

Use of the Mini Book to Improve Expository Writing Skills of V Class Student of SDN Wonokusumo 1 Surabaya, Indonesia

Masengut Sukidi

Department of Primary Teacher Education
Universitas Negeri Surabaya, Indonesia
masengutsukidi@unesa.ac.id

Mohammad Husni Abdullah

Department of Primary Teacher Education
Universitas Negeri Surabaya, Indonesia
husniunesa@gmail.com

Abstract: To be able to convey and access information well, a person is required to have the ability to read and write. Reality in the field, which in this case in elementary schools shows conditions that are still far from reading habits to write. The habit carried out by the teacher, is to ask students to read the text, then do the question and answer. Not doing writing activity is caused by limited learning time. It could also be caused by the teacher's lack of knowledge about how to implement and motivate students so that diligent and is eager to read and write. This research was conducted in class V A of SDN Wonokusumo 1 Surabaya. This study uses the Class Room Action Research design. Data retrieval is done by observation techniques, field notes, and tests. Based on the results of the research described in the previous section, several conclusions can be stated as follows. Student learning outcomes are seen from the results of the writing contained in the mini book with the criteria as specified. In the first cycle, from students totaling 39 students, classical completeness reached 35 students or 89.7%. In the second cycle, classical completeness reached 37 students or 94.9%. While, the frequency of student writing results, during the second week of the research produced each one mini-book work. In the third week, each student also produced a mini book. So, in this study each student produced two mini-books.

Keywords: mini books, writing, expository

I. INTRODUCTION

As a communication tool, language can reach a wide range of life problems. The range of language towards the intricacies of life's problems cannot be separated from the characteristics of language itself. One of the dangerous characteristics of language is language is a symbol system. The symbol, at first in the form of the sound of language, gave birth to spoken language. However, due to the limitations of the spoken language of space and time, the language user creates forms which are symbols of sound. Thus, the communication tool in the form of written language was born. This requires competence in reading and writing.

Reading and writing competence is a vital competency in the present. With reading and writing competencies, people have a better chance to be able to carry out and fulfill the tasks of life. In this era, most of the information was conveyed in writing, for example the delivery of information via the internet, information about a technology product, and others. To be able to convey and access information properly, a person is required to have the ability to read and write.

As part of language competence, the ability to read and write does not come naturally. In order to obtain these two capabilities, training needs to be carried out. Language training can be done formally, informally, and informally. Schools as official state institutions have the obligation to develop and practice formal reading and writing to students. With measured and measured training, students will get accustomed. This is in line with the reality that diverse activities can be carried out well if done as a habit.

Reading can be interpreted as an activity to gain an understanding of the text (Burns., Roe., and Ross., 1996).

Obtaining understanding will be stronger if it involves a variety of language activities, such as writing. In the sense that the reading activity which then obtains the understanding continues to be poured in written form. When reading and writing activities are carried out regularly and repeatedly, students become accustomed to reading and writing.

Reality in the field, which in this case in elementary school shows conditions that are still far from the habit of reading then writing. The habit used by the teacher is to ask students to read the text, then question and answer. No writing activity is caused by limited learning time. It could also be caused by the lack of knowledge of the teacher about how to implement and motivate students to be diligent in reading and writing. With 70 students completeness criteria, only 43% of students can achieve / exceed their grades.

Conditions as they have been submitted need to be corrected immediately. The use of mini books is one of the media that can motivate the increase in reading and writing activities of class V Sonokusumo 1 Semampir District Surabaya. The use of mini books is caused by a variety of advantages, namely: (1) can be easily made by students, (2) the mini form makes it easy for students to fill and fulfill them, (3) can motivate students to produce as many mini books as possible, (4) students can compete in producing mini books, and (5) gives the impression to students that making books is easy and fun.

Based on the description and problems that have been conveyed, it is necessary to conduct a class action research entitled Use of Mini Book Media to Improve the Expository Writing Skills of V Class Students of SDN Wonokusumo 1, Semampir District, Surabaya.

Problem Formulation

Based on exposure to background, some problems can be formulated as follows.

