WRITE NOUN IN GORONTALO LANGUAGE THROUGH CONSEPT SENTENCE MODEL IN ELEMENTARY SCHOOL

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Abstract

This study aims to improve the ability to write nouns in the Gorontalo language through the Concept Sentence model for third grade students of SDN 3 Kota Barat. This type of research is classroom action research with the research subject being the third grade students, totaling 20 students. This research was carried out in the form of cycles and each cycle consisted of 4 stages, namely the planning stage, the implementation stage, the observation stage and the reflection stage. Data collection techniques in this study are observation, tests and documentation. This study shows that the ability of students to write in the Gorontalo language is still in the low category. This is based on initial observations showing that those who are able to write in the Gorontalo language are 6 students with a percentage of 30% of the 20 total students. Therefore, the researchers took action using the Concept Sentence model. From the observations, after the first cycle of the first meeting, there was an increase to 9 students with a percentage of 45% who were able, then in the first cycle of the second meeting there was an increase to 13 students or 65%, while in the second cycle of the first meeting there was an increase again reaching 17 students. or 85%. Thus, it can be concluded that the Concept Sentence model is very appropriate to be used to improve students' ability to write Gorontalo nouns in class III SDN 3 Kota Barat.

Keywords: Concept Sentence model, writing Gorontalo language

Preliminary

Language is one of the most important communication tools in life and social life between humans, because human life cannot be separated from communication activities to interact with one another or with one another. In communicating both in oral and written form, there are messages that are expressed through words that are strung together into a sentence. The series of sentences consists of a series of words such as verbs, nouns, adjectives and so on which are included in the word class.

Nouns are one of the word classes that must be mastered by every language user. Nouns can be analyzed in terms of semantics, syntax, and form. Based on semantic characteristics, nouns usually refer to humans, animals, objects or to something that shows a concept or meaning. Syntactically, nouns usually have characteristics, which tend to occupy functions as subjects, objects or complements in verbal sentences. Nouns cannot be denied by using the word 'no' but by using the word 'not'. In addition, nouns can generally be followed by adjectives, either directly or with the intermediate word 'yang', for example in the word 'new book' or 'new book'.

Nouns are easily understood by children, where nouns are often introduced to children from an early age. When children are learning to speak, most parents introduce nouns to practice their child's speaking skills. For example, children at an early age are usually the first words spoken by the words mama and papa. The words mama and papa are nouns. In addition, in early childhood education, especially in formal education, teachers must teach the names of objects that are around us, so that nouns are known by everyone from an early age.

In Greek, nouns with mass denotation can be marked with plural morphology. As Tsoulas (2009) notes, in this case the mass noun may have various interpretations available: measure/serving reading (1a), type/kind reading (1b), idiomatic reading (1c) and a pure mass reading with specific nuances (1d). It is worth noting that, sometimes, the same mass noun (e.g., nera 'waters') can give rise to all four interpretations (Tsiakmakis, Joan Borras-Comes, Espinal, 2021).

She points out that a high density of complex noun groups, created through the construal of processes, qualities, and logical relations as abstract nouns, is characteristic of academic genres and advanced literacy contexts (see also, e.g., Biber, 1988, 2006b; Halliday, 1988). Due to the centrality of these nouns in disciplinary writing and in the development of students' academic literacy, scholars have pointed to the need for their inclusion in lists of core academic vocabulary in the second language writing classroom (e.g., Ivanič, 1991: 96). In exploring the use of such nouns in a corpus of

academic writing by advanced L2 students, the present study aims to make a relevant contribution to our understanding of students' academic literacy in a second language (Marie Kristin Tåqvist, 2018).

Every language has a number of abstract lexical units that form the basis for the various inflectional forms of a word. The lexical unit in question is the lexeme. Matthews (1991:25) also includes the lexeme as "an abstract unit", in another part he calls it "The fundamental element in the lexicon of language", so the form dies, died, dying and die in English is a lexeme form of die. and man and men are singular forms of man. So, the lexeme man is a noun and die is a verb. This is reinforced by Bauer (2003:17): "Morphemes (like lexemes and phonemes) are abstract units". The lexeme is the basic unit in the lexicon and is distinguished from the word as a grammatical unit. Therefore, a lexeme is a "basic material" which after undergoing grammatical processing becomes a word in the grammatical subsystem.

Based on the previous two opinions, it can be concluded that a lexeme is an abstract and smallest or basic unit in the lexicon of a language, a unit that acts as an input as well as a basic material in the morphological process, and an element whose presence can be identified after being segmented from complex shapes. Thus, the morphological process is a process that converts lexemes into words. So, lexeme is input and word is output. The units involved in the morphological process are lexemes, morphemes, and words.

In the world of education, especially in elementary schools, there is a need for learning to write words, especially writing nouns in regional languages. Considering the current regional language, especially the regional language of Gorontalo. For this reason, in an effort to preserve the Gorontalo language, it is necessary to provide guidance to students as early as possible, thereby creating a sense of love and pride in the local culture. The same thing was expressed by Hulukati et al (2017:81) that if from an early age, students have been taught and used to it, and their motivation is raised to have pride in the Gorontalo regional language, then efforts to make Gorontalo language as daily communication among students.

