

IMPROVING SKILLS OF WRITING DESCRIPTION THROUGH BRAIN-BASED LEARNING LEARNING STUDENTS OF CLASS III SDIT AVICENNA BEKASI-UTARA

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Abstract: Research objectives to improve the results of learning to write the description through learning brain-based learning. The subject of the grade three research in Elementary Islamic school Avicenna North Bekasi. As many as 30 students. data collection techniques used IE test and non-test (observation). Based on a comparison of the results of the final study on cycle I: cycle II as much as 67%: 100%. Comparison of the results of the study are based on an average cycle I: cycle II is 75:89. Comparative score maximum cycle I: cycle II is 82:94. Comparative score of at least cycle I: cycle II is 70:87. Based on a comparison of the results of each study cycle of an increase in the success of the study.

Keywords : *writing skill, description, brain based learning*

Abstrak: Tujuan penelitian untuk meningkatkan hasil belajar menulis deskripsi melalui pembelajaran brain based learning. Subjek penelitian siswa kelas III SDIT Avicenna Bekasi Utara. Sebanyak 30 siswa . teknik pengumpulan data yang digunakan yaitu tes dan non tes (observasi). Berdasarkan perbandingan hasil belajar ketuntasan pada siklus I : siklus II sebanyak 67% : 100%. Perbandingan hasil belajar berdasarkan rata-rata siklus I : siklus II adalah 75 : 89. Perbandingan skor maksimal siklus I : siklus II adalah 82 : 94. Perbandingan skor minimal siklus I : siklus II adalah 70 : 87. Berdasarkan perbandingan hasil belajar tiap siklus adanya peningkatan keberhasilan belajar.

Kata Kunci: *Keterampilan menulis, deskripsi, brain based learning*

INTRODUCTION

Language is the most important means of communication in people's lives. Because through human language can interact with other human beings. Therefore, we as humans are required to be able to use language as a tool to interact as well as communication tools. to be able to master communication with good and true then humans must master the four language skills such as listening, speaking, reading, and writing.

Writing is an aspect of the last of the four stages of language proficiency but writing is part of the most difficult because of the ability in writing, many skills that must be

mastered. In a writing, students can be trained skilled to use of language and well organized

According to Susanto (2015:246) States that "the language skills of the human form done listening, speaking, reading, and writing that provided a wealth of vocabulary, that intellectual activity, the work of an educated human brain". Human language ability is not instinct, not carried since birth, but humans can learn to speak a language, skilled speaks to the need to communicate. So his conclusion language is very important in performing activities of social interaction, language as well as a means of communication, language skills both oral or writing is

very important because as capital in creating the work.

According to Tarigan (2008:4) stated that "writing is a language skill used to communicate indirectly, not in person face to face with others". Writing is an activity that is productive and expressive.

The type of essay consists of five of them; 1) Description essay 2) narrative essay 3) Karanagn exposition 4) by argument 5) by persuasion.

Based on the meaning of writing then writing an essay is the activity done in the composition of words and stringing the corresponding sentence in which each string contains a basic idea into a paragraph. The type of essay that will be used in this research is a description essay.

In learning to write a description of students in demand to dig a lot of information about an object, create or allow the creation of obvious power, describing a particular object or event with clear words. For learning to write descriptions to be fun and learning is not monotonous so that students become bored of needed methods and ways to make students like learning to write descriptions, this way can be done using Learning Brain-Based learning.

Based on the results of the interview on 4 February 2019 conducted researchers in grade III students SDIT Avicenna for learning writing essay descriptions not yet as desired expectations. There are difficulties experienced by the students in writing descriptions such as students are less familiar with punctuation, spelling, wearing letters, students are hard to explain in detail the objects to be written, even still a student who can not analysts Incident from the picture, students are

difficult in pouring ideas and students are still difficult in developing sentences in paragraphs, student motivation is still less so that the results are seen from writing descriptions where the results are still under the standard KKM school ie 73. It is still far from the expected standards.

According to the Slameto (2010:65), methods of teaching teachers who are not goodwill affect the learning of the poor students anyway. The lack of good teaching methods can happen because the teacher is less preparatory and lacks mastering the lesson material so that presenting it is unclear or the teacher's attitude toward the student and the subject is not good. So students are less pleased with the lesson and result in passive and bored students.

According to Jensen (2007:135), Brain-based learning is a multidisciplinary approach to Brain-Based Learning as well as a more parallel learning approach which means it can do with how the brain learns the best naturally. Brain-Based Learning encourages the implementation of carefully designed principles with the consideration of their impact before and after each lesson. When previous learning is repeated, the brain nudge will make connections with new material so that it can increase comprehension and use. Likewise, according to the Serap Tufekci, Melek Demirel in his journal (2009:1) states that (Brain-based learning is a student-centered approach that is presented to assure that the learning of the individual is more effective and lasting. A learning approach, brain-based learning is based on the structure and function of the human brain.

