
**IMPROVE THE ABILITY OF WRITING PARAGRAPH RUMPANG
THROUGH VISUAL AUDIO MEDIA IN CLASS IV STUDENTS OF SDN 1
SUWAWA SELATAN BONEBOLANGO DISTRICT**

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ABSTRACT

The problem in this study is whether audio-visual media can improve the ability to write gap paragraphs in class IV students at SDN 1 South Suwawa, Bonebolango Regency? This study aims to improve the ability to write gap paragraphs through audio-visual media in class IV students at SDN 1 South Suwawa, Bonebolango Regency. This type of research is Classroom Action Research. Data collection techniques in this study were observation, testing and documentation. In the initial observations, out of 18 students, there were 6 students or 33% who were declared capable while 12 students or 67% who were declared unable to write gap paragraphs through audio-visual. In cycle I the first meeting through audio-visual media increased to 8 students or 44% who were declared capable while 10 students or 56% were declared unable. In cycle I, the second meeting increased to 11 students or 61% who were declared capable, while 7 students or 39% were declared unable. In cycle II the first meeting increased again to 15 students or 83% who were declared capable while 3 students or 17% who were declared unable from 18 students

Keywords: Paragraph Gap, Audio Visual Media

INDTRODUCTION

Language is a means of human communication in their environment, both in the family, school and community environment. Language allows one human being to know another human being. The existence of language makes it easier for humans to interact and socialize. Because of the importance of language, it needs to be taught in schools, including at the elementary school level, while Indonesian is the language of

unity for the Indonesian nation. That is, by using Indonesian all the differences, especially linguistic differences, can be overcome by applying them in a conversation. Therefore, as a good Indonesian citizen, you should be able to speak Indonesian properly and correctly. Indonesian language subjects are very important subjects taught to students since they are in elementary school, because from there students are expected to be able to master and understand language skills. Proficiency in Indonesian can help students to communicate using good and correct language. In learning Indonesian there are 4 (four) language skills, namely listening, speaking, reading, and writing. These four skills must be mastered in order to have good and interrelated language skills so that it is expected to be able to master them evenly. But in this study will only discuss writing skills, especially writing gap paragraphs.

Definition of Writing Ability

According to Aziz Rini Utami, (2006: 19) revealed that the ability to write is the perception that it is difficult to hear and distinguish letters such as b, d, f, v, p, and q. Meanwhile, according to Sari Tri Yunita, (2018: 14) the ability to write is a form of indirect communication with someone, and not directly face to face with other people so that writing ability is a very complex skill, students not only convey ideas, but students are also required to convey ideas, concepts, feelings, and desires that an individual has based on his learning, practice and experience.

Based on the opinion of the analysis above, it can be concluded that writing ability is an activity of conveying messages, thoughts, ideas, ideas, based on his experience by using a series of written language that is good and correct so that readers can understand it, which is done indirectly with other people.

Definition of Paragraph

According to P. Achamad H & Alek (2016: 125) reveals that a paragraph is a series of sentences that have one main thought expressed in a topic sentence which is strung together by supporting or explanatory sentences which are coherent, systematic, logical, clear in building a unified whole. whole (wholeness meaning). Meanwhile, Kosasih E (2009: 128) reveals that a paragraph is a series of sentences that are interconnected between one sentence and another in one main idea or one main idea. According to Ntelu Asna et al (2017: 103-104) revealed that a paragraph is a unit of language form which is the result of a combination of several sentences containing ideas, ideas and concepts, in which paragraphs contain topic sentences and explanatory sentences. Meanwhile, according to Zein NA Indriyana, (2015: 18) reveals that a paragraph is a systematic arrangement of sentences that are interrelated with each other which contain main ideas or thoughts and become a paragraph. Then according to Hasim, Evi et al (2014: 105) revealed that paragraphs are also called paragraphs. A paragraph is a group of several sentences that are related to each other and form a single unit to convey one main idea or topic sentence.

Based on the opinion above, it can be concluded that a paragraph is a word that consists of several sentences. From several sentences into a complete paragraph that is systematically arranged and interconnected between one sentence and another, so that the main ideas presented can be accepted by the reader.

