# APPROACH *CONSTRUCTIVISM* ON DESCRIPTION WRITING SKILLS IN INDONESIAN  COURSE IN CLASS IV SDN 48 GANTING, PADANG CITY

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## ABSTRACT

This study aims to describe the effect of this study. constructivism approach to the descriptive writing skills of fourth-grade students at SDN 48 Ganting, Padang city. The results showed that there was a positive and significant effect of the constructivism approach on the writing skills of the fourth-grade Indonesian students of SD Negeri 48 Ganting, Padang City. This is evidenced by the results of the *t-test* with a significant level of 5% (0.05) and t count (2.93049) > t table (1.67793). The results of the descriptive writing skill test of Indonesian students obtained by the experimental group were higher than the control group, as indicated by the *mean* 74.13 and *the mean* obtained by the control group of 68.00.

**Keywords:** Constructivism Approach, Writing Skills, Description

## INTRODUCTION

Indonesian language learning is learning that exists at every level of education starting from elementary, junior high, high school to university. Indonesian language learning is directed at improving students' ability to communicate in Indonesian properly and correctly, both in writing and orally, as well as fostering an appreciation of the results of Indonesian human literature. The scope of learning Indonesian includes four language skills which include: listening, speaking, reading, and writing. Ahmad (2013: 241) explains that "there are four skills in language, interrelated with one another".

Writing skills in Elementary School (SD), are part of learning Indonesian which is applied to students, starting from low grades (I, II, and III) to high grades (IV, V, and VI). Learning writing skills in lower grades, fostering students to be able to write letters correctly, and honing students' skills in writing simple sentences. Writing skills in high grades are directed

at writing various forms of writing, such as writing descriptions, narratives, arguments, persuasion, expositions, and various other forms of writing.

Based on observations made at SD Negeri 48 Ganting, Padang City, class IV A and class IV B on February 6, 2017, there was a low score for students' practice in writing lessons, especially in Indonesian language lessons. The highest score was obtained by 85 students and the lowest score was 65. Of the two classes, there were 49 students. Only 23 students were able to write essays well and 26 students only wrote makeshift essays. In addition, the author also conducted interviews with Mrs. Asni, A.ma, a class IVB teacher, and Mr. Hendiyadi, S.p, a class IVB teacher.

The reason why there are still many students who are less able to write is, there is a picture when the author made the second observation on February 8, 2017, the author found a problem that occurred in class IV SDN 48 Ganting, Padang city. The problems are as follows: (1) in the application of the pre-writing stage, students are not optimal because the teacher directly determines the theme/object to be described by students, so students are only able to receive information from the teacher, and learning is still teacher-centered. (2) Students only study individually so that discussion activities with friends or teachers are not carried out. (3) The teacher does not guide students in understanding an object that is by the student's experience. (4) Teachers still use conventional methods in the learning process. As a result, most students find it difficult to make descriptive essays, it is proven by the inability of students to convey ideas, opinions, and ideas, as well as their experiences about the object to be described. Students also have difficulty in developing their writing, word choice, sentence structure, and the content of the writing are difficult to understand so the writing results are ambiguous because at the post-writing stage it has not been implemented properly.

Based on this, researchers are interested in research from the writing aspect. To achieve quality learning, teachers need to use a constructivist approach in learning, especially writing descriptions.

The constructivism approach is used so that students can play an active role in the learning process and students can develop their knowledge based on the knowledge gained. Constructivism is a contextual approach, namely knowledge that is built little by little whose results are expanded through a limited context.

According to Sagala (2008:88) "Constructivism is the foundation of thinking (philosophy) of a contextual approach, namely, knowledge is built little by little, the results of which are expanded through a limited (narrow) context and not suddenly".

Based on this, a learning approach is needed to improve students' writing learning outcomes. Therefore, the author took the title "The Influence of Constructivism Approach to Writing Description Skills in Indonesian Language Subjects in Class IV SDN 48 Ganting, Padang City".

## METHOD

The type of method used in this research is experimental research. Sugiyono (2010:72) explains that "Experimental research method is a research method used to find the effect of

certain treatments on others under controlled conditions". This experimental method is used to answer research hypotheses regarding students' descriptive writing skills against the constructivism approach.

The population in this study were all fourth-grade students at SD Negeri 48 Ganting, Padang City, each of which had two classes. The sampling technique used was the saturated sampling technique. Based on the results of the lottery that has been carried out, class IV A as the experimental group uses a constructivist approach, and class IV B as a control group does not use a constructivist approach. The data collection technique in this study used a test, hypothesis testing in this study used the *t-test* which was preceded by a prerequisite analysis test using the normality test and homogeneity test.

