

# Language Skills Enhancement of Elementary School Student by Application of Integrated Learning

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## *Abstract*

The purpose of this study, to improve the quality of Indonesian language learning through integrated learning approach based contextual. This type of research uses classroom action research stages of planning, implementation, observation and reflection. The experiment was conducted in two cycles, each cycle two meetings. The subject of research in the form of teachers and students of fifth grade elementary school in Ngaliyan Karanganyar subdistrict, Semarang. The results showed an increase in the quality of Indonesian language learning through integrated learning approach. This was evidenced acquisition mean the observation of teachers skills have increased the percentage of the cycle 1 obtained a score of 3, increasing to 3.7 in the second cycle, the activity of students in the first cycle obtained an average score of 24.36 increased to 32.27 in the second cycle, Indonesian learning outcomes aspects of reading comprehension Civics material on the first cycle 62% students pass the study, and 89% in the second cycle, aspects of the material makes social studies interview questions about the economy in first cycle, 57% students pass the study, in the second cycle to 84%. Assessment of speaking aspect in the first cycle 63% students pass the study, the second cycle to 89%. Assessment of learning outcomes aspects of writing a summary of the interview on the first cycle 57% students pass the study and 84% in the second cycle.

Keywords: Integrated Learning, contextual, Indonesian, Elementary School

## 1. INTRODUCTION

Advances in science and technology very rapidly lead to changes in all areas of life. These advances would give effect to the educational institutions, so that these institutions are required to optimally organize educational process to improve the quality and the quality of education itself. Improved quality and a good quality of education is expected to give birth to graduates who have high competitiveness to face the advancement of knowledge. For that improvements in education, especially in the areas of learning must continue to be implemented in order to achieve the quality and the quality of learning in line with expectations. Efforts to make improvements in the field of education is the responsibility of all parties, one of which is the teacher. Teachers are responsible conduct educational activities at school in terms of providing guidance and instruction to students. Teachers should be able to do some innovations concerning his duties as an educator associated with teaching duties. The innovations that teachers in his duty as educators is expected to improve student achievement. Given that teachers are also influences on student achievement. Therefore, changes related to the teaching duties of teachers must be improved, as well as learning the Indonesian language.

As we know that the Indonesian language has a central role in developing the knowledge of primary

school students, for elementary school students understanding of the language can support the success of the study subjects - other subjects. Therefore the Indonesian language learning in primary schools should be developed in a systematic, active, effective, and efficient. Indonesian successful learning in school greatly influenced the success of teachers in creating learning activities. But unfortunately the Indonesian language learning in primary school, until today is still conventional classroom activities, look monotonous, students are less given adequate time and space to practice and use what they learned Indonesian. They generally only answer and tasks language in bits and pieces. Learning management seemed static. As a result, many students underestimate the Indonesian language teaching. They were less seriously follow the lessons. In fact, often encountered students who are antipathetic.

In the view of the whole language, the language is easy to learn if it is presented as a whole and in the context of the natural, therefore, that cohesion is a key principle for the development of language and learning through language. Curriculum 2013, which will be carried out also using an integrated approach to the theme as a binder or pepadunya, so it is common with a thematic approach. In terms of the document, the current curriculum is already contained the ideas of integration by using active learning approaches to foster diverse competencies in self-learners. The approach is required in any implementation of this curriculum is the integration with active learning approach.

An integrated approach in language learning begins opinions Godman (1986) about the curriculum, that the teaching of languages and other subjects, (which is carried out with the language as a medium of presentation) is a curriculum that is double, meaning in language teaching and the contents of other subjects collectively the same part of the curriculum intact. Godman see that teachers should optimize the opportunity the students to actively use both written and spoken language. Godman in his views on language learning also stated that listening, speaking, reading and writing is not seen as a separate component to be taught separately. The facts show that all four language skills that students use in all learning activities, both in learning the language as well as other fields of study.

