

# Constructivism Approach in Learning to Write Narrative at Elementary School

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**Abstract**—This study aims to determine the Constructivism Approach in learning to write narratives in Primary Schools. The research method is Action Research. The subjects of this study were elementary school students of the Education Laboratory Elementary school teachers. The research consists of three cycles. The results of this study found that narrative writing learning is provided with a constructivism approach to improve students' ability in learning narrative writing in elementary schools because the constructivism approach to learning is a teaching and learning process in which students themselves are mentally active, build their knowledge, based on their cognitive structure.

**Keyword**—Constructivism Approach, Narrative Writing Skills, Indonesian Language Learning

## I. INTRODUCTION

In the national education system in Indonesia, Indonesian language subjects are very important. This is due to the very strategic role of Indonesian language, i.e as the language of instruction in the world of education and as a national language / state language. Therefore, the quality of Indonesian language learning has a big impact on the quality of national education and the consistency of Indonesian unity and unity. Then in the 2013 Curriculum, it was confirmed that Indonesian language was a barrier to all subjects [1], [2].

In order for Indonesian language to carry out the function and position as a national language / state language, it needs to be nurtured and developed continuously. Guidance and development of Indonesian language can be done formally and non-formally [3]. The formal pathway includes, among others, education and learning in schools, ranging from kindergartens, elementary schools to universities, and coaching through training or upgrading, especially aimed at people whose influence is large in the development of Indonesian language such as; teachers, journalists, officials and famous people. Furthermore, the development and development of non-formal languages can be done through courses [1], [4].

Language has four skills, i.e listening, speaking, reading and writing skills. Writing skills as an aspect of language skills are the final stages mastered by students, because students can write well if a series of stages of language skills (listening, speaking and reading) have been mastered by students. Elementary School is the first fragment of formal education. Therefore, the process of education in the elementary school is given special attention. In this case, special attention must be given. It means that the implementation of education / learning in elementary

schools must be provided with the right approaches, methods/techniques and tools so that it can be a solid foundation for students in following education [5].

However, researchers' observations, and interviews with elementary school teachers among the four most difficult language skills were learning to write. Many students who are good at speaking and good at telling stories, but when they are assigned to write down what is said or told by students, they has trouble. An example of a researcher quotes the writing of a student "... *There was a wake up in the morning when the shower continued to go to school ...*" students could not use the correct conjunctions; they could not express sentences in good written language. It cannot be allowed; corrective actions must be taken, especially from teachers who function as motivator facilitators and spearheads in the process of education or learning in schools.

In the opinion of researchers, one of the strategies to overcome problems in learning to write narratives as stated above is learning in a fun way. Students do not feel compelled to follow the teacher's instructions. It can be started from exploring the experiences, daily activities of students, naturally. Students feel happy without feeling bound by the rules of writing that are considered monotone and boring. It can be actualized through the constructivism approach .

In order to improve/develop writing skills for high school elementary students in particular, scientific studies are needed, among others through action research. This research is expected to have a positive impact on improving students' skills in writing narratives. One approach that the author tries to implement is the constructivism approach with the method, variative strategies in learning to write narratives in class V elementary school. Action Research can help students in narrative writing skills and at the same time it can improve professional researchers as teachers / prospective elementary school teachers in PGSD FIP UNJ.

Writing here is the same as composing. It is used as alternating. Writing is a whole series of one's activities in expressing ideas and conveying written language to readers to be understood and understood by others [6]. Writing is "Communication activities carried out alone without the support of sound pressure, tone, expression and gestures such as oral communication [7]. In the same line, writing is a form of self-expression, what is in mind is expressed in writing [8].

Writing skills are essentially developing creative writing skills. That said because the focus in this research is to write

stories (narratives). Narrative stories are more popular as fiction. This type of fiction can be developed based on two sources, imagination, and facts. "Imagination is a story written based on the author's results. Facts are stories that originate from the real experience of the author. "So, writing skills require continuous training, so the author understands what will be written [9].

Narration is a form of discourse that seeks to clearly illustrate to the reader an event that has taken place that is woven into a unified time [10]. So narrative writing is an activity of someone (students) in expressing ideas about something new originating from the real experience of the author, which tells the events / events and arranged in a coherent way according to the timeline (chronological), and expressed according to the sequence/series of events/events.