1. How is the implementation of the use of mini book media to increase the reading and writing frequency of fifth grade students of SD Wonokusumo 1 Semampir District, Surabaya?
2. How are the results of student learning in the implementation of the use of mini book media for fifth grade students of SD Wonokusumo 1 Semampir District, Surabaya?

Research Objectives

This research was conducted with the following objectives.

1. Describe the implementation of the use of mini book media to increase the reading and writing frequency of fifth grade students of SD Wonokusumo 1, Semampir District, Surabaya
2. Describe the increase in the reading and writing frequency of fifth grade students of SD Wonokusumo 1, Semampir District, Surabaya.

Research Benefits

This research will provide benefits to related parties, including:

1. For Teachers
 - a. The teacher is skilled at making mini books
 - b. The teacher knows motivating techniques so that students voluntarily increase reading and writing activities.
2. For Students
 - a. Students get a habit of reading and writing
 - b. Cultivate the concept in students that reading and writing are easy and fun
3. For Schools

Schools get a teacher who is skilled in using learning media that has an impact on improving the quality of students.

Research Restrictions

Research restrictions are conducted so that the implementation of research is more focused, so as to produce data in accordance with research objectives. This research is limited to:

1. Increased student reading and writing frequency.
2. Type of writing is limited to expository writing
4. The class studied was grade V SDN Wonokusumo 1, Semampir District, Surabaya.

Operational Definition

1. Mini book is a book formed from a piece of paper by folding and cutting.
2. Book materials can be lined paper from student notebooks, lined folios, or blank HVS paper.
3. Mini book size is determined by the paper size to be used, A4 size paper produces a mini book that is smaller than F4 size paper.

II. LITERATURE REVIEW

A. Learning Media

In general, the word media is interpreted as an intermediary. In the learning process there are several

components, namely students, teachers, and learning material. Learning material is something that will be delivered by the teacher to students. In the delivery process, obstacles often occur that come from students, teachers, and the material itself.

Barriers originating from students can be in the form of lack of absorption due to the influence of cognitive development. Children who are still at the concrete operational stage will have difficulty digesting learning material that is potentially abstract. At that stage a child is better able to understand learning material that can be captured with his senses or concrete material.

Related to instructional media, Sadiman (2014) suggests several functions of instructional media, as follows: (1) fostering student learning interest, (2) fostering learning stimulation, (3) for teachers and students, learning media can provide learning feedback, so that learning material is more developed, (4) learning material becomes clearer for students, (5) develops creativity and teachers, and (6) makes learning material more interesting. Meanwhile, most learning materials are still abstract. Therefore, teachers are required to be able to present learning media and at the same time make good use of it.

Procurement of media needs to consider various things for consideration. Among these are: (1) indicators of learning to be achieved, (2) content of learning material, (3) availability and ease of setting it up, (4) teacher competence in using it, (5) compatibility with students' thinking power, and (6) availability of time to operate it (Sujana, 2014).

Mini book media is media in the form of paper folds. To make mini books, A4, F4, striped Folio, or paper from student books can be used. In accordance with the fun, mini books can be used as a medium for pouring thoughts, feelings, and creativity in writing.

B. Reading

Reading is interpreted as an effort to get the meaning of what is read. According to Burns., Roe., And Ross (1996) reading activity consists of two parts, namely the process and product reading. The reading process consists of stages: (1) pre-reading, (2) reading, (3) responding, (4) exploring, and (5) applying. Each of these stages is described as follows.

1. Prereading

The reading process begins before the child opens the text. The pre-reading stage is the preparation stage for the reader. At this stage activating background knowledge is done, designing goals, and making predictions of the contents of the text, identifying images that accompany the text.

2. Reading

At this stage the child carries out activities that include independent reading, paired reading, guided reading, sharing reading, and the teacher reading aloud.

During independent reading activities, little help can be given by the teacher in this activity, but when children read aloud need a lot of help. Children who are fluent in reading can do it by reading silently, whereas as a typical beginning reader, children read aloud. The

teacher's help in this case is to choose texts that are appropriate to the child's ability level.