Different than traditional methods, brain-based learning emphasizes meaningful learning instead of memorization. In other words, the brain does not easily learn things that are not logical or the meaningful and that structuring constructing is important) brain-based learning is a student-centered approach that is presented to ensure it is learning More effective and lasting individuals. As a learning approach, brain-based learning is based on human brain structures and functions. Different from traditional methods, brain-based learning is more emphasis on learning meaningful memorization. In other words, the brain is not easy to learn things that are not logical or meaningful and that the structuring of construction is important. So learning brain-based learning is learning that helps students easily understand lessons through brainwork where the brain builds and connects old information and new information, brain-based learning also emphasizes on Meaningful learning. Because learning to write descriptions requires students ' ability to explain an object and describe an object it needs improvement in the learning process through innovative learning models, in this case, the model Brain-Based learning in this learning model of brain-based learning can facilitate brain performance, so students are interested in learning. As for arbitral learning in brain-based learning in action research through several stages including.

In implementing the model of Brain-Based Learning, several things should be considered because it will be very influential in the learning process, namely environment, movement and sport, music, games,

mind map, and the appearance of the teacher. The phases of learning using the Brain-Based Learning approach are 1. The First stage of pre-exposure. Or preparation that provides a framework for new learning in preparing the learning brain with possible connections. A review of the subject and a visual precedent. 2. The second phase of the acquisition of information providers and indirect means such as providing information sheets. 3. Stage three elaboration. The elaboration stage explores the interconnection of the Topok-topic and encourages deeper understanding. 4. in the fourth stage of memory formation, the learning is incubating and inserting memory. This stage emphasizes that the rest time and time to repeat are important. 5. The fifth stage of functional integration. it reminds us to use new learning to get stronger and more expanded.

From some of the problems that researchers find based on the observation of low student ability in writing descriptions, researchers aim to implement brain-based learning to improve their writing description skills Class III students at SDIT Avicenna in Bekasi-North. Where the research is based on many students who have not been able to write descriptions well and correctly evidenced by the learning outcomes that are still under the EMBASSY. Researchers aim to use brain-based learning as Leff and Nevin are quoted from Jensen (2008) stating that Brain-Based Learning can encourage students to use thinking skills. Brain-based learning is capable of creating a learning environment that challenges students ' thinking skills, creating a fun learning environment. Creating an

active and meaningful learning situation for active learning.

RESEARCH METHODS

Research subject

The subject of this research student grade three SDIT Avicenna Bekasi-Utara with a total of 30 students, of which male students amounted to 16 and 14 women.

Place and Time research

This research will be held in Elementary Islamic School Avicenna Villa Indah Permai block. G1. North Bekasi time of study carried out semester II (two) of the school year 2018-2019

Design Research

Sukardi (2003:214) stated that the model was developed by Stephen Kemmis and Robin Mc Taggart on tahun 1988. They use four-component research actions. (Planning, action, observation, and reflection) in an intertwined spiral system. In this research, researchers will use a research method i.e. research action class with a research model of Action Class (PTK) Kemmis & Mc Taggart. As for the process or framework consisting of a. Planning, B. Action, C. Observation, D. Reflection. Here is an overview of the Kemmis PTK model & Mc Taggart.

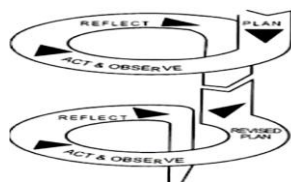


Fig. 1. Model Spiral Research measures Kemmis and Mc Taggart

A. Action Research Procedure

After making the research plan then the researcher further makes the procedure of research action.

Kemmis Research model and Robbin Mc Taggart. This model has four stages of activities including planning, action, observation (observation), Reflection (FLC).

A). First stage: Planning (Plan)

Researchers with collaborators formulate issues and discussions to identify issues that arise with regards to writing a descriptive essay. Designing learning Writing essay descriptions using Brain-Based Learning learning. Discusses the implementation of brain-based learning models with the help of image media. Prepare examples of mind maps as a method of developing a potential brain of students to convert a description essay. Preparing instruments (tests, observation sheets, polls, field notes).

b). Second Phase: Action Implementation (Act)

The actions in this study write descriptions through brain-based learning models. The implementation of this research action takes place in the classroom. The step-by-step research measures using brain-based learning.

1. the First stage of pre-exposure or preparation. Teacher displays the media of the description in the form of mind map related to the theme "Natural events" mind map is shown to facilitate students in making sentences. Teachers give questions related to the pictures that are in mind map to stimulate the students ' brains. Teachers explain how to develop sentences through word selection. The idea of being paragraph and paragraph into a bouquet.

