

Constructivist Learning Model In Writing Learning Indonesian

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Abstract— This study aimed to develop a model that is effective in learning to write. This study used quantitative and qualitative approach with quasi-experimental methods. Subject is the ability to write the Grade 2 122 people SMPN I Banjaran. Data collection instruments are tests, field observations, questionnaires, and interviews. For quantitative data analysis used statistical analysis techniques, namely t-test, while for qualitative data analysis techniques used descriptive. Research results are (1) general constructivism learning model can be accepted by the students as a convenience in learning to write, (2) model of constructivism has a comparative advantage against conventional learning models that are used in the control class, (3) general constructivism learning model can improve all aspects of writing skills, (4) constructivism learning model of excellence is to train the systematic thinking, motivated to do more creative, and provide a conducive learning environment in the form of the natural environment as a source of learning, (5) weakness of constructivism learning model is the need to exercise first adaptation to be able to learn independently in constructing knowledge, and (6) constructivism learning models have significant differences with conventional methods to increase the ability to write a class experiment.

Keywords— Model Of Learning, Constructivism, Learning To Write

I. INTRODUCTION

There are some issues regarding the low quality of learning this language skill. One expert explained that according to research conducted by Taufik Ismail turned Indonesian students' writing skills among the lowest in Asia [1]. So also according to the World Bank report (1998) on student reading test fourth grade, Indonesia ranks the lowest in East Asia. The average reading test results in several countries show the following: Hong Kong 75.5%, Singapore 74%, Thailand 65.1%, Filipino 52.6%, 51.7% and Indonesia [2]. Furthermore, Semiawan also explained that the results of the study showed students in Indonesia is only able to understand 30% of the reading material and had difficulty answering questions that require reasoning shape description. Semiawan also write second grade junior high student achievement in Indonesia was ranked 32nd in science and 34th in mathematics from the 38 participating countries. It is based on the findings of The Third International Mathematics and Science Study-Repeat (TIMSS-R) in 1999. In this regard, said that writing is an intellectual culture of concern [3].

Actual language education is not taught in order for students to understand it as a kind of knowledge, so that the impression as if the student was being prepared to become a linguist. Finally, students will be overwhelmed by the number of devices, rules, and laws of grammar must dihapalnya by rote; did not use it in an experience of speaking.

In connection with this, the teaching of writing need to switch from conventional learning models are based on the assumption that "knowledge can be transferred intact from the mind of the teacher to the student's mind" to the modern model of learning (constructivism).

Constructivist approach, in line with process skills, integrated, and approach to whole language. Learning the model is not implemented in isolation, but are implemented in full in accordance with their interests, abilities, and needs to learn. Aspects of language, language skills, and vocabulary are presented simultaneously as a whole taking into account the level of development of the emotional, cognitive, and socio-cultural.

The successful implementation of constructivism learning model is applied in the field of science is applied in learning to approach science, technology, and society has demonstrated success satisfactory in Indonesia [4]. In learning to write Indonesian constructivism concepts have not been applied. Thesis and dissertation writing has not reflected the learning-oriented constructivism.

Issues that will be sought answers from this study are formulated as follows. "Is constructivism learning model can improve students' writing skills in learning Indonesian writing in second grade junior high?. This study aimed to describe the acceptance, superiority, significance, and learning outcomes Indonesian write constructivism learning model on SMP.

II. RESULT AND DISSCUSSION

Analysis of essays covering aspects of language, cognitive, and affective aspects of the adaptation of the theory of analytic essays presented by Wilkinson [5] and coupled to emotional aspects of Goleman [6], Sapiro (1997) [7], and Nggermanto (2002) [8]. Appraisal value with a bouquet of essays based on criteria Jakobs, et al. statistically processed using EXCEL and SPSS program [9].

Setelah mendapatkan pembelajaran dengan model belajar constructivism, students' writing skills by percent average writing skills, generally in the category of good, very

good and that is between 73.9% to 80.5%. The ability to write to the control class in general is moderate category with an average of 64.25% post-test write.

Essay writing skills of students who received treatment with constructivism learning models to increase higher than the writing skills of students who get a conventional model. Improved writing skills by teachers experiment I (class IIF) and the ability to write experimental class II (class IIG) conducted by the researchers, showed the same increase (there was no significant difference in the level of 95%). This is possible because the constructivist model of learning, researchers and teachers know the original model of learning, so that students can be trained and "sharpened" the sharpness of his mind in expressing ideas by connecting the knowledge gained by the phenomena they encounter. Finally, through the activity gradually increased student skills.

