**ANALYSIS OF THE USE OF RUMPANG TECHNIQUES IN DESCRIPTION WRITING SKILLS ASSISTED BY IMAGE MEDIA CLASS 5**

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**Abstract**

The purpose of this study was to determine the use of the gap technique in the writing skill descriptions with the help of image media. The research method which was used in this research was descriptive qualitative method with the data collection techniques by using the observations, interviews, and documentations. The results of this study will contain the data extract that will describe the data presentation. This study used the observation, interview and documentation techniques to collect the data. The results of the study on the use of the gap techniques from the data obtained in the 5th grade was the teacher must prepare in the learning process by using the gap technique are as follows, the teacher prepares a paragraph story, the teacher prepares a paragraph that has been crossed for the students to fill in.

***Keywords: rumpang technique, description writing skill, 5th grade drawing media***

**INTRODUCTION**

The Indonesian people have various tribes who live on several islands, each island has a diverse culture and language. From this diversity, a unifying liaison is needed so that they feel they are one nation, while the unifying tool for the nation is Indonesian. Therefore, Indonesian has been taught in elementary school education from low to high grade. As a communication tool with the status of a unified language, Indonesian is very important to be taught to children starting from an early age.(Cahyani, 2016).

Indonesian culture will not be separated from the Indonesian language, because Indonesian is a means of communication from various ethnic cultures in the country, this is what enriches the Indonesian language, we as Indonesians should be proud of the richness of language in the eyes of the world. Of course, as Indonesians, we must be skilled in using Indonesian. Why do we have to have skills in Indonesian, because humans and language have become one unit that cannot be separated from this life.Cahyani, 2016).

 Therefore, having language skills is also very important. As stated by Cahyani, (2016) Indonesian language skills include four aspects, namely; listening, speaking, reading and writing skills. The four aspects of language skills are interrelated with each other, so to learn one language skill, several other language skills will also be involved. One of the most complex language skills is writing skill. Writing is the pinnacle of language skills, because it consists of three other skills (Nurjamal, 2015).

In a preliminary study during PPL (Field Experience Practice) at SD Negeri 6 Palembang, researchers found several problems in learning Indonesian, namely that there were still a lot of students in using good and correct Indonesian. This problem occurs because of the lack of motivation of students in writing, reading, and speaking, lack of vocabulary, and the difficulty of students understanding reading. In addition, the problems found in the field are that students can only write word structures but it is not meaningful, the lack of skills of elementary school teachers when teaching Indonesian, the lack of books that support writing skills.

Then, there are still few suitable teaching techniques used by teachers. The techniques used tend to be monotonous or less varied. Teaching Indonesian cannot use one method, it must be varied because Indonesian is dynamic, language is not a science but a skill so that the use of the right method must be done (cahyani, 2016)

This was also felt by the researcher when he moved the KKL practice (Field Work Course) which was held at SD Negeri 244 Palembang at that time the 5th grade teacher at SD Negeri 224 Palembang tried to make a change in the Indonesian language learning process which aimed to increase the level of writing skills. students by applying the gap technique in the standard of competence in writing descriptions. The use of the gap technique is applied by 5th grade teachers in learning Indonesian.

The gap technique is one of the techniques in learning, according to Hittelman in Haryadi, (2014) is a technique of systematically removing words from a discourse, and the reader is expected to be able to fill in the missing words with the appropriate words.

Image media is certainly no stranger to its use in the learning process activities. The use of image media facilitates the process of delivering visual material so that it creates the attraction of children in the learning process. According to the Indonesian dictionary, media is a means of communication such as newspapers, magazines, radio, television, films, posters and banners. Drawings are paintings, imitations of images (people, plants, animals and so on) made with pencil strokes, watercolors, and others on paper or canvas. Example: the walls of my father's room have many pictures of landscapes.

Based on the description above from the low interest in writing of students, the title chosen by the researchers in this study was "Use of the gap technique in writing description skills assisted by image media", the researchers saw how the use of the gap technique in KMD was.

**METHOD**

**Void Technique**

The gap technique was first introduced by Wilson Taylor in 1953 which came from the term Closure, a term from Gestalt psychology. The gap technique is a technique of learning to write or read by removing some words from a complete discourse to train the reader's grasping power of the author's message by cutting the language pattern in the parts that are erased / superimposed, (Sabarua, 2017). The gap paragraph according to Puji Santoso, (2009) refers to the concept described by Wilson Taylor. Paragraph gaps are the concept of measuring an essay with a gap technique that is used to train the attractiveness of the reader.

