

THE ABILITY OF WRITING CHILDREN IN RELOCATION OF SIOSAR**Halimatussakdiah⁴¹, Laurensia Masri Parangin-Rangin⁴²***Surel: halimatussakdiahnst11@unimed.ac.id***Abstract**

This study aims to improve the writing ability of the victims of Sinabung mountain disaster in Siosar Relocation. In fact, writing ability in elementary school children of disaster victims of sinabung is very low. The average score of writing ability is 58.25. Obstacles to note the causes of low ability of children is a less precise learning techniques. Classroom learning seems to focus on the teacher. Teachers in the classroom are considered the main source of knowledge, without facilitating children with learning media so that in teaching tend to be conventional. This research method is descriptive qualitative. Data collection techniques are test, observation, and field notes. The research instrument is performance test and observation sheet. The results of the study were: improving children's writing ability, teachers can evaluate the low ability of children's writing, teachers are motivated to make learning media big books, and provide feedback in an effort to improve learning outcomes in Indonesia at school

Keywords: *Writing ability, elementary school children, relocating siosar.*

Abstrak

Penelitian ini bertujuan meningkatkan kemampuan menulis pada anak korban bencana gunung Sinabung di Relokasi Siosar. Kenyataan yang terjadi, kemampuan menulis pada anak sekolah dasar korban bencana sinabung sangat rendah. Nilai rata-rata kemampuan menulis 58,25. Kendala yang perlu diperhatikan penyebab rendahnya kemampuan anak adalah teknik pembelajaran yang kurang tepat. Pembelajaran di kelas terlihat cenderung berfokus pada guru. Guru di kelas dianggap sumber utama pengetahuan, tanpa memfasilitasi anak dengan media pembelajaran sehingga dalam pengajaran cenderung bersifat konvensional.. Metode penelitian ini adalah deskriptif kualitatif. Teknik pengumpulan data yaitu tes, observasi, dan catatan lapangan. Instrumen penelitian yaitu tes unjuk

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kerja dan lembar pengamatan. Hasil penelitian sebagai : peningkatan kemampuan menulis anak, guru dapat mengevaluasi kendala rendahnya kemampuan menulis anak, guru termotivasi untuk membuat media pembelajaran big books, dan memberikan umpan balik dalam upaya meningkatkan hasil belajar bahasa Indonesia di sekolah

Kata Kunci: Kemampuan menulis, anak SD, relokasi siosar.

INTRODUCTION

Indonesian language learning in primary school is one of the main lessons that will provide the foundation for students' learning process. Besides being the language of instruction in learning process in school, Indonesian language is also the language of national unity and language whose position and function is regulated in the laws of the unitary state of the Republic of Indonesia.

One aspect of language skills that is crucial in its role in generating future generations that are intelligent, critical, creative, and culturally is writing skills. By mastering writing skills, learners will be able to express their thoughts and feelings intelligently according to the context and situation when he is writing. Writing skills also give birth to a speech or utterance that is communicative, clear, coherent, easy to understand and systematic. Especially teachers who play a strategic role and position in learning both as a designer, manager, and implementer of learning is expected to create conditions, and can implement various learning strategies so that students feel happy and interested in the learning process of Indonesian language.

In fact, writing skills in elementary school children of disaster victims in Siosar relocation are very low. The results of the Siosar elementary school students are far from expectations, the average score of writing ability is 58.25. Obstacles to note the causes of low ability of children is a less precise learning techniques. Classroom learning seems to focus on the teacher. Teachers in the classroom are considered the main source of knowledge, without facilitating children with learning media so that teaching tends to be conventional. So the creativity of children in the learning process to be reduced either. Furthermore, another constraint is that there are factors influenced by the occurrence of mountain

disaster sinabung so that children in relocation in siosar experiencing trauma and limited facilities and supporting facilities in school.

The low level of writing ability of children, confirming that the moment is needed a creative learning media, which can produce more meaningful learning for students. One of the proper learning media, which can be used to improve children's writing skills is the Big Book learning media. It is a great storybook, both text and images, and has a simple, colorful text pattern. Teachers easily attract students to focus on the reading or story to be written. Learning to write with Big Books media can add to the excitement and joy of children in school learning activities, so that children forget the trauma of the disaster they have experienced and improve their writing skills. Thus, this study focuses on "The Reading Capability of Primary School Children in Siosar Relocation".

METHOD

This research method is qualitative descriptive. The timing of the research is carried out from June to August 2017. The research location at SDN No. 047175 Siosar Brand District Karo District of North Sumatra Province. This location is an area of relocation of Sinabung disaster victims, is considered to represent schools located in the suburbs of villages affected by the Sinabung disaster. Source of data in this research is Sinabung relief children in Siosar Relocation amounting to 39 people. The data were collected using several techniques. The data collection techniques used by researchers are: test, observation and field notes.

The research instrument is used to measure the extent to which Big Books media play a role in improving children's writing skills. The tool used by researchers as data collector is performance test. Researchers with teachers choose to use performance tests because the measured aspect is the ability to write. Students write one by one reading in Big Books. Meanwhile, teachers assess the students who are writing. In the assessment, the teacher uses the grid of the initial writing scoring instrument so that the results obtained are appropriate. The grid of the assessment instrument is useful as a benchmark for teachers in grading students objectively.

The success criteria of this research is marked by the improvement to the better, both the learning done in the classroom and the learning atmosphere. Indicator of this research is improvement of writing skill both from process and result. The research is said to be successful if it meets the criteria as in the above table that is 75% of students got value above KKM. The KKM in SD for the subjects of the Indonesian language is 66.

