

Improving Narrative Essay Writing Skills Through the Use of the Classroom Reading Program Method for Class V Students at SDN 1 Nunggi

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Abstract

The aim of this research is: to determine the increase in learning outcomes in the ability to write narrative essays using the student class reading program method. The target of the activity was 26 class students at SDN 1 Nunggi, the activity was carried out by researchers and Indonesian language teachers and the school principal helped with its implementation. Information is collected through observation, inspection and documentation. Research materials were analyzed using quantitative and qualitative data analysis. The results of the research show that the classroom reading program method can improve the narrative essay writing skills of fifth grade students at SDN 1 Nunggi. The results of the evaluation of narrative essay writing skills show the average words achieved by students in the initial situation, namely. 56.42, while the average for cycle I was 65.6, which is an increase compared to the initial state of 9.18. In the second fall, the average student score was 71.9, i.e. increased by 6.3 compared to the average score of cycle I tests. The proportion of those who reached the completion criteria also increased, i.e. in the initial state it was 31% in the first cycle. 62% or experienced an increase in fullness criteria by 31% at the beginning and Cycle II reached 88% or an increase of 26% compared to Cycle I

Keywords: *Writing Skills, Classroom Reading Program Method*

INTRODUCTION

Language is a system of arbitrary sound symbols, which is used by members of a society to work together, interact and identify themselves (KKBI, 2003: 88). Language is also said to be a unit of expression produced by the human speech apparatus as a symbol of sound which is arbitrary and has a complete unit of meaning. Writing can express ideas in the form of essays freely. [1] states that basically, there are 4 language skills that every student must have as a result of learning. The four types of skills are listening, speaking, reading and writing. These four aspects in their use as communication tools can never stand alone, they are related to each other and mutually determine each other. Using the correct classroom reading program is very important in learning activities. According to [2] the Classroom Reading Program is a program developed to improve the reading culture of children through the provision of additional reading materials in the classroom which is accompanied by a professional development program for teachers. So the classroom reading program is a method used by teachers in

learning through reading programs for children by adding reading books to the class.

According to [3], the form of writing assignments consists of: a) writing assignments by choosing answers, and b) writing assignments by creating written work. Big Indonesian Dictionary (online) Narrative is the telling of a story or event. According to, [4], a narrative essay (derived from narrative, meaning telling) is a form of writing that is designed to create, narrate and sequence human behavior in an event chronologically or taking place over a period of time. [5], a narrative essay is a discourse that tells the process of an event experienced by someone. Meanwhile, according to [6], narrative or story is a style of writing that aims to tell a series of events or human experiences based on developments over time.

[2] Classroom Reading Program is a program developed to improve the reading culture of children by providing additional reading materials in the classroom accompanied by a professional development program for teachers. Applying a classroom library approach, this program provides reading books directly into the classroom, so that

students and teachers use these reading materials in their daily lives. Ahmad (2011: 2), Classroom Reading Program is a program to increase interest and reading skills in elementary school students. The Classroom Reading Program was first introduced in Indonesia in early 2010 through the classroom reading program.

RESEARCH METHOD

Classroom Action Research (PTK) is a form of research that is reflective in nature by carrying out certain actions in order to improve and/or increase learning practices in the classroom in a more professional manner (Suyanto in Sudita, 2010:22). This classroom action research method emphasizes a genuine study of the scientific situation of the classroom so that it can improve and increase the quality of teaching and learning.

RESULTS AND DISCUSSION

A. Results

Based on the results of these observations, the researcher then held a discussion with the fifth grade teacher at SDN 1 Nunggi with the aim of obtaining further information about students' learning achievements in Indonesian language subjects. Based on information obtained from 15 teachers, the lowest score in the Indonesian language subject was in essay writing material, especially in writing narrative essays.

The low value of Indonesian language learning material for writing narrative essays is indicated by the large number of students whose scores are far from the standard criteria for completeness that have been determined by researchers and teachers. Researchers and teachers agree that the criteria for completeness in Indonesian language subjects is 65. Determining this score is considered from several things, namely the model, student ability, and KKM at school. By determining the completeness criteria, it can be seen that there are still many students who get a score below 65. It can be explained as follows:

- a. Of the total number of students, namely 26 students, in the initial conditions there were only 9 students who met the completion criteria with a completion percentage of 35%.
- b. In the initial condition, 17 students did not meet the completion criteria, namely with a completion percentage of 65% of students who had not yet completed.
- c. From the initial condition value data, an average value of 56.42 was obtained.