In language can not be separated from the mastery of good and correct vocabulary. Without good vocabulary mastery, language skills will be difficult to achieve. This is because language consists of several sets of vocabulary, in other words, the selection, use of which is good affects skills in language. Language skills consist of 4 aspects, namely reading, listening, listening and writing skills. So that one of the efforts in preserving the language is one of them by improving writing skills.

To overcome this problem, it requires the role of various related parties, especially the government and the school, namely the teacher as the spearhead in an effort to improve the ability to write nouns in the Gorontalo regional language. One effort that can be done is with teachers being more careful in choosing and paying attention to the application of the model in lessons, especially local content at the elementary school level. One alternative learning model that attracts students' attention is the Concept Sentence model. This learning model relies on word cards as media or aids in the learning process so that students can easily understand the material. Giving these keywords aims to make students able to think critically in making a sentence based on the keywords that have been provided.

Method

The research model used is classroom action research (CAR). The procedure in this study is based on the 2013 Gorontalo State University scientific writing guidebook and is also reinforced by the theory from Arikunto, S, et al (2017:16). This research uses 4 stages: (1) preparation stage, (2) implementation stage, (3) monitoring and evaluation stage, (4) analysis and reflection stage. The type of data in this study is quantitative data in the form of student work and qualitative data in the form of learning implementation taken through observation sheets.

The data analysis technique in this study used several pieces of research instruments, namely teacher observation sheets which were used to observe and assess teacher activities during the learning process, then picture tests. The test used to assess students' ability to write Gorontalo language nouns uses the Concept Sentense model, namely in writing.

Discussion

For students' writing results in the first cycle of the first meeting, it can be seen that the final test results of the Gorontalo language noun writing ability at the first meeting are still in the poor category. The implementation of this class action can be declared successful if >75% of the students' straightness obtains a minimum completeness score of 75% however, at the first meeting of 20 students there were only 9 students or 45% who were able to write Gorontalo nouns and the remaining 11 students or 55% were not able to write Gorontalo nouns. Thus it can be concluded that the use of the Concept Sentence model in the learning process needs to be continued in meeting II. The results of student writing in the first cycle of the first meeting can be seen in the following diagram:

Figure 1. Diagram of the percentage of students' writing skills in cycle I, meeting I

For the observation of students' writing results at the second meeting, there has been an increase compared to the previous meeting which reached 65% and is still included in the sufficient category, of the 20 students there are already 13 students or 65% who are able to write Gorontalo language nouns and the rest there are 7 students or 35% who have not written. When viewed from the percentage level obtained, there has been an increase but has not reached the predetermined achievement indicator, namely 75%, so it can be concluded that the use of the Concent Sentence model has not been maximally implemented so it needs to be continued in the next cycle. The following is the result of the recapitulation of the Gorntalo language writing ability at the second meeting, which can be seen in the following diagram.

Figure 2. Diagram of the percentage of students' writing skills in cycle I, meeting II.

Meanwhile, for the observation of students' writing results at the second meeting, there has been an increase compared to the previous meeting, which reached 65% and is still included in the sufficient category, from 20 students there were 13 students or 65% who were able to write Gorontalo language nouns and the rest there are 7 students or 35% who have not written. When viewed from the percentage level obtained, there has been an increase but has not reached the predetermined achievement indicator, namely 75%, so it can be concluded that the use of the Concent Sentence model has not been maximally implemented so it needs to be continued in the next cycle. The following is the result of the recapitulation of the Gorntalo language writing ability at the second meeting.
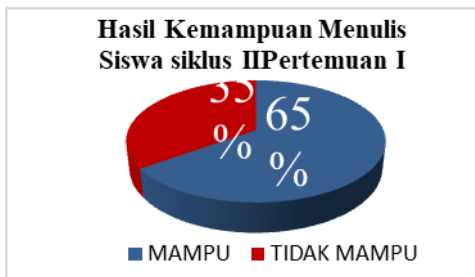

Figure 3. Diagram of the percentage of students' writing skills in cycle II meeting I.

For observations on the results of students' ability to write Gorontalo language nouns in the second cycle of the first meeting, the value obtained is greater than the achievement indicator that has been determined, reaching 85%. The results of students' ability to write nouns in the Gorontalo language can be seen in the diagram below.
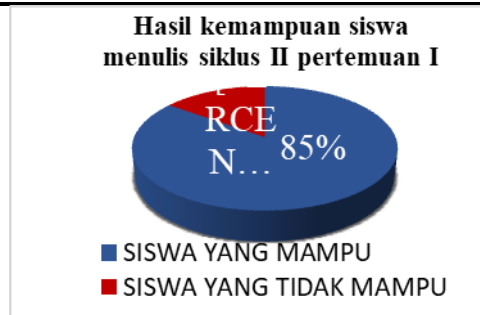
Figure 3. The percentage of students' writing skills in the second cycle of the first meeting.

Based on the diagram above, it shows that of the existing 20 students there are already 17 students or 85% who are able to write Gorontalo language nouns and the remaining 3 students or 15% are not yet able. So the value obtained is greater than the specified achievement indicator, which is 75%. So it can be concluded that the use of the Concept Sentence model to improve students' ability to write Gorontalo nouns in class III SDN 3 West City has achieved classical completeness and does not need to be continued to the next meeting.

Conclusion

Based on the research results that have been described previously, it can be concluded that the Concept Sentence model is very appropriate to be used to improve students' ability to write Gorontalo nouns in class III SDN 3 Kota Barat.

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