

IMPROVING STUDENTS ABILITY IN WRITING TEXT OF SPEECH USING CRITICAL WRITING METHOD

Jaja Supriadi¹, Isah Cahyani², and Moch. Irfan Hikamudin^{3*}

¹Universitas Pendidikan Indonesia, Bandung, Indonesia

²Universitas Pendidikan Indonesia, Bandung, Indonesia

³Universitas Pendidikan Indonesia, Bandung, Indonesia

* Jajasupriadi@gmail.com

*isahcahyani@upi.edu

*moch.irfan.hikamudin@upi.edu

Abstract: This research is motivated by the problem of writing the text of speech in SDN Adiyasa, Rancaekek, Bandung District. Based on the results of field observations found many students who are less able to write text speech, still difficult to pour ideas in making text speech. and ignore the spelling in writing. The problem arises not only caused by students, but also because of less effective, creative, and fun teaching lessons. The purpose of this research is to improve the process and ability of students in writing text of speech. The research method used is class action research method by using Elliot Design. This study was conducted with three cycles that each cycle consisted of three actions. In this study, researchers used instruments such as observation sheets, field notes, documentation and interviews. Data analysis was done by quantitative, qualitative and triangulation technique. Quantitative data is done by searching for average, while qualitative data is processed by descriptive method. Judging from the ability to write speech texts, each cycle has increased. This is evident from the average score of speech-writing ability obtained by students from each cycle. Cycle I: 55.23 Cycle II: 66.11 and Cycle III: 87.98 and thus the researchers recommend to teachers to use the Critical Writing Multiliteration method as one of the solutions to improve speech writing skills.

Keywords: Writing, Speech, Critical Writing Method.

1. Introduction

Education is one of the foundations that build the nation's technology. The quality of human resources from the nation will be determined by the quality of education of the nation. This makes education as a possible means for students who have the power to live in the present and the future. If the quality of education will be affordable, the quality of human resources will be low and will not have competitiveness.

In Law No.20 of 2003 states that: Education is a conscious and planned effort to realize the learning atmosphere and learning process so that the participants have the potential to have spiritual strength, self-control, personality, personality, intelligence, nobility, and the skills needed by themselves, society, nation and country. (Depdiknas, 2003, p.1)

One of the goals of education is to humanize people in society who are able to produce humans who are aware of themselves, their environment and their god. Education can create quality human beings and have the right attitude towards the future so that they can realize their dreams and hopes. In addition, education is able to make people fit their environment. From the statements above it is appropriate that we will be aware of the importance of education.

We all know that elementary school is the basis of the compulsory education program that can be proposed by the government. As elementary education, elementary school is as a foundation in education, it is proper that elementary education for children is not just educational material, children who need to be educated and guided to have good personality and character.

Education in elementary schools consists of various disciplines, one of which is Indonesian. Things teachers should teach for students in Indonesian Language Lessons Includes several aspects, namely listening, speaking, reading, writing, literature and linguistics.

Prominent skills are four components, namely: (a) listening skills; (b) speaking skills; (c) reading skills; (d) Writing skills (Nida, 1957, p.19; Harris, 1977, p.9; Tarigan, 1981, p.1).

One of the skills that elementary students must master is writing skills. Writing is an activity of writing ideas or concepts in writing. According to Hearton (1975, p.127) writing is the activity of composing words) correctly in accordance with the rules of grammar that connect these sentences. The formation of interconnected writing that can communicate thoughts and ideas about the topic.

In this modern life, it is clear that writing is very necessary. It seems not too much to be mentioned as one of the skills that must be possessed by educated or educated people. Competency standards Writing lessons are filling minds and information in the form of speeches and official letters.

This study was conducted because researchers assumed that in Indonesian language learning in class VI SDN Adiyasa in Rancaekek Subdistrict, Bandung District there was a problem that students' writing skills were still low. Of the 30 students only (50%) students who scored above the Minimum Completeness Criteria were 70, and the class average was still low at 67.12. Efforts made so far such as increasing exercise at home, explaining, and giving assignments have not given much meaningful change. Therefore for the second semester of the 2015/2016 academic year, researchers want to improve and develop the Teaching and Learning Process in elementary school. For this reason the authors carry out PBM quality improvement research on Indonesian language lessons in the form of Classroom Action Research. Based on the identification of the above problems, the researcher asked for help from colleagues to analyze the causes of the problems. And from discussions with peers it can be seen that the factors causing the problem are as follows, (a) The explanation that the teacher does is too fast; (b) The teacher's voice in explaining the material is less loud and clear; (c) Learning methods are less varied and boring; (d) Students do not dare to ask questions about unclear material; (e) Teachers lack motivation for students during learning

Teachers are the main factor in developing the potential of students. Weaknesses that students have can be minimized by the professionalism of a teacher, so that he is able to carry out his duties and functions as a teacher with maximum ability.

Researchers also identified the state of students outside the school environment. It turned out that the students played too much at home so they forgot about learning and their parents were too busy

with work so that their children were not controlled. Most parents can only fulfill their outer needs without paying attention to their inner needs.

One effort to improve students' ability in the learning process and better learning outcomes is the use of the right method. Teaching is a very complex effort, so it is difficult to determine how good teaching really is. The method is one tool to achieve goals. While learning is an activity carried out by the teacher in such a way that the behavior of students changes towards a better direction.