Increased ability to write the experimental class (IIF and IIG) which uses constructivist model of learning to write is higher than the control class that uses a conventional learning models. This is the impact of the teaching of writing that is designed specifically to enhance the writing skills based on the signs GBPP and constructivism learning theory. Therefore, these structured learning models that can be used as an option to improve students' writing skills.

Value of significance (2-sided) pre-test - post-test writing skills experiment 1 and 2 (IIF and IIG) aspects of the content, organization, vocabulary, language, and spelling, as well as the number of all aspects of writing skills between pre-test and post-test values are the same (0.000; 0,000; 0; 000; 0,000; 0,000, and 0,000) or less than the real value of 0.05 then Ho is rejected or average writing skills aspect of the content, organization, vocabulary, language, and spelling, as well as the number of all aspects of writing skills at pre-test and post-test were significantly different (real) or there is an increase in all aspects of real writing ability after treatment (learning).

Value difference (t count) post-test writing skills experiment 1 and 2 (IIF and IIG) with a control class (IIE) aspects of the content, organization, vocabulary, language, and spelling, as well as the number of all aspects of writing skills post-test experimental class grades 1 and 2 (IIF and IIG) and a control class is 6, 331, 4, 6121; 6.1105; 8.9248; 3.515, and 8.8806 - & - 8.0438; 10.7664; 14.1244; 9.8773 ; 5.5874, and 12.2514 is greater than t0, 095 (79) 2.6239 table then Ho is rejected or average writing skills aspect of the content, organization, vocabulary, language, and spelling, as well as the number of all aspects of writing skills post-test experimental class 1 and 2 are significantly different (real) with the control class or there is an increase in all aspects of real writing ability after treatment (learning) classroom experiments 1 and 2 (IIF and IIG) compared with the control class (IIE). This can be seen in the table below.

Table. 1

Test distinction average (t test) Aspects of Writing Skills Class experimentation 1 (IIF) with Grade Control (IIE)

No	Aspects of Writing Skills	Average Value (IIF)	Average Value (IIE)	t-count	t0,95 (79) table	Interpretation
1	Table of contents	22,5	19,4	6,331	2,639	Significant
2	Organization	15,10	13,5	4,6121	2,639	Significant
3	Vocabulary	15,00	13	6,1105	2,639	Significant
4	Language	18,1	14,9	8,9248	2,639	Significant
5	writing	3,88	3,48	3,515	2,639	Significant
The whole aspect of Writing Skills		76,46	64,25	8,8806	2,639	Significant

Table. 2

Average difference test (t test) Aspects of Writing Skills experimentation Class 2 (IIG) with Class Control (IIE)

No	Aspects of Writing Skills	Average Value (IIF)	Average Value (IIE)	t-count	t0,95 (79) table	Interpretation
1	Table of contents	23,7	19,4	8,0438	2,639	Significant
2	Organization	17,10	13,5	10,7664	2,639	Significant
3	Vocabulary	17,0	13	14,1244	2,639	Significant
4	Language	18,6	14,9	9,8773	2,639	Significant
5	Writing	4,02	3,48	5,5874	2,639	Significant
The whole aspect of Writing Skills		80,34	64,25	12,2514	2,639	Significant

Table 3

Average difference test (t test) Aspects of Writing Skills experimentation Class 1 (IIF) with experimentation Class 2 (IIG)

No	Aspects of Writing Skills	Average Value (IIF)	Average Value (IIE)	t-count	t0,95 (79) table	Interpretation
1	Table of contents	22,5	23,7	-2,198	2,639	Significant
2	Organization	15,10	17,10	-6,197	2,639	Significant
3	Vocabulary	15,00	17,0	-6,465	2,639	Significant
4	Language	18,1	18,6	-1,2116	2,639	Significant
5	Writing	3,88	4,02	-1,648	2,639	Significant
The whole aspect of Writing Skills		76,46	80,34	-2,577	2,639	Not Significant

III. CONCLUSIONS

From the results of the study and discussion of this research a number of conclusions that can be obtained as follows:

This study has theoretical and practical implications of the development of constructivism learning model. In theory, this study implies that students should be viewed as an individual who has a unique potential for growth, not as an empty keg just waiting to be filled by an adult (teacher) [10]. Practically, this study implies that constructivism learning model is needed to develop personal-social skills of students in developing their creative potential through writing.