Integrated learning also make learning relevant, and contextual so meaningful for students. Integrated learning, believed to be a practice-oriented approach to learning according to need. And the development of students. (developmentally Appropriate practice.) When compared with conventional learning integrated approach seems to be more emphasis on student engagement in learning. Students made actively involved in the learning process and make a decision. The integrated approach as a concept can be regarded as a learning approach that involves various aspects or areas of study to provide a meaningful experience to the students. Is said to be significant because of the integrated approach students will understand the concepts or aspects of language skills learned through direct experience and authentic and connect with other concepts that have been understood.

If you pay attention to the task of teachers in primary schools are also very solid on the side as a classroom teacher is obliged to teach all subjects except religion, and sports, classroom teachers also act as a homeroom. While there are many other tasks that require the attention of an elementary school teacher, for example, the drafting of teaching all subjects taught, completing the administrative class, completion reports, not to mention dealing with students who are stubborn and lazy. Rationally Could the class teacher handle and manage learning optimally? Integrated learning actually is the right solution, to implement a more efficient learning. Problems facing the current elementary school teachers Indonesian language learning teachers have implemented an integrated, so that less active, effective and meaningful. Learning to listen, speak, read, and write executed separately. In addition, teachers also have limitations learning model that can enable students, teachers in conventional teaching.

From interviews with teachers at the school, in the information that teachers can never implement integrated learning in high grade, only low-grade teacher is class 1, 2, and 3 are implementing the

thematic approach. Learning listening, speaking reading and writing carried out separately, so it is less meaningful to students. Therefore, never carry out, then when prompted to do so they have difficulty. To overcome these collaborative discussions held between lecturers of Elementary School Teacher Education Department with the teachers in primary schools, with the aim to find a way out of the problem. The results of the discussion agreed to conduct action research to determine the learning outcomes of students in Indonesian by using an integrated approach.

The problem this research is how the use of an integrated approach to improve the quality of Indonesian language learning in primary school. The purpose of this research is to improve the activity and student learning outcomes through the implementation of integrated learning in learning Indonesian.

Integrated learning is an application of a learning strategy based on an integrated curriculum approach that aims to create or make the learning process in relevant and meaningful for children Atkinson, (1989: 9). He also explained that in an integrated learning approach is based on the inquiry, which involves students from planning, to explore and brainstorming of students. With an integrated approach encourages students to work in groups and learn from the results of his own experience. Collins and Dixon (1991: 6) states on integrated learning as follows: integrated learning authentic Occurs when an event or exploration of a topic in the driving force in the curriculum. He also explained that in practice the child can be encouraged to participate actively in exploring a topic or event, students learn the process and content (matter) more than one area of study at the same time.

Integrated learning very attentive to the needs of children in accordance with the holistic development by engaging actively in the learning process both physical and emotional. For the activities provided include an active search, explore, and discover scientific concepts and principles of holistic, meaningful, and authentic so that students can apply the acquisition learn to solve real problems in daily life. This is in accordance with the program DAP expressed Bredekamp (1992: 7) in the adult learning process should provide a variety of activities and materials are rich and offer options for students so that students can choose for small group activities as well as independent and provide opportunities for students to own initiative, conduct skills on their own initiative as an activity chosen. Integrated learning also emphasizes the integration of various activities to explore the object, topic or theme that is the events, facts, and events are authentic.

Implementation of the integrated learning curriculum is basically that it is meaningful for children. This meant that the teaching materials are

not used in isolation, but it is a unity intact materials and learning appropriate to the developmental needs of students.

Form of implementation of integrated learning in elementary school there are several forms. Judging from the material properties which are incorporated among which there are two forms of implementation of integrated learning, namely intra-integrated learning and integrated learning subject areas between fields of study. Said intra-integrated learning if the combined field of study is materials (basic materials / sub topic, concept / sub concepts, skills or values) in a single field of study. A material that combines the learning of reading, listening, speaking, and writing is called intra-integrated learning areas of study, for example, learning that combines the fields of Indonesian studies, science, social studies and mathematics.

Judging from how to integrate the material, integrated learning can be implemented by taking into account explicitly the limits of the field of study with another. But sometimes the boundaries between subjects with each other boundaries are very faint, almost invisible barriers that limit. In practice, if a theme has been set, then teachers fellow students examine the theme from the perspective of their respective fields of study. Based on this theme, the teacher with the students determine the elements of a field of study that can be learned without any overlap with other fields of study.