The method can be interpreted as the way or method that must be taken to achieve a goal that we want. According to Ahmadi (1997, p.52) the learning method is a knowledge of the ways of teaching used by the teacher or instructor. Another definition says that the learning method is a presentation technique mastered by the teacher to teach or present lesson material to students in the classroom, either individually or in groups so that the lesson can be absorbed, understood and utilized by students well.

The learning method that the writer will apply in this research is the multiteration method of critical writing. This method is a multiteration learning method of writing that emphasizes the ability of students to conduct a series of writing activities based on reasoning ability utilization as material in writing activities. The writing produced by students through the application of this method is writing that is argumentative or persuasive. The form of writing can be very diverse, such as advertisements (in various forms), popular scientific writings, or reviews. In the process of its application, of course the creative creations of the teacher are needed especially with regard to the difference in structure between the various forms of writing that are assigned.

Based on the explanation above, the writer conducted a classroom action research entitled "Improving Students' Ability in Writing Speech Text Using Critical Writing Multiliteration Methods"

Based on the background of the problem in advance the researcher formulated the problem to find the cause of the low level of students' learning ability in Indonesian language subjects, especially in writing speech techniques. The formulation of the problem in this study is: (a) How does the process of improving students' ability to write speech technology using multiliteration critical writing methods?; and (b) What is the ability of students to write speech texts using critical writing multiliteration methods. Next this study aims to: (a) Knowing the process of improving students' ability to write speech texts using multiliteration critical writing methods; (b) Enhancing students' ability to write speech texts using critical writing multiliteration methods.

This research was conducted in the hope of providing usefulness both theoretically and practically. Theoretically this researcher is useful to add treasures about Indonesian language teaching methods in learning to write speech texts.

2. Related Works/Literature Review

a. Writing Learning

1) Understanding Writing

Writing is one of four basic language skills (speaking, listening, reading, writing). In general, the language skills above are divided into two types, namely productive skills and receptive skills because. Writing and speaking are productive skills. Called productive because these skills are used to produce language for the sake of conveying meaning. While what is called receptive because these skills are used to capture and digest the meaning of use and understanding of the delivery in the form of language, both verbal and non-verbal.

Writing can be defined through various points of view. In a simple perspective, writing can be interpreted as the process of producing a sound symbol. According to Akhadiah (Abidin, 2012, p. 181) Writing is a process, which is the pouring of ideas or ideas into written language which in practice the writing process is realized in several stages which constitute a complete system (Abidin, 2012, p.181) states that writing has similarity of meaning by composing, ie all one's activities express ideas and deliverers through written language to the reader to be understood. From this definition it can be stated that writing is a process of communicating indirectly between the author and the reader.

According to Tarigan (2008, p.22) writing is lowering or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the graphs of the graph if they understand the language and graphical description.

Writing is a process of thinking and expressing that thought in the form of discourse (essay). To be able to understand the writing process, pay attention to the following stages of the writing process

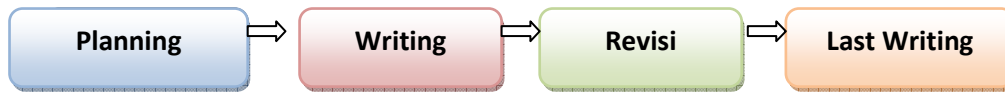


Figure 8.1
Writing Stages Diagram

An author plans his writing, then writes, makes a revision, then the writing is complete. But the observations made to the authors indicate that the writing process is not linear and simple. (Mulyati, p. 5.3)

2) Function and Purpose of Writing

In principle the main function of writing is as an indirect means of communication. Writing is very important for education because it makes it easy for students to think and be able to help critically, writing can also make it easier to feel and enjoy relationships, deepen our responsiveness or perception, solve problems we face. Writing can help us explain our thoughts, not infrequently we encounter what we actually think and feel about people, ideas, problems, and events just in writing the process.

According to Tarigan (2008, p.24) what is meant by the intent and purpose of the writer is "the response or answer that the writer hopes will be obtained from the reader". Based on this limitation it can be said, that: (a) Writing that aims to inform or teach is called informative discourse; (b) Articles that aim to be convincing or urgent are called persuasive discourses; (c) Writing that aims to entertain or please or which contains an aesthetic purpose is called literary writing (literary discourse); (d) Writing that expresses strong or fiery feelings and emotions is called an expressive discourse.

b. Multiliteration

1) Multiliteration Definition

The main focus of multiliteration learning writing is to foster a love of writing to students. This goal is very important because loving writing is the initial capital for students to want to write so that they will become someone who is accustomed to writing. This is in line with the nature of writing as a skill so that to be able to master writing as an intensity skill in writing is the key factor. In other words, the writing ability is strongly influenced by the intensity of writing. The more often a person writes, the better the writing results. In order to achieve this high writing intensity students must first love writing.

The basic capital of loving writing is believed to encourage students to write. The ability of students to write this is the focus of multi-learning writing. This focus requires students to be able to produce a variety of writing genres that are narrative, descriptive, expository, and argumentative and persuasive. This focus further requires students to be able to make writing not just as a competency that must be mastered during learning, but so that students are able to utilize writing as an activity that brings various benefits, both academic, psychological, economic, and sociological advantages. Writing in academic context means that students are able to express their ideas and ideas to their scientists so that they will show their existence in certain fields of science.

