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Bigbook Writing Based Brainwriting Learning At The Primary School

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Abstract. Learning is processed to communicate theory to student with a stimulus and respond. In communicate can do with a several ways, there are writing, reading, listening in the learning activity. When writing learning, student often experiences proud some problem, they are constained on the disclosure of their ideas to be proud on an essay or story. Therefore, in the process of learning Indonesian language, a lot of student who is less enthusiastic and less interested to follow the activities of writing an Indonesian story. So it takes stimulus to that student, it can be interested and can grow their creativity in learning to write a story. Stimulus needed by using Brainwriting model used big book story media.

In the class, this media is very supportive once to growth interest in writing students, because at book "big book writing based brain writing learning" has some 3D Pop Up animation picture can make imaginations of student to write a story. In the matery of this book, not only display pop up animation picture, but also has contain matery how about Indonesia culture. This book also aim to student so as not to know only about the Indonesian language material, but also must be know with Indonesian culture. And then, Brainwriting model used big book writing media in implementation make the student to write training with pouring their ideas into discussion at the coloring letter and discussion with his friend to finishing their writing task.

1. Introduction

Basically, there was four skill of language that must be mastered by the students such as listening, speaking, reading, and writing. One of language skill that was complex enough was writing skill. In fact,

the writing skill did not get any attention enough. It caused by the students' daily activity that only focused on reading skill, so they got some problems on writing skill such as writing a short story. Besides, it was affected by the students' lack of ideas or opinion when they wanted to start the writing activity. Moreover, there were some students who already had the idea but they felt difficult to express it into the written form.

Based on Tarigan (2008: 20) added that writing skill became one of the activities that was very important since by writing the students were trained to think and express their thought into written work. Besides, the progress of the nation could be measured from the progress of written communication the nation itself. Based on the observation in the field, the writing skill of Indonesian learning was still lack especially in writing story learning. The students was disposed to be lazy to write and got some problems to express their ideas and opinions. Some of them were not interesting with the teachers' way of delivering the materials, so they did not pay attention to the teacher while teaching and learning was processing, and it could destruct the learning circumstance.

As the teachers who were ready to teach, the researcher must be able to solve the problem that could cause the students getting a problem in expressing their ideas. There were some ways that could be done to make the students have big interest toward writing skill. One of them was the using of brain-writing learning model facilitated by big-book media for the writing skill in Indonesian learning subject. The learning process of the brain-writing model could decrease the students' saturation and boredom in teaching and learning process since in its process there were some discussions and games by using learning media that was innovative such as big-book learning media. This media was the pictures by using 3D design that aimed to increase the students' interest to follow the Indonesian writing learning and to trigger them to think creatively in expressing their story. The media was a book that formed like a pop-up book in which inside the book there were 3D pictures, and they appeared in the surface of the book, so it looked like real. It was expected to be able to help the students that still had the way of thinking with operational concrete objects. In this book, there was a color design that could generate the students' interest to write. The size of the book was A3, so it would help the students to read the book. The book contained local cultures to increase the students' nationalism of local culture.

It was similar to the brainstorming model that was a method or technique to build an idea systematically. In other words, the brain-writing model was a learning model to produce an idea that involved all people in group. The activities of this model was writing an idea on the paper and expressing the ideas into written form. Moreover, the learning media of big book was one of the media that could trigger the students to write. The objective of this research was to find out the effectiveness of the implementation of brain-writing learning by using media of big-book writing toward the writing story learning at the primary school.

1.1   Why Media Bigbook Writing?

Basically big book was a reading book that had big size, word, and picture whereas pop up was a picture that had a part that could move or 3D aspect. Seen from its display, the big book writing was liked a big book that had big size, and the content of this book was formed as pop up that used visual media and 3D design. The visual media could make the students understand easily and strengthened their memory. Suyanto (2010) explained that big book writing was one of the media that was liked by the students and could be made by the teachers. This big book was usually used by low class students. Inside this book it contained brief story by using big words and given by colorful pictures. The students could read it by themselves or heard the story from the teachers.