Paired reading is done by rereading text or other texts with classmates or other people. Reading in pairs is done with an atmosphere of enjoyment as appropriate social activities. In order for this paired reading to proceed well, the teacher needs to show that children must help each other, for example in understanding words that are considered difficult. Readings can be made aloud.

Guided reading is done in groups for 20-30 minutes. It is endeavored that all group members are at an equal level of ability. The teacher can provide assistance by pointing out the steps of the activity, for example for the reader to be directed to identify words that are less familiar to them. In this case the teacher stays near the group.

Sharing reading is done by reading aloud the text that is liked and in accordance with the child's ability level. On this occasion the teacher needs to model himself as a smooth reader. Predictive reading can be done in this activity.

Reading aloud is done by the teacher using interactive procedures. Therefore, during this activity children are actively involved in linking their experiences with the contents of the text. Modeling reading aloud is an important component in literacy learning, both for beginning readers and for higher level readers.

3. Respond

Children respond to the contents of the text they read, then express the meaning of their contents after reading. Responses are given immediately after reading. Responses can be made by giving free or exploratory comments and engaging in discussions about content.

4. Explore

Exploration activities are carried out by students rereading selected texts, seeing the advantages of text authors, and focusing on words and sentences. When rereading, children are encouraged to think about the contents of the text they are reading. Thus the child's understanding will become deeper.

In the activity of seeing the authors' strengths (for example literary texts), children's attention is directed to what type of text is read, the structure of the text, and the literary elements used by the author. The activity is followed by focusing on words and sentences by noting the words and sentences that are important to the child. It is considered important, perhaps because of its figurative content, its close connection with the theme, or describing the character's character.

5. Apply

In this activity the child expresses his understanding and evaluates his reading experience. Based on their experiences, children are directed to do activity projects, for example presenting their understanding through reading stories / theatrical or Power Point.

C. Writing

Writing is an activity of expressing thoughts through meaningful written symbols (Temple, Nathan,

and Burris, 1988). Writing means you need concepts about something. From these concepts the writer explores to be expressed in accordance with his experience and knowledge. Thus a reality will be expressed in a different form between one writer and another writer. Furthermore it was stated that writing is also a mysterious process. No one really knows how a person learns to write, but it seems that children learn to write mostly by discovering how something is thought about.

The activity of writing is unchanging in the process of reading, that is, together through the stages. The stages that are passed in writing are (1) pre-writing, (2) writing a draft, (3) revising, (4) editing, and (5) publishing (Tompkins, 2011). All stages are explained in the following sections.

Prewriting stage (prewriting) is the stage of writing writing preparation. This stage can be started by discussing, reading, and writing to show and organize what is needed in the next writing. It was stated that the prewriting stage could spend up to 70% of the overall writing time. During prewriting, children are active in choosing a topic, determining the purpose and form of writing, and organizing ideas into writing framework.

Topics that can be well developed are topics that are liked, known, and understood well. In this stage teachers can provide assistance to students who are less able to determine the topic by showing the topics contained in the student handbook or various events that are very familiar to students. The purpose of writing is to entertain, convey information, influence people, and others. While the genre or form of writing includes stories, letters, poems, journals, or reports. Both purpose and form greatly affect the language that will be used in writing.

The writing phase (drafting) is done by developing every idea contained in the framework of the writing into an explanation or paragraphs. The results of this drafting stage are usually still irregular or even somewhat chaotic because there is a development of overlapping ideas. Writing at this stage is often done in a hurry, so that attention is not given to the problem of readability of the writing, the accuracy of the placement of letters in words, writing capital letters, spacing between words (although handwritten), the distance between the left and right edges of the paper with writing, and punctuation. Therefore, from this stage produced writing that is still rough.

The revision phase is done immediately after the child has finished the rough draft. The activities carried out at this stage are not just to enhance the writing, but to try to find what needs to be added, subtracted / deleted, replaced, and rearranged ideas if necessary. Revision can be said as checking the composition of the writing with the help of a classmate or teacher. The revision phase consists of three activities, namely (1) rereading the rough draft, (2) sharing the rough draft with classmates, and (3) improvement based on input from friends or teachers.