The next focus in the multiliteration learning process of writing is the focus of writing good, correct and careful research reports. This focus is not only about writing activities but also with regard to research activities. Therefore, multiliteration learning writing must be able to produce students as an

intelligent researcher. The intended researcher is a researcher who is able to plan research carefully, carry out research carefully, and write and disseminate the results of his research appropriately.

Haven (in Abidin, 2015, p.176) suggests that to be a student of a good writer writing learning must really guide students to do writing planning activities, write drafts, evaluate drafts, copy drafts and edit drafts seriously. This means that writing learning must be carried out in a fun way so that students have knowledge of writing and how to write effectively in order to communicate everything they want to write.

Matching with the multiliteration learning objectives of writing above there are some consequences that must be done by the teacher during writing learning. Some of these consequences are as follows; (a) Teachers should master a variety of writing strategies, concepts of types of writing, and media publications for the means of writing produced by students; (b) The teacher should be accustomed to writing so that he is able to become a writing model for his students; (c) During writing learning, the teacher should always train all students' abilities from the capture of ideas to the delivery stage of the idea; (d) During writing learning, the teacher should always provide guidance, direction and motivation so that students are motivated to be able to write; (e) Writing learning should not be limited to classrooms but carried out everywhere so students can focus on writing (Abidin, 2012b)

In line with the above consequences the teacher must carry out multiliteration writing writing by combining with sharing the writing approach. Some of these approaches are a frequent approach that requires students to write frequently, a grammatical approach that requires students to use the correct grammatical concept, a corrective approach that requires students to openly accept corrections to their writing and make the correction as a feedback to improve their writing, and approach. Pormal who wants students to be able to also write for various formal purposes of writing. Based on some of the approaches above, the most important thing to pay attention to is the sequence of teachers using the approach. In this case the teacher must use the incentives method as the main approach in writing learning. The other three approaches must be used as a complementary approach to the frequency approach. This means that learning multiliteracy writing must be able to encourage students to write frequently, followed by habituation of grammar users who are good and right.

2) Multiliteration Writing Learning Procedures

The multiliteration writing learning procedure consists of three stages of activity, namely the pre-writing stage, the writing stage and the post-writing stage. The pre-writing stage is the stage that students take to prepare themselves in writing. The writing stage is the stage where students directly carry out the practice of writing. Post-writing stage is a stage that provides opportunities for students to improve their writing and ultimately provide opportunities for students to publish the writing products they produce.

Sorenson (in Abidin 2015, p.178) suggested several alternative pre-writing activities as follows : (a) Collect information thoughts; (b) Determine and name a topic. The topic chosen should be the most mastered and most interesting for students; (c) Limit subject / or topic; (d) Determine the purpose and writing method; (e) Determine the reader; and (f) Create an outline framework

The stage in the writing learning process is the writing stage. At this stage student activities are developing the framework you use the sentences and the notes that have been made. Students must develop the essay framework by using good sentences and paragraphs. In practice, this writing stage can be done individually, collaboratively, and or cooperatively. The most important thing is that all students must be directly involved in writing activities. In more detail, the stage of the writing process at the stage of the writing process at this stage was presented in 2010 sereson (in Yunus Abidin 2015, p.178): (a) Prepare yourself; (b) Following the framework that has been made; (c) Using the "yo-yo" approach, which is writing and occasionally looking back at the pre-writing stage to determine precisely the explanatory ideas; (d) Let the flow of mind. During writing, do not ever care about the use of spelling mistakes in words, sentences, and paragraphs, and do not read activities that have not been completed; (e) Develop paragraphs based on good paragraph development techniques; (f) Stay on the theme to maintain the unity of writing; (g) Ignore temporarily specific details errors; (h) Write a draft once.

The third stage in the process of writing learning is the post-writing stage can be done with various activities. Sorenson 2010 (In Abidin 2015, p.179) suggests several post-writing activities as follows: (a) Check the entire paragraph structure to determine whether the writing is divided into three major groups, namely introduction, content and closing; (b) Check the paragraph structure; (c) Check the sentence structure; (d) Check the important parts emphasized in the writing; (e) Check the consistency of both content, language, spelling and other writing techniques; (f) Perform professional readings to review the use of punctuation, grammar, and content of writing; (g) Make a publication

3) Multiliteration Learning Writing

Based on various activities that have been discussed in the part of the multiliteration learning process, writing can actually develop a variety of creative multiliteration learning methods. However, in this chapter it is deemed necessary to also present several multiliteration learning methods that have been written or developed by the author. through research. Another thing that needs to be conveyed is that the learning method in this book is not classified according to scientific fields

As with the multiliteration learning method of reading. This is due to the fact that writing any genre, writing for any field of study, and writing for anyone's purpose and audience will have the same activity. The thing that distinguishes it is that during the process the student must first determine the basic idea of his writing based on a particular field of science. Furthermore, students are expected to understand the academic language rules in the field of science so that they will be able to write in accordance with the academic language especially in the field of science. Some of the multiliteration learning methods of writing that can be used are as follows.

