

## **Optimization of Writing Invitation Competency Using Copy the Master Learning Models For Class V Students Semester I Study Year 2018/2019 At Sdn Bojong Kecamatan Mungkid Kabupaten Magelang**

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### **Abstract**

The purpose of this study is 1) Describe how to implement learning using the learning model copy the master in learning Indonesian in the competence of writing invitation letters for Class V Semester I students of Bojong Elementary School 2018/2019 Academic Year ?. 2) Knowing whether the copy the master learning model can improve the competence of writing invitation letters for Class V Semester I students of Bojong State Elementary School 2018/2019 Academic Year? 3) Knowing whether there is a change in the behavior of Class V Semester I students of Bojong Elementary School 2018/2019 Academic Year after participating in learning using the copy the master learning model on the competence to write an invitation letter? The design used in this study is PTK with 2 cycles. Each cycle consists of planning, action, observation and reflection. The research subjects were all fifth grade students of Bojong State Elementary School with a total of 25 students. The research subjects were Indonesian students' learning achievement using the copy the master model. Data collection techniques were obtained by tests (learning achievement tests) and non-tests (observations). The data obtained were analyzed by quantitative descriptive. With the implementation of 2 months beginning in July, it ended in September. The results of this study: 1) The master copy learning model can improve student learning outcomes by 20, with a class average of 62.4 in pre-action and grades in cycle II with an average value of 82.4. 2) The copy the master learning model can change the behavior of students in learning activities, which initially in pre-action there are still many negative attitudes but in the second cycle it has become positive.

**Keywords:** *Indonesian learning, writing invitation letter, copy the master.*

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### **Background**

Indonesian has a central role in the intellectual, social, and emotional development of students and is a support for success in studying all fields of study. Indonesian Language Learning is directed at increasing the ability of students to communicate in Indonesian language properly and correctly, both verbally and in writing, and foster appreciation of the work of Indonesian human literary works.

The scope of Indonesian Language subject competency standards in Elementary Schools is based on the Education Unit Level Curriculum (KTSP), which is language skills covering sub aspects of listening, speaking, reading, and writing related to literary texts.

Reading and writing skills need special attention because it is difficult to cultivate a tradition or habit of reading and writing or composing. On the other hand, because we live in oral traditions, listening and speaking training students get quite a lot of opportunities and stimuli outside the classroom. The tradition of reading and writing cannot be expected from the public (Sugono, 1995: 5).

Competence in writing invitation letters is one of the competencies that must be taught in class V Semester I. This competency must be mastered by students in class V of Semester I because this competence is a prerequisite for learning other competencies.

When students learn with these competencies, it turns out that students feel reluctant and admit difficulties. Children seem lazy to learn, initiative to think less, creativity does not appear, interaction with teachers seems not optimal, lack of confidence, reluctant to ask, even consider that Indonesian language lessons are considered confusing, do not know what to learn and what to learn. Faced with this method, students often feel saturated and not even interactive in learning.

Student learning outcomes in competency in writing invitation letters show that from 25 fifth grade students of SD Negeri Bojong, Magelang Regency included in the less category. This is indicated by the student learning outcomes in the invitation letter writing competencies. The average grade is already in the sufficient category of 62.40%. The breakdown of values obtained by students is 4 students or by 16% included in the good category, 15 students or equal to 60% included in the sufficient category, as many as 4 students or 16% included in the less category and 2 students or 8% included in the very less category . Even though it is already in a good category, there is still a need for improvements to improve student grades. Or because it is still in a less category it is necessary to improve learning to improve student learning outcomes. Competence must be mastered by students because it becomes a prerequisite for mastering other relevant competencies.

One marker of professional teachers is having the ability to choose and use various learning strategies including the use of the appropriate copy the master learning model. The use of the master copy learning model in the right learning and can attract students' attention will create a pleasant learning atmosphere and can achieve the expected learning goals. Including choosing a model in the invitation letter writing competence. What researchers and teachers choose is a copy of the master learning model. Therefore, the use of this model is expected to increase the effectiveness of learning. As stated in Permen 22 year 2006. That on every occasion

Testing whether the use of the master copy learning model can improve the competence of writing invitation letters or not, then class action research is carried out with the title Optimization of Writing Competence Invitation Letter using the master

copy learning model for first semester students of class V SD Negeri Bojong, Mungkid District Magelang District 2018 Academic Year / 2019.