Understanding Writing Paragraphs

According to Syair Maleo, 2013: 21 in Antogia Sarjan (2017: 20) reveals that paragraph writing skills are one aspect of language skills related to expressing a thought, idea, ideas, opinions and feelings that are arranged systematically which are related to one another. Paragraph writing skills as productive-active language skills are one of the basic language competencies that students must have in order to be skilled at communicating in writing. In writing paragraphs there are several aspects that are measured which include the main sentence and the explanatory sentence.

Definition of Gape Paragraph

In the Big Indonesian Dictionary (1991: 852) the word gap can be interpreted: (1). He is clumsy because his teeth are missing, toothless: when he laughs, his teeth are crooked, (2). Cavities (between) the fence: the pig enters the gap fence, (3). Sela (time interval, stop: no, the gap is fasting for circumcision every Monday and Thursday, (4). Slightly chipped at the edges. Based on KBBI it can be synthesized that the text of the gap is a text that is intentionally omitted in part, the interludes are not in the form of a complete discourse.

According to P. Tumijan, et al (2007: 47-48) revealed that gap paragraphs are paragraphs whose sentences are intentionally omitted so that paragraphs become uncoherent and to complete paragraphs gaps can use sentences that are interconnected between one sentence and another and pay attention to ideas main points and explanatory sentences. Based on the analysis of the meaning of paragraphs and the meaning of gaps, it can be concluded that paragraphs of gaps are paragraphs that have blank or incomplete parts in sentences/stories. Paragraph gaps are usually used in making questions that must be answered by students. Usually in certain parts there are dots "....." which must be completed by students. The type of paragraph is the type of paragraph gap. This type of paragraph usually contains incomplete words and gap paragraphs are also made using the gap technique which is deliberately given empty space between words in a sentence/paragraph and must be filled in so that it becomes a complete paragraph, in accordance with the requirements set forth. good and right. Through the gap technique it will be easier for the writer to make questions that are easily understood by students.

An example of an overlapping paragraph (.....) One day, a monkey stole a banana in Pak Tani's garden, on the edge of the forest. Because he didn't know that Mr. Farmer was already standing under him. Seeing the banana peels handed over, Mr. Farmer got angry and cursed at him, "You monkey! Usually just steal!". The right sentence to

complete the gap paragraph is that there is a forest inhabited by thousands of monkeys (P. Tumijan et al, 2007:47-48).

AudioVisual Media

Definition of Audio Visual Media

According to Untoroaji, Estu Winantu (2016:39). Reveals that audio-visual media is learning media whose use is carried out by projecting through electric currents in the form of sound (for example radio, tape recorder, telephone, etc.) and media projected onto a monitor screen in the form of images and sound, for example television, video, film and so on. So, the audiovisual media in question is media that can present moving, colorful images that can be heard, simultaneously seen/presented and accompanied by an explanation in the form of writing.

According to Sanaky Hujair AH. (2013: 119) revealed that audio-visual media is a tool that can be used to project moving and sound images. To display a video/film that is used, you will need an assistive device, namely a player/LCD or a device that can display an image of the film or video used. This audio-visual media can increase students' interest in the process of teaching and learning activities because students can listen and understand the material conveyed by the teacher by watching videos/films. While Spiritual, Ahmad. (2006: 97) argues that audio-visual media is modern instructional media that is in accordance with the times or advances in science and technology, in the form of media that can be seen, heard, and which can be seen and heard and can communicate information through verbal symbols (written /oral), visual (body language), and gestures, this media can also train listening, reading, writing, and speaking skills. Then according to Maulida Nindy Hening, (2020: 47) reveals that audio-visual media is a set of tools that display sound and images that students can see and observe, for example, such as films and videos.

From some of the opinions above, it can be concluded that audio-visual media is a visual aid that has sound elements and image elements or that can be seen and heard and can communicate information through verbal (written/oral), visual (body language) symbols, and gestures. such as movies and videos.

Strengths and Weaknesses of Audio Visual Media

According to Sanaky Hujair AH, (2013: 123) visual video media has several advantages and disadvantages, the advantages of this audio-visual media are as follows: Displays real (concrete) learning objects or realistic learning messages, so it is very good for adding experience and learning knowledge. Its nature is audio-visual, so it has its own charm and becomes an encouragement to learn. Very good for achieving the goals of learning skills (psychomotor) students. Can reduce boredom or boredom when receiving learning. Can increase memory retention or retention of material that is conveyed or learned. Easy to use and distribute and duplicate.

