USE OF INSIDE AND OUTSIDE OF THE CIRCLE LEARNING MODEL ON STUDENT'S NARRATIVE WRITING EXPERTISE (STUDY EFFECTIVENESS IN ELEMENTARY SCHOOL)

Totok Bintoro[1], Fahrurrozi[2], Murni Winarsih[3]

[1,2,3] Universitas Negeri Jakarta, Indonesia
[1]Email: tbintoro@unj.ac.id

Abstract:

Purpose of the study: This research aims a analyze of effectiveness the learning models *Inside and Outside Circle* on narrative writing proficiency of the students.

Methodology: This type of research is a quantitative method with a quasi-experimental methods and uses a one-group pretest-posttest with control group methods. The sample used was 80 respondent of Private Primary Schools in South Jakarta, Indonesia who were selected using technique a probability sample.

Main Findings: The results of this study prove that the use of the Learning model *Inside and Outside the Circle* obtained significant value so that it is effectively used in teaching narrative writing in elementary schools, especially in learning to write expository narratives.

Applications of this study: This research contributes theoretically that the model *Inside Outside Circle* can improve narrative writing skills of elementary school students.

Novelty/Originality of this study: This model provides an opportunity for students to express their ideas, opinions, and feelings to the theme through written language. Surely this activity will make students accustomed to expressing the creative ideas they have in writing. This research can also be used as input for teachers in developing creative and fun writing learning.

Keywords: learning model Inside Outside Circle, narrative writing skills, elementary school students

INTRODUCTION

Writing requires knowledge in the form of ideas or ideas, time and experience (Fahrurrozi, et al., 2020 and Charli et al., 2021). The idea can be explored from various sources, for example by reading, listening, and listening to the conversation of others even from a form that he sees. Based on observations of 10 private schools in the South Jakarta area, it is shown that most of the teachers complained about students' achievement in writing one of them writing narration. Research conducted by (Kurniaman, Yuliani, & Mansur, 2018)] states that most students find it difficult to write narratives especially when they express what they are thinking into a writing. Obviously this is due to their limitations in applying their ideas to writing. In the process of narra-

tive writing, students need to understand the nature of narrative writing itself, whether he will develop an informative, expository, artistic, or suggestive type of narrative writing. Therefore, to develop narrative skills in students there needs to be a strategy or learning model that involves students in communication activities. This activity must be carried out continuously so that they are accustomed to sharing experiences, exchanging ideas or other ideas through spoken and written language. If students are accustomed to communicating through oral and written, then it will be easy to apply the idea through a narrative writing.

Essentially, writing skills require extensive knowledge and logical mindset (Puranik & Lonigan, 2011; Quinn, Gerde, & Bingham,

2016). These skills must go through the process and stages of sustainable (Fahrurrozi, et al., 2020; Fahrurrozi, Dewi, & Rachmadtullah, 2019; Foxworth, Mason, & Hughes, 2017). Writing activities are carried out continuously to sharpen sensitivity to aspects of language and non-linguistic like errors in spelling, structure and vocabulary selection. Therefore, writing skills must be trained from an early age, especially from elementary school age. The competency of writing in elementary school aims to enable students to express experiences and ideas in written and clear manner and be able to write information in accordance with the subject matter and situation (situation) (Foxworth et al., 2017; Puranik & Lonigan, 2014; Zulela, Siregar, Rachmadtullah, & Warhdani, 2017, Sari et al., 2019 and Bai et al., 2021). If someone has a lot of ideas, of course he is easy to pour it on an article. But if someone does not have a creative idea, then he will be difficult to apply it to an article. Therefore, writing skills require consistent and ongoing practice. One of the writing skills taught in elementary school is narrative writing skills (Babayiğit & Stainthorp, 2010; Harris, Graham, & Mason, 2006 and Marini et al., 2018). Writing consists of several forms including informative, expository, artistic, and suggestive narratives.

