

Increasing Indonesian Language Learning Results Through Reviewing Technique of Observation Result Through The Rotating Trio Exchange Method on Grade VI Students of Elementary School

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Abstract—Based on observations the data obtained was that the results of Indonesian language learning for Grade VI students of SDN 3 Pandak only reached a mean score of 55.50%, students who had complete learning were 22.22% with a minimum completeness standard of 75%. The application of the Rotating Trio Exchange model is expected to improve Indonesian language learning outcomes for Grade VI students of SDN 3 Pandak. This research was a classroom action research conducted in 3 cycles, consisting of 6 meetings. Each meeting is for 2 X 35 minutes. Each cycle included planning, implementing, observing and reflecting. Data were taken using test instruments, interviews, questionnaires, and journals. The purpose of this research was to determine the improvement of Indonesian language learning outcomes for Grade VI students of SDN 3 Pandak in the 2017/2018 school year through the Rotating Trio Exchange method. The role of the Rotating Trio Exchange method in improving Indonesian language learning outcomes for Grade VI students of SDN 3 Pandak was marked by an increase in the mean score with cycle I 71.00; cycle II 79.00; and cycle III 85.00. In addition, it was also marked by an increase in learning completeness, with cycle I 55.55%; cycle II 77.78%; cycle III 100%.

Keywords-component; learning outcomes, Indonesian Language, rotating trio exchanges

I. INTRODUCTION

Education plays an important role as a medium to improve and develop the quality of human resources (HR) of a country. The rapid development of the world of education demands educational institutions to improve the quality of education in accordance with the development of science. One of the ways taken in the framework of reforming the education system is the change in the use of various learning models by teachers[1].

Traditional learning models that are teacher centered begin to be replaced by learning models that are student centered. In learning, students are given the widest opportunity to communicate and interact socially with their friends to achieve learning goals while the teacher acts as a motivator and facilitator of student activities. This is in line with the constructivism approach where students actively build their own knowledge and are responsible for their learning outcomes[2].

Based on observations conducted on Indonesian language learning for Grade VI students of SDN 3 Pandak, Balong District, Ponorogo Regency, the following facts were found: (1) the learning outcomes of Grade VI students of SDN 3 Pandak, Balong Subdistrict, Ponorogo Regency, in Indonesian subjects, have a mean score of 55.50; (2) students who were declared complete only 50% of the minimum completeness standard set at 75%; (3) the low learning outcomes of Grade VI students of SDN 3 Pandak, Balong Subdistrict, Ponorogo District in learning Indonesian language in the basic competencies, described the contents and techniques of studying an observation report. The facts found in Grade VI SDN 3 Pandak, Balong Subdistrict, Ponorogo Regency, are a problem that must be addressed immediately. Therefore, researchers will try to apply Rotating Trio Exchange learning models in Indonesian language learning, especially for those competencies.

The Rotating Trio Exchange Learning Model is one variation of cooperative learning. Cooperative learning is one of the types of group learning that has certain specificities including heterogeneous group members; positive dependence between group members, shared leadership, teachers who

observe group work and intervene if necessary, and each group that must be prepared to present the results of group work. Rotating Trio Exchange learning model has the following syntax: (1) students are divided into several groups consisting of 3 students; (2) classes are arranged so that each student can write and see the other groups on their left and right side; (3) give each trio the same questions to discuss; (4) after the discussion, give a number for each member of the trio, for example number 0, 1, and 2; (5) order number 1 to move clockwise, number 2 to move counterclockwise, and number 0 to stay in place so that a new trio will appear in the group; (6) give a more difficult question than the previous question. All new trio members get the same questions to discuss; and (7) rotate students according to the number of questions that have been prepared[3].

It is expected that this Rotating Trio Exchange learning model is able to activate students in the learning process, enrich a variety of learning techniques, foster a sense of positive dependency in the group, provide opportunities to practice concepts with friends, practice conveying information to their colleagues so as to improve understanding and learning outcomes of Grade VI students from SDN 3 Pandak, Balong Subdistrict, Ponorogo Regency about the contents and techniques of observation reports.

II. RESEARCH METHOD

This research was a classroom action research conducted in Grade VI of SDN 3 Pandak, Balong District, Ponorogo Regency in 2017/2018 academic year. The subjects in this research were 9 Grade VI students of SDN 3 Pandak, Balong Subdistrict, Ponorogo Regency. The implementation of this research was carried out in three cycles which adopted Ferrance research action[4]. Each cycle consists of: (1) plan, (2) action, (3) observation, and (4) Reflection. Each cycle consisted of 2 meetings. Each meeting was 2 times 35 minutes (2 hours of lessons).