The approach of constructivism is constructively (constructivism). The origin of the word constructivism is "to construct," from English which means forming. Thus constructivism is one of the schools of philosophy that has the view that the knowledge possessed is the result of self-formation [11]. Someone has knowledge when actively involved in the process of discovering knowledge and forming it in us.

Constructivism is generative learning, which is the act of creating meaning from what is learned [12]. Constructivism is actually not a new idea, what has been passed through in our lives is a collection and experience building experience. It causes a person to have knowledge and become more dynamic. [13]. Constructivism states that knowledge will be structured and built in the mind of the student himself when he tries to organize his new experience based on the cognitive framework that already exists in his mind [14]. Thus, knowledge cannot be transferred simply from the brain of a teacher to the student's brain. Each student must build knowledge in his own brain [15].

The constructivism approach is an approach in the process of learning where students are active in seeking knowledge. The constructivism approach is radically different from the traditional approach where the teacher is someone who always follows the answer [16]. In the class of constructivism students are empowered by their knowledge of themselves. They share strategies, and their solutions with debates between each other, think critically about the best way to solve a problem [17].

From some of the theories above, it can be concluded that the constructivism approach is: student-centered learning process. Students are actively involved and the teacher is a facilitator by optimizing the knowledge gained by students by using various methods / learning aids to bring ideas, thoughts and empower the disclosure of knowledge that has been owned by students through intensive and optimal guidance which is assisted by various supporting media / tools that are in accordance with the conditions needed.

The learning procedure with the constructivism approach in action research can be stated as follows: (1) Students are actively / fully involved in the learning process. (2) Students

learn in groups, discuss, correct each other, and attitudes / behaviors are built from self-awareness. (3) Skills are built on the basis of understanding and developed on the basis of schemata that already exist in students. (4) Students are invited to develop writing in accordance with the context (real), conditions / themes raised by the teacher in various contexts and learning aids, so that the creativity of students will be explored and developed. (5) Students are trained to be responsible for monitoring and developing their respective tasks, in this case writing narratives (stories). (6) Learning is carried out in various places; context and setting, (7) learning outcomes are measured in various ways; work process, work, and tests.

## II. METHOD

This research is an action research. This study aims to improve narrative writing skills in fifth grade students of the Laboratory Elementary School PGSD FIP UNJ and (2) to obtain concrete data whether the constructivism approach can improve the narrative writing skills of fifth grade students of the Laboratory Elementary School PGSD FIP UNJ.

Data were collected by using tests, interviews, photo/video recordings and portfolios in this study. Data collection instruments used in this action research were written tests, observations reinforced by field notes from observations conducted by observers.

## III. RESULTS AND DISCUSSION

### A. RESULT

Researchers identify aspects of writing from the data obtained according to the components in the skill of expressing ideas or content of writing, skills in organizing writing according to narrative (chronologically (beginning of the story, conflicts / events and end of story, disclosure of stories through characters), disclosure of language can be understood (sentence structure and words) that are good, writing with the correct writing system in accordance with the guidelines in the correct spelling. The following results will be presented in the learning process through the constructivism approach by developing writing elements as below:

#### a) *Skills to Reveal Ideas / Ideas in Accordance with Characteristic Narratives*

Observations during the learning process and test results indicate that students' difficulties in expressing ideas in writing are very prominent. Many students can tell verbally well, but when they are assigned to write it, they find it difficult. It happens because of the limited knowledge of students about good sentence structure and very limited vocabulary. To overcome this, researchers guide students by giving stimulus questions, showing situations, tools, pictures of events, examples / models of narrative stories in stages; starting from looking at pictures, giving guidance to making sentences, so that it can guide students to actualize ideas / thoughts that fit the characteristics of the narrative. This

needs to be guided contextually. This guidance is used a tool according to the characteristics of students. What will be revealed is not in the minds of students, but it is still buried because it does not know yet, thus, the blocked idea becomes gradually open. To improve the ability of students, patience / sincerity of the teacher is needed.

