



Application Of The Whole Language Approach To Improve Students' Writing Skills In Learning Indonesian Language In Class V Of SD Muhammadiyah 01 Medan

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ARTICLE INFO	ABSTRCT
<p>Article History Accept : 01 April 2024 Revision : 15 Mei 2024 Accept : 29 Juni 2024</p>	<p>The aim of this research is to improve students' writing skills through a whole language learning approach for class V students at SD Muhammadiyah 01 Medan. This type of research is a type of classroom action research which aims to determine the improvement in students' writing skills through a whole language learning approach for class V students at SD Muhammadiyah 01 Medan. This research was carried out in 4 stages, namely planning, implementation, observation and reflection. The subjects of this research were class V, totaling 20 students. The instruments used are student activity observation sheets and tests. The results of the research show that there is an increase in learning outcomes in Indonesian language learning in class V of SD Muhammdiyah 01 Medan. From cycle I to cycle II there was an increase, in cycle I the students' writing ability which was completed was 9 students (45%) and in cycle II the students who completed it were 18 students (90%). In cycle I and cycle II there was an increase in the results of students' writing skills in learning Indonesian, namely 9 students (45%). Based on the results of this research, it can be concluded that applying the whole language approach to Indonesian language learning can improve students' writing skills, so that this whole language approach can be used as an alternative to improve students' writing skills.</p>
<p>Keyword</p>	<p>Students' Writing Ability, Whole Language Learning Approach.</p>

1. INTRODUCTION

This learning approach is defined as ideas or principles for viewing and determining learning activities. This learning approach is different from the learning method. If the learning method is determined as a learning step or model. Approach is our starting point or point of view on the learning process, which refers to views about the occurrence of the nature of the process very general, therein accommodate, inspire, strengthen, and underlie learning methods with theoretical scope certain. (Badar & Bakri, 2022).

For increase students' writing abilities, teachers can use the Whole Language learning

approach. The Whole Language Approach is an approach that presents language learning in a comprehensive, complete and integrated manner in teaching the four aspects of language skills, which consist of listening, reading, speaking and writing simultaneously in teaching Indonesian, which is expected to be able to improve the quality of Indonesian language teaching in schools. base. (Sari et al., 2020).

Ability write is a language skill that involves aspects of language use and content processing (Sukirman, 2020). Writing is a very important thing for elementary school students to master from the start, because writing skills are the ability to use language to express ideas,

thoughts or feelings to other people using written language. Indonesian has a very important role in teaching other materials provided at the elementary school level. Indonesian is used as the main language for teaching other materials. In other words, Indonesian as a text in presenting material in other subjects uses a type of text that is adapted to the subject material. (Suparya, 2021).

The whole language approach can teach language as a whole and language skills (listening, speaking, reading, and writing) are taught in an integrated manner. With a whole language approach, it is hoped that students' Indonesian learning outcomes can improve. This is supported by the results of research conducted by Ayu Mefita Sari (2020), namely the Application of the Whole Language Approach to Improve Students' Reading Ability in Class V Indonesian Language Learning at Peureumeue State Elementary School. Furthermore, the results of research (Prinanda et al., 2018), namely the Application of the Whole Language Approach to Improve Elementary School Students' Beginning Writing Ability. Therefore, the aim of this research is to describe "Application of the Whole Language Approach to Improve Students' Writing Skills in Indonesian Language Learning in Class V of SD Muhammadiyah 01 Medan".

2. RESEARCH METHODS

In this research, researchers used Classroom Action Research (PTK). Types of research This class action (PTK) was recognized by Kemmis and Mc Taggart from Dekain University, Australia. There are four components in this cycle model, namely: planning, implementation, observation, reflection. (Prinanda et al., 2018). The subjects of this research were 20 students in class V of SD Muhammadiyah 01 Medan. The research was conducted from January to April 2023. The research instrument used was a test instrument (test sheet and observation sheet). Apart from that, the researcher as a teacher made observations of the learning process by implementing whole language approach-based learning on student activity observation sheets. Then document the ongoing learning process

activities.

3. RESULTS AND DISCUSSION

Cycle I Meeting I Planning

As for planning lesson actions in cycle I based on reviews and initial actions carried out by researchers include: Create a lesson plan according to the material to be achieved. Prepare media supporting materials according to the material being taught. Develop tests to measure students' writing abilities during applied research.

Implementation

In accordance with the plan that has been made, the learning process is carried out using Whole Language learning approach. Researchers carry out actions in accordance with the learning implementation plan using the Whole Language approach, which is as follows:

Reading Aloud

Students observe the picture on page 1.

The teacher explains the picture to the students and relates it to the theme title Our Friends Environment and the sub-theme title Humans and the Environment. The benefits that can be obtained from reading aloud include increasingSkills listening, enrich vocabulary, helpincrease readunderstanding, and no less. The important thing is to foster interest in reading in students.

Sustained Silent Reading 1 students read silently the story on page 2 in the student book entitled "For the sake of clean water, Waborobo residents are willing to walk 15 kilometers".

Journal Writing, Students do the assignment on page 3 of the student book. Students do assignments in the student's notebook.

Shared Reading, 1 teacher and students read together the story in the student book on page 2.

Guided Reading, After finishing reading, the teacher explains the story and at the same time invites students to discuss the story together. The teacher gives questions to students so that students can answer questions critically.

Guided Writing, Students do assignments on page 5 of the student book.

The teacher helps students find what they want to write about clear, systematic and interesting. The teacher acts as a driver, not a regulator, as a giver of advice, not a giver of instructions.

Independent Reading

In this activity, the teacher had previously asked students to bring reading/story books that the students had. The teacher asks students to read a reading book or story book that the students own or bring for 10 minutes. This freedom given is a form of recognition of literacy activities, where children have the right to read and choose their own reading freely according to their needs.

