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Indonesian Language Teaching in Elementary School: Cooperative Learning Model Explicit Type Instructions Chronological Technique of Events on Narrative Writing Skills from Interview Texts

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Abstract---In learning activities, there is often a learning saturation that arises from students. This can be triggered by various things. Therefore, as a researcher, he took the initiative to apply modeling in learning, especially in language learning. Thus, the purpose of this research is the application of an explicit type of cooperative learning model instructions chronological technique of events in writing narratives from interview texts. This research is applied or piloted to students consisting of several schools in Indonesia as well as the object of research. The research instrument is the researcher himself as the key/main instrument. In addition, the researcher was also assisted by several other teams of research students and teachers from local schools. Based on the results of research through testing the model, it is categorized that there is a significant increase in learning. It can be seen that the average score of students reaches 85% of the maximum threshold of 90%. Thus, it can be concluded that the application of the model is considered successful and can be applied in various schools in the world.

Keywords---chronological technique, elementary school, learning models, narrative paragraphs, writing skills.

Introduction

Language is an inseparable part of human life. Language is a life skill that is continuous with one another (Collins, 2010; Campbell, 1982). Language is used and applied in the fields of education, religion, social, and so on. Language skills include listening, speaking, reading, and writing (Bruner, 1982; Lawton, 2006; Cazden, 1972; Alim & Baugh, 2007). These four skills are skills that cannot be separated and are continuous with each other (Brooks, 2002; Sterelny, 2012). Viewed from the writing aspect, the purpose of teaching Indonesian is for students to be able to express experiences and ideas, be able to express feelings in writing and clearly, be able to also write down information according to the subject (context) and circumstances (situation) (Cook, 2007; Savignon, 2005). Students must be sensitive to the environment Morales (2014), and able to express in the form of prose and poetry, and the specific purpose of the writing aspect is so that students have a passion for writing to increase knowledge and its benefits in everyday life (Romano, 1995).

Based on the results of observations of students in one of the schools that was used as the object of the initial test, it turned out that many students complained because they were not able to absorb the learning information provided by the teacher, especially in learning to write. They tend not to be able to write in good and effective sentences. This causes learning to write to be a frightening specter for students and results in the learning objectives to be achieved have not been met. This can also be seen from the level of student achievement which is still below the KKM (Minimum Completeness Criteria) which is set at 70. So that a special lesson is needed about converting interview texts into narratives. This particular learning is a guided learning, with a cooperative learning model type explicit instructions chronological event technique (LumbanTobing, 2013; Hidayati & Wuryandari, 2012).

Cooperative learning type explicit instructions chronological event technique was chosen because it will make students more active and provide students with a high learning experience. Students will learn about responsibility, cooperation, and brainstorming. In addition, students will receive guidance from the teacher gradually, seeing that students lack previous training, so that each student understands the learning provided and gets maximum learning outcomes. In the learning process the teacher does not only provide material and then the students are released to practice without guidance, but when the teacher practices guides students periodically so that students know errors or mistakes in the writing process, and students can understand and correct them. In this study, the remedial system is abolished. The remedial system will appear when students after doing the guidance still cannot write well (Kumar et al., 2016; Widiastri et al., 2019).

The use of cooperative learning model type explicit instructions, chronological events technique in learning narrative paragraph writing skills from interview texts can also be used as a way to achieve the objectives of learning Indonesian language and literature subjects in learning to write to achieve competence and produce graduates who are skilled at communicating, both orally. nor write. Therefore, the researcher will conduct research on improving the skills of writing

narrative paragraphs from interview texts with the cooperative learning model type explicit instructions, chronological events technique for elementary school students.