In the planning stage, the activities carried out included preparing learning tools, preparing syllabus, preparing lesson plans (RPP), preparing student worksheets (LKS), preparing evaluation sheets at the end of learning and at the end of the cycle, making observation sheets to find out student activities and the teacher during the learning process, and making questionnaires to find out the students' response to Indonesian language learning. In the action phase, the activity carried out was implementing learning according to the scenario that has been planned in the Learning Implementation Plan and referring to the characteristics of the Rotating Trio Exchange learning model. The action was carried out in 3 cycles in which each cycle had 2 meetings. Each meeting was for 2 X 35 minutes (2 hours of lessons). Then the researcher took action in the form of applying the Rotating Trio Exchange learning model to the content material and the writing techniques of observation report writing according to the learning model syntax of Rotating Trio Exchange.

The Observation Phase was carried out by collaborators. At this stage observations were carried out on the implementation of the action by using observation sheets that have been made and assessments were conducted to determine student learning

outcomes. Observations take place at the same time as the implementation of actions. After the results of observation and evaluation were collected, the next stage was the reflection stage. At this stage, researchers and collaborators analyzed and discussed matters that need to be maintained and things that need to be improved in the hope that implementation at the next stage will be better. In this reflection phase, researchers also reflected on whether the actions taken were appropriate to improve students' Indonesian learning outcomes. Based on the results of the reflection, corrective actions were taken for the next cycle.

This type of data was in the form of quantitative data and qualitative data, taken from the results of evaluation, observation results, and questionnaire results. Data triangulation was done by interviewing. Data collection technique was a method used by researchers to collect data in systematic and planned way. Data about student learning outcomes in understanding the content material and writing techniques of observation report were obtained from the assessment of learning outcomes using written tests and performance tests. Data about student learning activities in learning and teacher activity data in learning were obtained using observation sheets. Data on student and teacher responses were taken using questionnaires. Data about self-reflection and changes that occurred in class were obtained from the notes and results of the discussion of researchers with collaborators.

Overall data analysis techniques obtained can be detailed as follows: First, Research Factors; (a) Learning outcomes of the material, (b) Student's activity, (c) Teacher's activity, (d) Management of learning, (e) Self-reflection. Second, Instrument; (a) Written evaluation sheets and worksheets, (b) observation sheets, (c) student's opinions, (d) teacher's notes. Third, Analysis Method; (a) Quantitative, (b) Qualitative descriptive. Fourth, indicators; (a) Increasing if many students have higher Indonesian language learning outcomes in the next cycle than the previous cycle or the performance value of each student increases in each meeting, (b) the cycle will be stopped if 75% of students have achieved minimal completeness, (c) Students are active if often or always shows aspects of observation with a maximum score of 100, (d) The teacher does the appropriate learning step if often shows aspects of observation.

Fifth, Performance Indicators; (a) Students are said to be active in learning if 75% are included in category B or more, (b) Teachers are said to be able to carry out learning if the learning done is in accordance with the drafted Lesson Plan, (c) Implementation of the Rotating Trio Exchange model is said to be successful if students give a positive response to the use of this model, (d) Students are said to have completed learning in Indonesian language for describing content and review techniques of observation report result materials if the score is 75, (e) Learning is said to be successful if 75% of students have achieved a score above the minimum level of completeness, (f) Cycle in the implementation of this research will be stopped if students who achieve Indonesian language completeness have reached 75% or more

III. RESULTS AND DISCUSSION

A. Initial Reflection

In the initial reflection stage, activities carried out were in the form of a description of the situation and material. From the results of the description, there are various problems that arise, especially in the interests and learning outcomes of students. Interest in Indonesian language learning for Grade VI students is low. In addition, the learning outcomes were also low compared to other subjects. The results of Indonesian language learning for Grade VI students of SDN 3 Pandak had an average score of 55.50 with the highest score of 75 and the lowest score of 35. Students who were declared to have completed learning were only 22.22%, which is 2 students. The level of minimum completeness of Indonesian language subjects is 75%. This problem arises because of the lack of motivation from the teacher, the selection of previous learning methods that fail to activate students' creativity so that learning involves a few students only. This research was carried out in 3 cycles with each cycle consisting of two meetings.

B. Cycle I

Planning. At this planning stage the researcher took the following steps: compiling a learning syllabus, preparing Lesson Plan (RPP), preparing Student Worksheets (LKS), preparing written test questions, preparing observation sheets, making questionnaires, preparing facilities needed in the learning process, developing observation strategies and research implementation.

