

Improving Understanding of Short Story Content Using Learning Model Word Square in Class IV Students of SD Negeri 69 Ambon

Ribka. L. Ririhena¹, Anggar Purwanty Idris²

^{1,2}Universitas Pattimura

Abstract

Received: 7 Juni 2022

Revised: 12 Juni 2022

Accepted: 16 Juni 2022

The purpose of the research is to increase the understanding of short story content in Grade IV students at SD Negeri 69 Ambon. This study applies the Classroom Action Research (CAR) method. Based on the results and discussion in this study, it can be concluded that through the Word Square can improve the ability to understand the contents of short stories in class IV SD Negeri 69 Ambon. This is based on the test results for each cycle, namely in the first cycle students obtained the minimum completeness criteria (KKM) 65 by 5 students with a percentage of 64.8% Meanwhile, in Cycle II, there was an increase of 81.90%, that is, to 100% with 9 students getting a score of 65.

Keywords: Short Story Content, Model Word Square

(*) Corresponding Author: ribkaririhena0709@gmail.com

How to Cite: Ririhena, R. L., & Idris, A. (2022). Improving Understanding of Short Story Content Using Learning Model Word Square in Class IV Students of SD Negeri 69 Ambon. *International Journal of Education, Information Technology, and Others*, 5(4), 366-372. <https://doi.org/10.5281/zenodo.7337736>

INTRODUCTION

Short story is a form of fiction that is short in nature both in terms of the events being told, the content of the story, as well as the number of actors and the number of words but contains the impression that very deep. Short stories have several elements, namely: a) Theme b) Character c) Plot or Plot d) Setting or background e) Mandate (Endah Tri Priyatni, 2010: 126).

In a short story, there are many things that students must understand about the story they are reading, including the characters in the story, the characteristics of the characters, and the meaning of the story. The end result of the various series of students' understanding is that students are expected to be able to re-express the contents of the story or summarize the contents of the story. All of this is inseparable from the ability of students to understand the contents of the story. (Marselina Sulastrri Jampar, 2015: 343).

There are also several causes for the low ability of students to understand the contents of short stories, namely (1) the method used by the teacher is less interesting so students get bored quickly, (2) learning is still teacher-centered, (3) learning is still passive learning so that students also become passive and causes student motivation to decrease (Marselina Sulastrri Jampar, 2015: 344).

This problem also occurs in class IV SD Negeri 69 Ambon. This was known after conducting observations and interviews at SD Negeri 69 Ambon. Based on these observations, the author will conduct research in class IV SD Negeri 69 Ambon. The reason I conducted research in class IV SD Negeri 69 Ambon, was because at that school my relative worked as a school operator and the class IV teacher was my brother's adoptive mother. So, before making the decision to

conduct research at the school, I asked questions or interviewed the grade IV teacher directly.

According to Mrs. Norma Tepilanan, S.Pd, a grade IV teacher, the students' main weakness lies in their lack of ability to develop story content, most of them repeating the same words or sentences over and over again. The teacher explained that it was still very difficult for students to retell the contents of the story and the level of students' understanding of the contents of the story was still low. Because learning writing skills, especially short stories, is still not optimal.

Based on several considerations that have been made to solve the problem, the researcher takes an action by applying a learning model that makes students develop their thinking and reasoning power. The learning model used is the Word Square Learning Model.

According to Kurniasih and Sani (2015: 97), "the word square learning model is a model that is enriched and oriented towards student activity in learning". This model combines the ability to answer questions with carefulness in matching the answers to the answer boxes. This model is a little more similar to filling out a crossword puzzle, except that the questions already have answers, but are disguised by adding additional squares with random letters or numbers to disguise or distract.

Sukandheni (2014) states that the word square learning model has several advantages, these advantages are encouraging students' understanding of the subject matter, creating a fun learning atmosphere because learning is in the form of games, training students to be disciplined. In addition, this model stimulates students to think effectively because this learning model is able to act as a booster and reinforcer of the material presented, trains accuracy and accuracy in answering and finding answers in worksheets.

Based on the facts and problems as above, the researcher is motivated to carry out research with the title "Increasing Understanding of Short Story Content Using the Word Square Learning Model in Grade IV Students of SD Negeri 69 Ambon".

RESEARCH METHOD

This study applies the Classroom Action Research (CAR) method. Wiriaatmadja (2009: 13) suggests that classroom action research is how a group of teachers can organize their learning practice conditions, and learn from their own experiences. Classroom action research is an examination of activities that are deliberately raised, and occur in a class (Arikunto, 2006: 91).

RESULTS AND DISCUSSION

Cycle Test Results

a. Planning Stage

In planning in cycle I, the things that were prepared before the research took place were:

- 1) The learning tools prepared are syllabus, lesson plans and LKS (Individual).
- 2) Prepare an observation sheet. The observation sheets prepared were teacher activity observation sheets and student activity observation sheets.
- 3) Prepare cycle I test questions.