#### Formulation of the problem

Based on the background above, the formulation of the problem proposed in this study is:

1. How to carry out learning using the master copy learning model in Indonesian language learning on competency in writing invitation letters for Class V students of the First Semester of SD Negeri Bojong at Mungkid 2018/2019 Academic Year?
2. Can the master copy learning model improve the competence of writing invitation letters for Class V students of the First Semester of Bojong State Elementary School 2018/2019 Academic Year?
3. Is there a change in behavior in Class V students of the First Semester of Bojong Elementary School in Academic Year 2018/2019 after participating in learning using the master copy learning model on the competence to write invitation letters?

#### Research purposes

The objectives of this class of action research include:

1. Describe how to implement learning using the master copy learning model in Indonesian language learning on competency in writing invitation letters for Class V students of the First Semester of Bojong Elementary School in Academic Year 2018/2019?
2. Know whether the master copy learning model can improve the competence of writing invitation letters for Class V students of the First Semester of Bojong State Elementary School 2018/2019 Academic Year?
3. Find out whether there is a change in behavior in Class V students of the First Semester of Bojong Elementary School in Academic Year 2018/2019 after participating in learning using the master copy learning model on the competence to write invitation letters?

#### Benefits of research

1. Theoretical benefits  
This research is expected to be useful for developing learning theory, so as to improve the quality of education and enhance teaching and learning interactions through the use of the master copy learning model. Thus student learning outcomes, especially learning Indonesian.
2. Practical benefits (for students, for teachers, and for schools)
  - a. For students
    - 1) Can improve competence in writing invitation letters
    - 2) Increasing creativity, activity, and learning motivation in the competence to write invitation letters
  - b. For teachers

- 1) Enriching the repertoire of Indonesian Language learning models on the competence of writing invitation letters.
  - 2) Can improve teaching techniques that have been used so far.
  - 3) Can create interesting and not boring teaching and learning activities.
  - 4) Can take advantage of various techniques in learning
- c. For schools
- In principle, for students who get good grades and teachers have insight into the use of various learning models, the school will also get achievements.

### Itself Learning

Learning can be said as a poses, meaning that in learning there will be a process of seeing, making, observing, solving problems or problems, listening and training. That is why, in the learning process, the teacher must be able to guide and facilitate students so that students can carry out these processes. The learning process must be pursued effectively so that changes in student behavior are caused by these processes. So, someone can be said to learn because there is an indication of doing the process consciously and producing changes in student behavior that are obtained based on interaction with the environment.

Here is an opinion about learning according to Gagne (1985:), that learning is a process where an organism changes its behavior as a result of experience. From this understanding there are three main characteristics of learning, namely:

1. Process  
Learning is a mental and emotional process or a process of thinking and feeling. Someone is said to learn if his thoughts and feelings are active. The activities of thoughts and feelings themselves cannot be observed by others, but are felt by those who are engaged. The teacher cannot see the activities of students' thoughts and feelings, which the teacher can observe is its manifestations, namely the activities of students as a result of the activity of thoughts and feelings in the student.
2. Changes  
Changes in behavior as learning outcomes are grouped into three domains, namely knowledge (cognitive), skills (psychomotor), and mastery of values or attitudes (affective).
3. Experience  
Learning is experiencing in the sense that learning occurs in interactions between individuals and their environment both physically and socially.

### The Nature of Learning Indonesian in Primary Schools

Children learn and master the language since preschool, before entering elementary school children learn languages through their communities, namely family, friends, radio, television, and their environment. The following is the paradigm or point of view of language learning in elementary schools according to Solchan T.W. (2011: 1.35), including:

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1. Immersion namely language learning is done by fielding students directly in the language activities they learn.
  2. Employment namely language learning is done by providing opportunities for students to be actively involved in various meaningful, functional and authentic language activities.
  3. Demonstrations, namely students learning languages through modeling and support provided by the teacher. With the modeling or example, an abstract and complex concept, attitude, or skill becomes more concrete and simple.
  4. Responsibility is language learning that provides opportunities for students to choose the language activities they do.
  5. Trial-error is language learning that provides opportunities for students to carry out activities from the perspective or point of view of students.
  6. Expectation is that students try to succeed in learning if he feels that his teacher expects him to be successful.

Halliday (1979, in Goodman et al., 1987) states that there are three types of learning that involve language.

