



The development of imlak learning model for improving the ability of writing of effective sentence in Indonesian

¹ Simardi Chaniago, ² Juriah Semiyanti

University of Muslim Nusantara Al-Wasliyah, Indonesia

Abstract

The purpose of the research is to know how the implementation of Imlak learning model in class XI SMA Muhammadiyah Aceh Singkil, to know whether Imlak learning model can improve the ability of students of class XI SMA Muhammadiyah Aceh write effective sentence, is there any difference of ability to write effective sentence of students without Imlak learning method with students using the method of learning imlak. Research subjects are all students of SMA Muhammadiyah Aceh Singki learning year 2017/2018 consisting of 139. Sedangkan Student Research Object XI Department of IIS 1 SMA Muhammadiyah Aceh singkil and majors XI MIA as many as 26 people so that the number of research objects as many as 47 people. Based on the results of research and data analysis The results of pretest students class XI IIS-1 135.5 with rata-rata 6.45 while the class XI MIA for 168 degan an average of 6.46, only different 0.01. When viewed as a whole that the total number of values = 303.5 with an average of 6.457. So it can be said that when viewed from the majors that the two majors have an average of almost the same, with other words do not have significant differences After the development of learning models imlak on students class XI MIA then conducted tests on both classes. The grade of students post class XI IIS SMA Muhammadiyah Aceh Singkil averaged 6.59 while grade XI MIA averaged 7.11. Thus it can be said that there is an increase in grades in students of class XI MIA after the development of Imlak model. d. T-table value with $\alpha = 0.05$; $n - 2 = 35$ obtained = 1.69, while t-count 8.66, then $t_{\text{arithmetic}} > t_{\text{table}}$ ($8.66 > 1.69$). Based on the calculation was t count = 8.66 falls on the reception area. Thus it can be concluded that there are significant differences (can be generalized) the ability to write effective sentences between students without the development of imlak model with students who use the development of Imlak method.

Keywords: Imlak, writing ability

Introduction

Language as a means of communication plays an important role in everyday life by language language we can convey ideas, ideas and feelings to others. We can be accepted as members of the community because of the agreement to use the language as a communication tool. Communication done with others must be good means that sentences are spoken or sentences are written must be clear order sentences for communication is jelkas and understandable. Sentences in writing must also be organized and in accordance with the rules of writing. The language system used must be in accordance with the rules of a language that has been specified in the grammar covering the fields of phonology, morphology, syntax and lexicon. When someone has mastered the system of a language then the person will be skilled in the language, whether in listening, speaking, reading, or writing. Therefore, language knowledge is very important for every individual, especially those closely related to the life of the language user. Perfectness or absence of language as a common means of communication is largely determined by the perfection of the system or rules of language of the wearer society.

In accordance with the objectives of teaching Indonesian language basically students who have completed education until high school, often make mistakes in using the sentence, both from spoken language and written language. Many

students make language errors that do not match the rules of a given language. This can be found from the student's writing at the time of answering test questions, or when assigned to make essays. To pour ideas, they often use ineffective sentences so that in writing the sentences are ineffective, which is ultimately less and less informative.

The measure used to look at errors someone makes is a rule of thumb. Thus, a person is said to make a mistake when the language he uses is deviating from the prevailing provisions. So, if the student has not been able to use the effective sentence means that the student has not understood the rules of a language that has been specified, especially syntax. Because if you already know the rules of a language that has been specially specified syntax, it is certainly in the application of errors that arise will be little done. This is in accordance with the opinion of Tarigan (2011: 76) ^[27] when the stage of student understanding of the language system being studied was less than frequent mistakes, and mistakes will be reduced if the understanding stage is increasing.

Similarly, students of grade XI SMA Muhammadiyah Aceh Singkil, Indonesia 2007/2008 learning years have studied the subject of the structure especially regarding the sentence. Thus, it describes written and oral language in the formation of effective sentences. Each teaching and learning activity, the expected goals of both the nature of instructional and temporary goals will be achieved optimally if it can be created

and maintained conditions favorable for students. Teaching Indonesian in school is basically aimed at making skilled students speak Indonesian, both orally and in writing.