Editing stage (editing) is done on writing that has been completed. The editing stage is carried out on various mechanical errors (when written with a computer), for example letter size, the appearance of capital letters, and others. Until the revision stage the child is already familiar with mechanical errors. This stage is carried out through two activities, namely

correcting / correcting print errors and confirming what he considers to be true.

The publishing phase of the writing can be done by reading the writing to the audience (for example classmates), his parents, or to others. Even the results of children's writings can be shaped or printed into books. With this publication the child can develop a thought that he is an author. It is also said that publication is a strong motivator for children in developing the spirit of writing.

D. Evaluation of Writing Learning

Writing, not only is knowledge, but rather presents itself as a variety of skills. This skill can be realized, if it is supported by understanding, the ability to apply, and intensive training. In accordance with its characteristics, the result of writing skills is writing. Therefore, the evaluation in this study is more emphasized on the assessment of student writing. The assessment components of student writing include the accuracy of the title, the accuracy of the choice of words, the accuracy of the form of the word, the completeness of the main ideas, the use of capital letters, and the use of punctuation.

III. METHOD

A. Research Design

The design of this study is Classroom Action Research (CAR). This research was conducted in order to make improvements to the imbalances that occur in the classroom. Inequality can be known from the results of observations. Based on these observations, this research was conducted. Improvements were made, both to the process and learning outcomes. As with the characteristics of CAR, this research was carried out through cycles. The number of cycles to be passed is determined by the success of the problem solving in the cycle. If in the first cycle the problem solving has been successful, it still needs to be treated with the second cycle as a comparison of the results of the first cycle. However, CAR can be done in more than two cycles. Implementation of CAR is divided into three stages, namely: (1) planning, (2) implementation and observation, and (3) reflection.

1. Planning Phase

This stage is carried out after various information is obtained from observation. The information is reduced and classified, so that specific information is obtained as a basis for solving the problem. Thus the treatment will be effective and efficient.

The planning phase begins with a study of the curriculum. The curriculum part related to learning material is Basic Competence (BC). In this case, BC is analyzed in terms of the material content which is potentially demanded in the BC. Each material can invest one or more indicators of learning outcomes. Thus, a BC will produce many indicators of learning outcomes. In fact, from the indicators of learning outcomes are still developed learning objectives.

Based on indicators and learning objectives, learning tools are arranged that cover lesson plans, lesson sheets, student assessment, learning media, and learning material design. The results of the preparation of learning tools carried out sharing with classroom teachers. The purpose of the activity, is that the teacher has a similar or

even the same perception as what is meant by the researcher. This common perception will be able to expedite the collaborative performance of CAR.

Also very important to do in the planning stage, is the training of class teachers. The training can be done through discussion and then try to teach through simulations or by giving examples (modeling in simulations) then the class teacher simulates learning. The results of the simulation are discussed jointly between the researcher and the class teacher.

2. Implementation and Observation

a. Implementation

The learning process is carried out by the class teacher. Learning is carried out based on lesson plans that have been designed and understood together between researchers and classroom teachers. Since Wonokusumo 1 Surabaya Public Elementary School applied the 2013 Curriculum, the learning is thematic. Therefore, the content in each text that will be presented to students can vary, for example about social studies, natural sciences, sports, and other traffic. The duration and time of implementation are adjusted to the schedule and portion set by the school.

b. Observation

Observations made by researchers of the learning process. Observations were made from two aspects, namely the aspects of implementation and achievement aspects. In terms of implementation, it is only seen whether an activity is carried out by the teacher in learning. While in terms of achievement, the observer is guided by the rubric of learning implementation. From this achievement the total learning implementation score will be seen.

3. Reflection

Reflection activities carried out as soon as possible after the implementation of learning. It was intended that at will, both teachers and researchers have fresh memories about the learning process. In the reflection the various problems related to the implementation of learning are expressed. Records of problems can be in the form of observations based on the loading rubric or sourced from field notes. With this reflection it is expected that the implementation of learning in the next cycle will be better.