1. Learn languages

Someone learns a language with a focus on mastering language skills or the ability to communicate through the language he uses. Empirically, ability certainly involves pragmatic mastery of language rules. Pragmatic ability is the ability of language users to use language in a variety of different situations, according to the needs, goals, and context of the language itself.

2. Learning through language

Someone uses language to learn knowledge, attitude skills. In this context language functions as a tool for learning things, such as Mathematics, Science, History, and Citizenship.

3. Learn about language

Someone learns the language to know everything that is contained in a language, such as history, language systems, language rules, and language products such as literature.

In carrying out a learning process certainly has a goal to be achieved. For this reason, learning techniques are needed to achieve the learning objectives. Solchan T.W. (2011: 3.16), defines learning techniques as teacher's efforts, teacher's efforts, or ways that teachers use to achieve immediate goals in implementing learning in the classroom. The techniques commonly used in learning Indonesian language according to Deny Iskandar (2012: 6) include:

1. Listening listening techniques: 1) repeat words, 2) read-write (dictation), 3) whisper chain
2. Speaking learning techniques,: 1) repeat, 2) see, 3) ask
3. Learning reading techniques: 1) reading at a glance, 2) reading aloud, 3) reading silently

4. Learning writing techniques, : 1) imitate the model, 2) write story serial pictures, (3) summarize

#### Definition of Invitation Letter

Invitation Letter is a letter containing a call to visit a wedding party, meeting and so on. Letters can be either private letters or invitation letters. Types of Invitation Letters include birthday invitations, and official invitations such as school farewell invitations. The way of writing remains the same, the difference lies in the language used and the contents of the letter.

#### The Master's Copy Learning Model

One technique for writing is copying the master. According to Eulis Anggia Budiarti (2011), copying the master is one of the techniques for practicing creative writing including writing invitation letters. The master's copy technique requires doing exercises according to the master given. Exercises with this Method can be taken from newspapers, magazines or guidebooks that are considered as models. Then this model is read first, seen the content and shape, analyzed and done other things that need to be done, only then will it be time to write. Of course what is written is not exactly the same as the model, it's called copying round, plagiarizing or even plowing. Actually what will be copied is the frame, or the idea or even the technique.

The following are the steps for writing an invitation letter to the master copy model, namely:

1. Let's read the invitation letter that will be used as a model that is expected to be published, so that the quality is guaranteed. Thus students will have a writing model that will be the parameter of the writing they will make.
2. Try to make the situation fun for students to read the invitation letter. The teacher can facilitate by reading the invitation letter seriously.
3. Study the invitation letter that you have read carefully, then discuss the invitation letter together.
4. Based on the invitation letter for analysis based on the parts of the letter and choice of words.
5. Based on the results of the above analysis, determine the imitation changes that will be made, for example:
  - a. The same form of content is different. Letter of invitation for imitation that will be made is not exactly the same as the letter of invitation from the master. The form of the invitation letter is the same but the contents of the invitation letter are different.
  - b. The shape changes the same content. The contents of the invitation letter are the same, but the shape changes.

#### Strengths of the master copy learning model

Research conducted by Yuli Setiani (2012). The study shows that:

1. The use of the copy master model can improve the learning process.
  - a. Students experience an increase and change towards a better one than learning without a model in pre-action.

- b. Students can be judged to be more enthusiastic and actively participate in learning with the master copy learning model.
2. The use of the master copy learning model can increase students' writing skills in writing invitation letters.

### Research Methodology

The subjects of this study were fifth grade students of SD Negeri Bojong with a total of 25 students, consisting of 11 male students and 14 female students. V class was chosen as the research subject with consideration:

1. Students are less eager to follow the learning process
2. Students seem less challenged and less creative
3. Students assume that Indonesian language subjects are boring and less interesting subjects
4. Students still look passive even in class discussions

This research was conducted in the fifth grade of SD Negeri Bojong, Mungkid Subdistrict, Magelang Regency, 2018/2019. This research was conducted in class V on the competence to write invitation letters because the learning results obtained the lowest average scores compared to other competencies in class V in semester I.

### Findings and Discussion

#### Description of Learning Improvement Research Results

The results of this class action research were obtained from pre-cycle, actions in cycle I, and cycle II. The results of this study consisted of test results and non-test results. The pre-cycle test results are the results of tests on the competence of writing invitation letters. Before using the master copy model. The test results on the actions of cycle I and cycle II were the results of tests on the competence of writing invitation letters, while the results of non-tests were obtained from observation data and documents.