DISCUSSION

Implementation of research done by giving pretest (preliminary test) with aim to know student ability and difficulties experienced by student in writing.

1) Preparation Phase

Before the literacy learning process, teachers prepare learning tools, among others, to make: annual program and semester program, syllabus, and learning implementation plan (RPP). Annual programs and semester programs have certain components of competency standards (SK) and basic competencies (KD) that must be achieved within a certain timeframe. Syllabus contains a decree that will be developed by the teacher specifically, namely KD. Indonesian language and literature learning SK developed in the aspect of language and literature. The decree compiled in the syllabus includes four KDs, namely: reading, writing, listening, and speaking. The translation of the decree is outlined in the form of annual program and semester program, syllabus, and RPP. No less important researchers to prepare the Big Book media that will be used as a medium of learning in achieving innovative learning in an effort to improve the ability to read and write students in grade I and II SD SDN 047175 Siosar, which is a disaster victims sinabung in Siosar relocation.

2) Implementation Phase

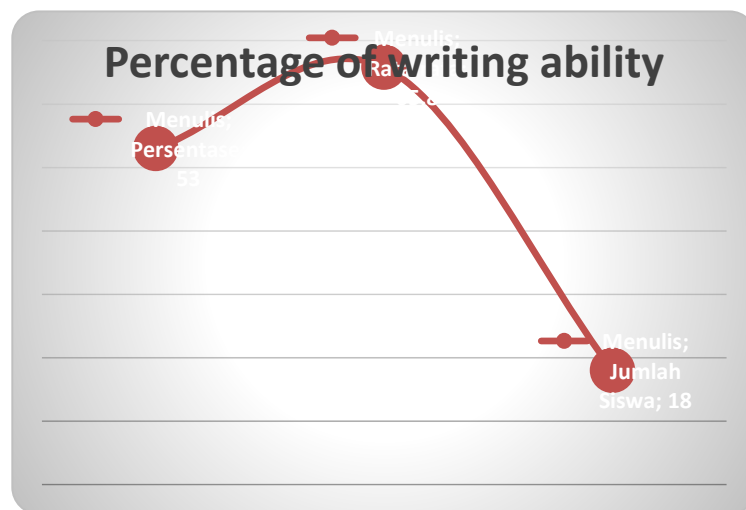
The general purpose of literacy learning is to provide reading and writing skills to students as a provision in the form of real experiences in reading and writing. Therefore, the implementation of learning to read writing is inseparable, in other words into one unity. The learning steps using Big Books

make it easier for teachers to teach. The steps of learning by using Big Books are as follows:

- a. Teachers who create Big Books themselves can create stories to be written into Big Books. The story is a simple story that is suitable for class I SD. It could also be a story that has been known to students so they better understand the course of the story.
- b. After making the story, the teacher can use poster paper, manila, cardboard and cardboard for the front. Big Books is a big book, so teachers have to draw story patterns on big paper
- c. The teacher describes the series of stories on paper. Can also attach clip art or pieces of images from used magazines. The image on the front can be covered with a patchwork to look like a thick tale book. The finished paper is drawn and then put together with a regular spiral or bond so it is easy to turn back.
- d. Big Books are used for teaching, teachers first show the front cover and make students have a high curiosity. Teachers can ask what students are observing on the cover of Big Books. Students then raise their opinion with simple words. Teachers continue to provoke students to increase their curiosity and focus on lessons. Teachers can write on board the student's predictions about the story content in Big Books.
- e. Furthermore, the teacher starts reading the title and author's name to add predictions from the students. It aims to make the classroom look familiar with the open response. Teachers also associate the knowledge that students have with the title Big Books.
- f. The teacher begins to read the story aloud and expressively so that students can focus on the story. The teacher also shows a picture illustrated the story so that students know exactly how the story. Students listen without interrupting to the end of the story.
- g. The teacher asks how the content of the story he has read is interesting or not. Students start expressing their reactions.

- h. The teacher invites students to read together in a classical loud voice. Master points to every word that is read.
- i. The teacher tells the students to read the story in groups so that the students really understand the story.
- j. Teachers appoint students one by one to read. Reading over and over can improve students' skills.
- k. The teacher develops the ability to read and write children, by instructing the child to rewrite the story that has been read, then what is written the child retold the contents of the story in front of the class.

The ability of children in writing is still low with the average value of student learning outcomes 65.8 with a complete number of students as many as 18 people (56%) and unfinished 14 people (44%).



Writing Ability $P = 17/32 \times 100\% = 53\%$ (completed), average score 65,8 and number of students who can afford as many as 18 people. Thus the level of ability of students in writing is still very low. Although there is an increase in reading ability of this study but has not produced adequate results.

Furthermore, the percentage of observations at the time of teaching and learning activities are: $P = 23/26 \times 100\% = 63.88\%$ and the rating category is less. Thus it can be concluded that during the learning process took place 63.88% of

student activity has been running. However, it is necessary to make some improvements on the parts that are considered still very less.

3) Evaluation Phase

Based on the results implementation and observations made this study the researcher conducted an evaluation of all activities of this study which results are:

This study the percentage level of overall student is still considered low then it needs to be improved by conducting research

This research researchers have not achieved the desired indicators in the learning process. This study of students who actively express their opinions are still relatively small.

CONCLUSION

The conclusion of this research is the application of big book media can improve the writing ability of the victims of Sinabung mountain disaster in Siosar Relocation. This can be seen from the percentage of classical completeness of more than 75% which means that writing learning has been completed.

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