

**IMPROVING ARTICULATION ABILITY OF MAKEDONIA KELAS IV  
ELEMENTARY SCHOOLS THROUGH HANDS ON ACTIVITY ACTIVITIES****Parwati<sup>1</sup>, Galih Dani Septian<sup>2</sup>**<sup>1</sup> SD Makedonia<sup>2</sup> IKIP Siliwangi

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**ABSTRAK**

This classroom action research was carried out by applying the hands on activity method to improve articulation abilities. Through hands on activity will be formed an appreciation and experience to establish an understanding, because it is able to teach together cognitive, affective, and psychomotor skills and can provide a deep appreciation of what is learned. Research conducted in two cycles, each cycle consists of four (4) steps of activity, namely planning, action, observation and reflection. Before the first cycle begins with observation activities to determine the condition of learning and the ability of student articulation. Cycle I actions as an effort to improve conditions that are stated as lacking in observation. Cycle II activity, an effort to improve that is still lacking in cycle I. The results of the study show that the teacher's observation still uses classical learning methods, lectures and teaching aids that are as simple as the articulation unclear and a lot of distortion. After conducting research for the last two cycles, the results of the study showed that by using the hands on activity method the students' articulation ability increased and learning on rounded material in the fourth grade of Macedonia was declared complete.

**Keyword :** Hands On Activity and articulation abilities**INTRODUCTION**

According to Law No.20 of 2003 article 1 paragraph 1 concerning the National Education system (Ristekdikti, 2016), explains that Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential. Learning activities must be designed to provide a learning experience. The use of appropriate learning media will make it easier for a student to understand and remember the material delivered by the teacher, thus learning activities carried out in the classroom are more enjoyable.

Ruseffendi (Sukidi, 2016) states that educational media are software (soft ware) and / or hardware (hard ware) that function as learning tools and learning aids. Material clarity, the formation of student competencies can be helped by the presence of these learning aids. In addition to the above matters an educator must also be able to assess the level of understanding, connectivity, problem solving and student communication skills. Thus the educator must make an assessment, and observation of the level of ability of each student in the class. The ability that can be improved is only the ability of articulation. Good articulation ability will encourage students to be more confident, creative, tolerant and complete tasks independently.

Improvement in students' articulation abilities will be carried out using the hands on activity method. Based on observations from Macedonia's elementary articulation abilities, observations have never been carried out and teachers in conveying learning still tend to be monotonous and use lecture and classical methods. Based on this, this research was conducted to improve the articulation ability of Grade IV Macedonian elementary students through the Hands On Activity activity.

### **Articulation Ability**

Articulation comes from the word articulate in the English-Indonesian dictionary (2018) meaning that it is good at speaking, clever in expressing thoughts and speaking words clearly. Articulation is also one of the new learning models. Articulation ability has a very close relationship with speaking skills and is one aspect of language skills. Tarigan in Saifuddin (2015) says that speaking is the ability to speak the sounds of articulation or words to express, express, and convey thoughts, ideas and feelings. Artic Education in this case is the speech muscle movements that are used to express the symbols of the sound of language in accordance with standard patterns so that it can be understood by others (Syamsuddin. 1996).

This element, it will cause interference in the articulation. There are several disorders that cause poor articulation, among others: Respiratory disorders can occur due to: 1) imperfect respiratory devices, such as: lung pain, pleurisy or inflammation of the membranes covering the lungs, disturbances in the structure connect the lungs to the outside, disturbances of respiratory muscles, and disorders of nerves that stimulate respiratory muscles, 2) breathing apparatus is perfect but does not function properly. Tarigan in Farboy (2009) then each skill is closely related to the thought processes that underlie language. A person's language reflects his mind. The more skilled a person speaks, the brighter and clearer the way of thinking. Skills can only be acquired and mastered by practice and lots of practice. Practicing language skills also means thinking skills.

### **Hands On Activity**

According to Khilayah as quoted by Pambudiarso, et al (2016), hands on activity is an activity in learning designed to involve students in exploring information and asking questions, activities and discovering, collecting data and analyzing, and making conclusions. By carrying out these four activities can make the problem solving ability better. This is consistent with the statement of Dedi in Pertiwi, et al, (2013) which states that hands on activity activities include four main components, namely information gathering and asking questions, activities

and finding, collecting data and analyzing, and making conclusions. able to make the problem solving ability of students better. According to Nurohman in Witarsa, et al (2017), Hands On Activity is a learning model based on the constructivism approach of Piaget and Vygotsky. Constructivism understands the nature of learning as human activities to build or create knowledge by trying to give meaning to knowledge according to its experience.