Meanwhile, the number of students who reached the completeness criteria was 38, 9 students and 17 students who did not reach the completeness criteria. From the initial condition value data described above, it can be seen that only 9 students out of 26 students met the specified completion criteria scores. From the results obtained, it can be seen that students' abilities in learning to write are still very low.

1. Implementation of Actions

a. Cycle 1

In order to improve the narrative essay writing skills of fifth grade students at SDN 1 Nunggi, researchers and teachers agreed to apply the classroom reading program method. The hypothesis in this research is that the classroom reading program method can improve the narrative essay writing skills of fifth grade students at SDN 1 Nunggil in the 2024 academic year.

1).Action planning begins with preparing an Indonesian language learning plan by applying a model previously agreed upon between researchers and teachers, namely the classroom reading program method. This research is collaborative, so researchers and class teachers agree to work together or collaborate in research. The task of the fifth grade teacher in this research is to carry out Indonesian language learning by applying a predetermined model, namely the classroom reading program. Apart from carrying out learning, teachers are also tasked

with guiding students so that they can participate in learning well. The task of the researcher in this research is that during the learning process the researcher observes the learning process and writes down the results of the observations on the observation sheet that has been provided previously. Researchers also write down the results of their observations in field notes which are useful for writing down things that happen and cannot be recorded on the observation sheet. Action planning begins with preparing a Learning Implementation Plan (RPP). However, before the researcher makes the lesson plan, the researcher first prepares the instruments used in the research process, namely in the form of test questions, observation sheets. Researchers prepare instruments and lesson plans with consideration from the lecturers and teachers concerned as validators. From the results of discussions between researchers and teachers, action planning can be determined in this research. The number of meetings is adjusted to the theme of writing narrative essays which has previously been determined by researchers and teachers. Furthermore, it can be determined that each cycle is carried out in two meetings (two actions). After carrying out cycle I, the researcher and teacher reflect to find out the advantages and disadvantages during the implementation of cycle I. If it is known that the results obtained have not been achieved well then the researcher will make improvements in the research by taking different actions by repeating stage I in cycle II. This aims to ensure that the results achieved are in accordance with the researchers' expectations.

2). Action implementation in cycle I was carried out over 3 meetings, namely 26 and 23 2024. The first meeting was held on Friday 21 April 2024. Teaching and learning activities at this first meeting started at 07.00-08.10 WIB. The teacher begins the lesson by asking students questions about personal experiences the students have had. Some students looked enthusiastic when answering questions about their experiences. Then the teacher explains writing skills to students. The teacher provides an example by reading narrative essays to students. The teacher explains about narrative essays. After that, students were given the task of trying to write a narrative essay on the theme of personal experiences that the students had experienced. Students who have finished writing are asked by the teacher to read their essays in front of the class. After that, the teacher and students discuss the difficulties experienced by students while writing narrative essays. Student 41 together with the teacher looked for a solution to overcome this. At the end of the lesson the teacher and students ask and answer things that the students do not understand. The second meeting was held on Saturday 27 April 2024. Teaching and learning activities at this meeting started at 09.30-10.40 WIB. The teacher reminds students again about the narrative essay by asking questions and answers. Then the teacher explains to students about EYD and correct punctuation when writing narrative essays. After that, students discussed again about what things they felt when writing narrative essays. Students and teachers look for solutions to the obstacles and difficulties experienced by students. Students,

with teacher guidance, look for solutions to overcome the difficulties and obstacles experienced during the process of writing narrative essays. After finding a solution, the teacher gives the assignment to write again at the next meeting.

