



THE INFLUENCE OF PAIKEM GEMBROT APPROACH FOR THE SKILL OF WRITING DESCRIPTIVE FOR THE STUDENTS GRADE V IN ELEMENTARY SCHOOL

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Abstract

The problem in this research based on the fact that the low of skill writing essay description of students on leaning Bahasa Indonesia in grade V in Elementary School Lambung Bukit Padang City. This study discusses whether there is influence of writing skill description of student description using approach of PAIKEM Gembrot with learning using konvensional methods on learning Bahasa Indonesia for the students grade V. This study is using Quasi Experimental Design with of *Randomized Control Group Only Design*. Population in this study were all of students grade V in Elementary School Lambung Bukit Padang City in the first semester. Sampling is done by saturated sampling technique (total sampling) that is grade VB as experiment class and grade VA as control class. The experiment class are consist of 19 students and control class are consist of 19 students. The experiment class is treated using an approach PAIKEM Gembrot in the skill of writing the description while the control class uses the konvensional method. The based on data analysis obtained the test results of data from the sample class that is distributed normal and homogeneous. Then tested the hypothesis with t-test pointed $t_{count} = 3,0983 > t_{table} = 2,02809$, then the hypothesis or H_1 be accepted, evidenced by the of approach PAIKEM Gembrot influence the skill writing description of student grade V Elementary School 10 Lambung Bukit Padang City school year 2017/2018.

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1. Introduction

Writing skills is basically a skill in summarizing and composing words so that it becomes a unified whole. The types of writing are numerous such as writing descriptions, writing narratives, writing persuasion, writing expositions and others. One of the types of writing that focuses on the author's study is writing descriptions. Write a description is to write an essay by telling the state according to the original so that the reader can feel what is felt by the writer (Taufina, 2016: 71). Writing descriptions can also be used if the writer wants to describe the shape, nature, and taste of the thing observed.

From the description, writing has a more specific meaning of pouring thoughts or feelings into the form of writing, it means that students are expected to be able to make writing as a tangible form of learning the focus of writing language in the form of a material essay. Writing skills require complex abilities, writing a simple essay even demanding to the author, the ability to understand what to write and how to write it. The problems that are often faced by students is related to the contents of the essay and the use of language and forms of essay.

Based on the observations made in class V SD N 10 Lambung Bukit Padang City on Thursday, July until Saturday, July 22, 2017, found problems in learning Indonesian especially in writing essay





description: (1) students still difficult to pour ideas or ideas in the form of essays. The ideas are sometimes still unstructured and well detailed so that the disclosure is less coherent. (2) the learning process is less varied, the teacher still uses the conventional method in the learning so that the students feel lazy and saturated. (3) in the process of learning to write an essay, the teacher has not been creative in making media and tools. (4) in writing skill less supervised by the teacher makes student activities not directed, even often confuse the students. It can be seen on the value of daily replication of Indonesian Semester 1 Students Class V SD N 10 Lambung Bukit Padang City Academic Year 2017/2018.

Based on the findings can be seen that the results of the daily test value of Indonesian Semester 1 Student Class V Elementary School 10 Lambung Bukit Padang City Year 2017/2018. The percentage of completeness is below the Minimum Exhaustiveness Criteria (KKM) defined by the school for the Indonesian language subjects is 76. Class VA and VB have the same percentage of completeness that is 47% complete and 53% not complete. This is because in the process of writing found in elementary schools is usually less attention. In fact, at the prewriting stage the teacher directly instructs students to write essays according to their wishes, so the writing process is straightforward at the writing stage. Meanwhile, at the post-writing stage a student essay is collected instantly without any revision process. Though ideally, the process of writing consists of three stages of prewriting, while writing, and post-writing. At the prewriting stage students are asked to determine the theme of the essay to be made. So at the stage when writing students easily pour his ideas well. Meanwhile, at the post-writing stage the teacher does a revision of the essay written by the student and then the student is asked to read it in front of the class.

The above problems cause less well-achieved learning objectives. For the purpose of learning can be achieved well, then applied a creative and fun learning approach. One way that can stimulate students' skills in writing descriptions by using the PAIKEM Gembrot approach. According to Rusman (2012: 322) "PAIKEM Gembrot is an abbreviation of Active, Innovative, Creative, Effective, Fun, Joyful and Weighty Learning". With the PAIKEM Gembrot approach, the implementation of Indonesian language learning, especially in writing the description of the description becomes more fun because students can think critically, creatively, and innovatively so that students can write a description of the description well and correctly and will facilitate students in pouring ideas or ideas into the writing of the description. PAIKEM Gembrot approach is expected to develop the skill of writing descriptions in class V SD N 10 Lambung Bukit Padang City, and can overcome the difficulties of teachers in teaching Indonesian language, especially writing skill description.