Hands On Activity is a model designed to involve students in exploring information and asking questions, doing activities and finding, collecting data and analyzing and making their own conclusions. In this model students are given the freedom to construct thoughts and findings during activities so that students do themselves without burden, fun and high motivation so that learning will be more meaningful. According to Zainuddin in Kartono (2007), there are three domains that can be developed in the hands on activity as follows:

1. The cognitive domain can be trained by giving assignments: deepening the theory related to the hands on activity task that is carried out, combining various theories that have been obtained, applying the theories that have been obtained on real problems.
2. Affective domains can be trained by: planning independent activities, cooperating with work groups, discipline in work groups, being honest and open and appreciating their knowledge.
3. Psychomotor domains can be trained through: choosing, preparing, and using Hands On Activity a set of tools or instruments correctly and correctly.

The phases of the hands on activity can be described as follows:

1. Phase 1: Digging up information and doing activities.
2. Phase 2: Collect data.
3. Phase 3: Analyze data.
4. Phase 4: Make your own conclusions.
5. Phase 5: Apply the concept.

## **METHODS**

This study uses classroom action research (CAR) methods. CAR according to Rahayu (2018) is a research method which is carried out by the implementation of educational practices or a group of teachers by providing treatments in learning, based on students' reflections on the results of these treatments. In this study the treatment given was the hands on activity method in an effort to improve the students' articulation ability in mathematics subjects.

The steps of the research activities that will be carried out are as follows:

1. Give a score on the pretest and posttest answers.
2. Measuring the completeness of learning against the score of the pretest and posttest answers.
3. Determine the average value of completeness obtained by students to get the depth of research results.
4. Determine the percentage of students at the level of student completeness
5. Compare the results of the pretest and posttest of each cycle
6. Conclusion.

Data in this study were collected through tests, observations, and documentation.

1. Oral tests are performed with an articulation ability test.
2. Observation, things observed include student activity in learning integer material.
3. Documentation, documentation is done by taking photos of students during the learning process.

## **RESULTS AND DISCUSSION**

### **Result**

This classroom action research activity was carried out in SD Macedonia in Cimahi City, the data obtained to determine the articulation abilities in the form of pretest and posttest. pretests conducted to determine the ability of students before the beginning of the learning Hands On Activity Data pretest results are presented in the following table:

**Table 1.** Learning Results of Pretest Student Articulation in Grade IV SD Makedonia

No	Name	Prettest	Description	
			Complete	Incomplete
1	OGH	8,5	<input checked="" type="checkbox"/>	
2	JZV	7,5	<input checked="" type="checkbox"/>	
3	YML	7,5	<input checked="" type="checkbox"/>	
4	JSA	7,0		<input checked="" type="checkbox"/>
5	AJK	7,0		<input checked="" type="checkbox"/>
6	CAS	7,0		<input checked="" type="checkbox"/>
7	LAS	6,5		<input checked="" type="checkbox"/>
8	MDP	6,5		<input checked="" type="checkbox"/>
9	JMS	6,0		<input checked="" type="checkbox"/>
10	KPN	5,5		<input checked="" type="checkbox"/>
11	AFS	4,5		<input checked="" type="checkbox"/>
12	GFN	4,5		<input checked="" type="checkbox"/>
13	RBH	3,5		<input checked="" type="checkbox"/>
14	KCM	2,5		<input checked="" type="checkbox"/>
15	Y NM	2,0		<input checked="" type="checkbox"/>
<b>Total</b>		<b>86</b>	<b>3</b>	<b>12</b>
<b>Average</b>		<b>5,7</b>		

**Table 2.** The results of the Cycle I Posttest for Grade IV SD Makedonia

No	Name	Posttest	Description	
			Complete	Incomplete
1	OGH	8,5	<input checked="" type="checkbox"/>	
2	JZV	8,5	<input checked="" type="checkbox"/>	
3	YML	8,0	<input checked="" type="checkbox"/>	
4	JSA	7,5	<input checked="" type="checkbox"/>	
5	AJK	7,5	<input checked="" type="checkbox"/>	
6	LAS	7,0		<input checked="" type="checkbox"/>
7	CAS	7,0		<input checked="" type="checkbox"/>
8	MDP	6,5		<input checked="" type="checkbox"/>
9	JMS	6,5		<input checked="" type="checkbox"/>
10	AFS	6,5		<input checked="" type="checkbox"/>
11	GFN	6,0		<input checked="" type="checkbox"/>
12	KPN	6,0		<input checked="" type="checkbox"/>
13	RBH	5,5		<input checked="" type="checkbox"/>
14	KCM	4,5		<input checked="" type="checkbox"/>
15	YNM	3,5		<input checked="" type="checkbox"/>
<b>Total</b>		<b>99</b>	<b>5</b>	<b>10</b>
<b>Average</b>		<b>6,6</b>		
<b>Persentase</b>		<b>66%</b>	<b>33%</b>	<b>67%</b>