Independent Writing

In this activity the teacher prepares several picture posters that will be shown to the students. Students are free to choose the picture they like, and describe the picture in written form. Students are free to describe the picture. free writing aims to increase abilitywriting, improving writing habits, and improving critical thinking skills. Observation.

Observation carried out in classroom action research is observation of students, observation ofteacher, collectand identify data. If data analysis 1 is known, then reflection is carried out. The aim of this observation is to obtain in-depth information about the learning process. The observation sheets prepared include student learning activity sheets and teacher activities in the learning process.

Reflection

The reflections in cycle I are as follows: tudent learning outcomes carried out in Indonesian language learning that have not met the criteria for completeness are equal to. The number of students who completed was 9 students (45%) and students who did not complete were 11 students (55%). There were 8 students (40%) who completed student activities in cycle I and 12 students (60%) who did not complete. This means that the student's activities have not reached the classical criteria that have been determined to be complete with a score of 80.

Cycle II Meeting II Planning
Implementation of cycle II is based on cycle I. Before the learning process in cycle II begins, the

teacher corrects the deficiencies in cycle I. In the learning process in cycle II, the teacher tries to motivate students to be more active in the process As learning progresses, the teacher also tries to manage time well so that it is in accordance with the learning improvement plan. The learning process in cycle II places more emphasis on students being more focused on listening to explanations of material presented by the teacher, being more active in the learning process and actively working. during the discussion.Expected implementation Cycle II learning is not rigid and student activity, cooperation in groups and learning outcomes increase.

Implementation

Implementation of actions in cycle II is more focused on the learning implementation plan that has been prepared previously by paying attention to the deficiencies found in cycle I. So that errors and deficiencies in cycle I do not repeat themselves. Researchers carry out actions in accordance with the implementation planlearning to use Whole Language learning approach.

Observation

In cycle II, the aspects observed were the same as the aspects observed in cycle I. Observations carried out in classroom action research were observations of students using student activity observation sheets, collecting and identify data. If data analysis 1 is known, then reflection is carried out.

Reflection

The research analyzed the learning outcomes of students' writing skills using the whole language approach in learning Indonesian, descriptive paragraph material and the results of observations of student activities in cycle II. The reflections in cycle II are as follows: Ability learning outcomes write studentson Indonesian language learning uses a whole language approach, that is, it meets the criteria for a completeness percentage of 85%. The number of students who completed was 18 students (90%) and students who did not complete were 2 students (10%). Student activities in cycle II that were completed were 17 students (85%) and the number of students who did not complete was 3 students(15%). This

means that the student's activities have reached the predetermined criteria for completion with a score of 80.

Based on the implementation of actions during the cycle which was carried out in 4 meetings, data was obtained that students' writing abilities had increased. It is known that students' writing skills can be improved by applying a whole language approach to Indonesian language learning, which can be seen as follows:

Table I Results of Improving Students' Writing Ability Tests in Pre-Action, Cycle I and Cycle II

Classical Completeness		Criteria	Enhancement
Cycle I	Cycle II		
9 (45%)	18 (90%)	Complete	9 (45%)
11 (55%)	2 (10%)	Not Completed	

Based on the percentage table above, the results of students' writing ability using the whole language approach in Indonesian language learning in cycle I were still 45%, while in cycle II it reached 90%, the results of students' writing ability tests in cycle II were declared complete because they had achieved classical completeness, namely 80% . The increase in students' writing skills in learning Indonesian by implementing a whole language approach is 45%. Using a whole language approach in learning Indonesian can make students more active in writing, reading, listening and speaking. Because the whole language approach involves students playing an active role in learning. The whole language approach has advantages according to (Dharma et al., 2023), namely: Teaching language skills and language components, such as grammar and vocabulary, is presented in a meaningful way and in real or authentic situations, and in whole language classes students play an active role in learning, so that teachers no longer need to stand in front of the class to deliver material. The teacher is only a facilitator. The teacher goes around the class observing and recording student activities. In this case the teacher assesses students informally.

4. CONCLUSION

The research results were obtained from the results of students' writing ability tests and observation sheets of student learning activities. This classroom action research was carried out in two cycles, namely cycle I and cycle II. Cycle I was carried out on May 10 2023, while cycle II was carried out on May 12 2023. Cycles I to Cycle II saw an increase, in cycle I the writing ability of 9 students (45%) was completed. and in cycle II there were 18 students (90%) who completed it. In cycle I and cycle II there was an increase in the results of students' writing skills in learning Indonesian, namely 9 students (45%). The results of students' writing skills in class V at SD Muhammadiyah 01 Medan have increased due to the use of a whole language approach in learning Indonesian which can attract students in ongoing learning activities.

SUGGESTION

Based on the research results from the conclusions above, the following suggestions are presented: For Students of SD Muhammadiyah 01 Medan Students should increase motivation to study actively and pay attention to the lessons delivered by the teacher in the classroom so that there is more Indonesian language learning material and improve students' writing skills. For Teachers at SD Muhammadiyah 01 Medan. The whole language learning approach can be presented as a possible alternative applied in the process learning to improve students' writing skills. In the learning process, teachers should motivate students to participate in learning more actively and be able to improve courage students in express opinions or ideas in the learning process. For Parents of SD Muhammadiyah 01 Medan. Parents can help their students or children improve their writing skills by frequently practicing reading and writing at home.

For Researchers. The results of this research can be studied for use in carry out further research. The research carried out is still very simple so there is a need for research on improving students' writing skills when learning

Indonesian using a whole language approach, as well as further researchers being able to present better research.

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