4) Critical Writing Multiliteration Method

Multiliteration method of critical writing is a multiliteration learning method of writing that suppresses the ability of students to conduct a series of writing activities based on reasoning ability utilization as material in writing activities. The writing produced by students through the application of this method is writing that is argumentative or persuasive. The form of writing can be very diverse, such as advertisements (in various forms) popular scientific writing, or like a review. In the process of its application, of course the creative creations of teachers are needed especially with regard to differences in structure between the various forms of writing that are assigned.

c. Text of speech

Speeches are words that are delivered and addressed to people. Many kinds of speeches, including, a speech delivered at the beginning of an event or state speech delivered by the President. In order to make the speech run smoothly, we should prepare a speech first. The speech text consists of three parts, namely: (a) Opening; (b). Fill in; and (c) Cover.

Before composing a speech text, we should write important things about the event, such as the name of the event, the invited guests, and the objectives of the event. Before giving a speech, preaching, or lecturing, one must first know what will be conveyed and what behavior is expected from the audience; how to develop topics. Thus, in the preparation phase of the speech, there are two things that must be done, namely: (a) Choosing Speech Topics and Objectives; (b) Techniques for Developing Subjects; (c) Techniques for Composing Speech Messages; (d) Making Speech Outlines; and (e) Speech Preparation.

3. Material & Methodology

a. Research Design

The design used in this study is classroom action research basically that is done to solve problems, assess the steps to solve the problem itself and or improve the learning process repeatedly. According to Aip Badrujaman (2010, p. 10) Classroom action research is research conducted in the classroom and aims to overcome various problems that occur in the classroom.

In conducting classroom action research there are several models that can guide the classroom action research process that is currently used in the world of education. Among them: (1) Kemmis and Mc Taggar models, (2) Susman models, (3) Mc Kernan models, (4) Elliot models. Regarding this research, the research conducted a classroom action research which will be guided by Elliot's model.

Some of the stages of the Elliot PTK model are: (a) Problem Identification; (b) Investigation; (c) General Plan; (d) Implementation of Step Action 1; (e) Monitor Implementation; (f) Investigation; (g) Revise the General Idea.

b. Participants and research sites

This research was conducted on the sixth grade students at Adiyasa Public Elementary School in Sukamanah Village, Rancaekek District, Bandung Regency with 45 students. With details of the number of male students 20 students and the number of female students 25 students.

The geographical location of Adiyasa State Elementary School is in the middle of a residential area and is not far from the Village. In Adiyasa Public Elementary School, it has adequate facilities and infrastructure to carry out ideal learning. This can be seen from adequate classrooms, library rooms and art spaces.

The author is interested in doing research at this school because the ability to write the speech of students in the school is still low. Students don't know what students should do when writing a speech, but even though they write but their writing is not conceptualized so that what they write is less meaningful.

c. Research Instruments

The research instrument is a tool used to collect data and information in drawing conclusions. The research instruments used in helping to solve problems are as follows:

1) Observation Sheet

One of the tools used in collecting data is observation sheets. This data collection is taken when learning takes place. And of course it contains the indicators in the formulation of the problem. This observation sheet is prepared with a sheet that contains the activities of the research teacher and students who aim to be able to provide input on improvements or considerations in improving subsequent actions.

2) Student Worksheet

Student Worksheet is a test tool in the form of questions that must be filled out or done by students and given to students in each learning process. This Student Worksheet is given and done by each group that aims to enable students in teaching and learning activities. The problems and instructions listed in the Student Worksheet can help students develop their abilities.

3) Documentation

Documentation is a reference process in fostering trust, one of which is in the world of education. This documentation shows the validity and validity of presenting real images in the real field

4) Questionnaire

Questionnaire consists of a series of written questions that require written answers. There are two kinds of questions.

- a. Open: ask for information or opinions with the respondent's own words. This kind of question is useful for exploration stages, but can produce answers that are difficult to integrate. The number of returned questionnaires may be very low.
- b. Closed or multiple choice: asks the respondent to choose a sentence or description that is closest to their opinion, feeling of judgment, or position.

Questions must be carefully expressed and the objectives must be clear and not taxa (double meaning). Test questions with friends or small samples (respondents) or improve quality. Limiting the scope of topics covered is a useful way to increase the number of returned questionnaires and the quality obtained.

5) Interview

Interview is a tool used to see the results of the learning process. Interviews used are free interviews, answers do not need to be prepared so students are free to express their opinions. The

students interviewed were representatives of several groups, the results of the interviews were recorded on the interview sheet and the researchers were used as data to be processed for the next step.

The forms for collecting data that the author uses in this study are as follows:

a) Observation sheet

One of the tools used in collecting data is observation sheets. This data collection is taken when learning takes place. And of course it contains the indicators in the formulation of the problem. This observation sheet is prepared with a sheet that contains the activities of the research teacher and students who aim to be able to provide input on improvements or considerations in improving subsequent actions.

b) Student worksheet

Student Worksheet is a test tool in the form of questions that must be filled out or done by students and given to students in each learning process. This Student Worksheet is given and done by each group that aims to enable students in teaching and learning activities. The problems and instructions listed in the Student Worksheet can help students develop their abilities.

c) Documentation

Documentation is a reference process in fostering trust, one of which is in the world of education. This documentation shows the validity and validity of presenting real images in the real field

d) Questionnaire

Questionnaire consists of a series of written questions that require written answers. There are two kinds of questions.