Implementation. The action was carried out based on the action plan as follows: (1) the initial test was conducted on Monday, October 2, 2017 with 9 students; (2) The first meeting was held on Monday, October 9, 2017. In the first meeting the data were collected in the form of students' ability to read examples of observation reports, observations result of student and teacher activities, and performance assessments conducted by students in cycle I. Grouping students was based on students' numbers according to class data with the number of members for each group was 3 students; (2) the second meeting was held on Thursday, October 12, 2017. In the second meeting, data were collected in the form of students' ability to record the main contents of the observation report, observations result of students and teachers activities, and performance assessment conducted by students in cycle I.

Observation. At this stage, the observation process was carried out on the implementation of the action by using the observation sheet that has been made and conducting an assessment to determine the ability of students in responding to a problem and providing suggestions for solving the problem in taking into account the choice of words and polite language. From the results of observations in cycle I obtained data that student learning activities are in the 'enough' category with the lowest score of 60 and the highest score of 85. The percentage is presented in the following Table 1:

Table 1
Data of Observation Result of Student Learning Activity
Cycle I

No	Score	Category	Frequency	Percentage
1	90-100	Very Good	0	0%
2	80-89	Good	2	22,22%
3	70-79	Good Enough	3	33,33%
4	20-69	Less Good	4	44,45%
Total			9	100%

Data of student learning completeness as follows: there are 5 students who can get a score of 75 or more. The lowest score of students was 60 while the highest score was 85, the average score of students was 71.00 with a level of completeness of 55.5% so that it was said to not meet the specified success indicator of 75%. Data from observations of teacher activities in learning shows that the teacher has taken appropriate learning steps. Based on observations by collaborators there are things that need to be addressed and corrected by the teacher at the next meeting: (1) the teacher is less assertive in setting the time when the students are working on the task; (2) teachers still dominate the class so students are passive; (3) teacher's attention to students is uneven; (4) there are still many students who have not completed their assignments on time; (5) the courage of students in expressing their opinions is still lacking; (6) not all members of the group are active. In addition, there are things that need to be maintained and are expected to appear at the next meeting, namely: (1) the teacher's explanation of the material is quite good and clear; (2) the teacher gives students the opportunity to explain the problem-solving solutions they choose; (3) the teacher motivates students to ask questions or express opinions.

Reflection. Based on the analysis the observation result in the cycle 1 of the research, the following results were obtained: (1) the students' activity begins to progress. There are 30.00% of students in the good category; (2) the ability of students increase from 50.00% to 60.00%; (3) the teacher's activity in managing learning is correct. Based on the opinion of collaborators, there are things that need to be done in cycle II: (1) material needs to be developed so that the level of thinking of students is more creative; (2) grouping of students is not based on attendance number but based on their peers; (3) teachers need to give full attention to students who have not been able to master the previous material; (4) teacher domination needs to be reduced in learning by asking students to actively complete tasks in groups and independently.

C. Cycle II

Planning. Paying attention to the results of reflection in the cycle I, the implementation of the cycle II research was carried out based on Lesson Plan II with the following changes: (1) changes in the method of group division in cycle I based on the students' number in class for cycle II based on students' seating arrangement that is in effect at the third meeting; (2) it begins with the repetition of the previous material; (3) students in their groups make various questions and will be resolved by other groups at the fourth meeting.

Implementation. The third and fourth meetings in cycle II are held on Monday, October 16, 2017 and Thursday, October

19, 2017. The third and fourth meetings are held in accordance with the Lesson Plan. Observation. From the results of observations in cycle II, students' learning activity data with the lowest score of 65 and highest score of 90 were obtained. The percentage is presented in the following Table 2:

Table 2
Data of Observation Result of Student Learning Activity
Cycle II

No	Score	Category	Frequency	Percentage
1	90-100	Very Good	2	22,23%
2	80-89	Good	3	33,33%
3	70-79	Good Enough	3	33,33%
4	20-69	Less Good	1	11,11%
Total			9	100%

Student learning completeness data are as follows: there are 7 students who can get a score of 75 or more. The lowest score was 65 students while the highest score was 90, the average score of students was 79.00 with a completeness level of 77.78% so that it was said to have fulfilled the established success indicator of 75%. Students who are in the good and very good category have not achieved the 75% success target, then it needs to be improved again at the next meeting. Data from observations of teacher activities in learning shows that the teacher has taken appropriate learning steps. Based on observations by collaborators, there are things that need to be done in the cycle III; (1) teacher domination still exists even though it has diminished; (2) teacher's attention to students who are passive is lacking; (3) students' punctuality when completing assignments; (4) only a few students dare to express their opinions; (5) not all students are active and enthusiastic; and (6) the cohesiveness of each member in the group. In addition, there are things that need to be maintained and are expected to emerge at the next meeting: (1) in guiding students who are not yet clear, the teacher does not immediately answer but give an inducement so that students think the solution for themselves; (2) the teacher gives students the opportunity to criticize the solution so that the class becomes more alive; (3) students have shown cohesiveness when learning in groups.