The steps for compiling the gap technique include: 1) Choosing a discourse whose readability level is in line with the reading power of the students to be tested, with a discourse length of approximately 250 to 300 words. 2) Eliminate every nth word (if following a systematic pattern) or certain words according to the test target. 3) Replace the missing word with a horizontal line along the deleted word. 4) The completeness in question is to number each line sequentially which functions as a substitute for the word that is missing. 5) Provide space for the identity of the testee. 6) Reread the instruments that have been compiled and revise them if you find any typing errors. 7) Determine the time allocation and put it in the gap test technique instrument sheet or it can also only be informed to students at the time of implementation. 8) Make instructions for working on instruments which are expected to guide the testees during the process of filling out the gaps in the discourse. 9) Make an answer key, it may be in the form of "free words" or a complete discourse from the gap test technique,(Sabarua, 2017).

**Description Writing Skills**

Writing skill is one of the most productive and experimental language skills that can be used to communicate indirectly (Tarigan, 2013). In line with the opinion according to Iskandarwasih, (2013) explaining this writing skill is a skill that expresses the thoughts and feelings that exist in the author which is done in writing.

Dalman, (2015) revealed that a descriptive essay is an essay that describes or describes an object or event in clear and detailed words so that it is as if the reader also feels or experiences directly

whatever the author describes.According to Dalman, (2018) regarding the steps for writing a descriptive essay, namely; (1) Determine the object or theme to be described (2) Determine the goal. (3) Collecting data by observing the object to be described. (4) Arrange the data into a good order (systematic) or make an essay. (5) Describe or develop a written essay into a descriptive essay.

**Image Media**

The word media comes from the Latin medius which literally means the middle or intermediary from the sender to the recipient of the message(Azhari, 2015) learning media as a whole is a tool or material used in the teaching and learning process that has a function as a carrier of information from learning resources. Various kinds of image media according to experts:Dina Indriana, (2011) states "still images are visual media in the form of images produced through the photographic process". This image or photo media is able to provide details in the form of images as they are. So, pictures/photos are the most commonly used media.

**RESEARCH METHODS**

Researchers used qualitative research methods. Qualitative descriptive research method is a method in which it uses data in the form of words, pictures, in addition to numbers, (Almanshur, 2012). So the results of this study will contain data excerpts that will describe the presentation of the data. The researcher acts as an observer on the use of the gap technique in descriptive writing skills with the help of image media. The data used in this study used qualitative data and data sources were taken from all 5D grade students at SDN 244 Palembang, totaling 41 people consisting of 20 boys and 21 girls, teachers, and parents/guardians. Sugiyono, (2018) argues that there are 2 sources of data, namely, primary and secondary data sources. This research data collection uses the following techniques:Sugiyono, (2018)In the opinion of passive participation observation, the researcher comes to the place of the activity of the person being observed, but is not involved in the activity. 2) Interview, the researcher uses a structured interview technique according toSugiyono, (2018)structured interview is a data collection technique to find out the information that will be obtained in conducting interviews, researchers have prepared research instruments in the form of questions. The subject or informant in this interview is a 5th grade teacher at SD Negeri 244 Palembang. 3) Documentation, Documentation is a record of events that have passed. In the documentation can contain writings, pictures, or monumental works of someone (Sugiyono, 2018). In this study, researchers document the form of photos of ongoing learning activities and learning outcomes.

The researcher uses the technique of data validity triangulation sources, to test the credibility of the data about service quality, then the collection of data testing that has been obtained can be done to employees who provide services, consumers who receive services and supervisors, (Sugiyono, 2018). While the data analysis techniques used are data reduction, data presentation, and drawing conclusions.

**RESULTS AND DISCUSSION**

The location of this research was carried out at SDN 244 Palembang, which was located on Jalan Colonel Sulaiman Amin, Alang-Alang Lebar Subdistrict, Karya Baru Village KM 7 Palembang. The time of the study was carried out in the even semester of the 2021/2022 academic year.This study only takes one class, namely class 5.B which contains 20 students, 10 students and 10 students.

**Data Analysis Results**

**Observation**

The first research that was conducted was the teacher's observation on the use of the gap technique in the skill of writing descriptions with the help of image media. The researcher observed directly how the 5th grade teacher in teaching students about writing skills using the gap technique in the classroom. The researcher prepared an observation sheet to observe the teacher on the use of the gap technique in writing skills.