If a theme has been set, for example, the environment, students are invited to learn the language aspect, the aspect of science, social studies of the environment. In line with the Wilson et al., (1991: 2), states that the integration can be done through the integration of the curriculum in which teachers plan learning the language for the students at the same time they also learn something else such as science, social studies and mathematics. It was also explained that the integrated learning is intended to develop the ability of the child's understanding of their physical and social environment that they can take part in which children learn together and learn the language. So in this case some children have focused talk and learn together, and to develop the understanding of each. They learn in groups. In their group issued free argument. In connection with this alignment, Forgarty (1991: 4-5) suggests ten integrated learning model. The models are: a) Model Fragmented. This model is implemented in a separate study that is only focused on one discipline subjects, for example, mathematics, science, social studies, English, and so on are taught separately. b) Linked Model (Connected). Model connectedness is an integrated learning model that deliberately sought to link the topic with other topics in the fields of study, for example, to connect concepts with kosep writing in Indonesian subjects. c) Nested Models. Integrated learning nested models is an integrated learning

model that is rich with the draft by the ability of teachers. d) Model sequenced, namely integrated learning model in which when teachers teach a subject he can rearrange the order of the topic of a subject and the inclusion of the topic of other subjects into the teaching sequence, of course in the same subject or relevant. At the core of the subjects brought along other subjects. e) a shared model that integrated learning model in which the development of an overarching discipline of cross curriculum, for example, mathematics and science to be aligned as a science. Literature and History combined on the label of humanity, art, music, dance and drama under the umbrella of the principal arts, computer technology and home industries as art that needs to be practiced. (f) Webbed model namely integrated learning model that uses a thematic approach. This approach to development begins with determining a specific theme, for example, transportation. Themes can be determined by negotiation between teachers and students, but can also be a way of discussion among teachers. Once the theme is agreed upon, then the sub-theme is developed with the linkages with other fields of study. Of sub-themes developed learning activities undertaken by students. g) Threaded model is a model approach is like looking through binoculars at which point of view (focus) can be started from the closest distance to the farthest point from the eye to eye. h) Integrated Model: is a learning model that uses an approach to the field of study. This model sought by combining field studies by setting curricular priorities and find the skills, concepts, principles, and attitudes overlap. i) Immersed models, these models are intended to filter out of the entire content of the curriculum by using a certain way. For example, someone combines all the data from a variety of disciplines (subjects) and then display it through something he's interested in an idea. j) Networked Model: is an integrated learning model related from outside sources as input and all the new increase and expand ideas or develop ideas. For example, an architect adapt the technology to design a network with engineering programs and broaden the knowledge base as she has traditionally worked with the designer inside the room.

## 2. METHODS

Subjects were teachers and students of fifth grade in Karanganyar 02 Semarang in first semester, a total of 41 students (21 male and 20 female). Obviously-enforcing the applied learning for all students, but based on discussions with the class teacher and reviewing the assessment test scores, determined the subject of observation focused on 11 students who perform work on the problems of errors. This classroom action research conducted by 2 cycles, each cycle consisting of two meetings with the four stages in conducting action research,

according to Kemmis and Taggart (1988), namely: 1) planning, 2) action, 3) observation and 4) reflection. The variables studied were the skills of teachers, student activities, and student learning outcomes in Indonesian learning

### 3. RESULTS AND DISCUSSION

The research resulted in the learning device in the form of lesson plans that incorporate an integrated learning Indonesian field of study that includes listening, speaking, reading, and writing with a field of study civics and social studies. The RPP includes components of learning objectives, teaching materials, the media used, learning scenarios, and evaluation.

Student activity data, in the first cycle is not optimal, because students are less accustomed to learning by inviting resource persons from outside. Based on reflection a team of researchers carried out the revision: 1) students must have the courage to ask, and answer questions put by anyone, because students are hesitant to answer the question of resource persons who have to come from the outside and was impressed afraid.