Reflection. Based on the analysis of observation result in cycle II, the results are as follows: (1) student activity has begun to progress even though it still has not reached the 75% target. So that there is still a need for improvement efforts in cycle III; (2) the ability of students increases from 55.5 to 77.78; (3) teacher activity towards learning knowledge is appropriate. Based on the opinion of collaborators, for the cycle III there are things that need to be done: (1) the material needs to be developed to a higher level; (2) the grouping of students is not based on the attendance number but according to seatmates; (3) giving full attention to students who have not been able to master the previous material; (4) providing opportunities for students who are able to help provide explanations to their friends who do not understand; and (5) often reminding students not to be careless in carrying out tasks.

D. Cycle III

Planning. Paying attention to the results of reflection in the cycle II, the implementation of the cycle III research was carried out in accordance with the Lesson Plan II with the following changes: (1) changes in the group division according to the student's seating arrangement that in effect at the fifth and sixth meeting; (2) it begins with the repetition of the previous material; (3) assessment is done by exchanging work with friends; this is done so that students know carefully how the right work should be.

Implementation. The fifth and sixth meetings in the cycle III were held on Monday, October 23, 2017 and Thursday, October 26, 2017. The third and fourth meetings were held in accordance with the Lesson Plan.

Observation. From the results of observations in cycle III obtained data on student learning activities included in good categories with the lowest score of 75 and the highest score of 95. The percentage is presented in the following table 3:

Table 3
Data of Observation Result of Student Learning Activity
Cycle III

No	Score	Category	Frequency	Percentage
1	90-100	Very Good	3	33,33%
2	80-89	Good	5	55,56%
3	70-79	Good Enough	1	11,11%
4	20-69	Less Good	0	0%
Total			20	100%

Student learning completeness data are as follows: there are 9 students who can get a score of 75 or more. The lowest score of students was 75 while the highest score was 90, the average score of students was 85.00 with a level of completeness of 100% so that it is said to have fulfilled the established success indicator of 75%. Therefore the cycle is stopped. Data from observations of teacher activities in learning shows that the teacher has taken appropriate learning steps. Based on the observations of collaborators, there are things that need to be maintained: (1) in guiding students who are not yet clear, the teacher does not immediately answer but gives inducement for the students to think the solution for themselves; (2) the teacher gives students the opportunity to criticize the solution so that the class becomes more alive; (3) students have shown cohesiveness when learning in groups.

Reflection. Based on the results of the analysis of observations in cycle III, the following results are obtained: (1) the activeness of students has progressed with indicators that students have shown cooperation in their groups; (2) the ability of students increase from 77.78 to 100.00; (3) teacher activity towards learning knowledge is appropriate. After the cycle III was complete, students were asked to write their opinions about the learning that has been done by filling in a closed questionnaire. From the results of the questionnaire it can be concluded that students respond positively to learning because many students choose to agree to each questionnaire item.

IV. DISCUSSION

In cycle I, research data shows that student activity is low. Student activities classified as good category were only 22.22%. In these circumstances it is certainly difficult for students to improve the learning outcomes of Indonesian language about describing the contents and techniques of observing the results of observations to the fullest[5]. Completeness achieved was only 55.5%. This shows an increase in the level of completeness which was originally only 22.22%. However, this completeness is still below the minimum completeness indicator which has been set at 75%.

After students follow the learning in cycle II, the data shows that the learning activities of students are classified as increasing from the previous one which was only 22.22% to 55.55%. Student learning outcomes increased to 77.78%. Although the percentage of student completeness is already above the minimum completeness set but the data of students who were in the good and very good category have not reached the 75% success target, then it needs to be improved again at the next meeting.

In the cycle III, in general there has been an increase in a maximum learning activity. This happens because students have shown their learning outcomes by trying as much as possible. Students have the awareness that Indonesian language is very useful in their lives so they show high enthusiasm[6]. This increase was followed by an increase in Indonesian language learning outcomes obtained by Grade VI students with the achievement of 100% completeness.

From the description, it can be concluded that the Rotating Trio Exchange learning model is a series that is very harmonious in learning Indonesian language so that it is proven to improve learning activities and student learning outcomes.

V. CONCLUSION

A. Conclusion

Based on the problem, the action hypothesis, as well as the findings of the research actions that have been described, the

following conclusions can be drawn: (1) learning that applies the Rotating Trio Exchange learning model can improve student learning activities in learning Indonesian language; (2) learning that applies the Rotating Trio Exchange learning model can improve the learning outcomes of Indonesian language.

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