

Developing Learning Materials of Narrative Writing Based on the Thinking Ability Improvement Learning Model for Third Grade Student of Elementary School

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Abstract—This research is conducted due to de fact that teachers mostly used uninteresting materials in the classroom. As a result, the students were not really interested in writing. In addition, the materials were not suitable to the three phases of writing: the pre-writing, whilst writing, and post-writing phases. The model included in the materials was also not suitable to the student's needs. This research aims at finding out the validity, practicality and effectiveness of narrative writing learning materials which are based on the Thinking Ability Improvement Learning Model. The research was done at SDN 07 Padang Sago. The subjects were 18 third-grade students of the school. This development research applied the 4D model: define, design, develop, and disseminate. The materials' validity was analyzed from the lesson plan implementation sheets as well as the teacher's and students' responses sheets. Meanwhile, the effectiveness of the materials were analyzed from the activities, process, and the students' learning outcomes. Based on the validity test, it is found that the materials are very valid. This means they include all three writing phases, the language used is suitable to the Indonesian Standardized Spelling Rules and the graphics used the materials' match the students' age level. Meanwhile, based on the practicality test, it is easy for the materials are very practical since the lesson is chronologically ordered. Thus, it is easy for the teacher and students to comprehend them. Finally, the effectiveness test shows that the materials are very effective to improve the students' abilities in narrative writing. Overall, it is concluded that the materials are valid, practical, and effective. It is hoped that the materials can be used in the learning process at the school.

Keywords—*Learning Model, Thinking Ability Improvement, Narrative Writing, and Learning Materials*

I. INTRODUCTION

Language is important for its role in life. Without language we cannot communicate with others; without language one cannot convey his thoughts or feelings to others. Without language science and technology will not develop. In short, language is needed in every aspect of life. Therefore, Indonesian language is taught from elementary school to college.

Indonesian language learning covers four aspects of skills, namely: listening, speaking, reading and writing skills. Writing skills require mastery of various linguistic elements and elements outside the language itself which are the

contents of writing. Both elements of language and elements of content must be intertwined in such a way as to produce coherent and coherent writing.

Considering the importance of writing in learning Indonesian at school, writing learning needs to be more effective and it is hoped that students have better skills in learning to write as they should. However, all this time students and educators have focused more on learning on theoretical material and knowledge about types of writing and EBI which leads to the success of students in achieving the national final exam scores, but students do not get the writing process.

The success of the learning process is the main thing that is coveted in carrying out education in schools. In the learning process the main components are students and teachers. By creating fun, innovative and appropriate strategies for teaching and learning, educators can increase students' potential and student learning activities.

The above problems can be overcome, by using the development of teaching materials by considering suitable learning strategies and conformity with the results of the analysis indicators. Teaching materials in elementary school units are the initial foundation for determining the success of students in the next stage of education. Success can be created through an appropriate and effective learning process.

Many studies have been conducted on teaching materials such as research in Singapore [1], in Taiwan [2], in Turkey [3], in Indonesia [4, 5,]. Research results generally show how the role of teaching materials in improving student learning outcomes. The use of ideal teaching materials is intended to make learning more effective.

Teaching materials are expected to support the learning process that is fun, meaningful and interesting so that it can increase the activities and learning outcomes of students. To increase the activity and learning outcomes of students in learning, an educator is required to have knowledge, special skills and professional attitudes.

The low quality of students' writing skills is due to the fact that writing learning has always been ruled out. The results of observations made on some students at Padang Sago Elementary School 07 and Padang Sago Elementary School 01 showed that (1) the teaching material used was not

suitable with the learning objectives so that what was expected from a learning process had not been achieved effectively. (2) Lack of understanding and creative educators in developing teaching materials. (3) Existing teaching materials provide less stimulus to write so students find it difficult to start writing. (4) Teaching materials for writing narratives do not contain existing processes, namely pre-writing, writing and post-writing. (5) Indonesian language teaching materials generally only present understanding, a few examples related to the type of narrative, and questions in the form of writing exercises.

