based on the reflection of the first cycle that has not yet reached the performance indicators, then the action is continued in the second cycle. In the second cycle of the first meeting, at the time of giving the action, the researcher obtained the ability to write paragraphs to the students which had increased compared to the time of giving the action in the first cycle. The ability to write paragraphs of the students in the second cycle reached a percentage of 76.92% with the Enough category, but still not achieve the set performance indicators.

Based on the reflection on the implementation of the second cycle of the first meeting, there are still weaknesses that need to be corrected at the next meeting, such as the use of structured questions that are still not optimal.

Therefore, researchers will continue to provide action in the second cycle of the second meeting. At the second cycle of the second meeting, it can be seen from the achievement of the students' ability in writing paragraphs, which obtained a percentage of 84.61%.

The results of this study are in line with previous research conducted by Rosiana that giving structured questions can improve paragraph writing skills, with the results of the research showing that student learning outcomes through structured questions have been going well, it can be seen from the results of research conducted in cycle I to cycle II the percentage student learning outcomes have increased up to 84.61% which was carried out by researchers.

CONCLUSION

- (1). after the class action activities were carried out, the ability to write paragraphs of students at the time of initial observation reached 7.69% in the poor category;
- (2) after the class action activities were carried out, the students' paragraph writing skills in the first cycle increased compared to the initial observation of 61.53% with a fairly good category;
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- (5) the application of structured questions in improving the ability to write paragraphs for fifth grade students at SDN 9 Bone, Bone Bolango Regency.

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