- 4) Determining the assessment criteria, a student is said to be successful if the student achieves a KKM score of 65

b. Stage Implementation

Implementation of learning to understand the contents of short stories in cycle I meeting 1 was held on Monday, 7 October 2019 with the implementation of learning as follows:

Initial Activities:

In the initial activity, the teacher greets, the teacher motivates students to start the learning process, the teacher conducts appreciative activities. This aims to arouse students' interest and curiosity about the material to be taught. Next, the teacher conveys the learning objectives.

Core activities :

In the core activities, the teacher explains what a short story is, students listen to short stories, the teacher explains the intrinsic elements of short stories, students observe pictures in stories, students determine themes, characters and storylines by quoting sentences or paragraphs that support through assignment activities using the word square learning model, the teacher explains how to complete the LKS, students determine the message contained in the story.

End activities :

In the final activity, the teacher and students both conclude the learning material, the teacher makes a work evaluation, the teacher ends the lesson by praying, the teacher says hello.

c. Observation

During the learning process, the researcher observed the teacher who was teaching, and 5 observers observed all students who were paying attention to the teacher teaching and completing worksheets. The following are the results of observations in learning to understand the contents of short stories through the *word square learning model*.

1) Teacher Observation Results

In the initial activities, 1) The teacher greets, 2) The teacher motivates students to start the learning process, 3) The teacher conducts appreciative activities, 4) The teacher conveys the learning objectives.

In the core activities, 1) The teacher explains what a short story is, 2) Students listen to a short story, 3) The teacher explains the intrinsic elements of a short story, 4) Students observe pictures in the story, 5) Students determine the theme, characters and plot of the story by cite sentences or paragraphs that support through assignment activities using the word square learning model, 6) The teacher explains how to complete the LKS, 7) Students determine the mandate contained in the story

In the final activity, 1) The teacher and students both conclude the learning material, 2) The teacher makes a work evaluation, 3) The teacher ends the lesson by praying, 4) The teacher greets.

2) Student Observation Results

In the initial activity, all students had prepared themselves well in following the learning process, paying attention to the teacher's explanation in front of all doing it, but when completing the LKS there were some students

who did not focus on completing the LKS and chose to see the work of their friends.

d. Reflection

After observing the learning actions in the classroom and carrying out the final test, then a reflection was held on the actions that had been carried out in cycle I activities, the reflection results were obtained, namely:

1) Relating to Teacher Activities

- a) The implementation of learning activities carried out by the teacher is not in accordance with the lesson plans that have been prepared.
- b) The teacher has not fully explained the material properly.

2) Relating to Student Activities

- a) Some students have not been able to understand the contents of the short story.
- b) There are still students who are not serious in following the learning process.

3) Final Test of Cycle I

The results of the final cycle I test in learning to understand the contents of the short story which consisted of four observed aspects, namely, 1) determining the setting, 2) determining the character, 3) determining the theme, 4) determining the plot in the short story. following results of the final test of cycle I can be seen in table 1 below:

Table 1. Test Results for Understanding Short Story Content for Grade IV Students at SD Negeri 69 Ambon Cycle I

No	Student Initials	Aspects Assessed				Final Value	Remarks
		Observing Short Story Pictures Determining Short	Themes Short Story	Characters	Determining Plot Short Story		
		0-20	0-30	0-20	0-30		
1	MRS	16	21	20	21	78	Good
2	RBR	15	21	20	20	76	Good
3	AVW	12	20	19	21	72	Good
4	SDM	11	18	19	20	68	Good
5	DR	11	17	19	19	66	Good
6	AW	12	17	18	17	64	Enough
7	MID	10	13	18	17	58	Enough
8	AL	10	11	17	14	52	Poor
9	HH	11	10	17	12	50	Poor

Average	64.8	Incomplete
----------------	------	------------

Based on table 1 above, it can be seen that students' ability to understand the contents of short stories in cycle I can be seen that, as many as 5 students or 56% have the ability to understand the contents of short stories in the good category and as many as 2 students or 22% have the ability to understand the contents of short stories in the category enough and 2 students or 22% have the ability to understand the contents of short stories in the less category. The average value of students in understanding the contents of short stories is 64.8%.

In connection with the percentage of students' completeness of abilities obtained in cycle I, namely 64.8%, researchers and teachers considered that the acquisition of this percentage had not yet reached the criteria for research success. There are still some students who have difficulty understanding the contents of short stories properly and correctly. Therefore, researchers and teachers will continue to carry out corrective actions in cycle II by making every effort to correct the deficiencies in cycle I, so that it is hoped that students' ability to understand the contents of short stories can increase. The learning implementation that will be carried out in cycle II is still based on the learning implementation plan that has been prepared in cycle I according to the application of the *word square learning model*.

DISCUSSION

Short story or short story is a story that contains ideas, thoughts, experiences to readers. Short stories are usually written freely (*prose*) and are works of fiction (*fiction*) by the author. With stories people enter into other people's experiences in the mass media. By entering into other people's experiences, readers are brought to the ins and outs of diverse feelings, important new thoughts, unique knowledge and attitudes to life that might be refreshing (Sudarman, 2008: 263).