Based on the above description, we need a research to know the influence of PAIKEM Gembrot approach to writing skill description in class V. Therefore, the authors are interested to conduct experimental research with the title "Influence PAIKEM Gembrot Approach to Skills Writing Essay Description Student Class V SD N 10 Lambung Bukit Padang City".

2. Literature Review

Writing Authors Description

The word of description comes from the language describere which means to describe or give something. According to Suparno (in Taufina, 2016: 71) Description is a form of writing that describes something in accordance with the actual situation, so that readers can image (see, hear, smell, and feel) what is depicted in accordance with the image of the author. Meanwhile, according to Rahardi (2009: 166), said that "essay description that describes or describes what is seen in front of the author's eyes". The essay of this description is loyal to the layout or layout of the object it writes.





Based on the above description can be concluded that the article description is a form of writing that expresses the thoughts and feelings of the author in a unified whole like happy, afraid, sad, and so on, based on careful observation and preparation of the right sentence. In general the essay of description rarely stands alone, the form of writing is always a part in other forms of writing and interrelated. According to Kurniawan (2007: 10), the purpose of the description is to form images through the expression of language and imagination of the reader in order to imagine the atmosphere, people, events, and understand a sensation or emotion. While Taufina (2016: 170), said that essay that aims to describe something written in an essay description. Based on the above description can be concluded that the purpose of the essay description is to describe an object with the aim that the reader as if to see the object itself described.

3. Characteristics of PAIKEM Gembrot Approach

Using a correct approach, please note the characteristics of the approach. Each approach has its own characteristics as well as the PAIKEM Gembrot approach. The characteristics of PAIKEM Gembrot according to Jauhar, (2011: 151) are: a) Student-centered, ie the teacher is only a facilitator not a speaker, the focus of learning on students is not on the teacher, students learn more actively, students control the learning process and producing his own work, not only quoting from the teacher, b) learning fun (joyfull learning), c) learning that is oriented towards the achievement of a certain ability (competency-based learning), d) to study thoroughly (mastery learning), e) continuous learning, f) learning in accordance with the present and contextual learning.

According Basir (2010) states that PAIKEM Gembrot, has 4 characteristics: experiencing, communication, interaction, and reflection in the implementation PAIKEM Gembrot all four characters must appear and run well. The opinion is confirmed by Rusman (2010: 327), if in learning there are four aspects of communication, interaction, experience, and reflection, then criteria PAIKEM Gembrot fulfilled. Based on the above description can be concluded that the characteristics of the approach PAIKEM Gembrot include the approach PAIKEM Gembrot more oriented to students to be actively involved in the learning process and teachers conduct and create an effective and efficient teaching and learning situations that make learning more interesting, fun and suitable for students.

Active learning, innovative, creative, effective, joyful and weighty have advantages according to Akhmat, Sudrajat (2008: 6) the advantages of approach PAIKEM Gembrot this is "make the classroom atmosphere is not rigid, not boring, not scary, so the lesson does not become burden by students, make students feel at home and foster feelings of pleasure in learning".

The Implementation of learning with PAIKEM Gembrot approach there are several steps taken. The steps of PAIKEM Gembrot's approach proposed by Hasponizar (2004: 7) are described as follows:

- 1) Designing learning activities that encourage students to play an active role in learning.
- 2) Ability to use learning aids and diverse learning resources.
- 3) Provide opportunities for students to develop skills.
- 4) Ability to give students opportunities to express their own ideas.
- 5) Associate learning with student experience.
- 6) Conduct assessment of learning to students.

2. Methodology

In accordance with the problems and objectives to be achieved in this research, then the type of research conducted pertained to experimental research. According Sugiyono (2009: 107) experimental research is "research that the treatment (treatment) used to seek the influence of certain treatment against others in





controlled conditions". According Arikunto (2010: 9) experimental research is "research in question to determine the presence or absence of a result of a treatment".

The design used in this research is the research "Quasi Experimental Design" that is "Randomized Control Group Only Design". According to Suryabrata (2014: 104) describes "Randomized Control Group Only Design" is a sample divided into two groups, namely experimental class and control class. The treatment given to the experimental class is using the PAIKEM Gembrot approach while in the control class using conventional learning

3. Findings and Discussion

This research was conducted from August 25 to August 26, 2017 in VB as an experimental class and from 08 September to 09 September 2017 in VA class as control class. The experimental class is given treatment by using PAIKEM Gembrot approach (active learning, innovative, creative, effective, fun, joyful and weighty) whereas in control class is not given any treatment means still use the learning used by teachers in teaching. Different treatments between the two classes are intended to determine the effect of the student's writing skill. Before the research activities conducted first the researchers determine the material to be taught. The material chosen in Indonesian learning is about writing a description essay. In addition, researchers also prepare instruments used in research, such as student worksheets and group discussion sheets contained in the lesson plan (RPP). The RPP created for the experimental class uses the PAIKEM gembrot approach, while the RPP for the control class uses conventional learning.