Other factors that influence writing learning are as follows: (1) Low teacher skills in learning to read and write, (2) Writing activities are still difficult to do, (3) Mastery of reading and writing elementary school students is still not optimal, (4) Teacher have very lack of skills in determining, choosing and using media suitable with learning objectives, (5) Writing is the most neglected activity, (6) Writing requires large funds, (7) Poor author of knowledge, (8) Lack of motivation because of lack of skills adequate writing and the right strategy [8].

The above conditions make it difficult for students to think, so that in a few minutes, even one hour of study for students has not written a sentence or written ideas according to what the educator expected. In writing learning, especially writing narratives, there are several media that can be used to teach narrative writing. It's just that each media has different levels of effectiveness.

The success of a learning process cannot be separated from the role of the media, because media is an important part of the learning process. The media can convey messages for learning purposes because of learning objectives because of the purpose of the media to facilitate communication. Educators must be able to choose media and methods carefully to ensure that the messages delivered are clearly and correctly received by students. Lack of use of media and varied methods by educators makes the learning process of writing narratives less interesting and meaningful.

The strategy to overcome problems in writing learning as stated above is learning in a fun way. One of them is by creating teaching materials for writing narratives by using the right model, a model that can make students able to write narratives according to the correct writing process.

Strategies to overcome problems in learning namely by means of fun learning and educators are expected to support student success well[12].

Researcher are interested in developing teaching materials for narrative writing skills based on the Enhancement of Thinking Ability Learning Model. Learning Model for Enhancing Thinking Ability is a Learning Model that emphasizes the activities of students to seek understanding of objects, analyze, and construct them so that new knowledge is formed in students, [6].

The Thinking Ability Learning Enhancement Model has 6 stages of learning, namely: orientation stage, tracking stage, confrontation stage, inquiry stage, accommodation stage, and transfer phase [7]. The reason for teaching materials is related to the Learning Model for Improving Thinking Ability because this model is one of the appropriate models for developing a book. With the six stages that exist in the

Learning Model of Enhancing Thinking Ability, a textbook will be produced to write a quality narrative because it can motivate students to be more active in learning activities. The presentation of the material using the Learning Model for Enhancing Thinking Ability will make it easier for students to understand narrative writing material.

Teaching materials are a set of materials that are arranged systematically so as to create an environment or atmosphere that allows students to learn [8]. Furthermore [9] said instructional materials are programs arranged by teachers to develop knowledge, skills and positive attitudes towards learning derived from the applicable curriculum. Teaching materials are materials that students must learn as a means to achieve basic competency and competency standards. Making interesting and innovative teaching materials is very important and is a demand for all educators. Teaching materials have a large contribution to the success of the learning process carried out in the classroom. Teachers must be able to develop effective and creative teaching materials.

Language skills are grouped into two types, namely receptive skills and productive skills. Listening and reading are receptive skills, while speaking and writing are productive skills. It is called receptive skill because the skill is used to capture the meaning for understanding the form of language, while it is called productive because the skill is used to produce language as the delivery of meaning.

Writing skills are skills only obtained through practice. Practicing systematically, continuously, and full of discipline is always recommended by practitioners to be able to or skilled at writing. Provision to practice is not just willingness, but also the knowledge, concepts, principles, and procedures that must be taken in writing activities.

Narrative writing is one of the basic competencies of language writing skills in third grade elementary school students. As opinion suggests that narration is writing that presents a series of events. The story told tells the story of human behavior arranged according to time. Along with these opinions argues that narration is a form of conversation or writing that aims to convey or tell a series of events or human experiences based on developments over time. Writing narratives has characteristics that distinguish them from other writing. As suggests that narrative features are (1) Highlighting elements of action or action, (2) Strung in time sequence, (3) Trying to answer the question "what happened?", and (4) There is a conflict.

