



Non examples Examples learning model through image media to improve learning outcomes of narrative essay writing skills in grade IV students of SD GMIM 3 Manado

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Abstract

During this time, learning Indonesian in grade IV SD GMIM 3 Manado, especially in essay writing material, students still find it difficult to express ideas, ideas, and use good and correct Indonesian. Therefore, researchers take action by applying examples non examples models through image media to improve writing skills in narrative essays. The subjects of this study were students and teachers of Class IV SD GMIM 3 Manado in 2018/2019 Academic Year, with a total of 20 students consisting of 12 female students and 8 male students. This type of research is classroom action research (CAR) with the stages of planning (planning), action (acting), observation (observing), and reflection (reflecting). The results of the study prove that the examples non examples model can improve the narrative essay writing skills of fourth grade students of SD GMIM 3 Manado. This can be seen from the observation data of student activity data in cycle I gained a percentage of 65.5 and cycle II gained 80.75. The conclusion of this research is the model examples non examples as an effective solution because it is proven to be able to improve the narrative essay writing skills. Students are advised to be used as input or consideration material for teachers, especially in Indonesian Language subjects.

Keywords: narrative writing skills, examples non examples

1. Introduction

Language is basic knowledge for humans, therefore teaching Indonesian in elementary schools is very important, both for communication tools, tools to express feelings, or to understand lessons in formal and non-formal education, whether or not students succeed in understanding the lessons at the school also depends on language knowledge or language mastery. For learning elementary school level language skills that are interrelated and inseparable, namely: listening, speaking, reading, and writing. The four language skills are basically one unit.

Writing skills development is very necessary. Many jobs require a skilled writing person such as journalists, editors, poets, and all professions related to writing. This writing skill does not come automatically, but must go through a lot of practice and practice. Learning writing skills at elementary school level is the foundation for preparation for higher education. Elementary students are expected to absorb the basic aspects of writing skills in order to become equipped to a higher level. In other words, learning to write skills in primary schools serves as a foundation for the practice of writing skills towards the next level of education. Through gradual writing exercises are expected to be able to build students' writing skills so that they increase even more.

In teaching writing Akhadiah, *et al.* (1993) states that basically all writing can be grouped into four types of essays, namely: a) narrative (story), b) exposition (exposure), c) description (painting), and d) argumentation. In this study, what will be further discussed is the narrative essay writing skills. Keraf, G (2010) argues that narrative writing is a form of discourse that seeks to describe as clearly as possible to the reader an event that has occurred.

This essay form seeks to tell an event or event as if the reader can see and can experience the event. Referring to the essence of narrative writing skills, students can tell an event or event in daily life. Teaching writing is shown so that students are able to understand and be able to communicate ideas or ideas in written form. This is important because one's writing ability is an illustration of the mastery of the language used.

Based on the author's experience while teaching in Class IV SD 3 GMIM Manado in learning to write a narrative essay it turns out the results are always carried on average. The author has tried to use a variety of media in learning, perhaps the way to teach writers is not yet maximal so that the results achieved are not maximal. In the sense that the results achieved by students under the KKM (75%). This is also proven when the author teaches narrative essay learning that there are still many students who have not yet reached the KKM, of the 20 students in class IV SD GMIM 3 Manado only 3 students can make good narrative essays. After being reflected, it turns out that the use of the learning model that I use is not in accordance with the learning that the children want, so the children have difficulty while teaching and learning in the classroom. Based on the background of the problem, it can identify the problem so the problem formulation in this research is how to improve the quality of the learning process of writing essays by using the Examples Non Examples Learning Model through image media in Class IV SD GMIM 3 Manado?, how to improve learning outcomes in writing narrative essays by using model examples non examples through media media in class IV SD GMIM 3 Manado?

The Non Examples Examples Learning Model uses pictures as a medium that is used in the teaching and learning

process that can help encourage students to better train themselves in developing their thought patterns. Examples Non Examples is a learning method that uses examples. Examples can be from cases/images that are relevant to KD (Slavin in Djamarah, 2006).

Rochyandi, Y (2004) argues that the non-example type of cooperative learning model is: "The type of learning that activates students by means of the teacher attaching examples of images that are in accordance with the learning objectives and other images that are relevant to the learning objectives, then students are told to analyze it and discuss the results of the analysis so students can make essential concepts."

Examples non Examples is a learning model by preparing drawings, diagrams or tables according to teaching materials and competencies. The image presentation is attached or using OHP, with the instructions of the student teacher looking at the picture, then the group discussion about the image presentation, the percentage of group results, guidance on conclusions, evaluations, and reflections (Suyatno, 2009) Furthermore Slavin and Chotimah (2007) are explained that examples non examples are learning models that use examples. Examples can be obtained from cases or images relevant to Basic Competence. Gerlach and Ely (in Arsyad 2013 say that the media when understood in broad outline are humans, material, or events that build conditions that make students able to obtain knowledge, skills, and attitudes. According to Nawawi (in Susanto, 2013) Learning outcomes can be interpreted as the level of success of students in learning subject matter in school which is stated in the scores obtained from the test results to know a number of specific subject matter^[7]. Nurjamal in Sumirat, D (2011) explained that writing is a language skill is the ability of a person in expressing an idea, feeling, and also thoughts that are owned by people or other parties by using a written media^[8]. Keraf (2010) suggests that narration is a form of discourse that seeks to describe as clearly as possible to the reader an event that has occurred. In other words, the narrative tries to answer a question "what has happened". This essay form seeks to tell an event or event as if the reader can see and can experience^[9].