**Table 1.**Teacher's Observation Results on the Use of Gap Techniques in Writing Skills Aided Description of Picture Media Class 5

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Indicators of using the gap technique in writing description skills with the help of picture media for grade 5** | **Achieved** | **Not achieved** |
| In accordance with the goals to be achieved | 1. The accuracy of the spelling of words in sentences using the gap technique in writing skills according to the purpose
 | $$√$$ |  |
| 1. The choice of words in writing using the gap technique is in accordance with the purpose
 | $$√$$ |  |
|  |  |  |
| Learning process activities | 1. Learning using the gap technique in writing skills can support the material being taught. (Achievement of basic competency level and indicators).
 | $$√$$ |  |
| 1. Learning using the gap technique in writing skills related to teaching and learning.
 | $$√$$ |  |
| 1. Learning using the gap technique in writing skills supports students' writing skills.
 | $$√$$ |  |
| Teacher and student interaction | 1. Using the gap technique in writing skills is easy for teachers and can be understood by students.
 | $$√$$ |  |
|  | 1. The use of the gap technique in writing skills can show the truth of the learning needed
 | $$√$$ |  |
| Evaluation of learning outcomes | 1. The use of the gap technique in writing skills can motivate and improve students' writing skills
 | $$√$$ |  |

*(Source: 2022 data processing)*

 From table 1 above that the first indicator can be achieved well, it is proven that before the teacher uses the gap technique to achieve the goal, namely the accuracy of the spelling of words in sentences, if all elements can be fulfilled then the teacher can carry out learning using the gap technique in writing skills so that it is appropriate with the learning objectives to be achieved and are in accordance with the material to be conveyed.

The second indicator can be seen. When the teacher starts the process of teaching and learning activities the teacher considers and makes sure to find out whether learning using the gap technique has supported the material and supports students' writing skills. writing using the gap technique in accordance with the objectives and material to be conveyed or taught by the teacher.

The third indicator can be achieved well, as evidenced by the fact that at the time of interaction between teachers and students, they can support students' writing skills in learning using the gap technique without experiencing problems because the teacher has taught them how to fill in sentences that have been laid out properly, and can show the truth. required learning, so that the material to be taught by the teacher can be conveyed properly.

The fourth indicator can be achieved well, it is proven that when learning using the gap technique can be motivated and improve students' writing skills. indicators, basic competencies, learning objectives, and the character of students can already be achieved by carrying out learning through the use of the gap technique, if all these elements can be fulfilled, then learning is feasible to carry out and the teacher distributes tasks to fill out a paragraph that has been passed in class 5D.

**Writing skills**

 From the results of data analysis shows that the gap technique is able to motivate students' writing skills, this can be seen from the results of the teacher's assessment in the classroom, the following table of assessments obtained by the researcher from the classroom teacher.

**Table 2.** Writing Skill Student

|  |  |  |
| --- | --- | --- |
| **No** | **Student's name** | **Rated aspect** |
| **Language Aspect** | **Non-linguistic Aspect** |  |
| **Word Selection** | **Spelling accuracy of words in sentences** | **Alignment of words in sentences** | **Writing neatness** | **Trying to do** | **Amount****Score** | **Score** |
| 1 | AP | 4 | 4 | 4 | 3 | 4 | 19 | 95 |
| 2 | AR | 4 | 3 | 3 | 3 | 4 | 15 | 85 |
| 3 | US | 4 | 3 | 3 | 4 | 4 | 18 | 90 |
| 4 | AZ | 3 | 3 | 3 | 4 | 4 | 16 | 85 |
| 5 | DS | 4 | 4 | 4 | 3 | 4 | 19 | 95 |
| 6 | DR A | 3 | 3 | 4 | 4 | 4 | 18 | 90 |
| 7 | ER | 4 | 4 | 4 | 3 | 4 | 19 | 90 |
| 8 | FA | 4 | 4 | 4 | 4 | 4 | 20 | 100 |
| 9 | FA | 4 | 4 | 4 | 3 | 4 | 19 | 95 |
| 10 | FL | 4 | 4 | 4 | 3 | 4 | 19 | 95 |
| 11 | JF | 3 | 3 | 3 | 4 | 4 | 17 | 90 |
| 12 | LP | 3 | 4 | 4 | 4 | 4 | 19 | 95 |
| 13 | MFR | 4 | 4 | 4 | 3 | 4 | 19 | 95 |
| 14 | MKR | 3 | 3 | 3 | 3 | 4 | 16 | 80 |
| 15 | MMR | 3 | 3 | 3 | 4 | 4 | 17 | 85 |
| 16 | MS | 4 | 4 | 4 | 4 | 4 | 20 | 100 |
| 17 | RN | 4 | 4 | 3 | 3 | 4 | 18 | 90 |
| 18 | RDW | 4 | 4 | 4 | 4 | 4 | 20 | 100 |
| 19 | RS | 4 | 4 | 3 | 3 | 4 | 18 | 90 |
| 20 | RP | 4 | 4 | 3 | 3 | 4 | 18 | 90 |
| Amount |  |  |  |  | 364 | 18368 |
| Average |  |  |  |  |  | 91.8 |

*(Source: 2022 data processing)*

 From the assessment aspect table 2, it can be seen that the use of the gap technique in students' writing skills gets an average score of 91.8, thus the gap technique in students' writing skills gets good results seen from the value of the assessment criteria in the 80-100 interval.