In informative narrative writing, students are required to convey information accurately about an event with the aim is to broaden people's knowledge about someone's story (Njenga, 2018; West, 2019). As for expository narratives, event based on data in accordance with facts. The actors featured in this expository narrative are usually focused on one person and told in detail (Listyani, 2019). Furthermore, in artistic narratives, students are required to give a specific purpose or meaning by conveying a hidden message to the readers or listeners so that it will appear as if they see (Shanahan & Shanahan, 2014). These provisions relate to the use of logical language based on available facts. It is different from suggestive narratives that tell the results of a fiction, fantasy, or imagination of the author. which is fictional. Such suggestive narratives always involve imagination or imagination because the target to be achieved is an impression of the event (Haroun, 2018; Mabbott, 1994).

Empirical studies have shown by learning models that emphasize communication activities among students (Dinehart, 2015; Pérez & Vargas-Daza, 2019; Susanto, Agustina, & Gantino, 2018). This is because students must be trained to communicate with their friends through oral or written. One learning model that is able to improve writing skills is the model Inside Outside Circle. Students feel happy with collaborative learning and can build communication with fellow students, while the research conducted (Harris et al., 2006; Purwaningrum, Soetjipto, & Untari, 2017) the Learning model Inside Outside Circle has been proven to have a positive impact on teachers and students. This is because the IOC model has a structured component and gives an attractive impression that students can work together and provide information to each other. The Inside-outside Circle Learning Model (IOC) is a learning model with a system of small circles and large circles where students provide information to one another at the same time with different pairs in a short and orderly manner (Ningtiyanti, 2016; Pérez & Vargas-Daza, 2019; Tiwery, 2019; Watson & Agawa, 2013).

The novelty in this research about the model Inside Outside Circle statistically and theoretically to students' narrative writing skills which are grouped in several narrative forms including informative, expository, artistic, and suggestive narratives so as to produce a discovery. more specific and accurate. This model includes a model in creating an atmosphere of learning that is active, innovative and fun (Dinehart, 2015; Purwaningrum et al., 2017). By applying the Inside-outside Circle (IOC) model students work together to share ideas with their friends through writing. This activity can motivate students to give their ideas through writing so that the writing produced has many creative and innovative ideas. Thus, this research is important because it is very useful for practitioners of Education, especially teachers or teachers in developing models of learning to write narratives that are interesting to their students.

LITERATURE REVIEW

The Inside and outside-circle model

Inside-outside-circle model which is one of the structures of the cooperative learning model (Buchs, Filippou, Pulfrey, & Volpé, 2017 and Tiwery, 2019). This learning is more freely carried out outside the classroom, or open space. Because student mobility will be high enough, extra attention is needed. However, if there are not too many students, it can also be implemented in the classroom. The sharing information is the content of learning materials that lead to learning objectives. For example in Indonesian subjects about story elements. Some students learn the characters of the story, some other students learn the nature or character of the characters, the background of the story or the message/message story. When sharing information later, all students will give and receive learning information. The purpose of this learning model is to train students to learn independently and learn to talk convey information to others. It also trains discipline and order   (Wallace, 1987, Wahyudi & Marwiyanti, 2017, Hartini, Rusijono, & Nasution, 2018 and Marini et al., 2019). The Inside and outside model provides opportunities (Fernandez, et al 2017 and Rahmania, 2017). The most suitable learning material used with this technique is material that requires Now it is the students' turn to be in the big circle dividing information so on. Students share information on each other at the same time with different couples briefly and regularly (Wiradnyana, 2020).

Write Narration

Narration is a form of discourse that seeks to narrate an event or event so that it appears as if the reader sees or experiences the soul of the soul (Li, Yang, & Craig, 2019). What has happened is nothing but the acts committed by people or figures. character in a time series. If the description ¬ describes an object statically, then narration tells a dynamic life in a time series (van Weerdenburg, Tesselhof, & van der Meijden, 2019).