#### 1. Pre-cycle Test Results

The pre-cycle test results are in the form of competency in writing invitation letters before conducting research actions. The prasiklus test results aim to determine the initial conditions of competence in writing invitations to the fifth grade students of SD Negeri Bojong, Mungkid Subdistrict, the number of students taking the prasiklus test is 25 students.

Table 1 Results of the Invitation Letter Writing Competency Test

No	Category	Range	Value	Frequency	Weighted	Average	Percentage	Score
1	Very good	85	-	100	-	-	-	62.4
2	Good	75	-	84	4	320	16%	
3	Enough	60	-	74	15	960	60%	
4	Less	50	-	59	4	200	16%	
5	Very less	0	-	49	2	80	8%	
	Amount				25	1560	100%	

After looking at the student pre-cycle test results that have been described, it is necessary to take an action in order to improve the competence of writing invitation letters, the actions taken are in the form of using the master copy learning model.

## 2. Cycle I Research Results

Cycle I is the initial implementation of research through the use of the master copy learning. This cycle action is carried out in an effort to correct and solve problems that arise in pre-cycle.

The results of the first cycle test are in the form of competency in writing invitation letters before the research action is taken. The fifth grade students of SD Negeri Bojong numbered 25 students who took the first cycle test. Cycle I test results can be seen in table 2 below.

Table 2 Results of the competency test writing invitation letter Cycle 1

No	Category	Range	Value	Frequency	Weighted	Average	Percentage	Score
1	Very good	85	-	100	5	435	20%	74.0
2	Good	75	-	84	7	560	28%	
3	Enough	60	-	74	10	690	40%	
4	Less	50	-	59	3	165	12%	
5	Very less	0	-	49	-	-	-	
	Amount				25	1850	100%	

After seeing the results of the first cycle test of students who have been described, it is necessary to take an action in the second cycle to get clarity about improving their competence.

## 3. Cycle II Research Results

Cycle II is a learning improvement action through the use of copy the master learning. The action of the second cycle was carried out as an effort to correct and solve problems that appeared in cycle I.

The results of the first cycle test are in the form of competency in writing invitation letters after conducting research actions. The results of the second cycle test aimed to find out the final condition of the competence to write an invitation letter for the fifth grade students of SD Negeri Bojong, the number of students taking the first cycle of the test was 25 students. The results of the cycle II test can be seen in table 3 below.

Table 3 Results of competency writing letters for invitation cycles II

No	Category	Range	Value	Frequency	Weighted	Average	Percentage	Score
1	Very good	85 -	-	100	8	720	32%	82.4
2	Good	75 -	-	84	13	1040	52%	
3	Enough	60 -	-	74	4	300	16%	
4	Less	50 -	-	59	-	-	-	
5	Very less	0 -	-	49	-	-	-	
	Amount				25	1850	100%	



Based on the results of the first cycle of research through tests and non-tests it can be concluded that the test results are still not in accordance with the expectations of the teacher as well as the researcher. Likewise related to the learning process, there are still students who are not responsive in learning activities. Therefore the teacher and researcher improve the learning in cycle II.

#### Discussion

Learning Indonesian in the competence of writing invitations in Bojong Elementary School class V in the first semester shows an increase, both the results and the learning process after using the master copy learning model. The prasiklus results were analyzed and obtained from the students' ability to write invitation letter competencies quite satisfactorily. This is indicated by the average value obtained by students at 62.4. The class average value obtained by students from the pre-cycle test is still in the sufficient category.

After the researchers looked at the initial conditions of students' ability to write invitational competencies through the results of the pre-cycle test, the researchers conducted learning on the competence to write invitation letters using the master copy learning model in cycle I. Students' ability to write invitations in the first cycle increased by 17%. The average value in the first cycle of students' abilities is quite good and included in the category enough.

After learning through the master copy the learning model in the second cycle experienced an increase from the results of the first cycle test, namely the class average of 82.4.

#### Conclusion

1. The copy the masters learning model is used in Indonesian language learning because this model is learning as mandated by the National Education Office that learning in Indonesian subjects is copy the master.
2. The master copy learning model can increase student learning outcomes by 20, with a class average of 62.4 in pre-action and value in cycle II with an average value of 82.4.
3. The master copy learning model can change the behavior of students in learning activities, which in the beginning was still a lot of negative attitudes but in the second cycle it had become positive.

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