The results of this study were (1) general constructivism learning model can be accepted by the students as an in learning to write, (2) the model has the advantage of comparatively constructivism against conventional learning models that are used in the control class, (3) the general model of constructivist learning can improve all aspects of writing skills, (4) constructivism learning model of excellence is to train the systematic thinking, motivate to do more creative, and provide a conducive learning environment in the form of the natural environment as a learning resource, (5) weakness of constructivism learning model is the need to exercise more adaptation first to be able to learn independently construct knowledge, and (6) constructivism learning models have significant differences to the experimental class improved writing skills.

1) The results of the analysis of students' writing in a constructivist model of teaching writing [2]

(1) Aspects of Linguistic

- a. The ability to use EYD namely (a) is correct spelling in general, except for writing the word derivatives and prepositions; (b) the use of capital letters in the name is correct, but there are errors in writing words in the title essay assignment, (c) the use of punctuation generally correct except the use of a comma in a sentence double berklausa; (d) increases vocabulary development, (e) the use of specific words in the essay develops.
- b. The ability to make a sentence: (a) the ability to make a sentence that is (a) generally sentence is perfectly composed at least by the subject and predikat; (b) is more complex sentence structure; (c) there are some basic thoughts in one sentence sentence, so the sentence is must be separated according to the principal amount of his mind.

(2) Cohesion means the ability to use already developed; variations increases.

(3) Developing students' cognitive aspects in the portrayal, interpretation, and inference bouquet.

(4) Aspects of affective / emotional students in the essay that is already showing growing interest, excitement, and seriousness in writing. Has shown social attitudes in the essay; thinking skills in expressing ideas is growing, and aspects of experience can be processed more complex.

2) Assessment of learning outcomes model of learning constructs in the study write-invalidate Indonesian.

(1) Aspects of contents

In general, students have understood the content widely, complete, and terjabar. Contents in accordance with the title though less detailed.

(2) organizational aspects

Essay organization generally orderly, neat, and clear. The idea is much, logical sequence, and high cohesion.

(3) Aspects of vocabulary

Students' vocabulary is generally widespread, effective use. They generally mastered word formation and the selection of his right.

(4) Aspects of language

The use and preparation of sentences generally simple, slightly obscure grammatical errors and without meaning.

(5) The writing aspect

Students generally master the rules of spelling. However, there is still a slight spelling mistake.

Research implications

Conclusions based on the research that has been presented, it proposed several implications associated with an increase in students' writing ability as follows.

1. Making procedures in activating student learning plan must be clear and provide solutions development of cognitive skills, affective, and psychomotor poured into writing.
2. Implementation and application of constructivism learning model can simply be done by learning cycle model with stages: a) exploration, b) the discovery of concepts, and c) application. In this activity, students are happening reconstruction mind constantly so that the learning process was going on constantly. Thus, the process of building a meaningful thoughts will always occur in any activity.
3. The students' results are worthy of respect in a way presented in class and posted on the bulletin board or making a living classroom interaction and learning a more enjoyable atmosphere for students to reconstruct the concepts of his own invention in writing.
4. Efforts to improve writing skills through essay writing process begins by linking learning materials that have been received with lesson material that will be studied and students are always required to map out what has been learned in the related form ideas / concepts using prepositions liaison so that the students illustrated the concept of mind / whole idea of what they read / learned and to express the experience or the knowledge orally or in writing accurately and quickly.
5. Analysis and assessment criteria or guidelines essays have a clear assessment and can measure students' ability to write a complete, although in a simple form that can be used a reference for developing writing skills further.
6. Due to various limitations, shortcomings, and constraints, the results presented in this study may still contain some errors that need improvement. For that, it needs further research with action research or case study, so that the problems faced by the students' writing will be uncovered and the solution was expected to be done in a comprehensive manner and resolved in accordance with the situation and condition of the schools studied.

Research recommendations

- (1) Constructivism learning model is expected to be the input for Indonesian studies teachers to develop professional skills. However, this model requires teachers confidence that students are able to thrive and creative writing, as long as an active and creative teacher as a facilitator and moderator.
- (2) This model requires a rather lengthy process. However, if students are to make sense of what he learned, this model will be very useful to help students fulfill what is needed in an essay.
- (3) Development of this study suggested using research methods class and case studies, so that the problems faced by students in the writing process can be solved according to the circumstances of each school.

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