Literature review

Language has an important role in the learning process. Language as a medium as well as a means of communication between teachers and students, and one student with another student (Patel, 2014; Coverdale-Jones, 2000). Language learning must involve four factors, namely teachers, language teaching, language teaching methods, and subject matter (Harmer, 2001; Richards & Rodgers, 2014). These four facts become the most important part in the effort to help and facilitate the process of teaching and learning languages. The teacher is the most important factor in the process of facilitating the learning process (Yestiani & Zahwa, 2020; Lawrence & Tar, 2018). Because the teacher is a facilitator in the learning process that requires ways or methods in learning. So, good teachers, in general, always try to use effective teaching methods, and use the best media tools in carrying out language learning (Wardani, 2010; Minsih, 2018). The search for the most effective method is still being carried out from time to time.

In language learning, writing is one aspect of language skills that must be developed (Dubin & Olshtain, 1986; Stepp-Greany, 2002; Fulwiler, 1987). Writing skill (maharah kitabah/writing skill) is the ability to describe or express thoughts, from simple aspects such as writing words to complex aspects, namely composing (Hampton, 2018). Writing is a communication activity that is carried out without being supported by voice pressure, tone, mimic, gestures, and without situations as occurs in oral communication activities. Thus, writers must be good at using words, expressions, sentences, and use functions to convey, inform, describe and suggest something to others (Simarmata, 2019). In addition, writing skills can also be interpreted as skills to describe or paint signs or symbols of letters with predetermined provisions (Raimes, 1983; Goldsmith, 2011).

The definition of a paragraph is a sentence that is systematically arranged in which there is a main idea expressed by the author to the reader (Wiyanto, 2004). With paragraphs, it is possible to distinguish where an idea begins and ends. A paragraph is a group of related sentences and together explain a unit of thought to support a large idea. Thus, a paragraph can be said to be a mini discourse as a result of combining several sentences, which means that every element in a long article is in a paragraph (Paul & Elder, 2019; Alsmari, 2019). Paragraphs are also known as paragraphs. According to Sarfo-Adu (2015), The word paragraph is taken from the English paragraph, which is formed from the Greek word, *paragraphein*. Which means "before" and *graphein* which means "to write or scratch". In the past, this word was just a name for a mark placed in front of a line as a feature of the beginning of a paragraph. While the word paragraph is absorbed from the Dutch language which etymologically comes from the Latin word *a linea* which means "starting from a new line" (Paul & Elder, 2019).

Narrative paragraph is a paragraph that tells a moment or event in a coherent way (Wang et al., 2018; Liu et al., 2017; Wiener, 1972). Narrative paragraphs can be real or fictional. Examples that are fiction are short stories and novels, then

those that are real are biographies, autobiographies, or notes on other events (Nardiati, 2015). What must be noticed from the narrative paragraph is that this paragraph is arranged according to a chronological pattern of time or chronological place (Ati et al., 2018). Narrative is one type of paragraph development in writing in which a series of events from time to time is described in the order of beginning, middle, and end (Cobley, 2013; Caracciolo, 2014).

A narrative paragraph must have a main idea that is supported by supporting ideas that are embodied in supporting sentences (Riessman, 1993). These sentences contain a series of actions that are ordered according to the order of time and place where they take place (Febriyanto, 2018; Idrus, 2013; Lindawati, 2019; Lestari, 2020). The target of writing a narrative paragraph is from the interview text. The interview text itself is the result of the question and answer processing process carried out by a questioner and answerer (Fontana & Frey, 2005; Holstein & Gubrium, 1995). Interviews were conducted by recording using audio and visual media (Willmot et al., 2011; Marland, 2012; Ferrándiz Martín & Baer Mieses, 2008). The results of the interview were then translated in writing into a text.

The learning model is a framework that provides a systematic description for implementing learning in order to help students learn in certain goals to be achieved (Marzano et al., 1993; Taylor, 1994). That is, the learning model is a general description but still has a specific purpose. This makes the learning model different from learning methods that have implemented learning steps or approaches that are even wider in scope (Vartak et al., 2016). The above definition is in line with the opinion of Suprihatiningrum (2013); Kiely (2005), which states that the learning model is a conceptual framework that describes learning procedures systematically to manage student learning experiences so that certain desired learning objectives can be achieved.