The steps in writing a narrative must be clear. According to [7] explained that the steps to write a narrative are as follows: 1. Determine the theme and mandate that will be submitted first. 2. Set the target audience. 3. Design the main events that will be displayed in the form of a flow scheme. 4. Share the main event into the beginning, development, and end of the story. 5. Details of key events into details of events as supporting stories. 6. Arrange characters and character, background, and point of view. 7. Understand the rules of the punctuation in the sentence.

In line with the above, [10] describes that the steps to write a narrative are as follows: (a) determine the theme and mandate that will be submitted further, (b) set the target audience, (c) design the main events that will displayed in the form of a flow scheme, (d) for the main event into the

beginning, development, and the end of the story, (e) details of the main events into the details of the event as supporting the story, and (f) structuring the characters in characterization, setting, and point of view.

Learning Model for Enhancing Thinking Ability is a learning model that emphasizes students' thinking abilities. As according to [7] suggests that the Model of Learning-based Improvement of Thinking Ability is a learning model that relies on the development of students' thinking ability through reviewing the facts or experiences of children as material to solve the proposed problem.

Learning Model for Enhancing Thinking Ability emphasizes the activities of students to seek understanding of objects, analyze and construct them so that new knowledge is formed in students [6]. The writing stages consist of:

- 1 Pre writings, at this stage the activity is to determine what theme or topic will be written.
- 2 When writing, at this stage the activity carried out is to create a written framework based on the chosen topic and develop it to become a complete writing.
- 3 After writing, at this stage the activities carried out are to revise / improve the writing that has been made, make the edits and the last is to publish them.

In each learning activity, an educator needs to assess whether the learning competencies and indicators have been or have not been achieved at the end of learning activities. For this purpose, educators need to have a tool that is used to measure the level of success of students or called assessment.

Assessment is one of the important activities in the world of education. On the one hand, a well-done assessment can determine the level of student learning progress, shortcomings, strengths, and the position of students in the group. The purpose and objective of the assessment is to determine the results achieved by students.

The purpose and objective of the assessment is to determine the results achieved by students [1]. In each learning activity, an educator needs to assess whether the learning competencies and indicators have been or have not been achieved at the end of learning activities. For this purpose, educators need to have a tool used to measure the level of success of students.

The tool is in the form of tests, assignments, or behavior of students during learning activities, things that are measured or evaluated are the skills, skills, or attitudes of students expressed in the basic competencies and indicators that students are expected to have as a result of learning activities [1].

II. METHOD

This research is a development research (*Research & Development*). This research was conducted to improve the quality of learning, more specifically on Indonesian subjects for writing skills. Development research is a research method that is used to produce certain products and test the effectiveness of the products produced. Development research is research that is directed to produce products, designs and processes, [11].

Research into development in the world of education and learning in particular focuses its study on the field of design or design, both in the form of design models, teaching material designs, products such as media, and also processes. While research and development methods are research methods that are used to produce certain products, test the effectiveness of the product.

The study was conducted on students in class III of Padang Sago Elementary School 07 and Padang Sago Elementary School 01, by developing teaching materials for narrative writing skills based on an improved learning model of thinking skills. The development of teaching materials for writing this narrative uses the 4D development model. Based on the development stages presented, the description of the research results is divided into 4 parts, namely: the defining stage, the design stage, the development phase, and the deployment stage.

Description of research data is explained as follows:

A. Define

The defining phase is analyzed in several aspects, which include: curriculum analysis, needs analysis, and analysis of students.

B. Design

1) Lesson Plan

The process of developing teaching materials begins with the design of Lesson Plan. The Lesson Plan is compiled in a complete and systematic component, referring to Permendiknas No. 41 of 2007 concerning process standards, while the development procedure refers to the technical guidelines for the development of Lesson Plan issued by the Ministry of National Education Directorate General of Management (Dikdasmen) in 2010. The drafting of the Lesson Plan is prepared because when the implementation of learning uses teaching materials, first the educator needs to prepare learning plans to be directed.

2) Teaching Materials

Researcher design teaching materials to write narratives adjusted to the Standard Competence and Basic Competence set by the curriculum, then presented based on the Enhancing Thinking Ability Learning Model. Teaching materials are needed to facilitate educators in presenting Indonesian language learning, especially in writing learning in class III elementary school.