B. Research Subjects and Locations

a. Research Subject

The research subjects in this CAR were teachers and fifth grade students at SDN Wonokusumo 1, Semampir District, Surabaya. Class teachers do learning so as to produce data about the learning process. Students do learning activities, especially reading and writing activities, so that the frequency of results can be known.

b. Research Sites

This research is located at SDN Wonokusumo 1, Semampir District, Surabaya City. Location determination is based on: (1) the observation that there is a problem in the elementary school with a minimum frequency of reading and writing, (2) the school principal

allows this research to be carried out at the elementary school, and grade V teachers are willing to collaborate on research.

C. Research Data

1. Data Collection Techniques

Data collection is done through several techniques, the techniques are carried out in accordance with the type of data needed. These techniques, namely:

a. Observation

This technique produces data about the learning process carried out by the teacher. The data are implementation, learning achievement, and students' reading and writing frequency.

b. Field Notes

Field notes are used to record various learning events that are not recorded through observation instruments. Data obtained through field notes, including constraints and uniqueness that occur in learning.

2. Data Types

The type of data in this study is qualitative data. This data is sourced from teacher activities in the implementation of learning. While data from students in the form of frequency of activities and results of reading and writing. Even though the data is numeric, the figures are stimulating and illustrate the quality of the process and learning outcomes.

3. Data Analysis

Data analysis was performed on the learning process. From the learning process, obtained data on the implementation and achievement of learning implementation. The formula used for implementation is:

$$P = \frac{Q}{R} \times 100\%$$

Description:

P = percentage of feasibility

Q = activities carried out

R = total learning activities in the lesson plan

While the formula used to calculate learning achievement, is:

$$N = \frac{X}{Z} \times 100$$

Information:

N = acquisition value / number

X = number of scores obtained

Z = total score

D. Indicators of Research Success

This research is successful, if:

1. The implementation of learning reaches at least 90%.
2. Learning achievement reaches greater or equal to 80.
3. The frequency and results of student writing have increased.

E. Research Targets

This study has several targets, namely targets concerning teacher competencies, student competencies, and time of research implementation.

1. Teacher Competencies

Teachers as the main actors in the delivery of learning need to have skills to manage the learning process. Learning management activities include determining objectives, learning materials, models / methods, learning media, learning implementation, and learning evaluation. The research targets that the fifth grade teachers of SD Wonokusumo 1 Surabaya have the skills to learn to write and are able to motivate their students to increase the frequency of writing.

2. Student Competencies

Writing is a competency that also has a behavioristic nature. For this reason, repetition of activities is needed so that writing becomes a habit. By achieving that habituation, writing activities can run smoothly, even quickly. This research targets students to have higher writing skills and frequency.

3. Target Time

This research targets completion time as determined time. The research was carried out starting in July s.d. August 2018. While all the final targets for completion are October 2018.

IV. IMPLEMENTATION AND RESEARCH RESULTS

A. Research Implementation

1. 1st cycle

a. Research Preparation

Before conducting research, research planning or preparation is first carried out. In order to prepare for the research, several activities were carried out, including curriculum analysis, learning planning, unification of perception between researchers and classroom teachers.

1) Curriculum Analysis

4.7 Curriculum analysis is carried out by reviewing a number of basic competencies (BC) in accordance with the learning process to be carried out in the studied elementary school. The BC, are (4.7) Presenting concepts that are interrelated in nonfiction text into writing in their own language. Based on the BC, several indicators are arranged as follows.

4.7.1 frame the results of reading the text

4.7.2 develops the framework into expository writing

4.7.3 write expository more than / same 2 times per week

Based on these indicators, learning planning is developed.

2) Learning Planning

Learning planning is prepared based on the indicators to be achieved. The indicators that have been compiled, actually already provide about how learning should be done, what models and methods need to be used, what media are needed to support learning, and how the evaluation is carried out. The results of learning planning in the form of learning tools consisting of lesson plans, student activity sheet (SAS), evaluation sheets, and descriptions of learning materials. The learning device is attached.

