

IMPROVING THE ABILITY OF STUDENTS OF CLASS III A ELEMENTARY
SCHOOL 0804 BOTUNG IN ANSWERING THE CONTENTS OF FAIRYTALE
USING INDONESIAN LANGUAGE GOOD THROUGH GUIDANCE AND TRAINING
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***Abstract,** The purpose of this study was to improve Indonesian language learning outcomes through Guidance and Training in class IIIA SD Negeri 0804 Botung in the 2020/2021 academic year. Observations of learning outcomes and observations of the learning process can be concluded that learning with the application of the Guidance and Exercise method can improve Indonesian language learning outcomes in class III Semester 1 SD Negeri 0804 Botung for the 2020/2021 academic year. It is proven that the average value of the class in the pre-cycle is 62.67 with 37% learning completeness in the first cycle to 75 (70%) and in the second cycle it becomes 85.33 with 87% complete. Thus, the hypothesis proposed by the researcher has been proven true.*

***Keywords :** Student Ability, Guidance, Practice.*

I. PENDAHULUAN

The main function of language is as a medium of communication. We realize that interactions and all kinds of activities in society will be paralyzed without language. "Language is a medium of communication between members of society in the form of sound symbols produced by human speech organs." (Keraf, 2004). Thus every citizen is required to be skilled in the language. If every citizen is skilled in language, then communication between residents will take place well.

Successful learning is shown by the understanding of the subject matter by

students, the level of mastery of Indonesian subject matter at SD Negeri 0804 Botung, in the odd semester of 2020 is still standard, especially in answering the content of fairy tales. Difficulties that are often seen in students, especially in answering the contents of fairy tales, students cannot understand the content of fairy tales so that students have difficulty answering questions related to the content of fairy tales, there are also students who sometimes do not dare to ask the teacher even though they do not understand.

Several times the assignment to Indonesian subjects in answering the contents of fairy tales using correct

Indonesian was only 23%, while 77% still did not master the material. During the learning process, there are students who are engrossed in listening to fairy tales well, but no one asks questions and there are even students who are busy playing alone in their seats. Such conditions cause the lesson plans that have been prepared to not work properly, and the learning objectives cannot be achieved. maximally achieved.

Based on these reasons, the researcher asked for the help of colleagues to identify deficiencies after the learning was carried out. The results of discussions with colleagues found several problems that occurred in learning, including: 1) Students could not understand the content of fairy tales, so they had difficulty in answering the contents of fairy tales. 2) Students are not brave enough to ask questions. 3) The level of mastery of students in understanding Indonesian and developing vocabulary is still low.

To improve students' mastery of the subject matter, learning improvements were carried out through classroom action research. Based on the results of the analysis on Indonesian subjects, which became the focus of improvement "How to improve students' ability to answer fairy tales using Indonesian properly through guidance and practice at SD Negeri 0804 Botung?". Meanwhile, the purpose of improving learning is to improve students'

ability to answer questions related to understanding the content of fairy tales.

According to Bunyamin S. Bloom's taxonomic theory, the psychology of students is classified into 3 groups. First, the cognitive stems from the intelligence of the brain (intellectual) the ability to develop creativity (creativity), Prof. Dr. Fillmore H. Sanford argues that humans think more than other creatures. With this ability, humans think beyond the abilities of other creatures. With this ability, humans can experience changes in behavior consciously and quickly. Second, affective, which relates to attitudes, feelings, values, interests and appreciation..

Arthur Wrih Combs, suggested that the purpose of the teaching process formulated in the curriculum is directed to self-actualization (providing opportunities for students to express their identity) some individuals who have open their experience, namely an open attitude to experience, well informed, namely a trusted information gang. .

Classroom action research used by Diagnostic CAR is research that leads to direct action that resolves outstanding student weaknesses, in this case the emphasis is on understanding the meaning of language that has not been mastered. In addition to diagnostic CAR, participant CAR, namely researchers published directly in the implementation of research in

the process from beginning to end, with research results in the form of reports. Thus, from planning and collecting data, then analyzing the data and ending with reporting the research results.

The core concept of CAR introduced by Kurt Lewin is in one cycle consisting of four steps, namely 1) planning, 2) action and action, 3) observation (observing), and 4) reflection (Lewing). , 1990).