C. Development

The development phase includes validation of teaching materials and Lesson Plan. Next, product testing was carried out to see the practicality and effectiveness of the developed teaching materials. Validity testing is by validating teaching materials by experts and practitioners, then revising. Practicality testing is by testing the teaching materials that have been developed in the learning process in the classroom.

D. Disseminate

The deployment stage is the stage of using teaching materials in a wider scope. This dissemination can be done in other classes, other schools, or other educators. In this study, the distribution was carried out at another school, namely

SDN 07 Padang Sago. The aim is to test the effectiveness of using these devices on different objects, situations and conditions.

Furthermore, the assessment of the results of narrative writing skills is an assessment of the writing of students' instructions in terms of content quality, accuracy and breadth of content, writing organization, accuracy of diction, accuracy of sentences, and spelling and writing. This assessment can be measured using the assessment rubric of the narrative writing results.

Determination of the completeness of learning outcomes using learning completeness criteria. The completeness of the students' narrative writing results individually is seen from the results of the narrative writing compared to the Minimum Completeness Criteria (KKM) in each of the classes tested.

III. RESULTS AND DISCUSSION

The results of narrative writing skills can be seen in the presentation of the mean grade of table 4.31.

TABLE I. THE RESULTS OF NARRATIVE WRITING SKILLS

Jumlah Peserta didik	Ketuntasan PB 1		Ketuntasan PB 2		Ketuntasan PB 3	
	Tuntas	Belum Tuntas	Tuntas	Belum Tuntas	Tuntas	Belum Tuntas
18	15	3	16	2	17	1
Persentase(%)	83.3	16.6	88.8	11.1	94.4	5.5

At first meeting the number of students present was 18 people. Of the 18 students present, 15 or 83.3% of students scored above the Minimum Passing Criteria (KKM). While the rest, namely: 3 students or as much as 16.6% got a score under the KKM.

At the second meeting the number of students is 18 people. Of the 18 students, 16 or 88.8% of students scored above the Minimum Passing Criteria (KKM). While the rest, which is 2 students or 11.1% get a score under the Minimum Passing Criteria.

In learning III the number of students present was 18 people. Of the 18 students present, 17 people or 94.4% of students scored above the Minimum Passing Criteria (KKM). Whereas the rest, namely 1 student or equal to 5.5% get a score under the Minimum Completeness Criteria (KKM).

Looking at the explanation above, the use of teaching materials for writing narratives based on an improved learning model of thinking skills has been effective. The use of teaching materials that have been carried out is in a broader scope, namely in other schools with different environments and conditions. Nevertheless, it can be concluded that teaching materials for writing narratives based on thinking skills improvement learning models can be used effectively in class III elementary schools based on trials and dissemination that has been carried out.

The development of teaching materials for narrative writing skills based on an improved learning model of thinking skills by adopting a 4-D development model has been successfully implemented. The teaching materials have been tested in class III Padang Sago Elementary School with 18 students and the distribution in other schools is SDN 01 Padang Sago in class III with 14 students.

IV. CONCLUSIONS

Based on the results of the study and discussion, it can be concluded that the teaching materials for narrative writing skills based on the enhancement model of thinking ability can improve students' thinking skills in learning Indonesian language, especially in writing narratives.

Development of teaching materials for narrative writing skills based on the Learning Model for Enhancing Thinking Ability shows that this teaching material has very valid criteria, both in terms of content and constructive aspects. In terms of the content of teaching materials, the pre-writing, writing, and post-writing stages have been included. Meanwhile, in terms of rented teaching materials are in accordance with the character of the third grade elementary school students.

The development of teaching materials for narrative writing skills based on an improved learning model of thinking skills shows that, teaching materials have very practical criteria, both in terms of usage and in terms of implementation.

The development of teaching materials for narrative writing skills based on an improved learning model of thinking skills in class III of elementary school produced in this development research has been declared effective to improve the achievement of students' writing skills.

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