- 3). Observations were carried out by observers, namely the researchers themselves. Observations are carried out while the action is taking place. Observations were guided by the observation sheet that the researcher had previously prepared. Observations aimed at teacher activities and student activities during the process of learning narrative essay writing skills through the use of the classroom reading program method. The results of observations in cycle I are as follows.

a). Teacher Activities

1. The teacher has explained about writing narratives and the teacher has guided students to find information to prepare for writing narratives.
2. The teacher has given the students the opportunity to ask questions.
3. The teacher has guided students in determining the theme of the narrative essay according to the information the students have obtained.
4. The teacher has directed students to determine the title of the narrative essay.
5. The teacher has guided students in compiling an essay framework and the teacher has guided students to actively participate in creating narrative essays.
6. The teacher has guided the students in concluding the lesson and the teacher has

provided an assessment of the results of the students' essays.

b). Student Activities

The results of observations made by researchers during the learning process show several aspects that have been fulfilled by students during cycle I, namely as follows.

1. Students pay close attention to the teacher's explanations in the learning process, this can be seen where students can listen to the teacher's explanations and do not play alone during learning. Apart from that, students are also involved in questions and answers with the teacher.
2. Students are less active when searching for information to determine the theme of the narrative essay they will write.
3. Students can determine the title of a narrative essay, this can be seen from the various titles of students' narrative essays.
4. Students can create an essay framework and create a complete narrative essay, this can be seen from the results of the students' essays.
5. Students do not play alone when the writing learning process takes place.
6. In cycle I, it was seen that students were still embarrassed to read their essays in front of the class.
7. Students can conclude learning with teacher guidance.

c). Improving Narrative Essay Writing Skills

Learning to write narratives was quite enjoyable, although some students still experienced difficulties in developing their writing. Results of grades in

learning to write narratives in cycle I

Based on this table, it can be analyzed as follows.

- a. Of the total number of students, namely 26 students, in cycle I there were 16 students who met From the cycle I value data above, an average score of 65 was obtained. Meanwhile, the number of students who achieved the completion criteria was 16 students and students who had not yet achieved the completion criteria were 10 students. The

the completeness criteria. The percentage of completeness obtained was 62%.

- b. In cycle I, there were 10 students who did not meet the completion criteria with a completion percentage of 38%. comparison of the scores obtained between cycle I and the scores in the initial conditions is as follows. The following is a comparison of the values obtained between cycle I and the values in the initial conditions as follows

Table. 4.3. Comparison Obtaining Initial Condition Values and Cycle I Values

Percentage of Students Who Completed	Initial conditions	Cycle I
Average	56.42	65.6
The highest score	80	80
Lowest Value	35	50
Number of students completed	8	16
Percentage of students who completed	35%	62%

From the table data above, it can be seen that the average value results in cycle I have increased compared to the value results in the initial conditions. In cycle I the average achievement score increased by 7.5% from the initial condition. Apart from an increase in the average score results, in cycle I there was also an increase in the achievement of completion criteria. In the initial condition there were only 8 or 31% of students who reached the completion criteria, while in the first cycle this increased to 16 or 62% of students.

4). Reflection

Reflection is the final stage in each cycle of classroom action research. Reflection aims to determine what steps will be taken in future research so

that research can be better and improved. At the reflection stage, researchers and teachers discuss and evaluate research activities in cycle I.

From the results of the writing test in cycle I, it can be seen that the average writing test results have increased. The average in cycle I increased to 65, which previously only reached 57.5 in the initial condition. This shows that the results of the writing test in cycle I increased by 7.5. In addition to the average writing test score increasing, students' achievement of the completeness criteria also increased by 31% from the 46 test results in the initial condition. Even though the achievement of the completeness criteria has increased significantly, it has not yet met the success criteria in

this research because less than 85% of students achieved the completeness criteria. Apart from that, from the results of discussions conducted by researchers and teachers obtained from observations during learning, there are still several weaknesses and deficiencies that occur when learning takes place. So in the second cycle of research, action must be taken in the form of improvements in several things, namely:

1. Students' essay writing activities still contain many errors in terms of grammar, spelling and punctuation. Therefore, in cycle II the teacher will discuss with the students again the errors contained in the students' essays, so that in cycle II the same mistakes do not occur again.
2. Some students seem less brave and active when expressing opinions when learning to write narrative essays. Apart from that, some students still seem less brave and hesitant when the teacher asks students to read their essays in front of the class. Therefore, teachers should provide more motivation to students when learning to write essays.