- 1) Open: request information or opinions with the respondent's own words. This kind of question is useful for exploration stages, but can produce answers that are difficult to integrate. The number of returned questionnaires may be very low.
- 2) Closed or multiple choice: asks the respondent to choose the sentence or description that is closest to their opinion, feeling of judgment, or position.

Questions must be carefully expressed and the objectives must be clear and not taxa (double meaning). Test questions with friends or small samples (respondents) or improve quality. Limiting the scope of topics covered is a useful way to increase the number of returned questionnaires and the quality obtained.

e) Interview

Interviews are tools that are used to see the results of the learning process. Interviews that are used are free interviews, answers do not need to be prepared so that students are free to express their opinions. The students interviewed were representatives of several groups, the results of the interviews were recorded on the interview sheet and the researchers were used as data which would be followed by the next step.

Data processing and analysis are carried out in accordance with the provisions of quantitative research, which are interpreted and analyzed continuously from the beginning to the completion of the research. Data analysis began in the field, since then there has been data refinement, compilation of categories and regions and efforts have already begun in order to compile the hitoris, namely its own theory. Statistical calculations used in processing and describing data are descriptive statistics. The data processing is done using percentage calculations.

After the data is processed with the percentage technique, to make it easier to draw conclusions, firstly the interpretation and interpretation based on the percentage of groups is as follows:

- | | |
|-----------|---------------------------|
| 0% | = No one gives an answer. |
| 1% -24% | = A small portion |
| 25% - 49% | = Almost half |

| | |
|----------|---------------------|
| 50% | = Half |
| 51% -74% | = More than half |
| 75 -99% | = Almost all / most |
| 100 | = whole. |

d. Data Analysis

1) Qualitative Techniques

This technique is used to explain the situation directly in the classroom in learning. Learning will run in accordance with its objectives if students and teachers are able to play a role according to their respective roles. This technique is used to describe, explain the process of learning activities taking place, every event takes place in learning that has been collected and then expressed in verbal form in the sequence of events.

2) Quantitative Techniques

If the data collected is in the form of quantitative data, the statistical method can be used to process the research data. This data can be presented in the form of descriptive statistics, graphs, tables, and diagrams that are able to show the progress of the learning process in terms of learning outcomes.

Test data will be changed from the score to the scale of the formula by formula

$$N = \frac{Si}{S \max} \times 100$$

Information:

N = Value obtained

Si = Ideal score or score generated

Smaks = Maximum score

Criteria and measures of success of research objectives are determined based on the results of individual learning evaluations. To determine the average value and success rate of learning, researchers use the formula

$$M = \frac{\sum x}{n}$$

Information

M = Mean or average value

$\sum x$ = Total score

N = Number of samples

3) Triangulation

This analysis provides a comprehensive understanding of the results of the research. The data processing process can be carried out by observing the results of the students' role in learning, the results of field notes, the results of interviews with students and then compared with the results of the students' products during learning. This data processing process is carried out during the research activities.

4. Results and Discussion

a. Result

Findings obtained from each cycle and action are described in this chapter, starting from the planning stage of learning, learning and reflection activities, to find out the extent to which successful

learning has been carried out, and to see the shortcomings and strengths in the learning. Each research cycle, based on the previous learning plan.

The results of the study showed the students' activities when participating in learning, the implementation of learning plans, and the learning outcomes of students in the sixth grade of elementary school after action was taken. In addition, it can prove the success or failure of the application of a multiliteration method to write critically on learning to write speech texts. The description of the following research results is presented in stages starting from cycle I to cycle III.

1) Cycle I

The implementation of the learning was held on 11 and 12 April 2016. From 45 grade 6 students, only 44 students were able to attend this cycle, those who were unable to attend were caused by factors due to illness. Of the 44 students who were present obtained the number of values in action I amounting to 2462. The amount of the value obtained was for the number of students who were present at that time, namely 43 so that the average score in this action I was 55.95.

Assessment of students' description writing process in cycle I was processed in data processing in the process of writing speech texts. Data on the process of writing speech texts were only done in action I. In the learning process it was found that those who got 50 scores were 20 students, who got 60 scores of 21 students. From these data can be seen also the amount of the value of the speech text writing process of 2462 divided by the number of students who were present at the time of learning, namely 44 students, so that the average value of the process of writing the text of speech in the first cycle was 55.23.

2) Cycle 2

In the second cycle study, it was conducted on April 18-19, 2016. Of the 45 grade 6 students, all were present in this cycle, different from cycle one. Of the 45 students who were present, they obtained the number of scores in action II, amounting to 2462. The total value obtained was for the number of students who were present at the time, namely 45 so that the average value in action II was 55.95.

Assessment of students' description writing process in cycle II is processed in data processing in the process of writing speech texts. Data on the process of writing speech texts were only done in action I. In the learning process it was found that those who got 50 scores were 17 people, who got 65 scores of 13 people, who got 70 as many as 9 people, who got 80 scores of 6 people. From these data can be seen also the amount of the value of the speech text writing process of 2462 divided by the number of students who were present at the time of learning, namely 45 students, so that the average value of the process of writing the speech text in the first cycle was 66.11.

