

The Enhancement of Narrative Writing Skills through the Use of Accordion Book for 1st Grade Students in Lesanpuro 1 Elementary School, Malang

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Abstract: Based on the interviews with the 1st-grade teachers at Lesanpuro 1 Elementary School, it is found that the students have difficulties in writing a narrative story. Due to the learning activity that is not concrete, students tend to have difficulty to produce ideas because the teachers seldom use the help of media and writing example. So, from this study, it is important to do an action by using the accordion book. In this case, teachers become the model of writing by using the accordion book as its media. This research outlines two cycles in the observation. The results from the first cycle revealed that the writing ability of students who are above average is increased by 31,33 % and 37,33 % for the average students, then, as for the students who are considered to be below average, their writing skills are increased by 29 %. Furthermore, the second cycle showed that the writing ability of students who are below average is increased by 41,67 %, average students by 35,67 %, and above average by 39,67 %. Thus, it is expected that the teachers could create an interesting and innovative media so that students will enjoy the learning activity.

Keywords: Accordion Book, Narrative Writing, Writing Skill

1. Introduction

One of the writing skills that is used in elementary schools is a narrative writing skill. A narrative story is a form of writing that expresses thoughts and feelings in a single unifying theme. Generally speaking, the narrative story is associated with a series of events such as fact or fiction. The examples of narrative that is based on fact are biographies, autobiographies, or experience story and as for narrative that is based on fiction are in the form of novels, short stories, serial story, and also comic (Ellis, 2005). Thus, the narrative story is the result of a mind series that refers to an event in which it could be real or imaginary.

Based on the interviews with the 1st-grade teachers at Lesanpuro 1 Elementary School, students are a lack of skill in writing a narrative story. From this study, we found the student's difficulties in writing a story such as (1) the fact that students still cannot find a written model of narrative story properly, (2) the teachers who do not provide enough opportunities for students to practice writing, 3) the unattractive media presented for students, and lastly (4) the media that is less motivating to practice writing. We discovered that students will experience a confusion and difficulty to perform a writing practice. In fact, some students just sit quietly when they were asked to start writing. The results of their writing are still

not perfect both in the content and technical terms, therefore, teachers also feel confused to find a way for students to produce a perfect writing (Ellis, 2009). The aim of this study is to describe the process of narrative writing practice by using the accordion book as its media so that it could improve the skill of writing a narrative story.

Accordion book is a book shaped like an accordion. This book is folded to resemble a musical instrument of accordion (Rumijdan, 2013). With the help of this accordion book, learning activity becomes concrete because we could attach an image and that there is a writing page next to the image section.

2. Method

In an attempt to improve the learning cycles, this study was carried out by using a Classroom Action Research (*Penelitian Tindakan Kelas* or PTK) with the qualitative descriptive approach. This method is more or less identical to the model proposed by Kemis & MC. Taggart (Sa'dun Akbar 2010). The model was divided into 4 stages which consist of planning, acting and observing, reflecting, and revise the plan.

Moreover, the data in this research was consisted of the implementation of writing practice by using the accordion book as the learning media; the data sources were teachers and students. A teacher is one of the necessary resources in this research, therefore, we collected the data by getting information from the teachers via interview techniques (Santosa, 2009). Data collection in this study was prepared by using observation, interviews, and documentation while the data analysis was conducted by using measurements, data reduction, data presentation, and drawing a conclusion.

3. Results and Discussion

Based on the pre-action learning, the results of students' writing in average are only an exposure of words. For example, when students were asked to write a narrative about family, students just mention the word father, mother, brother, and sister repeatedly. The word "sister" was written 3 times because the student has 3 sisters. Traditionally, students were only able to write at the level of words, it was very rare to encounter students who write at the level of the sentences.

3.1 Learning Action Cycle 1

The learning action cycle 1 includes planning, acting and observing, reflection, and revising the plan. This cycle was performed by using the theme "My Family" with subtheme that is related to family members. This test is actually revealed the 1st core competence that is: accept and live within the religion; the 2nd core competence that is: having honest behavior, discipline, responsibility, manners, caring, and confident in interacting with family, friends, and teachers; the 3rd core competence that is: understanding the factual knowledge by observing (hearing, seeing, reading) and asking which based on curiosity of his/herself, God's creatures and activities, as well as the objects he found at home and school; the 4th core competence that is: presenting factual knowledge in a clear, logical, and aesthetical language that reflected a healthy, faithful, and noble child. Whereas, the Basic Competence (*Kompetensi*

Dasar or KD) taken in this study is (1) Bahasa Indonesia KD 3.10, to know the vocabulary of family figures through images or family tree in Indonesian language or in regional language. Then, KD 4.10, to use the appropriate vocabulary in the conversation of family relations with the help of picture or pedigree chart. Besides that, the elaboration of indicators for Bahasa Indonesia: 3.10.3 to identify the vocabulary of family relationships from a simple sentence given by the teacher and 4.10.2 to answer a question about the name of the father, mother, brother, and sister. Hence, the descriptions of those learning objectives are (1) by using a sample that the teacher has wrote in the accordion book, students could orally answer at least 3 questions provided by the teacher based on the story written in the accordion book, (2) with the help of teacher's writing examples in the accordion books, students can mention at least 3 vocabularies of family relationships orally, (3) through the teacher's writing examples in the accordion book, students can write at least 3 sentences by using vocabulary related to family members, and (4) Based on the family photos that respectively attached in the accordion book, students can write a story about her family. This kind of learning activity follows the flow of early activity, main activity, and final activity.