Based on the results of reflection in cycle I, it can be concluded that the implementation of cycle I still needs to be improved. Corrective actions in cycle I will be implemented in cycle II.

b. Cycle II

- 1). Action Planning Action planning in cycle II is basically almost the same as action planning in cycle I. The difference between action planning in cycle I and cycle II lies in how the action in cycle II is an improvement on the reflective action in cycle I. The shortcomings found in cycle I can be improved in cycle II actions. Action planning as in cycle I

begins with preparing a lesson plan which is then consulted first by the researcher with the supervisor and class V teacher at SDN 1 Nunggi which is useful as a reference in carrying out learning. Then the researcher prepares the instruments that will be used in the research process, namely in the form of test questions, observation sheets.

Before the instrument is used, the instrument is first consulted with the supervising lecturer, which is useful for finding out whether or not the instrument is suitable for use in research actions. Apart from that, the things that researchers must do in action planning by looking at the results of reflection in cycle I are that the teacher can explain and give examples to students about the mistakes that exist in the results of students' narrative essays, so that the results of students' narrative essays in cycle II will be better. and the mistakes in cycle I will not be repeated. Then teachers can also provide more motivation to students in learning to write narrative essays. Apart from that, researchers and teachers must also make learning to write narratives more interesting by learning using games or creating works so that students do not feel bored so that students have a strong will to learn narrative writing skills.

- 2). Implementation of Actions in cycle II was carried out in 2 meetings, namely 10 and 11 May 2024. The first meeting in cycle II was held on Friday 10 May 2024. The teacher started the lesson by conveying the mistakes in the students' essay writing in cycle I. Then the teacher explains several

things that students need to pay attention to when writing an essay, namely the content of the ideas expressed, content organization, grammatical structure, style (choice of structure and diction) and spelling and punctuation. This aims to make students more aware of the mistakes they made previously in cycle I.

So that when writing an essay it doesn't happen again and the score on the narrative essay writing test can increase. The second meeting, at the beginning of the lesson, the teacher asked and answered questions with the students, reminding them of several things related to learning to write narrative essays that had been discussed at the previous meeting. Then the teacher invites students to make wall paper. Previously the teacher explained what making was and how to make it. After that the teacher divided the students into 4 groups. Each group gets a different theme. Students who have finished writing come forward to read their essays in front of the class. After that, students discuss what they felt during the writing process. If there are still obstacles found, solutions will be found, then if the obstacles experienced have been resolved properly then learning to write narrative essays is deemed sufficient. At the end of the lesson the teacher guides students to conclude the lesson.

- 3). Observations were carried out by observers, namely the researchers themselves. Observations were carried out during research activities. Observations were guided by the observation sheet

that the researcher had previously prepared. Observations aimed at teacher activities and student activities during the process of learning narrative essay writing skills through the use of the classroom reading program method. The results of observations in cycle II are as follows.

a) Teacher Activities

1. Teachers have motivated students about their writing skills and made learning more interesting and not boring.
2. The teacher has explained about writing narrative essays and things to pay attention to when writing essays. The teacher has also guided students to find information to prepare for writing narratives.
3. The teacher has given the students the opportunity to ask questions.
4. The teacher has guided students in determining the theme of the narrative essay according to the information the students have obtained.
5. The teacher has directed students to determine the title of the narrative essay.
6. The teacher has guided students in compiling an essay framework and the teacher has guided students to actively participate in creating narrative essays.
7. The teacher has guided the students in concluding the lesson and the teacher has provided an assessment of the results of the students' essays.

b) Student activities

The results of observations made by researchers during the learning process show several aspects that have been fulfilled by students during cycle II, namely as follows.

1. Students pay close attention to the teacher's explanations in the learning process, this can be seen where students can listen to the teacher's explanations and do not play alone during learning. Apart from that, students are also involved in questions and answers with the teacher.
2. Students are active when searching for information to determine the theme of the narrative essay they will write
3. Students can determine the title of a narrative essay, this can be seen from the various titles of students' narrative essays.
4. Students can create an essay framework and create a complete narrative essay, this can be seen from the results of the students' essays.
5. Students do not play alone when the writing learning process takes place.
6. Students are brave and willing to read their essays in front of the class.
7. Students can conclude learning with teacher guidance.

c) Improved narrative writing skills

Learning to write narratives in cycle II has increased. This is evident from the results of students' narrative essays which are getting better with the reduction in errors that often occur in cycle I. The results of the scores in learning to write narratives in cycle II. Based on this table, it can be analyzed as follows.