This may happen because of the habit of using the local language that was carried in Indonesian when they communicated orally and in writing. Indonesian as a national language is influenced much by local languages, such as Javanese, Sundanese, Minahasa, Balinese, Malay, Minangkabau. These influences include the areas of phonology, syntax, and also semantics. In rural or suburban areas, people often use local languages as a means of daily communication, because since children use local language which is the first language as a mother tongue, social language, although they understand Indonesian but rarely use it.

The author believes that writing lessons have been given to students of Class XI SMA Muhammadiyah but efforts directed towards the teaching of language, especially the use of effective sentences both in oral and written is not sufficient so that the writing of students is still less informative. This is probably due to the fact that teachers have not fully utilized the approach or model of good learning and appropriate for the implementation of Indonesian language and literature teaching, especially the subject of effective sentences so that methods, strategies or learning models implemented in schools are inadequate and need to be improved. Therefore, Indonesian language and literature teachers need to apply appropriate learning models and be able to improve students' ability to write effective sentences.

Hamalik (2011: 78) ^[7] mentions "Imla learning model" is basically a learning model that emphasizes the deliberation of thinking sharpness, sharpen the sense of hearing and familiarize students to behave so that the learning objectives can be achieved ie students are able to write effective sentences. but according to the author of this learning model is still not maximized and the writer beranggapan that the need for an increase or development of Imla 'model that is by multiplying the vocabulary and diction that can be used in sentences, improving the memory of the meaning of language and so forth. So that students are able to write effective sentences that ultimately obtained a communicative sentence. Some of the learning models have been used by teachers to make the students able to write effective sentences such as imlak learning model.

Method

This type of research includes quantitative descriptive research. This research was conducted to compare effective sentence writing group that is class XI IIS SMA Muhammadiyah Aceh Singkil (control group) and group write effective sentence of class XI MIA SMA Muhammadiyah Aceh Singkil (experiment group).

The subjects of the study were all students of SMA Muhammadiyah Aceh Singki in 2017/2018 which consisted of 139 students for three classes. The number of students of SMA Muhammadiyah Aceh Singkil in 2017/2018 is 158 people. It consists of 46 students of class X, 69 students of XI class consisting of 3 locals ie 21 people majoring in IIS 1, 20 persons majoring in IIS 2 and 26 majors of MIA and class XII as many as 45 people. Being the subject of research that is the

center of data research is the students of class XI. The research object was taken by students of Class XI Department of IIS 1 SMA Muhammadiyah Aceh Singkil and XI MIA majors as many as 26 people so that the number of research objects as many as 47 people.

Result

As mentioned in the research procedure that to the whole population is given a test (pretes) to obtain student's knowledge data about the ability to determine effective sentences. Pretes done to all students of class XI SMA Muhammadiyah Aceh Singkil both majoring in IIS and MIA. Based on the data it is known that the pretest value of all students of class XI of IIS-1 135.5 with rata-rata 6,45 while class XI and MIA of 168 degan average 6,46, differ only 0.01. When viewed as a whole that the total number of values = 303.5 with an average of 6.457. So it can be said that when viewed from the department that the two majors have an average of almost the same, with other words have no significant difference

Based on posttest data, it is known that the posttest score of grade XI IIS students of SMA Muhammadiyah Aceh Singkil averages 6.59 while class XI MIA is 7.11 average.

The value of posttest is the value after the development of Imlak learning model on the MIA department that is as the control class, while the class XI of IIS-1 is not done imlak model development (as the control class).

As in the pretest time the average grade of XI IIS-1 students in the problem of effective sentences is 6.45 and the MIA department averages 6.46. Overall the two majors averaged 6,457. In Postes the average grade value of IIS-1 XI is 6.59, just up about 0.14 while the MIA majors average to 7.11 up to 7.11. Thus it can be said that there is an increase in grades in students of class XI MIA after the development of Imlak model.

To test the hypothesis used t-test. T-table value with $\alpha = 0.05$; $n - 2 = 35$ obtained = 1.69, while t-count 8.66, then $t_{count} > t_{table}$ ($8.66 > 1.69$). Based on the calculation was t count = 8.66 falls on the reception area. Thus it can be concluded that there are significant differences (can be generalized) the ability to write effective sentences between students without the development of Imlak model with students who use the development of Imlak method.