3) Cycle III

In this cycle 3 study conducted on April 21-22 2016 at 07.00-08.30 WIB. Of the 45 class VI students present all in this third cycle. Of the 45 students who were present, they received a total score of 3595. The number of scores obtained was divided by the number of students present at the time, namely 45 so that the average value of this action was 79.88.

Assessment of students' description writing process in cycle III is processed in data processing in the process of writing speech texts. In the learning process it was found that those who got 70 grades were 13 people, who got 80 scores of 11 people, who scored 85 as many as 17 people, who received 90 scores of 4 people. From these data it can be seen also the amount of the value of the speech text writing process amounting to 3959 divided by the number of students who were present at the learning, namely 45 students, so that the average value of the process of writing speech text in this cycle was 87.98.

Product writing writing in this cycle is processed in data processing ability to write speech text. Assessment criteria for writing speech texts in this study include suitability of spelling, suitability of content, and structure of writing.

From the results of writing the text of the speech in the third cycle there was an increase from the previous cycle. This is seen from the values obtained by students from the three aspects assessed in

writing speech technology, namely the suitability of spelling, the compatibility of the content and structure of the speech text.

From the explanation above, it can be concluded that research conducted by researchers is considered successful. Because there are no students who get a score under the KKM which is 65. So there is no need to make repairs and additional cycles.

b. Discussion

In the actions taken in each cycle, it experienced a very significant increase. This was demonstrated by the improvement of the development of prose writing personal letters. What always improves in each cycle can be illustrated in figure 1. below.

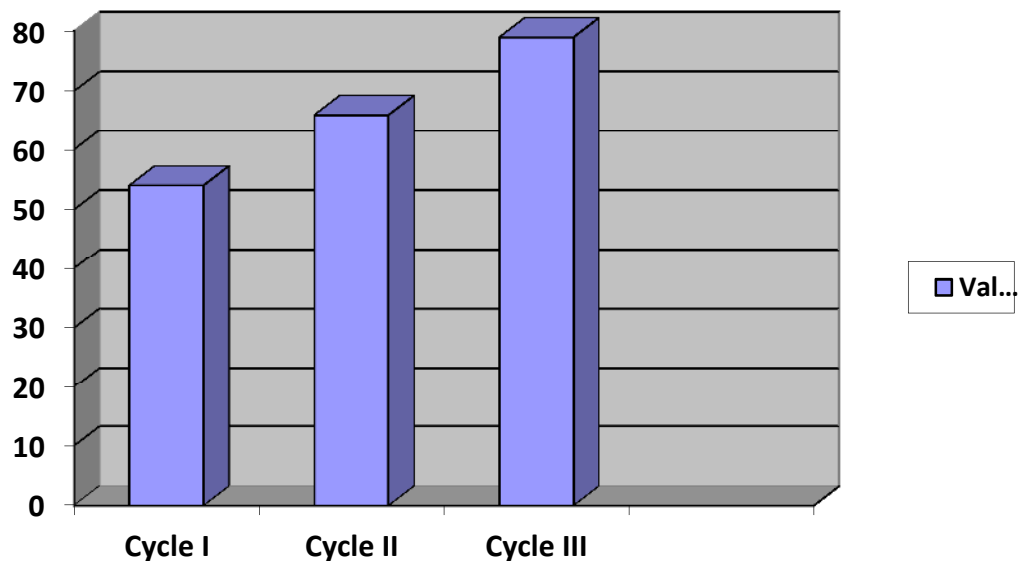


Figure. 1 Process Assessment Graphics

From the data above we can see the activity that we have done every action in each cycle has gradually increased.

Based on the results of planning learning, learning activities, analysis and reflection each cycle has been carried out in cycles I, II and III, the researcher can conclude that there are some essential results of the most important findings and research that has been carried out. Essential findings that the researcher obtained in detail are described, as follows.

a. Cycle I

In this first cycle there were three actions with the material to write the text of the speech with the theme "Free". In its learning using multiliteration writing method which is assisted with leptop and infocus media.

Learning using the multiliteration method of critical writing is carried out with the three stages proposed by Abidin (2015, p. 182) as follows, namely the pre-writing stage, the writing stage and the post-writing stage. The implementation of learning in the first cycle still lacks both in terms of process and ability write speech text. To clarify in the first cycle which will also discuss research questions, namely regarding the process and results of learning to write personal letters using the multiliteration method of writing, an essential finding is needed in this cycle I. The essential findings will be described as follows.

Learning to write speech texts using the multiliteration method of writing is still not optimal, this is marked by students' confusion when analyzing the type of speech text shared by the teacher at the discussion stage. The confusion occurred because students' knowledge of speech was still low. They

did not know the structure of the speech text, so that when the discussion was carried out in groups the class conditions became noisy. Students are busy asking teachers and pacing to see the work of other groups.

Analyzing is done in groups so that learning takes place actively. In addition, by discussing students learn to express their opinions and respect the opinions of others. The pouring of ideas in the form of writing through the text of speech which is found freely in the first cycle is less satisfying. Although the overall structure of the text of personal speech is in the writing of students, what is written is not in accordance with the theme given. Students also tend to follow the sample text of the speech made by the teacher. In addition, in writing, students pay less attention to spelling, especially the use of capital letters and punctuation marks.