- a. Of the total number of students, namely 26 students, in cycle II there were 23 students who met the completion criteria. The percentage of scores obtained by 23 students who met the completeness criteria was 88%.
- b. There were 3 students in cycle II who did not meet the completeness criteria, the percentage of marks obtained was 12%.
- c. From the cycle II value data above, an average value of 71.92 was obtained. Meanwhile, the number of students who reached the completeness criteria was 23 students and students who had not yet reached the completeness criteria were 3 students. Comparison of the scores obtained between cycle I and cycle II with the scores in the initial conditions is as follows

Table. 4.5. Comparison of Value Acquisition for Cycle I and Cycle II

Comparative components	Initial conditions	Cycle I
Average	65.6	71.92
The highest score	80	85
Lowest Value	50	60
Number of Students Completed	16	23
Percentage of Students Who Completed	65.6%	88%

4). Reflection is the final stage in each cycle of classroom action research. Reflection aims to determine what steps will be taken in future research so that research can be better and improved. At the reflection stage, researchers and teachers discuss and evaluate research activities in cycle II. From the results of the writing test in cycle II, it can be seen that the average writing test results have increased. The average in cycle II increased to 71.92, whereas previously in cycle I it had reached 65. This shows that the results of the writing test in cycle II increased by 7.5. Apart from the average 54 writing test scores increasing, students' achievement of the completeness criteria also increased by 26% from the test results in cycle I. Students' achievement of the completeness criteria which has reached more than 85% indicates that the research success criteria have been met. Apart from that, the results of observations by researchers and teachers during research show that the use of the classroom reading program method to improve narrative writing skills in Indonesian language learning has been implemented well in cycle II.

Thus, learning in cycle II was declared successful and the research was stopped.

B. Discussion

The success of the process in this research is demonstrated by the progress of the process in learning and student performance. The development of the learning process can be seen as a change in students' attitudes to use more classroom reading program methods to learn how to write narrative essays. Researchers and teachers also experienced several problems that emerged during the research. The problem with researchers and teachers in the first cycle of learning was that students seemed less active and brave enough to express opinions when taught narrative essays. This happens because some students lack the desire to learn to write narrative essays. Apart from that, students' essays still contain many typographical errors, such as grammar, spelling and punctuation errors.

The problems faced by researchers and academics can be solved by teachers by motivating students more and explaining the mistakes students experience when learning to write narrative essays. The teacher also explains again what must be paid attention to when writing an essay, so that the errors contained in the writing results of the first cycle are not repeated in the second cycle. Research activities in cycles I and II appear to continue to increase. In cycle I, research starts from the planning stage to the reflection stage. In the

1st round, better results were obtained compared to the baseline learning results for writing narrative essays. Even though in cycle I it was seen that various problems were still occurring, researchers and lecturers responded well, so that in cycle II these problems could be resolved. In cycle II activities, researchers and teachers prioritize improving problems in cycle I and making learning to write narrative essays more interesting. So that learning becomes more meaningful for students and the results achieved further develop according to the researchers' expectations. After taking measurements in cycle II, it was seen that cycle II had improved compared to cycle I. This was proven by the completion of the tasks of cycle I, namely. Students are active and brave in expressing their opinions. Apart from that, students become braver and more confident when the teacher assigns them to read their essays in front of the class

CONCLUSION

Based on the research results that the author has described previously, it can be concluded that the narrative essay writing skills of grade 5 students at SDN 1 Nungg can be improved by using the reading class program method. The increase in students' ability to write narrative essays is shown by the increase in the number of students who meet the success criteria and the increase in the average score from cycle I to cycle II. The results of the assessment of the ability to write narrative essays show the average number of words achieved by students on initial situation ie. 56.42, while the average in cycle I was 65.6, which is an increase compared to before. situation 9.18. In the second fall, the average student score was 71.9, i.e. increased by 6.3 compared to the average score of cycle I tests. The proportion of those who reached the completion criteria also increased, i.e. in the initial state it was 31% in the first cycle. 62 percent, or experienced an increase in completeness criteria by 31 percent compared to the baseline, and Cycle II achieved an

increase in completion criteria for Cycle I by 88 percent or 26 percent of the percentage of achieving completeness criteria in Cycle I.

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