The purpose of this study is to describe the improvement in the quality of the learning process of writing narrative essays by using the Examples non Examples model through Image Media in class IV SD GMIM 3 Manado. Also to improve the learning outcomes of writing narrative essays through the Examples and Non Examples learning model in class IV students of SD GMIM 3 Manado.

2. Research Methods

The method used in this research is the following classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together (Arikunto, 2009) which consists of four stages, namely: 1) Planning, 2) Implementation actions, 3) Observations, 4) Reflections to solve the problems found based on observations^[10]. The problem found by researchers is the low narrative essay writing skills. At this stage, the researcher designs the actions that will be taken to improve the narrative essay writing skills of the students of SD GMIM 3 Manado.

a. The results of the planning are as follows:

1) Learning Implementation Plan (RPP) and research

instruments

- 2) Implementation of the steps of the examples non examples learning model
- 3) Preparing serial image media
- 4) Preparing Student Worksheets (LKS)
- 5) Arrange the observation format or sheet to be used

b. Actions

This stage is the realization of a planned action.

c. The observation phase is carried out by observing the activities of the teacher and students in the process of learning the skills of writing narrative essays using series drawing media. Observations focused on the activeness of students when writing student narrative essays, activities carried out by the teacher, and the situation when implementing learning. Observations on the results of the implementation of the actions carried out to document the results of writing students' narrative essays as a basis for reflection activities to improve the implementation of actions in subsequent activities (revised). In this activity, researchers act as observers who make observations with the observation sheet guidelines. In addition, researchers also took some photos as documentation.

d. Reflection

At this stage analyze the results of observations and evaluation results to find out whether or not the actions taken. If the implementation of the first cycle is not yet complete based on the indicators of success, then the second cycle is carried out until the indicator is successfully achieved.

Next, the researcher made observations by directly observing the learning activities of narrative essay writing skills in fourth grade students. In addition to making observations, researchers also take notes using observation sheets. Through observation, researchers will find out the obstacles faced by students in writing narrative essays.

This research was conducted in January-March 2019 the first month as a time of research in the field, followed by data management and data analysis the following month was carried out. SD GMIM 3 Manado is a school located in Tuminting sub-district, Tuminting District.

Data Analysis Technique

Analysis of student and teacher activity data in the learning process Observation data obtained through student activity observation sheets and teacher activities are used to see the process of writing narrative essay writing skills. The collected data is processed and analyzed by creating tables and percentages. To find out the improvement of students' narrative essay writing skills, a comparison of the average scores in cycle I and cycle II was performed. If the average value of the second cycle is higher than the average value of the first cycle, it can be concluded that the writing skills of students' narrative essays increase. In determining the criteria for evaluating the results of students' narrative essay writing skills each cycle, then grouping of 5 assessment criteria is done which is very good, good, sufficient, lacking and very lacking. This research was declared successful if there was an increase in narrative essay writing skills as indicated by an increase in the average number of grades. The criterion for the success of the specified action is 75%

of the number of students who take the learning process has reached the minimum value that is set to get a value ≥ 70 .

3. Result and Discussion

The results of this study are data obtained from the learning process of examples non examples models through image media to improve the learning outcomes of narrative essay writing skills through fourth grade students at SD GMIM 3 Manado with 20 students consisting of 12 female students and 8 male students. The research was carried out in 2 cycles with the stages of planning, action, observation and reflection.

Based on the results of the percentage of observations of teacher and student activities in the teaching and learning process has increased. In the first cycle, the percentage of students was 65.5% (it was in the "Fair" classification) while the activities of the teachers were 65% (it was in the "Fair" classification). In cycle II, the percentage of observations from students was 90% (in the "Good" classification) while the activities of the teachers were 90% (in the "Good" classification).

Besides being able to improve the learning process, the use of the Examples non Examples learning model through image media can also improve the average value of writing skills because of the narration of fourth grade students of SD GMIM 3 Manado.

Table 1: Improvement in the Average Value of Writing Skills in Narrative Essays from Students in the Initial Conditions, Cycle I, and Cycle II.

Total students	Average Value of Narrative Essay Writing skills		
	Initial Conditions	Cycle I	Cycle II
20	51.5%	62.5%	80.75%

In cycle I, the interest and motivation of students when following the learning process of writing narrative essays is still low. Students still do not fully pay attention to the explanation from the teacher. Students are still lacking enthusiasm when asked by the teacher to write narrative essays. Some students still look busy with their seatmates, some are busy with their own activities and some even daydream.

In cycle II, the interest and motivation of students in following the learning process of writing narrative essays is good. Students are very active and enthusiastic when the learning process takes place. Students are excited and do not complain when they are given the task of writing narrative essays. Students have dared to ask the teacher when having difficulty in writing narrative essays. Students have tried their best to write narrative essays well. Most students are able to write words, spelling, and capital letters correctly although there are still some mistakes. All students can complete narrative essays on time. The courage of students to read the results of their essay is also good. Students are no longer ashamed to read their essays to the front of the class.

Based on the results achieved by the students, it can be concluded that the application of the examples non examples learning model can improve the learning outcomes of narrative essay writing skills in fourth grade students of SD GMIM 3 Manado.

4. Conclusion

Based on classroom action research activities that have been

carried out, in two cycles it turns out that the hypothesis formulated has proven to be true that the application of the Examples non Examples learning model through image media can improve the learning outcomes of narrative essay writing skills in fourth grade students of SD GMIM 3 Manado. The improvement of narrative essay writing skills is shown by the average value of students' narrative essay writing skills which in the first cycle was 65.5% (enough) and in the second cycle was 80.75% (very good). This shows that there is an increase in each cycle. This proves that the application of the Examples Non Examples learning model can improve the quality of the learning process of narrative essay writing skills in fourth grade students of SD GMIM 3 Manado.

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