The explicit instructions model is one type of modelcooperative learning (Taufik, 2018; Mahardhika, 2013). Explicit instructions are marked by a series of supports or scaffolding, where students are guided through the learning process by statements clear goals and rationale for learning skills new, clear explanations and demonstrations of instructional targets, and supported practicing with feedback until independent mastery has been achieved. Forms of instruction as a "systematic model of teaching with emphasis" on proceeding in small steps, checking student understanding, and achieve active and successful participation by all students (Khoiriyah, 2014). In essence, there are sixteen elements of explicit instruction as follows:

- First, focus on the important content of the instructions. Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in future and according to the instructional needs of students.
- Second, logical sequence skills Consider several curricular variables, such as teach skills more easily. before hard skills, high frequency of teaching skills before skills are lacking frequent use, ensuring mastery of prerequisite skills for before teaching the skill itself, and separating skills and strategies that are similar and thus possible confusing for students (Anindiyarini & Sumarwati, 2014).

- Third, Break down complex skills and strategies into units smaller instructions. Teach from small steps. Segmentation of complex skills into instructional units that smaller than the new material address . cognitive concerns overloading, processing demands, and students' working memory abilities. Once mastered, units are synthesized (that is, practiced as a whole).
- Fourth, design organized and focused lessons Make sure lessons are organized and focused. In order to make optimal use of instructional time. Organized lessons on topics, well sorted, and contains no irrelevant deviations.
- Fifth, start the lesson with a clear statement of the purpose of the lesson and your hope. Tell students clearly what will be learned and why it matters. Students achieve better if they understand the instructional objectives and expected outcomes, and how the information or skills presented will help them.
- Sixth, a review of prior skills and knowledge before initial instruction. Provide relevant review information. Ensure that students have prerequisite skills and knowledge to learn the required skills taught in lessons. This element also provides the opportunity to linking new skills with other related skills.
- Seventh, provides a step-by-step demonstration of skills and model. Clarify the decision-making process needed to complete a task or procedure by thinking out loud as you perform a skill. Clearly demonstrate the target skill or strategy, in order to shows students proficient models of performance.
- Eighth, use clear and concise language. Use consistent, ambiguous words and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce confusion as possible.
- Ninth, provides a variety of adequate examples and non-examples. In order to set limits on when and when not to apply skills, strategies, concepts, or rules, providing a variety of examples and non-examples. Various examples that explain the situation when skills will be used or applied is important so that students do not little use of it. Instead, it presents a variety of non-examples reduce the likelihood that students will use skills appropriate.
- Tenth, provide guided and supported practice. In order to promote and build self-confidence early success, manage difficult practice opportunities during lessons, and provide the students with guidance in skill performance. When students show success, you can gradually improve the difficulty of the task as you reduce the level of guidance. Instructions previously, effective and explicit as noted can be seen as provide a series of instructional supports or scaffold-first through logical selection and order of content, and then by breaking down the content be managed instructional units based on students' cognitive abilities (eg, working memory capacity, attention, and prior knowledge). Instructional deliveries are marked with clear descriptions and demonstration of skills, followed by practical support and timely feedback. Initial practice carried out with high-level teachers engagement, however, once student success is evident, teacher support is system- thematically drawn, and students move toward better performance independent. The 16 explicit instruction elements can also be combined into in small amounts.