**Interview**

From the results of interviews obtained by researchers from 5th grade homeroom teachers at SD Negeri 244 Palembang, namely Mrs. Inda Sari S, Pd. The results of the interviews obtained related data, namely the use of the gap technique in writing skills for 5th grade elementary school has been going well and appropriately, the use of the gap technique can increase the level of students' writing skills, because the gap technique stimulates students' minds so that students' skills become better.

**Table 3. Teacher's Interview Results on the use of the gap technique in writing description skills assisted by class 5 picture media**

|  |  |  |
| --- | --- | --- |
| No | Question | Answer |
| 1. | How is your preparation in starting the use of the gap technique in writing skills in classroom learning? | The preparation is to prepare story paragraphs related to the learning material, then prepare paragraphs that have been superimposed and finally prepare pictures related to the prepared paragraphs. |
| 2 | How to use the gap technique in writing skills? | The first is to attend the students, then ask the students to read the story of the paragraphs that the mother has prepared in turn, after reading the mother distributes the paper containing the paragraphs that have been laid out for students to fill out, while the help of the image media as imagination power or brain stimulant to fill the paragraphs that have been superimposed |
| 3. | Do you always use the gap technique in all 5th grade lessons? | cannot be used in all learning, for example mathematics learning. |
| 4. | What are the steps taken by Mother in using the gap technique in the classroom? | Steps taken1.Determine the object or theme to be described.2. Set goals.3. Collect data by observing the object to be described.4. Arrange the data into a good order (systematic) or make an essay.5. Describing or developing written essays into descriptive essays. |
| 5. | How do you do an assessment using this gap technique? | The mother's way of doing her assessment is by looking at student absences, students' skills in filling out paragraphs that have been crossed out, and finally giving assignments. |
| 6. | Are there any difficulties experienced by students when using the gap technique? | At first, many children were constrained by limited imagination to fill in sentences that had been omitted |
| 7. | The next question is whether there are advantages and disadvantages in using the gap technique? | The advantages are that many students are active, happy and able to interact with their teachers, and also students can be faster in improving thinking power in writing skills, the drawback is that many students whose imagination is sometimes not in accordance with the story paragraph |

*(Source: 2022 data processing)*

This interview was conducted during the fourth day of research, which aims to find out how teachers use the gap technique in students' writing skills in grade 5 learning. from the interviews of teachers who use the gap technique directly in learning, from the interview data it can be concluded that teachers who use the gap technique must master the gap technique so that it can support students' writing skills, while the image media is only a tool so that students can describe sentences that are made up by the teacher in a paragraph through writing.From the results of the interviews, it was also obtained data

such as difficulties in using the gap technique and the advantages of the gap technique, the difficulty is basic.

From the description of the assessment aspects, it can be concluded that the gap technique has been successfully used in writing skills, this is evidenced from all aspects of writing skills, the average student gets a score of 80-100, thus the results of data analysis from the use of the gap technique are successful and motivate students in their skills. write a description.

**CONCLUSION**

The conclusion in this study in the use of the gap technique from the data obtained in grade 5 teachers that the steps that the teacher must prepare in learning using the gap technique are as follows, the teacher prepares a paragraph story, the teacher prepares paragraphs that have been crossed to be filled in by students, the teacher preparing picture media as a tool in the use of the gap technique, after that the gap technique can be used to facilitate students in writing skills assisted by image media as an incentive for students to make a sentence or word that will be filled in a paragraph that has been superimposed by the teacher.

The conclusions from the results of interviews conducted directly with grade 5 teachers, it can be concluded that the teacher must prepare the gap technique, and the teacher must also master the use of the gap technique so that learning can run according to the material to be achieved, then the use of the gap technique is known to also have shortcomings and advantages, disadvantages are the imagination of children who are still not able to fill in sentences that are overlapped, the advantages are in students who are more precise in choosing words and also students can improve their writing skills.

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