Weaknesses of audio-visual media has several weaknesses including:

Procurement requires a relatively expensive cost

Requires a large space

It takes quite a long time

Its use tends to stay in place

Depends on electrical energy, so it can't be turned on everywhere

The nature of communication is unidirectional, so it does not provide opportunities for feedback

It's easy to be tempted to show videos that are entertainment in nature that are not related to learning. Steps to Using Audio Visual Media According to Rivai (2009) in Radjak Fahrilia, (2020: 23) reveals that the steps in using audio visual media are as follows:

Preparation

Make a learning implementation plan

Study the media use manual

Prepare and manage the media equipment used

Provide specific directions for ideas that are difficult for students to understand

Processing of delivery or presentation, use of facilities and determination of evaluation methods .

Focus attention through comments or through an introductory question.

Presentation Implementation

The teacher ensures that the media and all equipment are complete and ready to use

The teacher explains the goals to be achieved

The teacher explains the subject matter to students during the learning process

Avoid events that can disturb the concentration of students.

Present in a timely manner with students' habits or the way they spend their time looking, listening, observing, and interpreting.

Manage the room situation

The teacher gives enthusiasm to see, listen, observe, and start concentrating on the problems at hand.

Follow-up

Things that were asked in the previous preparation step or that were not understood.

Finds the recently repeated section

In which part of the material, students need an enrichment through media distribution assistance.

Measuring learning activities that have been implemented

Activities carried out after the learning process activities take place such as discussions, observations, experiments, exercises and adaptation tests.

RESEARCH METHODS

The research used was classroom action research (CAR) conducted at SDN 1 South Suwawa, Bonebolango Regency, Jl. Muchlis Rahman, Molintogupo Village, Kec. Suwawa, Bonebolango District for the 2020/2021 academic year, which is currently

led by Hasnawati Pongolingo S.Pd. The total number of teachers at SDN 1 Suwawa, Bonebolango Regency, is 11 teachers consisting of 1 school principal, 6 homeroom teachers, 1 PJOK teacher, 1 religion teacher, 1 administration and 1 library. This school is located in front of a main road shaped with the letter U. This school has 10 rooms, which consist of 6 study rooms (grades 1-6), 1 principal's room, 1 teacher council room, 1 damaged library room, and 1 UKS room.

In this research procedure, there are several stages of implementing the action that must be passed by a researcher, namely, the preparation stage, the implementation stage which consists of two cycles, the monitoring and evaluation stage, and the analysis and reflection stage. The research design carried out in this study refers to the guidebook for writing scientific papers at Gorontalo State University in 2013 and the classroom action research design according to Arikunto Suharsimi (2010: 17) reveals that each learning cycle has four learning steps starting from one cycle to the next. starting from planning, implementing, observing and reflecting.

Data collection techniques used are: a). Observations are made to obtain accurate data in a study. In the implementation of this observation includes: Observing students in recognizing the material of gap paragraphs through audio-visual media as part of something whole; Observing students in reading and writing gap paragraphs; Observing students in completing paragraphs in fiction texts; Observing students in writing incomplete paragraphs using fictional texts. b). The test is used to assess the results of student writing done by the teacher at the end of the learning cycle. The test in this study was used to measure the ability to write rump paragraphs using fictional texts through audio-visual media in which there are gap paragraphs that students must work on or answer. The test in question is an assessment rubric in writing gap paragraphs using fictional texts. The scoring rubric used by the researcher to assess the ability to write gap paragraphs using fiction text in grade IV students consists of several aspects, namely diction/accuracy of content, sentence structure, coherence, spelling, punctuation, elements of fictional text and observation process. c). Documentation is data to support the results of this study, including the student attendance list, observations, the teacher's teaching process, the results of the ability to write gap paragraphs using fictional texts, and to describe the atmosphere of the class when learning activities take place use photo documentation.