- Eleventh, requires frequent responses. Plans for a high level of interaction student-teacher through using questioning. After students respond frequently (e.g., verbal responses, written responses, or actions responses) helps them focus on the content of the lesson, provides opportunity for students of elaboration, assisting you in checking understanding, and make students active and attentive.
- Twelfth, monitor student performance carefully watch. And listen student answers, so that you can verify student mastery as well as make timely adjustments in instruction if students make error. Close monitoring also allows you to provide feedback to students about how well they are doing.
- Thirteenth, provide affirmative feedback and immediate improvement. Follow up on student responses as quickly as you can. Immediate feedback to students regarding the accuracy of their responses helping to ascertain the level of high success rate and reduce the possibility of practicing errors.
- Fourteenth, giving lessons at a fast pace. Give instructions with the right speed to optimize instructional time, amount content that can be presented, and on-task behavior. Use level quick presentation, but includes a reasonable amount of time to think students/processing, especially when they are learning new material. Speed desired is not so slow that students get bored or so so fast that they can't keep up. Fifteenth, helping students organize knowledge. Because many students experience difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make this connection is more clear or explicit. Well organized and informed connected makes it easier for students to take information and facilitate integration with new material.
- Finished, sixteenth Provide distributed and cumulative practice. Distributed (vs gather) refers to the practice of several opportunities to practice skills over time. cumulative practice is a method to provide distributed practice by including the opportunity Practice good beforehand and address new acquired skills. Provide students with practice efforts, in order to overcome retention and automation issues.

Method

This research is an experimental research, because the research was conducted to solve learning problems in the classroom (Cobb et al., 2003; Beudels et al., 2021). This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. In this study the researcher as a teacher collaborates with colleagues or friends of teachers in the same school. This is done by researchers in order to facilitate the observation of the results of the implementation of learning, so that teachers are more focused on their duties. The design of this study focuses on the remaining elementary schools, namely at SDN 01 Curup, SDN 16 Curup, SD Pelita Kasih Curup, SDIT BIN-BAZ, and SDN 02 Center Curup.

This research uses observation data collection method. The most effective observation is to complete it with an observation format or blank as an instrument. The compiled format contains items about the events or behaviors that are described as going to happen. The data that has been recorded, is considered, then an assessment is made into a multilevel scale, such as score

scores, and an assessment of the reaction/score interpretation. Data is classified into two groups of data, namely quantitative data in the form of numbers, and qualitative data expressed in words or symbols. The numerical data (quantitative) obtained from the instrument is summed or grouped according to the form of the instrument used. Qualitative data in the form of words, will be used to accompany and complete the description obtained from quantitative data analysis (Puranik et al., 2018; Sarica & Usluel, 2016).

Result and Discussion

The results showed that improving the skills of writing narrative paragraphs from interview texts with the application of the cooperative learning model explicit type instructions chronological technique of events carried out improvements, namely observation of action beginning and observation of action advanced in Indonesian lessons in the material. The subject of writing narrative paragraphs from interview texts has always experienced a significant increase. The data that the researchers obtained always experienced an increase in learning completeness at every observation of their actions. This can especially be observed in the class average gain of each stage. At the initial stage of 60.62, the first observation was 72.19 and the second action observation rose to 87.81. This shows that the skill of writing narrative paragraphs from interview texts increases, which is indicated by the increase in student achievement in each action observation.

The recapitulation of students' mastery in learning Indonesian in the material of writing narrative paragraphs from interview texts from the initial stage, observing the first action, and observing the second action in the table as follows.

Table 1
Student learning completeness level data

No.	Step	Finished students		Unfinished students	
		Amount t	Percentage (%)	Amount	Percentage (%)
1.	Early stage	10	31,25	22	68,75
2.	Action observation beginning	18	56,25	14	43,75
3.	Action observation advanced	32	100	0	0

Based on the table above, it can be seen that there is an increase in mastery learning at each stage. In the early stages of complete learning only reached 10 (31.25%) students, in the observation of action beginning who completed learning to 18 (56.25%) students, there was an increase in learning completeness 25% from the initial stage. In the observation of action advanced, student learning completeness reached 32 (100%) students or an increase of 68.75% from the initial stage and 45.75% from the observation of action beginning. This shows that the application of the explicit type of instructional cooperative learning model with the right chronological event technique will be right on target and fulfill maximum learning expectations. The results of observations of student activity

during the Indonesian language learning process in writing narrative paragraphs from interview texts are presented in the following table.