Lynch (in Ika & Bambang, 2012) stated that Big Book could be a big motivation to learn about the pronunciation of the word, shape, and other language speech such as complex words, verbal words,

abbreviations, or verses. The habit in hearing or reading a story would increase the vocabulary. This book was one of media that was liked by the students and could be made by the teachers. Inside this book it contained brief story by using big words and given by colorful pictures. By using this big book media the students could be enthusiasm to follow the writing learning and could trigger the students to express their creative ideas in writing story.

1.2   What Is Brain-Writing Learning Model?

The learning model could be said as an effort to increase the effectiveness in teaching and learning process. There were several learning models that could be used in teaching and learning activities, and one of them was brain-writing learning model.

Based on Michalko (2004: 315) this learning model was an approach in expressing the ideas from sharing ideas in which a group could produce some ideas that came from all members in the group. Each member in the group wrote an idea on a paper and exchanged their paper to another member in the other groups. The idea that was written on the paper could trigger more ideas that could be added in the list. By producing the ideas from sharing ideas, it was expected that this strategy of brain-writing model could increase the students' writing skill especially for writing a story.

The learning model became the way to deliver the learning materials that were used to achieve the learning objectives or the learning competencies effectively and efficiently. According to Brahm & Kleiner (in Wilson, 2013: 44) the brain-writing model was a method that produces the ideas fast by asking the participants to write their ideas on the paper and exchanged their paper with other members in their group.

In its implementation, the brain-writing learning model asked the students to write their ideas in written form on a paper. They could add or exchange their idea with other members in their group. This learning model was also useful to push the passive students or the students who did not have self-confident to express their ideas in written form.

2. Method

The random sampling technique was used to decide the research sample. It would be the primary data that was directly gotten from the research subject through the test. According to Arikunto (2013: 193) test is series of questions or tasks with other instruments that were used to measure the skills, intelligence knowledge, abilities or aptitudes that had by the individual or group.

The data in this research contained the score data of pre-test and post-test from experiment and control class to look the differences of the students' skill in writing a story between the implementing the brain-writing learning model by using big-book writing media of learning and the implementation of conventional learning model. The data analysis technique that was used to see the differences of the writing skill between the experiment class and control class was T-test such as normality test, homogeneity test, and hypothesis test.

The objective of this research was to find out the influence of brain-writing learning by using learning media of big-book toward the Indonesian writing story of the third grade students of Madiun State Primary School, Kutoharjo subdistrict, Madiun year 2017/2018.

3.   Results and Discussions

3.1. Research Result

3.1.1   Normality and Homogeneity Test

The normality test, here, was used to know whether the sample data came from the population in normal distribution or not. This research used *Lilliefors* method to get the normality test by the significant level $\propto$ =0.05. The critical area in this test was DK={LlL> $L_{0.05;\,n}$}. Based on the normality test result with the criteria test, H_o was accepted or H_1 was rejected if the result was $L_{arithmetic} \leq L_{table}$, and H_o was rejected or H_1 was accepted if the result was $L_{arithmetic} > L_{table}$. The data analysis result of the normality test that was gotten from the post test result of experiment and control class could be seen below.

Table 1.1 The analysis of normality test from experiment and control class

Class	$L_{arithmetic}$	L_{table}	Test Result	Conclusion
Control	0,245	$L_{(0,05;10)}$= 0,258	H_0 was accepted	Normal distribution
Experiment	0,162	$L_{(0,05;20)}$= 0,190	H_0 was accepted	Normal distribution

Based on the table above, it showed that the control class got $L_{arithmetic}$ = 0,245 < 0,258 = L_{table}, so it meant that Ho was accepted and it was distributed normally in the population. Moreover, the result that was gotten from experiment class was $L_{arithmetic}$ = 0,162 < 0,190 = L_{table}, so Ho was accepted and it was also distributed normally in the population.