Narration is actually an essay that is easily written by students because this essay was developed through students' passion in listening to stories or telling stories. The narrative tries to answer: "What happened?" Everyone must have experience. From a number of experiences there are certainly interesting impressions or things to tell others. In the classroom or outside the classroom students often tell their peers about something. However, if the story is transformed into writing in the form of essays, students find it difficult especially in the choice of words and sentences. This requires the teacher to foster and stimulate student creativity in making narrative essays. Narratives that are commonly known consist of two kinds, namely expository and suggestive narratives. By using guided language models that are linked to personal experiences, students will further develop their ideas creatively in writing narrative essays (Babayiğit & Stainthorp, 2010; Pink, 1999; Thomas, 1993).

Narrative writing is an essay that presents a series of events. Narration emphasizes the chronological order of an event or event as well as the problem. The author acts as a historian or storyteller (Berninger & Fuller, 1992; Bigozzi & Vettori, 2016; Lambić, Lazović, Djenić, & Marić, 2018; Zamani, Soleymani, Mousavi, & Akbari, 2018). Furthermore, narration is limited as a form of writing that aims to convey or tell a series of events or experiences experienced by humans based on developments from time to time. Or narrative can also be formulated as a form of discourse that strives as clearly as possible to the reader of an event that has occurred Narratives are divided into two, namely expository narratives and suggestive narratives (Fusai, Saudelli, Marti, Decortis, & Rizzo, 2003; Huh, Kim, & Jo, 2019; Vincent, 2003).

Narrative writing has three main elements, namely events, figures, and conflicts. When the three main elements are united, a plot or plot will form in the narrative composition. Narrative essays can contain facts or fiction. Narrative essays that contain facts are called expository narratives. Examples of expository narrative essays are biographies, autobiographies, or stories of experience. Meanwhile, narrative essays that contain fiction are called suggestive narratives. Examples of suggestive narrative essays are novels, short stories (short stories), serialized stories, and also illustrated stories (comic) (Yafi, 2017).

METHODOLOGY

This research design that has a pretest before being treated and posttest after being treated (Creswell, 2008). The one group pretest-posttest with control group design is done twice, namely before the experiment (O1) is called the pretest, and after the experiment (O2) is the posttest, show Table 1:

Table 1. Constellation of One Group Pretest-Posttest With Control Group Design

Pretest	Treatment	Posttest
O1	X	O2

Respondents in this study were students in private elementary schools in South Jakarta were 80 students with different characteristics whereas in the non-probability method of sampling errors from the population it cannot be obtained from respondents (Gall, Gall, & Borg, 2007). The instrument was developed by the researchers themselves covering six aspects including: aspects of the series of events, aspects of the suitability of the contents with the title, aspects of character and characterizations, aspects of cohesion and coherence, aspects of diction or choice of words, and aspects of spelling and punctuation (Fahrurrozi, Kaban, Sari, et al., 2020).

RESULTS/FINDINGS

Result

The following explanation in Table 2 as a follows :

Table 2. Descriptive Statistics

	Pretest	Posttest
The Valid	80	78
Missing	0	2
The Mean	69.54	80.92
The Std. Error of Mean	.392	.684
The Median	70.00	80.00
The Mode	70	77
The Std. Deviation	3.507	6.038
The Variance	12.302	36.462
The Range	12	20
The Minimum	65	70
The Maximum	77	90
The Sum	5563	6312

Sources : SPSS Result (2019).

Based on the above Table 2, the results pretest show a mean value, median value obtained, a deviation obtained, a minimum value obtained. Then tested paired samples statistics were for distinguish the comparison between before and after being treated the learning model Inside Outside Circle can be seen in the results of the output Table 3 below.

Table 3. Paired Samples Statistics

	The Mean	N	Deviation Std	Mean Error
The Pretest	69.58	80	3.529	.400
The Posttest	80.92	78	6.038	.684

Sources : SPSS Result (2019).