The activeness of students in observing action beginning is still relatively low, because students are still foreign in carrying out the activities of writing narrative paragraphs from interview texts, students also have difficulty in compiling writing or making summaries of the results of writing paragraphs from interview texts. This is due to the lack of explanation of implementation instructions in writing narrative paragraphs from interview texts and the lack of guidance from the teacher (Mak & Coniam, 2008; Ji, 2008; Kormos, 2011). The activeness of students in observing action advanced seemed to increase, the teacher explained the implementation instructions for writing narrative paragraphs from the interview text, so that students did not hesitate in writing. Thus, the implementation of writing narrative paragraphs from interview texts through the application of the cooperative learning model explicit type instructions chronological event technique went smoothly. Based on the results of the final observations of student activity above, it is recapitulated as follows.

Table 2
Percentage of student activity at the meeting and observation level

No.	Stage type	Acquisition	
		Score	Percentage
1.	Early and intermediate observations	13	54 %
2.	Follow-up observation and evaluation	23	96 %

Looking at the table above, the researcher can explain that the level of activeness of students in learning Indonesian in writing narrative paragraphs from interview texts, we can see that there has been an increase from the observation of action I obtaining an activity score of 54%, and in the observation of action advanced by 96% . The level of student activity in learning Indonesian in the material of writing narrative paragraphs from interview texts, we can see that it has increased from Ike's observation of action advanced observation of 42%. Based on the two observations of corrective actions in Indonesian language learning in the material for writing narrative paragraphs from interview texts that have been carried out, it always increases at each stage of learning improvement (Kumar et al., 2021; Erbas et al., 2021; Azazzi, 2020).

First, in the observation of action beginning, students who finished learning reached 56.25% or experienced an increase from the initial stage. The increase in the percentage of student learning completeness is used as a benchmark for determining student achievement in learning about writing narrative paragraphs from interview texts. The increase that occurred in the observation of action beginning was not as expected, therefore it was continued in the observation of action advanced. Second, in this second action observation, student learning achievement has increased, which is indicated by an increase in the percentage of student learning completeness which is quite significant and in accordance with the target set by the researcher and the observer. At the initial stage, only 31.25% in the observation of action advanced to 100% or an increase of 68.75%, while the increase that occurred from the observation of action beginning to the observation

of action advanced, from 56.25% to 100% or an increase of 43.75%. This is because the researcher applies the cooperative learning model explicit type instructions chronological event technique for learning Indonesian in the material for writing narrative paragraphs from interview texts. Besides that, the level of student activity also increased the acquisition score from the observation of action beginning by 54%, in the observation of action advanced by 96%, there was an increase in the score of the acquisition of student activity by 42%.

Conclusion

Based on the results of the analysis and discussion in classroom action research, The conclusion of this research is as follows:

- First, the process that occurs in learning narrative paragraph writing skills from the interview text with the explicit type of cooperative learning model instructions chronological technique of overall events in cycle beginning and Cycle advanced has the same learning steps. In cycle advanced there are material at the core of learning that emphasizes understanding compared to cycle beginning. Students are directed to be able to solve own problems by discussing and giving paragraph writing exercises narrative of the interview text by paying attention to the use of sentences direct and indirect, as well as the use of word choice, use of correct spelling and punctuation. By understanding the material and practicing on cycle advanced, then the learning of narrative paragraphs has increased compared to cycle beginning.
- Second, there was a positive change in student behavior in the follow-up cycle towards learning to write narrative paragraphs from interview texts with models cooperative learning type explicit instructions technique of chronological events. Changes in behavior can be proven by students who show better enthusiasm during the learning process. Early student less serious in learning to write narrative paragraphs, become serious and enthusiasm in writing narrative paragraphs. This can be seen from documentation. Thus, this model is very efficiently applied in learning. Not only for elementary school students, but also for junior high, high school, and even college students (Biddinika et al., 2016; Stracke, 2016; Suryasa et al., 2019).

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