

Analysis Description Writing Skills by Using Rumpang Techniques with Pictures Media at Fifth Grade

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Abstract

The purpose of this study is to determine the use of the rumpang technique in the writing skill descriptions with the help of Picture media. The research method used descriptive qualitative method with the data collection techniques used the observations, interviews, and documentations. The results of this study will contain the data extract that will describe the data presentation. 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: Fifth Grade, Description Writing Skill, Rumpang Technique

INTRODUCTION

The Indonesian people have various tribes who live on several islands, each island has a diverse culture and language. From this diversity, an 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 part of language skills, because it consists of three other skills.

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 fifth 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 rumpang 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.

Picture is certainly no stranger to its use in the learning process activities. The use of Picture 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. Picture are paintings, imitations of Pictures (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 landscape

Based the results of this study from Lestari, (2021) describe that the use of media flash card can improve students' writing skills in terms of the ability to organize ideas in an integrated manner, the use of media flash card can stimulate the motivation of students to be actively

involved during the learning process and be able to produce good and correct writing. And the results of the research that conducted from Ida marlina, (2018) based on the guidelines for the analysis of errors in the use of punctuation marks in dialog texts, the evidence was found to be errors in class IV students at SDN 1 Cikalang, Tawang District, Tasikmalaya City

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 Picture media", the researchers saw how the use of the gap technique in KMD was.

METHOD

Researchers used qualitative research methods. The qualitative descriptive research method is a method in which it uses data in the form of words, pictures, and other media 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 developing descriptive writing skills with the help of Picture media. The data used in this study was qualitative, and the data sources were taken from all fifth 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 two 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) In the interview, the researcher uses a structured interview technique, according to Sugiyono (2018). A 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, there can be writings, pictures, or monumental works of someone (Sugiyono, 2018). Researchers document ongoing learning activities and learning outcomes in the form of photos in this study.

The researcher uses the technique of data validity triangulation sources to test the credibility of the data about service quality, and then the collection of data testing that has been obtained can be done on 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.

1. 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 Picture 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	The accuracy of the spelling of words in sentences using the gap technique in writing skills according to the purpose	√	
	The choice of words in writing using the gap technique is in accordance with the purpose	√	
Learning process activities	Learning using the gap technique in writing skills can support the material being taught. (Achievement of basic competency level and indicators).	√	
	Learning using the gap technique in writing skills related to teaching and learning.	√	
	Learning using the gap technique in writing skills supports students' writing skills.	√	

Teacher and student interaction	Using the gap technique in writing skills is easy for teachers and can be understood by students.	√
	The use of the gap technique in writing skills can show the truth of the learning needed	√
Evaluation of learning outcomes	The use of the gap technique in writing skills can motivate and improve students' writing skills	√

From table 1 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.

2. 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

Student's name	Rated aspect						Score
	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	
AP	4	4	4	3	4	19	95
AR	4	3	3	3	4	15	85
US	4	3	3	4	4	18	90
AZ	3	3	3	4	4	16	85
DS	4	4	4	3	4	19	95
DR A	3	3	4	4	4	18	90
ER	4	4	4	3	4	19	90
FA	4	4	4	4	4	20	100
FA	4	4	4	3	4	19	95
FL	4	4	4	3	4	19	95
JF	3	3	3	4	4	17	90
LP	3	4	4	4	4	19	95
MFR	4	4	4	3	4	19	95
MKR	3	3	3	3	4	16	80
MMR	3	3	3	4	4	17	85
MS	4	4	4	4	4	20	100
RN	4	4	3	3	4	18	90
RDW	4	4	4	4	4	20	100
RS	4	4	3	3	4	18	90
RP	4	4	3	3	4	18	90
Amount						364	18368
Average							91.8

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.

3. 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

Question	Answer
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.
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 Picture media as imagination power or brain stimulant to fill the paragraphs that have been superimposed
Do you always use the gap technique in all 5th grade lessons?	cannot be used in all learning, for example mathematics learning.
What are the steps taken by Mother in using the gap technique in the classroom?	Steps taken 1. 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.

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.

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

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

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 Picture 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.

The first indicator that can be achieved properly is by proving that before the teacher starts using the gap technique, such as indicators, basic competencies, learning objectives, and the character of students, if all elements can be fulfilled, then the teacher can carry out learning using the gap technique. And the second indicator has also been well achieved, as seen from the students' being able to write with the correct spelling; then, in the third indicator, it has also been well achieved, evidenced by the fact that, during teacher-student interaction, it can support students' abilities in carrying out learning using the gap technique in writing skills without experiencing problems because the teacher has taught it.

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 Picture 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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