The effort to improve the skills to express ideas is a strategic part for elementary school students to be skilled at writing. Because if the students' ideas have appeared, then writing activities will be smooth.

#### b) Organizational Narrative Skills

Students generally do not understand how to start a story, how to present conflicts and how the story ends. The refore researchers always provide guidance, for example; "to Ancol Sightseeing". It can start from the time sequence. "It was 7:00 in the morning. Andi, Toto and Dini are getting ready to go on sightseeing ... etc. Many students revealed stories jumping up and down according to what he remembered. For example: "I go to Ancol, I have to go to the beach." ... I like to see big fish in a big aquarium ... "The strand of the story hasn't been sequential, but it jumps up and down according to what he remembers. Sentence What he remembers tends to be something that draws his attention, for example 'big fish' in Ancol (written narration, starting with me to Ancol). From the initial idea, the researcher guided the question "When did you go to Ancol? , With what vehicle? With whom?, etc. "Students are guided in expressing stories (narratives) so that students can deliver sequentially, from the beginning, then after that, next ... and until the story ends. From these findings the researcher provides guidance with the question of fishing; students are told to answer the fishing questions, then the students are guided to write them well, and given examples. Thus, students will organize their ceilings in sequence. In this situation, the teacher must be patient, make the atmosphere more relaxed and friendly but firm. If it is not firm, students tend to play around and lack responsibility.

#### c) Linguistic Competencies

In this study, researchers found students still use many words that are repetitive (cliche), as well as writing incomplete words. For example the conjunctive words "and - and, and, from that, then, mean next" even though many other conjunctions can be used. Furthermore, the word "house" many wrote "ruma". To overcome this, the researcher gives an example / model by reading a story example, given confirmation when found a contact, words that are similar to student errors are emphasized to be noticed. Teachers are not allowed to say the word "this is wrong" (blame students), because it has an impact on students' motivation to decline in completing their work / work.

#### d) Skills Using Writing System

Things that need to be developed in spelling use skills are letter writing, letter usage, and punctuation. It needs to be affirmed to students that the error of one letter (phoneme)

can mean another. For example; when students write "My father's salary goes up." The word salary is written 'gajih'. Besides that there are still many students who cannot use commas ( , ) between elements or details and commas to separate words, such as; Oh, I see ? etc. To overcome this, the teacher gives a direct example, by showing its use in context, or writing it on the blackboard, and showing examples of the use of punctuation that is hung on the wall. To see the improvement of students' writing skills in every aspect with the constructivism approach, researchers classify the writing data based on every aspect that supports writing skills, which are stated in the following table:

TABLE 1. NARRATIVE WRITING RESULTS

Cycle	Content / Idea	Organization (narration)	Grammar	EYD	Total score
Pree test	24,33	16,54	10,45	2,82	54,14
I	27,3 %	19,1 %	12,7 %	6,0 %	65,1 %
II	29,3%	21,6 %	14,8 %	6,9%	72,6%
III	32,0 %	24,2 %	16,8 %	7,3%	80,2 %
Postes	32,03	24,57	17,11	7,40	81,11

#### B. DISCUSSION

From the series of tests conducted by researchers, several things were found about learning to write narratives. Learning to write narratives can increase, if the teacher is able to carry out learning using a variety of approaches, methods, strategies, which are consistent with the tendency / characteristics of elementary school students. In addition, the teacher must optimize the use of learning tools / tools in accordance with the right designed approach.

Learning to write with a constructivism approach combined with a contextual approach, is one of the right approaches to improve the ability to write essays in elementary school high school students. With this approach, students are faced with challenging things and relate to everyday life in real terms, or in other words, empowering what is already known to students, as experienced. Students are given the opportunity to construct knowledge that already exists and integrated with new knowledge, which is actualized by using good Indonesian as a medium.

#### IV. CONCLUSIONS

Through the constructivism approach, it is proven that student' skills in writing narratives are increase. "The increase occurs in each cycle. Percentage of improvement in writing skills is obtained by students. Essay writing skills are written language skills that are complex, it needs to be nurtured continuously. This guidance is not only limited to writing essays, but can be linked through all subjects, for example when students write the wrong name of the hero, then it should be guided directly how to correct. This activity should be started from the early elementary school class.

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