Based on Table 3 the learning model Inside Outside Circle for narrative writing skills of students in elementary schools obtained mean = 69, 58, and value posttest is the value after using the learning model of Inside Outside Circle narrative writing skills of students in elementary school, obtained a mean = 80.92. Figure 1 show comparison as a follows :
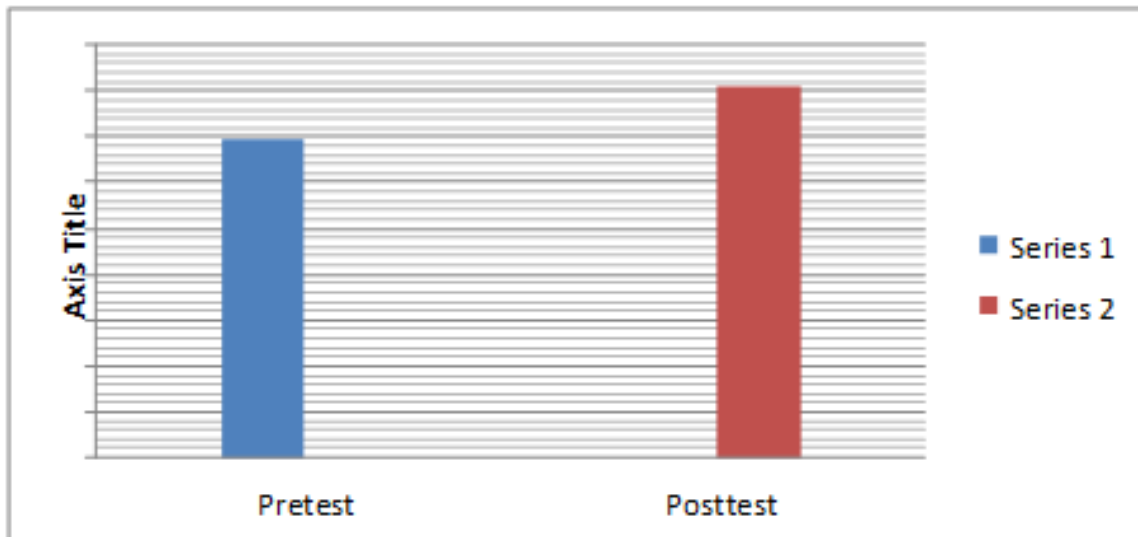
Sources : SPSS Result (2019).

Figure 1. The pretest and posttest learning models comparison

The Table 4 below show the sample correlation :

Table 4. Paired Samples Correlations

	N	Correlation	Sig.
The Pretest & Posttest	78	.296	.008

Sources : SPSS Result (2019).

In the Table 4, The coefficient score of 27 is obtained, 3 with the number sig, or p-value = $0.08 \geq$ 0.05 that a significant correlation between the comparison of the use of learning models Inside

Outside Circle to the narrative writing skills of students in elementary school, show in the Table 5 the following:

Table 5. Paired Samples Test

	The Paired Differences					t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference				
	Mean	Std. Deviation		Lower	Upper			
Pretest Posttest	-11.346	6.023	.682	-12.704	-9.988	-16.636	77	.000

Sources : SPSS Result (2019).

Based on Table 5, the Paired Samples Test above obtained a mean difference of -11,346 which means the score difference of the results of the learning model is meaningful after being treated using the learning model of *Inside Outside Circle* narrative writing skills of students in primary school, The result of this table is the statistical price of t = -16.636 with df 77 and significant figures. Or the p-value 0,000 <0.05 or H0 is rejected.