Data analysis techniques at this stage, the results obtained by researchers both from observation and implementation of actions are collected which are then analyzed so that they are used as a reflection by researchers whether the actions taken have achieved the results set. If the results have not been achieved, improvements will be made to the learning process that has been carried out before. The analysis is carried out in stages and continuously in each cycle the results can be seen, and the analysis that will be used by researchers is the percentage technique as follows (Sugiyono and Hariyanto, 2011:29):

$$NA = NKi = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor ideal}} \times 100\%$$

Information:

NA = Final Value

NKi = Individual Final Value

100% = Fixed Value

RESEARCH RESULTS AND DISCUSSION

According to the results of preliminary observations made by researchers on the ability to write gap paragraphs using fictional texts in class IV of SDN 1 Suwawa Selatan, Bonebolango Regency, most of them are still unable to write gap paragraphs using fictional texts. Of the 18 students, 12 students or 67% were unable to write gap paragraphs using fiction text, while 6 students or 33% were able to write gap paragraphs using fiction text or had reached KKM. The media used in learning in the initial observation are student books and teacher books.

Seeing this, the researcher wants to improve students' ability to write gap paragraphs using fictional texts through audio-visual media and carry out the implementation of cycle I and cycle II by paying attention to research procedures. The results of the research presented in this chapter were obtained from the implementation of class actions in cycle I and cycle II in the form of the ability to write gap paragraphs using fictional texts through audio-visual media, student activities in the form of observation, tests and documentation as well as teacher skills in the form of observation. In the implementation of cycle I was carried out for two meetings. The first meeting was held on Tuesday 16 February 2021. Meanwhile the second meeting was held on Friday 19 February 2021 with a predetermined time of 3x35 minutes. Cycle I consisted of 4 stages, namely the planning or preparation stage, the implementation stage, the observation stage and the reflection stage.

Based on the results of the analysis of the assessment of the ability to write gap paragraphs using fictional texts through audio-visual media in cycle I of the first meeting, it can be said that it has increased from the initial observations but has not yet reached the specified performance indicators, where out of 18 students the number of students who got a complete score or was already capable was 8 people or 44% and still 10 students or 56% who have less grades or have not been able to write gap paragraphs using fictional texts. Therefore the researcher must fix it at the next meeting, namely cycle I, the second meeting. However, after the researcher carried out the research again in cycle I, the second meeting, the results of the analysis of the assessment of the ability to write paragraph gaps using fictional texts through audio-visual media in cycle I, the second meeting could be said to have increased but had not yet reached the set performance indicators, where out of 18 students received Complete or able grades totaled 11 students or 61% and still 7 students or 39% who had less grades or were unable to write gap paragraphs using fictional texts. Therefore the researcher has to improve it in the next meeting, namely cycle II, first meeting. achieve

the expected targets or have been able to achieve the set performance indicators, where out of 18 students the number of students who got a complete score or was already able to total 15 people or 83% and still 3 students or 17% who had less scores or were unable to write gap paragraphs using fictional text.

After analyzing the results of student work, both cycle I and cycle II, it turned out that there were still 3 students who had not been able to determine gap paragraphs using fictional texts including Desri Natalia Kamaru, Iqbal Podungge, and Ismail Katili because these students had not been able to determine the diction/accuracy of content, coherence, spelling, and determining punctuation marks is not correct or has not reached the expected indicators, while the researcher determines an achievement indicator, namely 80%. The solution carried out by researchers and teacher partners is the need for special guidance for students by providing additional hours of study and working with parents of students, who have not been able to write gap paragraphs using fictional texts both in determining diction/accuracy of content, coherence, spelling and define punctuation.

CONCLUSION

Based on the results of classroom action research conducted in two cycles, it can be concluded that the application of audio-visual media can improve the ability to write gap paragraphs using fictional texts for fourth grade students at SDN 1 Suwawa Selatan, Bonebolango Regency. This can be seen in the initial observations of 18 students, 6 students or 33% who were declared capable, and 12 students or 67% who were declared unable. The results in cycle I of the first meeting experienced an increase where students who were declared capable amounted to 8 students or 44%, and 10 students or 56% who were declared unable. Then in the first cycle of the second meeting this number experienced an increase where students who were declared capable amounted to 11 students or 61% and 7 students or 39% who were declared unable. Furthermore, in the second cycle of the first meeting this number experienced an increase where students who were declared capable amounted to 15 students or 83% and who were declared unable to amount to 17% or 3 students out of 18 students in class IV SDN 1 Suwawa Selatan, Bonebolango Regency.

With this, audio-visual media is very appropriate to be used to improve the ability to write gap paragraphs using fictional texts in class IV students at SDN 1 South Suwawa, Bonebolango Regency.

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