2. the Second stage of acquisition.

Teachers divide students into groups. Teachers share drawings and blank sheets of paper. Students discuss in groups write a description in the form of a mind map based on the theme defined by the teacher

3. Third stage Elaboration

Students present the results of group discussions in front of the class. Another student was listening to another group presentation. Other students give feedback and suggestions from the results of writing descriptions made by the advanced group.

4. Stage Fourth Memory formation

Students watch the video to motivate students in learning. Teachers give pictures of natural events

5. The Fifth stage of functional integration

Students and teachers conclude the material that has just been studied. Students expressed his opinion of the recently given learning

6. Cover

Teachers with students perform small celebrations such as clapping "Pat

c). Observation (observe)

Observations were made during the auction. Teachers of collaborators and researchers observe the learning atmosphere and reaction of students in the implementation of the practice of writing descriptions. Student activity is the main focus of observation. Researchers use observation instruments, such as observation sheets with field records. Recording of students '

photos and writings in the form of writing descriptions into one of the data that will be analyzed as an observation result on cycle actions.

d) Reflections (reflect)

Reflection is done by researchers and collaborator teachers to assess the success rate of writing decryption through brain-based learning. Researchers and teachers discuss to understand the processes, constraints, and problems encountered in the implementation of the action. Shortcomings and constraints during the ongoing research will be discussed and sought after the solution as a foothold for the next cycle.

Instrument Research (data Collection Tool)

The source of data used by students, teachers, and associates. Data collection techniques in this research are from tests and now test and data collector tools. Types of instruments used are Tests, observations, interviews.

Data Analysis Techniques

Qualitative data analysis techniques are used using qualitative descriptive techniques. Qualitative data in the form of observation and a quantitative data analysis interview was obtained from the initial test results and final tests. Preliminary tests and final tests were conducted before and after students were given an act of learning to write descriptions with learning brain-based learning. This Data is a scoring ability to write descriptions. The Data in the form of writing a description score is analyzed by searching for average (mean) and

percentage, and then created tables and diagrams so that students can know the ability to write descriptions.

Success criteria measures

The criteria of product success in writing descriptions using the benchmark criteria of Minimal guidance (KKM) in the school, namely the achievement of the value of 73. The success of the product is achieved when at least 75% of students following the learning process have reached the KKM, which is ≥ 73 .

RESULTS AND DISCUSSION

After the action in cycle I found learning results writing using brain-based learning is based on the table below:

Table 1. Frequency distribution Results Learn to write descriptions at the stage of action cycle I grade III students of SDIT Avicenna Bekasi-North

NO	Interval	Frekuensi (fi)	Nilai tengah (xi)	fi xi	Presentase (%)	Keterangan
1	68-72	10	70	700	33.3%	Di Bawah KKM
2	73-77	1	75	75	3.4%	Di Atas KKM
3	78-82	19	80	1520	63.3%	Di Atas KKM
	Jumlah	30		2295	100%	
		NILAI RATA-RATA = 2257			75%	
		Ketuntasan Klasikal = 20: 30x 100			67%	

On the frequency distribution table of the results write a description through learning brain-based learning students after the action on the cycle I average value of learning results got 75. And the classical distance of 20 students is 67%. As for the students who enter at intervals 68-72 as much as 10 students or 33.3% and 10 students are entered in the category is not completed or under

KKM 73. Students who enter the interval category of 73-77 as many as 1 student or 3.4% and students in this category the ability to write the description above the KKM 73 or complete. As for the students entered intervals of 78-82 as much as 19 or as much as 63.3% and students at this interval entered in the category above the KKM 73. On cycle, I action there is an increase from pre-action. Based on the results of the pre-action number of students who have the skills of writing descriptions as much as 3 students and on the I cycle action the ability of the student increased to 20 students, and on the cycle I there are still students who have not achieved the ability to write Description of a number of 10 students for that required action to cycle II to further improve student learning outcomes.

After research activities on the, I cycle in learning to write descriptions with brain-based learning are performed twice the meeting. Then the researcher's and teacher's collaborator evaluates the outcome of the action in the cycle I. Reflection (Based on observations during the process of the ongoing research activity. Observations of learning results write students after the action cycle I.