4. Data of Writing Skills Writing Description

The description of the students is done with the research instrument of writing skill written by the students description consisting of Prewriting, writing, Pasca writing. Assessment of student's description writing skill was given to the two sample classes followed by 38 students, 19 experimental class students and 19 control classes. The skill of writing a description essay on the VB class that carries out the learning using the PAIKEM gembrot approach and the VA class that carries out the learning using conventional learning. The value of writing skill description for the experimental class and control class. From the description writing skill, the average value (\bar{x}), standard deviation (S), the highest score (x_{maks}) and the lowest score (x_{min}) for the two sample classes are presented in table following:

Table 1. Results Calculation Data Writing Skills Essay Description

Class	\bar{X}	N	S	X_{maks}	X_{min}
Experiment	81,54	19	8,75	95,84	61,46
Control	72,09	19	10,43	89,59	54,17





Table shows that the average writing skill of the students' description of the experimental class ($\bar{x} = 81.54$) is higher than the average writing skill of the control class student description ($\bar{x} = 72.09$), the experiment class standard deviation ($S = 8.75$) is smaller than the standard deviation of the control class ($S = 10.43$), it indicates that the experimental class has a small diversity, thus causing the scattered student scores not too far from the average class. Furthermore, the highest score of the experimental class ($X_{\max} = 95.84$) is higher than the control class ($X_{\max} = 89.59$), as well as from the lowest scores obtained by the experimental class students ($X_{\min} = 61.46$) higher than the class control ($X_{\min} = 54.17$). The average comparison of the experimental class and control class can be seen in the following diagram 1:



Figure 1 . Comparison of The Experimental Class

Discussion

Prewriting

At this stage that is concerned is to determine the theme of the subject matter or issues that animate the whole article, considering the purpose or purpose of writing to entertain or provide information, pay attention to the target of the essay (the reader). Based on the analysis that has been done, the average value of prewriting in the first experimental class meeting is 82.89. while the control class is 73.68. Meanwhile, at the second meeting obtained the average value of pretreatment experimental class of 89.47, while the control class of 76.32.

While Writing

At the stage when writing students are asked to write an essay description according to a predetermined step. Based on the analysis that has been done, the average value when writing at meeting I experiment class is 72,36, while the control class is 62,83. Meanwhile, at the second meeting obtained the average value when writing the experimental class of 81.91, while the control class of 63.16.

Post Writing

In the post-writing stage students are asked to read the poem to the front of the class. Based on the analysis that has been done, the average value of post-writing in the first meeting of experimental class is 80.26, while the control class is 77.63. Meanwhile, at the second meeting obtained the average value of post-writing experimental class of 84.21, while the control class of 78.95. Based on the data analysis obtained





from the results of hypothesis testing proved that there is influence PAIKEM Gembrot approach to writing skill description in class V SD N 10 Lambung Bukit Padang City. This can be seen from the average of 81.54 experimental class and 72.09 control class. The difference can be seen through hypothesis test that is t-test. Where in the t-test obtained $t_{\text{count}} = 3.0983 > t_{\text{tabel}} = 2.02809$. Thus H_0 is rejected and H_1 which reads "there is influence PAIKEM Gembrot Approach to the skill of writing essay writing description of grade V SD N 10 Lambung Bukit Padang City" accepted. Acceptance H_1 indicates that learning by using this PAIKEM Gembrot Approach can be applied in schools to improve the writing skills of student description descriptions.

From the learning process conducted using the PAIKEM Gembrot approach in the experimental class and learning without the approach of PAIKEM Gembrot (lecture method) in the control class, it is understood that the skill of writing descriptions in class V SD N 10 Lambung Bukit Padang City has different result. Because these two ways have different effects in improving students' writing skills. The influence of the PAIKEM Gembrot approach is greater than the conventional way (lecture method). This is in accordance with the opinion of Istarani (2014: 58), which states that in the conventional way (method of lecturing) students are not much involved both in terms of thinking and acting .. It is in accordance with the opinion Sudrajat (2008: 6) approach PAIKEM Gembrot make the atmosphere classes that are not rigid, not boring, not scary, so the lessons do not become a burden by students, make students feel at home and foster a sense of fun in learning.

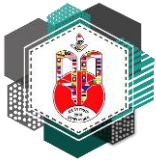
5. Conclusion

Based on the results of research that researchers do, it can be concluded that the data obtained Significance value with $t_{\text{count}} = 3.0983 > t_{\text{table}} = 2.02809$. It can be concluded that H_1 is accepted or there is influence of PAIKEM gembrot approach to writing skill written by student description. From the result of research proved that PAIKEM Gembrot Approach give influence to skill of writing essay description of class V student of SD N 10 Lambung Bukit Padang City academic year 2017/2018.

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