3) Unification of Perception

Teachers as implementers of learning, need to understand the learning process as contained in the learning planning. To that end, researchers discuss with class teachers about the implementation of learning in accordance with the planning and various things that underlie the study. Equalization of perception is done twice.

b. Research Implementation

1) Implementation of Learning

This research was conducted in two cycles. The second cycle is an improvement to the previous cycle, both in the process and the seal.

In learning in cycle 1 obtained a total score of 77, namely the calculated results of $(4 \times 16) + (3 \times 7) = 77$. Based on the scores obtained in cycle 1, learning achievement can be calculated as follows.

$$N = \frac{77}{92} \times 100 \\ = 83.7$$

Based on predetermined criteria, the implementation of learning in the first cycle has met the requirements for success, namely the implementation reached 100%, while the achievement of the learning process gained 83.7. However, this research still needs further cycles as a material for bending.

The results of student learning can be seen from two things, namely writing skills and the number of works in two weeks. The Mastery Learning Criteria (MLC) set by the school is 70.

c. 1st cycle reflection

Learning at the 1st cycle goes smoothly. In the implementation, several notes were obtained, especially regarding teacher activities and student activities. In its implementation, apperception still needs to be improved. In this case the teacher is less broad question and answer about the title. Question and answer about the title should involve 5W + 1H. Not carrying out these activities is caused by nervousness, because they feel observed and valued by researchers. There are also shortcomings in the explanation of expository writing. He explained that expository was exposure, but the definition of exposure was not broadened, so students understood.

In terms of modeling, the teacher is good enough the results of his writing. However, in modeling teachers should involve students to produce expository writing. The teacher needs to voice what he thinks based on the framework he has made.

In the revision stage, the teacher has indeed come to the student group. However, group visits should be evenly distributed for all groups. Then give the chance to the group to ask questions about the revised writing.

Likewise in terms of reflecting learning. In essence this reflection function is among others so that students remember what they have learned and express a sense of the learning process that they have gone through. In this case the teacher does not involve students, that is, the teacher himself mentions the material he has taught.

Student activities need to be well controlled. There are still deviations in class behavior, for example there are

some who hit the bench, sitting in an inappropriate position. In addition there were also some students who had forgotten how to form nimi books.

2. 2nd cycle

a. Planning

Learning in the second cycle is based on the planning that has been made. The learning process is carried out by taking note of some notes obtained from the previous cycle. Thus, the implementation of learning in the second cycle is expected to be better than in the previous cycle.

Basic competencies and Indicators of success and learning steps are still the same as the 1st cycle. The difference from the previous cycle is the use of different texts, they have the same theme. The reading texts raised in the second cycle are social studies related to ecosystems.

b. Implementation

The implementation of learning in the second cycle, aside from being based on plans that have been prepared, is also based on the results of reflection and the equalization of perceptions that were made some time before.

In the second cycle of learning the total score of 88 is obtained, namely the calculated results of $(4 \times 19) + (3 \times 4) = 88$. Based on the scores obtained in cycle 1, learning achievement can be calculated as follows:

$$N = \frac{88}{92} \times 100 \\ = 95.7$$

Based on predetermined criteria, the implementation of learning in the second cycle has met the requirements for success, namely the implementation reached 100%, while the achievement of the learning process obtained a value of 95.7. This shows that the implementation of learning, both cycle 1 and cycle 2 are constant. Change occurs, but it is not drastic and positive.

The results of student learning can be seen from two things, namely writing skills and the number of works in two weeks.

The results of the mini book are calculated from the second and third week, starting from October 31st. November 17, 2018. Each child, every week produces a mini book.

c. Reflection 2nd cycle

Until the second cycle there are still some notes, both for the teacher and for students. Giving examples of objects as objects that can be explored, still use more objects that are far from class, even far from school. In fact, for example, an ecosystem can use a school park, which is a park or grove in front of the school.