Student learning outcomes writing speech texts are not satisfactory. This can be seen from the value obtained by students. The assessment of writing the text of personal speech in this study includes three aspects, namely the suitability of spelling, suitability of the content and structure of the speech text. Of the 45 students, only 44 students who participated in the study obtained the following results. In the aspect of spelling suitability, no student received a score of 80. Twenty-two 51% students got a score of 70 because most of the writing on personal letters was in accordance with spelling, twenty-one 49% students scored 60 because most of the writing on the speech text did not according to spelling. In the aspect of content suitability, one 5% student gets a score of 80 because the contents of the letter are written according to the theme. Thirty-three students 60% got a score of 70 because the content of the speech text written was less than the theme. Next, nine 35% students got a score of 60 because the content of the speech text written was not in accordance with the theme. In the aspect of speech structure, three 10% students get a score of 80 because the structure of the speech text is all fulfilled. Thirty-four 65% students scored 70 because most of the speech text structure was fulfilled. Then 6 25% students got a score of 60 because the structure of the text was not fulfilled. However, it can be seen from the number of grades obtained by the students that it is quite satisfying, namely 2430 so that the average score is 55.23. The results of the students' scores in the first cycle still need to be improved, because of the teaching completeness criteria (KKM) of 65 there are some students who do not meet these criteria. 55,55.

In the pre-writing stage, the revision activities, at this stage students individually or with the help of their friends or teachers correct the contents of the writing they make. Various mistakes made are marked and written and then corrected.

b. Cycle II

In the second cycle consists of three stages of learning which discuss the material of writing a speech text with the theme of the chief executive's speech. In the learning process using a multiliteration method assisted with the media in the form of short stories related to the theme. The media displayed by the teacher attracts students' attention. These messages will be more easily accepted by students if the teacher uses the media.

In this cycle II learning, there are still shortcomings in the obstacles faced by the teacher during the learning process. At the time of analyzing the type of speech there were still students who looked confused and did not cooperate. But in this second cycle, the speed and determination of students is better than the previous cycle. Students begin to understand the concept and structure of the speech text from previous learning.

In this second cycle students are easier to express their ideas. This is because the theme of the head of the executive chairman is interesting for students to tell, besides that with the help of the media short stories make students more enthusiastic. Errors in writing the speech text were reduced. This is because students have learned to revise in cycle I. Revision activities in cycle II are not too confusing to students, although errors still occur mainly in the suitability of spelling. In publications students begin to dare to come forward without having to be appointed by the teacher.

From the results of the students' ability to write the text, the speech in the second cycle experienced a significant increase both in terms of value and average. The value obtained in the second cycle is 2975 with a mean of 66.11. The results were obtained from 45 students who were present during the learning process. With the following details: in the aspect of spelling suitability,

twelve 36% students got a score of 80 because it corresponded to spelling. Twenty-five 50% students got a score of 70 because most of the writing on personal letters corresponded to spelling and eight 14% students scored 60 because most of the writing in the speech text did not match spelling. In the aspect of suitability of the content of the speech text, eight 24% students scored 80 because the contents of the speech were written according to the theme. Thirty-four students 68% got a score of 70 because the content of the speech text written was not in accordance with the theme. And three 8% students got a score of 60 because the content of the speech text written was not in accordance with the theme. Next to the aspect of the speech text structure, twenty-three 56% students got a score of 80 because the text structure of all speeches was fulfilled. Twenty-two 44% students got a score of 70 because most of the speech text structure was fulfilled. Furthermore, no one received a score of 60. Although the grades obtained by students in this second cycle experienced a significant increase, there were still two students who got grades under the KKM. In addition, the aspect of suitability of content and suitability of spelling need to be leveled again.

c. Cycle III

Similar to cycles I and II, in cycle III also consists of three actions. Learning to write speech texts using multiliteration method in cycle III was themed "Farewell" which was assisted by media in the form of short stories assisted by laptop and infocus media. This media helps students in developing the letter that will be made.

In cycle III, it is seen the cooperation of each group member in analyzing the text of the speech. Although the class atmosphere was a bit noisy, the noise was caused by the activities of students discussing the type of speech. The activity goes back and sees other grouping jobs not visible in this cycle. In this third cycle, it seems that each group member is enthusiastic to present the results of their group discussion, this is different from the previous cycle where students feel embarrassed and point to each other to come forward.

When reading the short story read by the teacher, almost all students noticed it, they were enthusiastic to see it so that a conducive classroom atmosphere appeared. There are no students chatting or joking. The selection of media in the form of short stories was able to help facilitate students in expressing their ideas in writing, it was also due to the selection of interesting themes. The theme "Perpisan" is indeed interesting to tell. Of the 45 students who were present there were various participants on holiday themes that students did while on vacation.

The ability to write personal letters in cycle III has increased from the previous cycle. This is because the mistakes made by students are minimized by revision activities in the previous cycle. The publication process went smoothly because almost all students scrambling to come forward read the text of the speech that was made after the editing process and professional reading.