(Observation)

Observations were conducted during the study, researchers observed student study activities, student behavior, student activities, and student seriousness during the study activities. The activity in the cycle I still found is that students are still many who do not understand how to determine the underlying idea or the basic idea in the paragraph, spelling writing is still

a lot of the right. There are still many students who are not serious about discussions with their group mates,

Reflection

Cycle I is based on of observation results. The learning process of writing a description in a process does not last easily, but facing some obstacles. At the beginning of the implementation process, students have not understood the meaning of writing descriptions, students also still ask a lot about the picture given, the students asked a lot of what picture was given and what events happened to the picture so researchers guide Students in understanding the image to make its title. Likewise, when creating a mind map for the skeleton of some students is still confused so that the researcher explains back how to create a mind map that will be developed in writing.

In general, the learning process of writing students ' descriptions goes pretty well, and students look easier in the process of learning activities. Learning Brain-Based learning is very helpful to facilitate students in developing sentences, paragraphs so that the writing results become more interesting to read. Students seemed so enthusiastic about doing.

Results of activities based on researchers ' observations during the cycle I activities taking place by using brain-based learning students look so enthusiastic and happy in doing assignments, students discuss in groups and active in learning. Based on this observation, learning brain-based learning will make learning activities become active and not passive.

Based on the learning results can be seen the comparison of the pre-action process where the average student score has a value of 56.73 and this has not fulfilled the standard value of the KKM in schools with KKM 73. The results of the learning in cycle I got a score of 79.63 and this has reached the KKM even more than the KKM, although the average student learning results have reached the KKM 73 with an average value of 79.63 but some students still get the value of KKM 73, For that it takes the 2nd cycle activity to further improve student learning outcomes entirely.

Siklus II

Based on the test results performed after the II cycle is increased when compared with this I cycle can be seen from the results of the table below.

Table. 2. Frequency distribution Results Learn to write descriptions at the stage of Action cycle I grade three students SDIT Avicenna Bekasi-North.

NO	Interval	Frekuensi (fi)	Nilai tengah (xi)	fi xi	Presentase	Keterangan
1	86-90	19	88	1672	63.3%	Di Atas KKM
2	91-95	11	92	1012	3.4%	Di Atas KKM
		30		2684	67%	
		NILAI RATA-RATA =2684			89.47	
		Ketuntasan Klasikal =30: 30x 100%=			100%	

Based on the results of the frequency distribution in cycle II it can be seen that the average achievement of student learning is 89.47. As for students in the value range, 86-90 amounted to 19 students with a present number of 63.3%. And students in the value range 91-95 as much as 11 students or the present amount by 3.4%. On cycle II based

on the results of frequency distribution can be concluded that learning to write a description through learning brain-based learning occurs which increase when pre-action only 3 students who access skills Wrote the description reached KKM 73, in cycle I occurred an increase of 20 students achievement writing skills in the above KKM 73. But in this cycle, I still have students who access the skills of writing their descriptions above the KKM after repeated action in the cycle II student learning Results many 30 students reached a value above KKM 73. This signifies the achievement of a descriptive writing skill through excellent brain-based learning. Here is the result of writing a description of grade three students SDIT Avicenna Bekasi-North Following is a comparison of values ranging from pre-action, cycle I and cycle II

Reflection

After the action on the I and II cycles, the researchers and teachers of the Colabolator discussed the results of student writing skills and the learning process of writing description using brain-based learning. Based on the results of the actions of both cycles I and II, there is a good increase in the process and also the writing results of each cycle.

Based on the results of the skill write description found an increase from each cycle. The improvement is seen when the learning process starts from the brain-based learning stage process that is at the pre-exposure stage where students are active when researchers ask questions, when initiation and acquisition stage of students are active in Discuss, all participate in writing descriptions. In

the elaboration stage students are active in presenting the results of writing descriptions, visible students are easy in explaining the objects that are written and the choice of words, sentence structure, unity of sentences, unity paragraph already looks good results. and on Memory formation stages students can describe the results of writing their descriptions in front of the class.

In terms of learning results, there is an increase in every action that has been done starting from the action cycle I with the average score of 70.60 and in cycle II achievement score gets 90. And this signifies the increase gained from Each cycle. In the cycle I still have 10 students whose achievements are still below the KKM 73, is in cycle II there is an increase in the achievement of students with the total results reached above KKM 73.

Inferred

Based on the results of research and discussion can be concluded that there is an increase of learning outcomes skills write description through the learning of brain-based learning conducted in class III SDIT Avicenna North Bekasi. Based on the results of observation and also the outcome of actions in cycle I and also cycle II. The visible increase of the difference in the results obtained, in the average cycle I of the student score reached 75.23% or as much as 20 students in value above KKM73, the Min value is 70 and the max value of 82, is on the cycle II average student score 89.47% or as much as 30 Student value above the KKM 73, the Min value of 87 and the Max value 94. The increase gained from cycle I to cycle II is 14 scores. The

success of this research is based on the achievement of the results of 73. In this study, 100% or all students complete their learning outcomes.

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