According to Piaget (1950) states that every child has its own way of interpreting and adapting to the environment (cognitive development theory). According to him, every child has a cognitive structure called schemata, which is a system of concepts that exist in the mind as a result of understanding the objects in their environment. Understanding in the object takes place through the process of assimilation (connecting objects with concepts that already exist in the mind) and accommodation (the process of utilizing concepts in the mind to interpret objects). These two processes, if they continue continuously, will balance the old knowledge and new knowledge. In this way, children can gradually build knowledge through interaction with their environment. Based on this, the learning behavior of children is strongly influenced by aspects from within themselves and their environment. These two things cannot be separated because the learning process

occurs in the context of the child's interaction with his environment.

Also through the process skills approach in learning Indonesian, it can provide the widest opportunity for students to be actively involved and creative in the language acquisition process. In addition to using the process skills approach, he also uses a communicative approach with the aim of forming students' communicative abilities in using Indonesian correctly both orally and in writing.

Fairy tales are stories that did not really happen (Qonita, 2008). Usually fairy tales are filled with things that are imaginary, fantastic, and can't even be separated from strange things. Aspects about the content of a fairy tale include the ability to understand: (a) vocabulary, (b) main ideas, (c) characters. , and (d) background/setting. "A word is the smallest unit (element) of language that can be expressed as a free form" (Depdikbud, 1989). "Vocabulary is a vocabulary of words" (Depdikbud, 1989). ", "vocabulary is the number of words a person can master".

Based on the description above, it can be concluded that vocabulary is a collection of words that are mastered and can be used by someone. The main idea is the main idea (Semi, 2007). "Paragraph is a set of sentences that refer to one topic" (Semi, 2007). "The main idea of a paragraph is the

main idea in a paragraph" (Nurgiyantoro, 1994). Based on the description above, it can be concluded that the main idea of a paragraph is the main idea contained in a paragraph. "Characters are actors and sufferers of various events that are told" (Nurgiyantoro, 1994). "Characters are role holders" (Depdikbud, 1989)..

"Background or setting is the footing of the story that leads to the understanding of place, time relations, and the social environment in which the events are told" (Nurgiyantoro, 1994). Ministry of Education and Culture, 1989). The setting or setting in question is the place or time of the events experienced by the characters.

Based on the opinions above, it can be concluded that the setting is the footing of the story that leads to the understanding of place, time relations, and the social environment in which events occur in order to complete the information told.

Indonesian has a very important position and function in our country. The importance of the position and function of the Indonesian language is based on the third point of the 1928 Youth Pledge which reads "We, the sons and daughters of Indonesia, uphold the language of the unity of the Indonesian language". Since the Youth Pledge dated October 28, 1928, Indonesian language which is derived from the Malay language has been declared the

National Language of the Indonesian Nation.

Humans convey thoughts, feelings, and desires to others by using language, to obtain similarities in understanding language, of course, it is necessary to use the correct language according to Hasan Alwi, et al (2003), correct Indonesian is a language that follows the rules that are standardized or which is considered standard. If the standard or standard language, whether officially stipulated through a government official's decree or edict, or accepted based on general agreement and whose form we can see in the practice of teaching language to the public, it is easy to make a distinction between correct and incorrect language. .

Language is a tool that functions as an expression of creativity, taste, and intention of human will. Language plays a role in human relations or with other humans. Therefore, our language is said to be a tool / medium of human communication, both verbally and in writing. So important is the role of Indonesian as a communication tool, so there needs to be a common understanding, of course the use of good and correct Indonesian means using Indonesian in accordance with standard Indonesian rules, and in accordance with certain conditions.

According to the dictionary, guidance means instructions on how to do something.

In the learning process a teacher provides practical instructions as a guide in doing assignments. While guiding implies holding hands and guiding, meaning the teacher always directs and gives special attention to students who are "less" so that they feel cared for. The exercises given by the teacher to students who are "less" are in the form of exercises on understanding aspects of fairy tales, by understanding aspects of fairy tales they automatically easily answer questions about the content of fairy tales.

II. RESEARCH METHODS

Classroom action planning is research conducted by teachers in their own classrooms through reflection with the aim of improving their performance so that student learning outcomes increase. Igak Wardani (2007).

