IMPROVING STUDENTS WRITING SKILL THROUGH HANDS ON ACTIVITY METHOD IN CLASS 3 SDN 1 SUKARAJA SUKABUMI

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ABSTRACT

The research entitled Improving Students Writing Skill Through Hands On Activity Method In Class 3 SDN 1 Sukaraja Sukabumi was motivated by the decrease of children's ability in writing due to the lack of teacher's attention to students' writing ability. In addition, learning strategies used by teachers are still there weaknesses and shortcomings. The method used in this study is descriptive qualitative method by comparing the learning outcomes of children before and after treatment. This research was conducted at SDN 1Sukaraja in Sukabumi area. The result of this research is the increase of children writing ability as much as 73%. It can be said that Hands On Activity method can help improve the literacy ability of children especially in writing ability.

Keywords: writing ability, Hands On Activity Method

INTRODUCTION

Ability to write in SDN 1 Sukaraja very less, especially in grade 3 students. In fact learning writing in school can not be said to the maximum. So far, writing skills have not received much attention from the teacher, as well as other languages (listening, reading and writing). Students tend to communicate fluently and express thoughts in unofficial situations, ie outside of school. However, when asked to tell a story or write in front of the class, they experience a decrease in the smooth communication. As one of the productive language skills, writing is relatively difficult to implement. This is one of them due to the learning strategies applied by teachers are still many weaknesses, or teachers are also less able to apply their writing skills.

To optimize learning outcomes, especially writing skills required teaching methods that emphasize the active learning activities and creativity of students during the learning process takes place. For that good teaching method to improve student's writing ability is by applying method of hands on activity. Zaenal (2014: 18) cooperative learning method Hands on activity is a model of learning emphasized on images that are sequenced into a logical sequence, developing interactions between students who are mutually wheezing, compassionate, and foster-care. In oprasionalnya the images are paired with each other or can be in sequence into a logical sequence. Not only that, by using the learning model of Hands on activity students can explain something with the media images, so that writing skills can
be honed. With this concept, students are trained how they communicate, and how they interact.

The purpose of this research is to improve the writing skill of grade 3 students of elementary school by applying the method of hands on activity to elementary school students. And the benefits of research can increase the ability or writing skills of grade 3 elementary school students by applying the method of Hands on activity in elementary school students.

Increasing means raising (degrees, levels, etc.) and enhancing. Hands On Activity is a learning model designed to engage learners in digging information by asking, moving and finding, collecting data and analyzing and making conclusions. Learning by doing hand activities and thinking (minds on activity). Hands On Activity on the observation of learning materials is emphasized on the development of reasoning, model building, its connection with real-world applications (Taniredja, 2013: 9).

Writing is one aspect of language skills that are productive, meaning a person's ability to convey ideas, thoughts or feelings so that the ideas in the mind of the speaker can be understood by others. Writing means expressing ideas or verbal messages actively through the symbol of the sound to occur communication activities between speakers and partners said. Djago Tarigan (1992: 132) states that writing is a skill to convey messages through spoken language.

Hands On Activity learning model is a learning model where students not only see and listen to teachers explain, but in this learning students observe, perform and identify directly on the object studied. This learning model can make students have direct experience, so it can solve student learning problems such as difficult to remember the subject matter (Wena, 2012: 21).

From the explanation of the theory of the experts above can be concluded that the learning model is a pattern or plan that has been planned in such a way and used to operate the curriculum, organize the subject matter, and give instructions to the teacher in carrying out the learning process in its class. The Hands On Activity model of learning is defined as a learning model that involves direct experience and activity with natural phenomena or educational experiences that actively involve students in observing an object to gain knowledge or understanding.

METHODS
The method used in this research is Qualitative Descriptive Method. Qualitative descriptive is a research that is included in this type of qualitative research. The purpose of this study is to reveal facts, circumstances, phenomena, variables and circumstances that occur when the study goes and serve what it is. Qualitative descriptive research interprets and relates data pertinent to the current situation. Usually this research activities include data collection, data analysis, meginterpretasi data, and ends with a conclusion that refers to the analysis of the data.