In a short story, there are many things that students must understand about the story they are reading, including the characters in the story, the characteristics of the characters, and the meaning of the story. The end result of the various series of students' understanding is that students are expected to be able to re-express the contents of the story or summarize the contents of the story. All of this is inseparable from the ability of students to understand the contents of the story. (Marselina Sulastri Jampar, 2015: 343).

According to Kurniasih and Sani (2015: 97), "the *word square* model is a model that is enriched and oriented towards student activity in learning". This model combines the ability to answer questions with carefulness in matching the answers to the answer boxes. The word square learning model is a model that stimulates students to think effectively because this learning model is able to act as a booster and reinforcer of the material presented, trains accuracy and precision in answering and finding answers in worksheets.

Student learning outcomes using the *word square* can be explained based on the results of the final test in cycle I, which has increased towards a better direction, this can be seen in table 4.3. From these tables, the average student's

ability in learning to understand the contents of short stories increases, which results in a percentage of 100%.

From the test results of Cycle I, 5 students with a percentage of 56% obtained a score of 65 and 4 students with a percentage of 44% obtained a value of 65. This achievement illustrates that the implementation of Cycle I has not yet reached the classical completeness criteria, namely 64.8%. Furthermore, reflection on cycle I shows that there are deficiencies that occur in the learning process. By paying attention to the deficiencies in cycle I. It is expected that the word square learning model can be implemented properly according to the steps that have been prepared.

Based on the reflection results in cycle I, it was decided that the research would continue in cycle II to improve the weaknesses or deficiencies found in cycle I, indicating that the implementation of the action was going well. Weaknesses that occurred in cycle I can be repaired properly. It can also be seen that the teacher has used the steps of the Word Square learning model properly according to the lesson plan prepared by the researcher.

In using the word square learning model, it is clearly proven that students are more enthusiastic in participating in learning to understand the contents of short stories. Using the word square learning model can reduce student boredom. Students look active so that the learning process goes well and students' ability to understand the contents of short stories can increase.

CONCLUSION

1. Based on the results and discussion in this study, it can be concluded that through the *Word Square* can improve the ability to understand the contents of short stories in class IV SD Negeri 69 Ambon.
2. This is based on the test results for each cycle, namely in the first cycle students obtained the minimum completeness criteria (KKM) 65 by 5 students with a percentage of 64.8%
3. Meanwhile, in Cycle II, there was an increase of 81.90%, that is, to 100% with 9 students getting a score of 65.

BIBLIOGRAPHY

- Bafadal, Ibrahim. 2006. *Manajemen Peningkatan Mutu Sekolah Dasar: Dari Sentralisasi*
- Departement Pendidikan dan Kebudayaan. 1994. *Petunjuk Peningkatan Mutu Pendidikan Disekolah Dasar*. Jakarta: Direktorat Jenderal Pendidikan dasar dan Menengah.
- Daryanto, M. 2006. *Administrasi Pendidkan*. Jakarta: PT Rineka Cipta,.
- Eriani. (2015). Pengaruh Kepemimpinan Kepala Sekolah dan Stres Guru Terhadap Kinerja Guru SMK Negeri di Kota Lubuklinggau. *Jurnal Manajer Pendidikan*, 9, 452-457
- Ekawarna, H. 2018. *Manajenem Konflik dan Stres*. Jakarta: Bumi Aksara.
- Fattah, Nanang. 2006. *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya

- Fitri, M.F. (2012). Analisis Faktor-Faktor Yang Berhubungan Dengan Kejadian Stres Kerja Pada Karyawan Bank (Studi Pada Karyawan Bank BMT). *Jurnal Kesehatan Masyarakat*, 2, 1-10.
- Hanggareni, D. 2009. *Pengaruh Privatisasi Terhadap Tata Kelola Dan Kinerjanya Perusahaan PT. Indofarma (Persero) Tbk*, Disertasi Doktorat, Yogyakarta: Pascasarjana Universitas Gajah Mada. Hasil Tesis
- Harianto, D., Hadi, S & Priyono, A,A (2019). Pengaruh Beban Kerja, Stres Kerja dan Iklim Organisasi Terhadap Kinerja Karyawan CV. Kampoeng Sejahtera, *Jurnal Riset Manajemen*, 8, 51-67
- Istijanto. (2008). *Riset Sumber Daya Manusia*. (Edisi Ketiga). Jakarta : PT. Gramedia Pustaka.
- Jalaludin, Rakhmat. 2007. *Psikologi Komunikasi*. Bandung : Rosdakarya
- Mangkunegara Anwar Prabu. 2013. *Manajemen Sumber Daya Manusia*. Perusahaan, Remaja Rosdakarya, Bandung.
- Nawawi, H. 2006. *Manajemen Kinerja*. Gajah Mada University Press, Yogyakarta.
- Nurkholis. 2006. *Manajemen Berbasis Sekolah*. Jakarta : Grasindo.