**Table 3.** The results of Cycle II Posttest grade IV SD Makedonia

No	Name	Post Test	Description	
			Complete	Incomplete
1	OGH	9,5	<input checked="" type="checkbox"/>	
2	JZV	9,5	<input checked="" type="checkbox"/>	
3	YML	8,5	<input checked="" type="checkbox"/>	
4	JSA	8,5	<input checked="" type="checkbox"/>	
5	AJK	8,5	<input checked="" type="checkbox"/>	
6	LAS	8,5	<input checked="" type="checkbox"/>	
7	CAS	8,0	<input checked="" type="checkbox"/>	
8	MDP	7,5	<input checked="" type="checkbox"/>	
9	JMS	7,5	<input checked="" type="checkbox"/>	
10	AFS	7,5	<input checked="" type="checkbox"/>	
11	GFN	7,5	<input checked="" type="checkbox"/>	
12	KPN	7,5	<input checked="" type="checkbox"/>	
13	RBH	7,5	<input checked="" type="checkbox"/>	
14	KCM	6,0		<input checked="" type="checkbox"/>
15	YNM	6,0		<input checked="" type="checkbox"/>
<b>Total</b>		<b>118</b>	<b>13</b>	<b>2</b>
<b>Average</b>		<b>7,9</b>		
<b>Persentase</b>		<b>79%</b>	<b>87%</b>	<b>13%</b>

Based on the results of observations made during learning, the articulation ability improvement charts of Cycles I and II can be seen as follows:

**Table 4.** Posttest I and Posttest II results of articulation ability

No	Articulation Ability	Posttest I	Posttest II	Improvement
1	Complete	10	13	
2	Incomplete	5	2	3
3	Percent Complete	67%	87%	20%
4	Percent Incomplete	33%	13%	
5	Average	6,6	7,9	3

## Discussion

Based on the results in the picture, the conclusion of the level of student articulation ability through mathematics learning is as follows:

1. Learning integer material has been carried out well, and learning using Hands on Activity is a tool to encourage students to be enthusiastic in learning.
2. The problem of resolved articulation ability makes students more confident so students are motivated to memorize and recite well for each difficult term.

3. All students are directly involved during the learning process both in group discussions and in making teaching aids and using them. Learning activities like this make students more active then what is learned will last a long time in students' memory.
4. The results showed that in the second cycle had met the criteria of success, the success in this second cycle could be seen from the students' completeness which increased to 87%. Whereas 13% of the 15 students have not been able to reach completeness because during their learning the students lack concentration and there are other factors, namely children with special needs who have learning difficulties, so requiring special time in completing their completeness and drill must be done with parents.
5. The action in this study was stopped because it had reached a success indicator of more than 75%, this could be in the second cycle of 87% showing complete scores of 13 students, the learning outcomes in the second cycle showed good articulation ability. Student learning outcomes that have reached 7.5 KKM in the second cycle increased by 3 students, from 10 students in the first cycle to 13 students in the second cycle. This shows that learning can be said to be successful because it meets the criteria.
6. Judging from the average test scores obtained by students, the Pretest was 5.7. The average value of the test results in the first cycle is 6.6 while the average value of the second cycle test is 7.9. Based on the data above it can be seen that there was an increase in the average score of students from pretest, posttestsiklus I, and posttestsiklus II.
7. Based on some of the above explanation, it can be concluded that classroom action research can improve the articulation ability of fourth grade students in Macedonia Elementary School by using the Hands on activity method. This is evidenced by the changes that occur in improving the ability of student articulation.

## CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the articulation ability of Class IV Macedonian elementary students through Hands On Activity activities increased. The improvement of students' articulation ability can be seen from the results of pretest with a complete score of 20% (3 students), the first cycle posttest increased to 67% (10 students) but not so significant and the second cycle posttest obtained a total score of 87% (13 students). In the second cycle the percentage of complete grades has reached 75% so that this cycle is stopped.

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