In the case of writing modeling, a teacher should not just write on the blackboard. Writing modeling should be accompanied by showing the teacher's mindset (thinking aloud). The way to do this, is by telling students verbally about what and how the teacher thinks and produces the writing.

Regarding student behavior, there are still students who display attitudes or ways of sitting that are less reasonable in learning activities. The student should

immediately get a warning so that his behavior does not continue. There are also some students who don't immediately prepare their stationery.

B. Discussion/Cognitive Theories of Schemata Theory, Behavioristic

The learning process starts with discussing the title, then drawing / illustrating the text. The discussion concerns the various dimensions of the title and image, especially with regard to the principle of 5W + 1H. In this activity students are actively involved, both mentally and physically. Mentally, students are actively involved in finding answers, predictions, and various related realities. Physically, pointing or mentioning parts of the picture according to questions / tasks available. With such activities, students have activated all the experience or knowledge they have. Thus capturing the contents of the text will be easier for students. This is consistent with Piaget's view in Dworetzky (1990), that children will be able to learn well if they involve their schemes in learning. A schemata can be an abstract structure in the brain of a child whose part of the content is related to the material or problem that will be studied. Schemata in children can be in the form of knowledge and or experience they have related to learning material.

Learning in CAR is carried out in two cycles about one thing in common, namely about writing expository and mini-books. This means that the second cycle repeats the same behavior as the previous cycle. In this repetition, students generally experience positive improvement. Students' skills progress after learning from the second cycle. This is consistent with the behaviorist view, that learning produces behavioral changes (Slavin, 2009).

Student writing productivity of students is still limited to the number of learning cycles. Each student produced two mini book works. One book is about floods and another book is about ecosystems. Given the time constraints, student productivity is limited to the end of the research period. It is predicted, if at later times students are encouraged to write, it will certainly produce more paper (mini book).

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the research described in the previous section, it can be stated several conclusions as follows.

The implementation of learning in the first cycle reaches 100% of all planned activities. While the achievement score of 77 or illustrated with a value of 83.7. In the second cycle, the performance was also 100%, while the achievement score was 88.7 or with a value of 95.7.

Student learning outcomes can be seen from the results of his writing contained in a mini book with the criteria as specified. In the first cycle, from 39 students, the classical completeness reached 35 students or 89.7%. In the second cycle, classical completeness reached 37 students or 94.9%.

B. Suggestions

Based on the implementation process and various notes during the study, the following suggestions were made.

1. In the implementation of learning, teachers should apply double attention. In addition to delivering material, teachers need to pay attention to class conditions, such as student behavior, weather, and others. Thus, students' deviant behavior can immediately be minimized.
2. So students do not forget, the teacher always reminds students about how to do folding and cutting/tearing so that they can make a mini book well.

REFERENCES

- [1] Burns, Paul C., Roe, Betty D., Ross, Elinor P. 1996. *Teacing Reading in Today's Elementary Sools*. Boston: Houhton Mifflin Company.
- [2] Depdikbud. 2013. *Kurikulum 2013; Untuk Sekolah Dasar*. Jakarta: Kemendikbud.
- [3] Dworetzky, J.P. 1990. *Introduction to Child Development*. New York: West Publising Company.
- [4] Sadiman, Arif S., dkk. 2014. *Media Pendidikan; Pengertian, Pengembangan, dan Pemanfaatannya*. Jakatra: Raja Grafindo Persada.
- [5] Sujana, Nana dan Rifai, Ahmad. 2014. *Media Pengajaran*. Bandung: Sinar Baru Algensindo.
- [6] Slavin, Robert E. 2009. *Psikologi Pendidikan Teori dan Praktik*. Jakarta: PT Indeks
- [7] Temple, Charles., Nathan, Ruth., Burris, Nancy., & Temple Frances. 1988. *The Beginning of Writing*. Newton, Massachusetts: Allyn and Bacon, Inc.
- [8] Tompkins, Gail E. 2011. *Literaci in The Early Grades: A Succassful Start for Prek-4 Reader and Writers*. Boston: Allyn and Bacon.