Steps to conduct classroom action research. The PTK program can be described as follows:

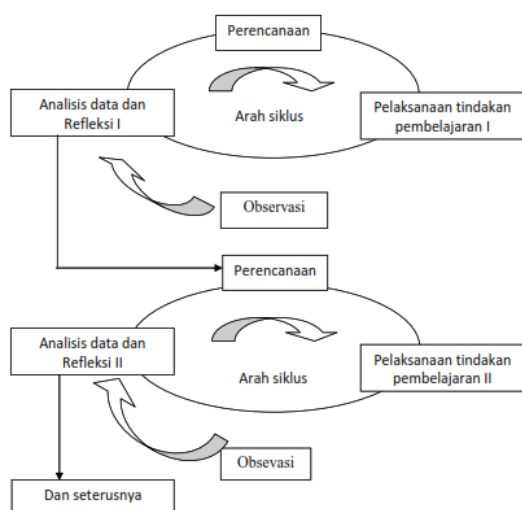


Figure 1. Diagram of classroom action research activities by Arikunto (2007)

Based on the picture above, the CAR steps are a cycle or cycle consisting of: 1) Planning improvements. 2) Carry out the action. 3) Observe. 4) Doing reflection.

These four stages are one cycle or cycle, therefore each stage will repeat itself. With corrective action learning can improve the performance of researchers (teachers) so that they become professional and help increase children's courage in answering the contents of fairy tales.

To achieve this goal, it is necessary to provide continuous and continuous guidance and training in Indonesian language learning, especially answering the contents of the fairy tales that are heard.

The implementation of learning improvements was carried out in class IIIA SD Negeri 0804 Botung. The number of class IIIA students at SD Negeri 0804 Botung is 30 students, with details of 18 boys and 12 girls. The absorption ability of class IIIA students varies.

II. RESEARCH RESULTS AND DISCUSSION

Precycle

Research activities on plans for improving Indonesian language learning are about answering the contents of fairy tales/story, only reading/telling stories

without repeating in local languages, even though students do not understand Indonesian much. In this case, it can be seen from the results of the student learning evaluation, the maximum score is 80 and the minimum value is 50, the average is 62.67 with a classical completeness of 37%. On the basis of the reasons mentioned above, the researchers reflectively decided to carry out corrective actions for learning cycle 2. In cycle 2, it emphasized more on the shortcomings/weaknesses including the plan for improving Indonesian language learning about answering the contents of fairy tales/story, only reading/telling without repeating with Javanese, even though students do not understand much Indonesian.

Cycle I

Improvements in learning in cycle 1, researchers changed the learning strategy by adding methods, namely where students were read by repeating the contents of the story each line in Javanese, so that students better understood the content of the story. By changing this method the result is an increase, although not all can. This means that it does not meet the expected standards.

In this case, it can be seen from the results of student learning evaluations, the maximum value of 100 and the minimum value of 60, an average of 75 with 70% classical completeness. So it is necessary to

hold cycle 2, to improve the weaknesses/lack in cycle 1.

Siklus II

Based on the results of the discussion, it is known that the learning carried out in cycle 2, the researcher chose a strategy with a communicative approach and combined the steps in the first and second cycles by using quite interesting media, namely by using picture stories. Thus, the lower grade students were more interested. In the third cycle, they were more successful and could meet the standards, because more than 85% mastered learning. The researcher chose a learning strategy with a communicative approach, and combined the steps in the first and second cycles by using interesting media, namely by using picture stories.

Thus, the lower grade students were more interested. In the third cycle, they were more successful and could meet the standards, because more than 85% mastered learning. In this case, it can be seen from the results of the student learning evaluation, the maximum value of 100 and the minimum value of 60, an average of 85.33 with a classical completeness of 87%. This means that there are 26 students who have completed (87%) already exceeding the classical standard of completeness, which is 85%, so that learning improvement activities are not continued and stopped in cycle 2.

After being given intensive guidance and training and a process skills approach and communication approach as well as varied methods in the cycles passed, the motivation and interest of students began to be seen, as evidenced by the scores obtained by students there was an increase from 37% to 87%. In addition, because the media used determines the frequency of assignments and exercises.

II. CONCLUSION

By making improvements to the learning that has been carried out, we can conclude that to improve the mastery of Indonesian language material in answering interesting fairy tales and fairy tales that are appropriate for children's language development, as well as the use of methods and approaches as well as intensive guidance and training.

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