## RESULTS AND DISCUSSION
### Research Results
1. Analysis

Requirements test was conducted to see conclusions about the data obtained from the students' description writing skills test results in the two sample classes. Before testing the hypothesis using the t-test formula, the normality test and homogeneity of variance were first tested.

a. Data normality

Test The normality test aims to see the data from the students' description writing skills test results for the two-sample classes that are normally distributed or not. To test the normality of the data from the students' descriptive writing skill test results, both the experimental class and the control class used the Lilliefors test. After calculating the data in the two sample classes, the values of $L_o$ and $L_{(n, a)}$ with a significance level of 0.05 are obtained as follows:

**Table 1,** Normality Test Results Data Writing Skills Test Results Description of Student Class Sample

| Class | N | LO | Lt | Conclusion | Description |
|---|---|---|---|---|---|
| Experiment | 24 | 0.0862 | 0.1800 | LO < L table | Normal data |
| Control | 25 | 0.1180 | 0.1730 | LO < L | Normal data |

From the table above, it can be seen that for the two sample classes the price of $L_O < L_{(n, a)}$, thus it can be concluded that the data on the results of the descriptive writing skill test of the two sample classes were normally distributed at the 95% confidence level.

b. Variance

Test The homogeneity of variance test aims to see the data on the results of the descriptive writing skill test of students in the experimental class and the control class having a homogeneous variance or not. In the homogeneity test, the F test was used.

After the calculation, the data from the two sample classes were obtained as follows:

$$F = \frac{The\ largest}{variance\ of\ the\ smallest\ variance}$$

. The calculation of the F price with a real level = 0.05 from the F distribution table, it turns out that the price obtained is $F_{ount} < F_{Table}$ 1.840 < 1.980 in full can be seen in Appendix 10 on page 91. It can be concluded that the data on the description writing skills test results for the two-sample classes have a homogeneous variance at the 95% confidence level.

2. Hypothesis Testing Hypothesis

testing was carried out by testing the normality and homogeneity of variance test. It was found that the two sample classes had a normal distribution of learning outcomes and homogeneous variance, so the t-test formula was used to test the hypothesis. Before the t-test is carried out, the combined standard deviation of the data from the two sample groups is calculated, namely:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(24 - 1)\,77{,}85 + (77{.}85\,)25 - 1\,143{.}25}{24 + 25 - 2}$$

$$= \frac{23\,(143{.}25) + 24(S)}{47}$$

$$= 5228.55$$

$$= 72.30$$

Then the following formula is used:

$$t = \frac{x_1 - x_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{74.13 - 67.08}{72.80\sqrt{\frac{1}{24} + \frac{1}{25}}}$$

$$= 2.93049$$

From the distribution list t with a significance level of 0.05 and dk = 47, we get t $_{(0.05;47)}$ = 1.67793 while $t_{count}$ = 2,93049.

Based on the above calculation, it turns out that $_{count}$ > t $_{(α, DK)}$, meaning that the hypothesis HO is $_{rejected}$. It can be concluded that there is a positive and significant effect of the constructivism approach on the writing skills of the fourth graders of SDN 48 Ganting, Padang city.

## Discussion

Based on the results of research that the author did in class IV SDN 48 Ganting, Padang city, the above is indeed proven. Activities and student test results obtained from the two sample classes, it can be seen that there are differences in the test results of students in the experimental class who are taught using the constructivism approach with the test results of students who are taught using conventional learning by the teacher. The following will explain the description of learning in the experimental class which is taught using the constructivism approach and the description of learning in the control class which is taught using conventional learning by the teacher.

1. Learning in the experimental class

       Learning carried out in the experimental class which is taught using the constructivism approach at first, students are not familiar with the constructivism approach, but after being given an explanation and steps about the constructivism approach, students can understand it. At the first meeting, students were not used to learning to solve problems, with the motivation and encouragement given by the teacher to work more independently and confidently in carrying out learning using the constructivism approach so that at the second meeting to the third meeting students showed interest in the learning process using the constructivism approach. with reinforcement and also guidance provided by the teacher in the learning process in the form of touch, thumbs up, and words of encouragement provide many benefits for students. Among them can lead to self-confidence in the learning process, students feel closer to their friends, and the emergence of mutual respect for fellow friends when asking questions or expressing opinions to teachers or friends in the learning process.