Discussion

As is known based on the results of research known pretest results class XI students majoring in IIS-1 135.5 with rata-rata average 6.45 while class XI MIA for 168 degan an average of 6.46, only different 0.01. When viewed as a whole that the total number of values = 303.5 with an average of 6.457. So it can be said that when viewed from the department that the two majors have an average of almost the same, with other words have no significant difference

Furthermore, Imla 'learning model was conducted on XI MIA class students while class XI IIS-1 was not done imlak model. (as a control class). Only then do the tests on both classes. Based on the results of the study that the value of postes students class XI IIS SMA Muhammadiyah Aceh Singkil average 6.59 while class XI MIA average 7.11. Thus it can be said that there is an increase of value in the students of class

XI MIA after the development of Imla 'model.

In the second chapter the hypothesis is put forward: "There is a difference in the ability to write effective sentences between students without the development of Imla models" with students using the development of the Imlak model. To test the hypothesis used t-test the average difference.

The result showed that t-table value with $\alpha = 0,05$; $n - 2 = 35$ obtained = 1.69, while t-count 8.66, then $t_{\text{count}} > t_{\text{table}}$ (8.66 > 1.69). Based on the calculation was t count = 8.66 falls on the reception area. Thus it can be concluded that there is a significant (generalizable) difference in the ability to write effective sentences between students without the Imla 'model development with students using the development of the Imlak method. This illustrates that the development of Imla 'model is expected to increase students' ability because Imla's Immediate Objective is able to write letters in single, word or sentence form correctly and quickly. Indirect goals include:

1. Al-hadaf al-lughawi (language, which equips students with fast thinking skills, knowledge of meaning, new characters, structures and styles of language.
2. Al-hadaf al-udhwi (physical), strengthen and sharpen the sense of hearing and vision because of the strong relationship of two sensory motor sensors that then mobilize the brain to move the hand to write
3. Al-hadaf al-khuluqi (attitude) accustoms students to be orderly, orderly, meticulous and have a quick response to the call and get them to be patient and become loyal listeners so that teachers dictate (Imlak).

It is clear that with the development of Imla model 'in accordance with the purpose of learning Imla' then the ability to write effective sentences of students of class XI MIA SMA Muhammadiyah Singkil higher than the class XI IIS-1 Thus it can be said that the learning model Imla 'is basically a model of learning emphasizes the deliberate sharpness of thinking, sharpens the sense of hearing and accustoms the students to behave.

Conclusion

- a. Imlak model development aimed directly is able to write letters in single form, word or sentence precisely and quickly. Indirect goals include: equipping students with fast thinking skills, new knowledge of meaning, new characters, structures and styles of language, strengthening and sharpening the sense of hearing and sight, familiarizing students with attitude, orderliness, meticulous care and having a quick response to the call and getting used they are patient and become loyal listeners so the teacher dictates (Imlak).
- b. The result of pretest of class XI student of IIS-1 135,5 with rata-rata 6,45 while class XI MIA equal to 168 degan average 6,46, only different 0,01. When viewed as a whole that the total number of values = 303.5 with an average of 6.457. So it can be said that when viewed from the department that the two majors have an average of almost the same, with other words have no significant difference
- c. After the development of the model of learning imlak on the students of class XI MIA then conducted tests on both classes. The grade of students post class XI IIS SMA Muhammadiyah Aceh Singkil averaged 6.59 while grade

XI MIA averaged 7.11. Thus it can be said that there is an increase of value in the students of class XI MIA after the development of Imla 'model.

- d. T-table value with $\alpha = 0.05$; $n - 2 = 35$ obtained = 1.69, while t-count 8.66, then $t_{\text{count}} > t_{\text{table}}$ (8.66 > 1.69). Based on the calculation was t count = 8.66 falls on the reception area. Thus it can be concluded that there are significant differences (can be generalized) the ability to write effective sentences between students without the development of imlak model with students who use the development of Imlak method

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