The implementation of the first learning cycle began with the greeting from the teacher. Then, the teacher gave an apperception by inviting students to sing a song called "*Satu Satu Aku Sayang Ibu (sayang semuanya)*". The students were very enthusiastic in which it generated a joyful learning. A happy atmosphere was characterized by the students' expression while they were singing. The teacher also asked a question in concern with the content of the song and it was connected with family circumstances. After that, the teacher informed the learning objectives by saying that the students are expected to write a story about his/her family in the accordion book. From here, the teacher showed the accordion book and explained that the photo of their family members will be installed in the pages. The early learning activity was ended by the distribution of accordion books and the attachment of student's family photo such as the father, mother, brother, and sister. Students were required to bring and attach the picture of his/her family on the provided accordion book. Thus, the family photo was pasted on the front cover of the accordion book and was entitled "*Aku dan Keluargaku*".

After the early learning activity was implemented, the main activity was carried out by showing an example of the accordion book so that it invited the teachers and students to interact. The teacher would ask questions, as for examples, "Who is this in the photo?", "See! What are the things that surround mother in the photo?" "What is the color of mother's outfit?" and the students will answer simultaneously. Then, the teacher will read one of the examples of the accordion book while interacting with the students. Students are also asked to answer questions based on the teachers' questions orally. For instance,

Teacher: *apa warna gambar bunga ini?* (What is the color of the flower?)

Teacher: *kalau yang ini (guru menunjuk gambar bunga-bunga yang ada dalam foto Siwa dengan lantang menjawab: merah bu, ungu, kuning.* (How about this? (the teacher pointed out the flowers in the picture), then Siwa loudly replied: red, purple, yellow)

Furthermore, the teacher displayed an example of his/her family story in the accordion book and surprisingly, the students watched and listened to the teacher's story. In the next activity, students were

asked to write a family story based on the photos in their books. Teachers would go around to monitor the students who were learning to write; the teacher noticed one of the students who gets obstructed in writing a family story. The teacher conducted this small learning activity by asking questions that were in concern with the image attached (Winarni, 2014).

The final learning activity was realized by pointing one of the students to come to the front of the class and read his/her story. When the student was told to go ahead and read the story, the student seems very timid and shy. By that, the teacher was likely to motivate the students by giving an example of reading. Then, the teacher asked the students to respond the stories from other friends. In this activity, students were slow in responding or giving feedback so that the teacher brought a model to be responded by asking about the story.

As we can see from the results above, the implementation of the 1st cycle of all learning activities has been carried out with a good teacher. However, the researchers want to strengthen the learning implementation furtherly. On the other hand, the implementation of the 2nd cycle is intended to consolidate the learning activities carried out in cycle 1. The flow of the 2nd learning activity was through the cycle of planning, action, and observation (Pappas, 2005).

The improvement of writing skills is sorted by the criteria of above average students, average students, and below average students which respectively consisted of 3 students. Students in above average are (1) Elfida, (2) Faizal, and (3) Ita, students in average are (1) Derren, (2) Wildan, (3) Davina, and students in below average are (1) Reza, (2) Reno, and (3) Iza.

Table 1: The Results of This 1st Cycle Improvement

No	Name	1 st Cycle	2 nd Cycle	Ideas		The increase from the 1 st cycle to the 2 nd cycle (%)
				1 st Cycle Percentage (%)	2 nd Cycle Percentage (%)	
ABOVE AVERAGE						
1	Elfida	8	9	50,00	56,25	6,25
2	Faizal	5	5	31,25	31,25	-
3	Ita	5	6	31,25	37,5	6,25
Total		18	20	-	-	12,5
AVERAGE						
1	Derren	5	6	31,25	37,50	37,50
2	Wildan	4	5	25,00	31,25	6,25
3	Davina	5	6	31,25	37,50	6,25
Total		14	17	-	-	49,75
BELOW AVERAGE						
1	Reza	4	5	25,00	31,25	18,75
2	Reno	6	8	37,50	50,00	30,75
3	Iza	5	6	31,25	37,50	25,00
Total		15	19	-	-	74,5

According to the table above, it can be explained that the increase of writing skill for above average students in pre-action to the 1st cycle has increased from 10 ideas into 19 ideas by 50%, whereas the increase in the 1st cycle to the 2nd cycle is from 18 ideas into 20 ideas by 12,50%. The improvement of writing skill for average students from pre-action to the 1st cycle has enhanced from 3 to 14 ideas by 68,75%, whereas in the 1st cycle to 2nd cycle is increased from 14 to 17 ideas by 49,75%. Last but not least, the writing skill of students for below average group in pre-action to the 1st cycle has improved from 3 to 16 ideas by 74,5%, whereas in the 1st cycle to the 2nd cycle has increased from 15 to 19 ideas by 74,5%.

It is important to note that the idea whose students have poured in the pre-action is in the form of words while in the 1st cycle and the 2nd cycle is in the form of a sentence. Thus, it proves that the media of accordion book can effectively improve students' writing skills and give a brainstorming for the students to write (Jonson, 2007).

4. Conclusions and Suggestions

Conducting a writing practice by using the accordion book is very effective to improve the narrative writing skills for the 1st-grade students. Accordion book as a media makes the learning activity concrete so that it is easier for the students to have a brainstorming in narrative writing. The images in the accordion book make students feel motivated and happy in their writing. Moreover, colorful illustrations in the book are able to help students develop their vocabulary banks.

From this study, we proposed that teachers should be more creative in developing an innovative learning media, teachers also need to motivate and encourage the students particularly in the age of primary school.

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