In addition to Qualitative Descriptive method, researchers use the method of learning in this study, namely the method of Hands on activity. The hands-on activity method is a learning model designed to engage learners in digging information by asking, moving and finding, collecting data and analyzing and drawing conclusions. Learning by doing hand activities and thinking (minds on activity).

RESULTS AND DISCUSSION

This research was conducted in 2 cycles. Each cycle consists of four stages: 1) action planning, 2) action implementation, 3) observation and interpretation, 4) analysis and reflection. The results of the above two cycles of action can be summarized in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Student Activities</th>
<th>Percentage</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Activity of students in following learning</td>
<td>63 %</td>
<td>78 %</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The ability to argue and write in front of the class</td>
<td>56 %</td>
<td>73 %</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Courage goes forward in explaining what is ordered</td>
<td>35 %</td>
<td>75 %</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Completeness of learning outcomes</td>
<td>51 %</td>
<td>76 %</td>
<td></td>
</tr>
</tbody>
</table>

Based on the above recapitulation data, it can be stated that there is an increase in the indicators set by the team from the results of the action of cycle I and cycle II. Significant improvement occurred in indicator 3 that reached 35%, because in the second cycle the students look more spirit in presenting things instructed by the teacher because it uses the image media in the learning process of students. Given the achievements in cycle II that have been in accordance with the formulated indicators, the study was finally terminated.
Before conducting cycle I, the researcher conducts a preliminary survey to find out the conditions in the field. From the activity of this survey, the researcher found that the quality of the process and the result of writing study in class III SD Negeri 1 Sukaraja is still low. Then the researchers collaborate with classroom teachers to overcome these problems by applying the method of learning hands on activity in the process of learning to write, especially discussions with the consideration of it will facilitate in stimulating students to write because the material is the thing that is happening and the experience of the students themselves, hands-on learning learning also helps students apply their knowledge to the real world, and helps students to think critically.

The material used each cycle is the same ie writing skill with the method of discussion, then the researcher and the class teacher prepare the plan for cycle I. Apparently there are still weaknesses or deficiencies in the implementation. Distribution of group members who are not heterogan, because based on the order of seats, so there are groups that really live and there is a passive, teamwork is lacking, in addition to the sound factor is less harsh, this is due to lack of confidence in students. Based on the weaknesses and shortcomings of the researchers and teachers looking for solutions that can overcome these problems, and arrange the implementation of learning cycle II which contains solutions that are expected to be able to overcome the problems in cycle I.

In this second cycle, group members are randomized between the achieving students (in terms of writing) with the less intelligent. The basis for determining this group in accordance with the opinion of Anita Lie (2005: 43) that the division of heterogeneous groups will provide opportunities for students to learn from each other and support and enhance interaction among students. In addition, teachers also provide motivation for students to speak out loud, and re-emphasize teamwork. It is repeatedly done by teachers to motivate and strengthen the students in addition to teachers also provide reinforcement (reinforcement) in the form of rewards and feedback on student activeness during learning. Based on the observation in cycle II, can be seen an increase in the learning process and learning outcomes. From the indicators that have been established the learning process has increased.

**CONCLUSION**

Based on the description on the results of this study, it can be concluded that learning by using the method of hands on activity can warn the quality of writing writing. This is
marked by the increase in the average value of students in learning through discussion. By applying the method of learning hands-on activity can increase the motivation of students in learning, because in this method the teacher uses the media images in learning so that students are interested to learn and the image can be associated with the student's own experience. This suggests that students who are directly learning about problems that are factual or students are directly faced with the problems that exist in the field will improve students' understanding and fluency in a coherent, good and true language. This happens because before discussing and delivering the results of their discussions, they already have a provision of knowledge either melelu television, radio news, or the incident they ever experienced.

In this study still many shortcomings, the researchers invite other researchers to continue this research. Suggestions that can be given that teachers should always motivate students to dare to express opinions and encourage students to dare to write in front of kela. And the school should improve learning facilities and infrastructure, as well as the library in order to assist students in learning.

ACKNOWLEDGEMENT

Researcher would like thanks to all those who have supported this research both in term of moral and material. Especially to the principal of SDN 1 Sukaraja Sukabumi in West Java Province and to IKIP Siliwangi Bandung.

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