In the second cycle students showed activity criteria, students are not afraid anymore, answered and asked the teacher and speaker. Cooperation of students in the discussion is also getting better.

Preliminary data on the teachers' skills in implementing unified Indonesian learning in fifth grade elementary arithmetic average result of 2.7 with sufficient criteria. These results were obtained from observations before the first cycle of therapy action. From the preliminary data shows that the teachers in implementing the learning did not pay attention to the initial activity. Teachers used to start learning directly on the core activities that lead to a new material that will be taught.

Based on the research team then learning input in the first cycle of learning with a teacher already carrying out preliminary activities covering preceded conditioning students, apperception, explain the purpose, explaining the scope of material and explanations; the lessons that will be students. The mean score obtained in the first cycle, 3. In the second cycle the observation of teachers' skills in managing an integrated learning Indonesian, the teacher obtained a score of 3.7. From the data observation, teachers had students with good mental condition, conducting preliminary well. At the core activities of teachers showing mastery of learning, linking the material with other relevant knowledge, presenting the material clearly, in accordance with the hierarchy learn some vital lessons and student characteristics. Teachers already Integrating listening, speaking, reading, and writing with learning social studies and civics.

In this study, assessment of learning outcomes assessment covers reading comprehension discourse

Civics conversation with the material, the skill to make inquiries, speaking skills, skills to understand the content of the interview with resource persons (social studies) skills to rewrite the content of the interview with the resource.

Assessment of learning outcomes Indonesian Civics material aspects of reading comprehension preliminary data that there is the highest value of 90 the lowest value of 45, the average is 67.4 students learning outcomes thoroughly studied 27%. In the first cycle, the average is 71.54, the highest value is 92 and the lowest value is 56, 62% of students pass the study, being on the second cycle average of 78.2 the highest value is 94, the lowest score is 60 and 89% students pass the study.

Assessment of learning outcomes makes the material of social studies interview questions about the economy, preliminary data that there is a mean value is 66.48, the highest score is 89, the lowest score is 48, 44% students pass the study. In the first cycle the average value is 70.37 the highest value is 89 and the lowest value is 52, 57% students pass the study, in the second cycle, the mean value is 75.43 the highest value is 92 lowest value is 58 and 84% students pass the study.

Assessment of learning outcomes social studies material aspects of reading comprehension preliminary data the highest value is 90 and the lowest value is 50 and the average is 68.89, and 43% of students pass the study. In the first cycle get 92 as highest score and 57 as lowest score, the average is 73.27, 62% of students pass the study. In second cycle the highest value is 92 and the lowest value is 58, the mean value of 78.10, 89% of students pass the study.

Assessment of learning outcomes learning outcomes aspects of speaking skills to preliminary data lowest value is 50 and the highest value is 90 averages 70.62 students completed study results 57% in the first cycle of the highest value of 92, the lowest score 55 and the mean of learning outcomes is 75.05, 63% students pass the study, second cycles mean value of 77.64, the highest value of 95, the lowest score of 60, and 89% of students pass the study.

Indonesian learning outcomes assessment aspects of writing is to write a summary of the interview preliminary data the highest value of 85, the lowest score of 50, the mean value of 65.67 and 59% student unfinished their task. In the first cycle of the highest value of 85, the lowest value of 54 and 57% students pass the study. In the second cycle data showed the highest value is 85, the lowest value is 55 and with the mean 73.05 and student learning outcomes thoroughly studied is 84%.

### 4. CONCLUSION

The results of the application of the approach to integrated learning on the subjects of Indonesian

subject of interviews with informants, subjects Civics on the organizational structure and social studies about the types of business and economic activities in Indonesia, showed that the application of learning approach based integrated contextual may improve the quality of learning Indonesian. It can be seen from the observation skills of teachers manage learning shows that cycle 1 received an average score of 3.3 and at a two cycle increased to 3.6 score indicates that the skills of teachers to manage learning show good category.

In addition, the results of student learning that includes reading comprehension skills of students, making inquiries for interviews, questioning skills of students, as well as the ability to write back the results of the interview to get a score improved significantly in each cycle.

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