       The learning process carried out by the teacher using a constructivist can encourage student activity so that activity tends to increase at each meeting, this is proven by the number of students who ask questions, express opinions to the teacher or their friends in group work.

       Active learning of students in the learning process has an impact on student test results for the better. Constructivism steps carried out in the experimental class according to Sutardi, (2008:136) are as follows "(1) orientation (2) expressing ideas (3) restructuring ideas (4) using ideas in many situations (5) reviewing".

       Learning with a constructivism approach in the experimental class begins with the first step of orientation, namely students are allowed to develop motivation in studying a topic, students are allowed to make observations on the topic they want to learn.

       The second step expresses ideas, namely students are assisted by providing opportunities to discuss, the things observed in the form of writing, pictures, and others. The third step in the constructivism approach is the restructuring of ideas, such as clarifying ideas that are contrasted with the ideas of others or friends through discussion, then building new ideas and evaluating new ideas by experiment.

       The fourth step is the use of ideas in many situations, ideas that have been formed by students need to be applied to various situations encountered so that students' knowledge is more complete and detailed. The fifth step of the review is how an idea can change in applying knowledge so that someone needs to revise the idea by adding a description or changing it to be more complete.

2. Learning in the control class

       Learning in the control class which is taught using conventional learning is learning that is used when teaching material about determining the topic to be described or learning that does not use a constructivist approach, where the teacher plays too much role while the students are generally passive. Students only receive the material explained by the teacher.

Learning activities using conventional learning emphasize the delivery of information verbally and tend to be unidirectional. By the opinion of Rooijakkers (in Boyannese, 2012:2) "Conventional learning is a one-way learning approach that is teacher-centered. In practice, the teacher is the main source of information who plays a central role in learning.

Thus learning in the control class which is taught using conventional learning causes students to become bored and students become passive in learning in class because only a few students express their opinions. In the learning process in the control class, it was seen that there were still some students who did not take the learning seriously, as evidenced by the existence of students who made toy planes from paper so that it interfered with the ongoing learning process. This shows that students in the control class are less active than students in the experimental class in the learning process, so the impact on students' tests in the control class is lower than the test results of students in the experimental class.

**There is a Positive and Significant Influence of Constructivism Approach on Writing Skills of Class IV Students at SDN 48 Ganting, Padang City.**

Testing the hypothesis in this study is to see whether or not there is an influence of the constructivism approach on students' description writing skills in Indonesian language learning. The hypothesis regarding the effect of the constructivism approach on students' descriptive writing skills in Indonesian language learning was tested using parametric statistics using the formula t.

Based on the analysis of the data obtained after the research, there is an effect of the constructivism approach on students' descriptive writing skills in Indonesian language learning which can be seen in the differences in the test results of students who are taught using the constructivism approach with the test results of students who are taught using conventional learning by the teacher. This can be seen in the students' final tests given to the experimental class and the control class. By using a constructivism approach in the experimental class students' test results increased. Suprijono (2013:5) states "Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills".

Teacher guidance that leads students to be active in learning and looking for solutions to problems, students learn to complete their tasks. In the opinion of Sudjana (2009:22) states "Learning outcomes are the abilities that students have after they receive their learning experiences".

The test results in both classes can be seen in the results of the students' description writing skills tests that are done by students individually. Based on the results of the data analysis of the test results, the maximum score for the experimental class was 90 and the minimum score was 60, while the average score for the experimental class was 74.13. The maximum score for the control class is 90 and the minimum score is 50, while the average score for the dick class is 68.00. Thus, it can be concluded that there is a positive and significant effect of the Constructivism Approach on Writing Skills for Class IV Students at SDN 48 Ganting, Padang. The high score obtained in the experimental class is due to the learning process with a constructivist approach starting with giving authentic and meaningful

problems to students so that students can conduct investigations and solve problems in groups. Based on the calculation, there is an effect of the constructivism approach on students' description writing skills in Indonesian language learning. Hamrlik (2012:2) states "Learning outcomes are behaviors that arise, for example from not knowing to know, the emergence of new questions, changes in the skill habit stage, the ability to appreciate, the development of social, emotional and physical growth". can improve student learning outcomes.

## CONCLUSIONS

Based on the results of the research that has been stated in Chapter IV, it can be concluded that the results of the descriptive writing skill test of students in the experimental class taught using the constructivism approach are classified as very high criteria, with the test results obtained a maximum score of 90 and a minimum score of 60 while the average score experimental class is 74.13. Thus the constructivism approach can affect students' descriptive writing skills in class.

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