Assessment of writing the text of the student's speech which includes three aspects, such as the suitability of spelling, suitability of the content and structure of the letter has increased. The amount of value obtained by students in this third cycle is 3840.6 with a mean of 85.34. The results were obtained from 45 students who attended the learning. The presentation of scores from the three aspects assessed is as follows. In the spelling suitability aspect, twenty-one 50% students got a score of 80 because according to spelling. Twenty 40% students got a score of 70 because most of the writing on the speech text corresponded to spelling. Four 10% students got a score of 60 because most of the writing on personal letters did not match spelling. In the aspect of suitability of the content of the speech text with the theme of farewell, twenty-eight students 66% got a score of 80 because the contents of the speech written in accordance with the theme. Seventeen 34% students got a score of 70 because the content of the speech written was not in accordance with the theme. Then no one gets a score of 60. Then in the aspect of speech structure, twenty-nine 68% students get a score of 80 because the personal letter structure is all fulfilled. Sixteen 32% students got a score of 70 because most of the personal letter structures were fulfilled. Then no one gets a score of one. Learning to write speech texts using multiliteration methods from I to cycle III has increased.

5. Conclusion

a. Conclusion

After conducting research on the application of critical writing multiliteration methods to improve the ability to write text for speeches to students, researchers can conclude several things related to the results of the study. Where is done based on the results of research conducted in cycle I to cycle III with each cycle of three actions using multiliteration critical writing method to improve the ability to write speech texts in Indonesian language learning in grade VI elementary school. Researchers can conclude several things related to the results of the study, can be explained in the discussion as follows.

1. The process of learning to write speech texts using the multiliteration method of critical writing consists of analyzing the type of speech text, writing the text of the speech, revising and publishing has increased. This can be seen from the significant developments in each cycle. In cycle I with an average value of 55, cycle II with an average value of 66, cycle III with an average value of 87. In the first cycle students did not show cooperation in group work, it was difficult to pour ideas into writing, difficulty in revising and do not have the courage to publish. In cycle II students begin to be able to collaborate with groups, begin to be skilled in writing speech texts, can revise the text of the speech and begin to dare to do publications. In the third cycle better than the previous cycle, here students collaborate with each group member in analyzing the speech text, skilled in writing speech texts, can revise and enthusiastic to publish the text of the speech that has been made.
2. The process of learning to write speech texts using the multiliteration method of critical writing consists of analyzing the letters' letters, writing letters, revising and publications having increased. This can be seen from the significant developments in each cycle. The ability to write personal letters using the writing process model has increased. This can be seen from the average results of writing a personal letter which includes three aspects, namely the suitability of spelling, the suitability of the contents and structure of the letter from cycle to cycle. The average writing ability is as follows: cycle I 58.85, cycle II 74.59 and cycle III 85.34.

b. Suggestions

Based on the results of research conducted on the application of critical multiliteration writing methods to improve the ability to write ex-speeches, there are several things that the authors suggest. Which findings were obtained from cycles I, II and III in the study. So, the researcher presents some suggestions that are useful for the reader. The researchers' suggestions are as follows:

1. For teachers, before carrying out the learning process, it is necessary to prepare learning planning in advance. One of the activities in learning planning is the selection of learning models. The chosen learning model should be appropriate and in accordance with the development of students. From the results of this study it is expected that the teacher uses the writing process model in learning to write personal letters. The implementation of the writing process model can help students understand the concept of personal letters thoroughly through the stages in the model. students are not only able to write speech techniques but with the application of this method in learning to write speech texts students are able to revise and publish texts of speeches that have been made. So that the accuracy and courage of students are trained.
2. For researchers, this research was conducted to be used as a provision in increasing professionalism as an educator.
3. For the next researcher, the results of this study "process and ability" in the application of this writing process model can be used as a reference to minimize errors that arise during previous research and the use of this model must be more creatively applied by subsequent researchers. So that the findings of learning constraints by using this model are not repeated again which in turn can improve the quality of the learning process and learning outcomes.
4. For school principals, the support and direction of school principals is very necessary, especially in learning to write personal letters using the writing process model. This can be done by procuring facilities and infrastructure for instructors in learning that take place in the classroom. With the availability of facilities and infrastructure that are appropriate and the model writing

process can run well. So that the ability of students to express ideas in the form of personal letter writing will increase.

References

- Abidin Yunus. *Pembelajaran Multiliterasi*. Bandung : Repika Aditama, 2015
- T. G. Henry. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung : Angkasa, 2013
- Badrujaman Aip dan H. R. Dede. *Cara Mudah Penelitian Tindakan Kelas Untuk Guru Mata Pelajaran dan Guru Kelas*. Jakarta : Trans Info Media, 2010
- M. Yeti dkk. *Keterampilan Berbahasa Indonesia SD*. Jakarta : Universitas Terbuka, 2009
- W. Anitah Sri dkk. *Strategi Pembelajaran di SD*. Jakarta: Universitas Terbuka, 2011
- Nurcholis Hanif dan Mafrukhi. *Saya Senang Berbahasa Indonesia*. Jakarta: Erlangga, 2007
- Danajaya, U. *Media pembelajaran Aktif*. Bandung: Nuansa, 2011
- Hermawan, R. *Metode Penelitian Pendidikan Sekolah Dasar* . Bandung: UPI Press, 2007
- Warsidi Edi dan Farika. *Bahasa Indonesia Membuatku Cerdas* . Jakarta : Pusat Perbukuan , Departemen Pendidikan Nasional, 2009