The data analysis result of homogeneity test by using F test with the significant standard (α) = 0,05 could be seen in the table below.

Table 1.2 The Analysis result of Homogeneity test

$F_{arithmetic}$	F_{table}	Criteria	Test result
1,028	$F_{0,05(19,9)} = 2,42$	$F_{arithmetic} \leq F_{table}$	H_o was accepted

From the table below it showed that the analysis result of homogeneity rest got $F_{arithmetic}$ = 1.028 by the criteria of the test $H_0 = F_{arithmetic} \leq F_{table}$, 1.028 ≤ 2.42. It meant that Ho was accepted, so it got the conclusion that the sample came from the population that had homogeneous variant. Moreover, the data was tested its hypothesis by using T-test with the significant standard $\alpha = 0,05$. The data analysis that was gotten from the steps of T-test could be seen from the table below

Table 1.3. The analysis result of T test

Treatment	$T_{arithmetic}$	T_{table}	Conclusion
The brain-writing learning model by using Big-book media of learning	3,768	1,701	H_0 was rejected / H_1 accepted

Based on the table below, it could be gotten that $T_{arithmetic}$ was 3.768 whereas T_{table} was 1.701. In regard with the criteria of the test, Ho was rejected / H_1 was accepted in this research since there was $T_{arithmetic} > T_{table}$ or 3,768 > 1,701.

3.2. Discussion

Based on the research result, it was found that the brain-writing learning model by using Big-book media of learning at the third grade students of 2 Madiun Lor State Primary School gave the influence for the

students' writing skill of writing a story. Moreover, to strengthen the data, the researcher did the hypothesis test that was different test of two averages (T-test) between experiment class and control class. The aim of T-test was to find out the influence of the brain-writing learning model by using Big-book media of learning toward the writing story skill. Before the data was tested its hypothesis, it was firstly done the pre-requirement tests such as normality test and homogeneity test. In the experiment class the students could participate and communicate each other, and they express their ideas thus exchange the ideas one another. They felt comfortable and enjoyed the teaching and learning process. Nevertheless, it did not happen in the control class in which the students were only a passive participant and they paid attention to the teachers whom explained the materials.

In the learning process of writing story, the students of experiment class were very enthusiasm to use this learning model since they could discuss and write a story by using the big book media. Besides, this learning model did not only focus on the teacher center but it also asked the students to participate actively in the learning activity. Based on some theories that already explained before, it was more strengthen that the implementation of brain-writing learning model by using Big-book media of learning could increase the writing skill of the third grade students of 2 Madiun Lor State Primary school at year 2017/2018. Because of its implementation, the students motivated to write the Indonesian story and they were very enthusiasm and discussed actively to produce some interesting ideas to write the interesting story. Besides, the learning activity was more valuable since the students could work in groups to finish their writing story that was given by the teacher.

4. Conclusion

Based on the research results and the discussion of the research, it could be concluded that there was the influence of the implementation of brain-writing learning model by using Big-book media of learning toward the writing skill of Indonesian story at the third grade students of Madiun State Primary School, Kartoharjo sub-district, year 2017/2018.

It could be seen from the T-test result with 5% of the significant standard in which the result was gotten $T_{arithmetic} > T_{table}$ or $3,768 > 1,701$. The decision criteria of the test was that Ho was rejected if $T_{arithmetic} > T_{table}$ and Ho was accepted if $T_{arithmetic} \leq T_{table}$. It meant that this research got a result that Ho was rejected since $T_{arithmetic} > T_{table}$ or $3,768 > 1,701$.

From the observation that was done by the researcher toward the experiment and control class it got the result that the implementation of brain-writing learning model by using Big-book media of learning in the experiment class could make the students actively participate into the teaching and learning process. Besides, the students were very enthusiasm to get the needed materials and could follow the teaching and learning well.

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