Discussion

Based on the above research findings, the results show that the learning model Inside Outside Circle has an important role in the process of learning activities to write narrative students in elementary schools. This research conducted by stating that the learning model Inside Outside Circle has significant value and is proven to be effectively used in the process of teaching narrative writing activities for students in primary schools (Dinehart, 2015; Tiwery, 2019). According to him, this model is able to facilitate someone in pouring out their hearts, because this technique provides an opportunity for students to share information at the same time and have a positive impact on students by writing a memorable experience that is entertaining and adds insight. Through narrative writing, coaching writing skills will be more fun and without coercion, because someone writes on his own experience even on the basis of his imagination (Martin,

Tarnanen, & Tynjälä, 2018). The improve self-esteem of students, to enable students in learning so as to obtain maximum results, cultivate the students' motivation (Chiu, 2020; Hoskins, Janmaat, & Villalba, 2012). As this model can help teachers find appropriate learning models to improve students' narrative writing skills (Wijekumar et al., 2019). The results of research conducted by Hamidi (2011) show that the model Inside Outside Circle provides many opportunities for students to process information and improve communication skills (Haryanti, 2016). That way, students can easily express their ideas in writing.

Implementation of this model includes half of the number of students forming a small circle facing outward, half forming a large circle facing inward, students who face sharing information simultaneously, students who are in the outer circle rotate then share information with friends (new) in front of it , and so on (Martin et al., 2018; Susanto, Rozali, & Agustina, 2019; Wu & Chang, 2015). This model includes a model in creating an atmosphere of learning that is active, innovative and fun (EL-Deghaidy & Nouby, 2008; Tiwery, 2019, Aprilia & Safiera, 2020). By applying the Inside-outside Circle (IOC) model students work together to share ideas with their friends through writing. This activity can motivate students to give their ideas through writing so that the writing produced has many creative and innovative ideas. In this study students were divided into several types of writing types namely groups with informative narrative writing

types, groups with expository narrative writing types, groups with artist narrative writing types, and groups with suggestive narrative writing types. Based on the findings, the model Inside Outside Circle has a high significant value in groups of students with expository narrative writing types. This shows that the learning model is Inside Outside Circle appropriately applied to learning to write narratives, especially on expository type narrative writing skills. In this expository type of narration, students are asked to convey information about an event based on reasoning to reach a rational agreement (Hamidi, Kharamideh, & Ghorbandordinejad, 2011; Ningtiyanti, 2016; Rasmitadila, Tambunan, & Rachmadtullah, 2018 & Simanjuntak & Daulay, 2020). The language used tends to be more informative with the use of denotative words. Of course this is very contextual with the characteristics of elementary school students. In applying the IOC model, students tend to communicate with each other ideas or ideas factually so that they also write what they have conveyed in accordance with the actual facts.

In its implementation, some students in groups with a type of expository narrative writing, some who write a special expository narrative and write a general expository. Students who write special expository, most of them tell a unique or interesting experience that is only experienced by someone, can not be repeated and not all people experience these events, for example, the experience of being chased by a dog, the experience of falling from a bicycle, etc. where not everyone can feel that unique experience. As for students who write general expository, most of them write real events that actually occur and can be experienced by anyone. Examples of general expository narratives are school experiences, travel experiences, and so on which generally everyone has experienced. In the group writing informative and artistic narratives, most of them write stories about a character based on the actual situation. The scores they get are also quite significant although not as high as the scores of groups who write expository narratives. Unlike the case with group scores that write suggestive narratives. In this group, students still do not fully understand the nature of suggestive writing itself. In suggestive narratives, they need very abstract thinking

in which students are required to convey an implied meaning or mandate, give rise to imagination, reasoning only serves to convey meaning and figurative language by emphasizing the use of connotative words (Apreasta, 2019; Sönmez, 2019). This causes when applying the IOC model, communication that is established between students is less effective. Thus, there is a need for further research to discuss appropriate learning models specifically for suggestive narrative learning.

CONCLUSION AND FUTURE WORK

Based on the findings the narrative writing skills in elementary schools in particular to practice expository narrative writing skills. This is because the language used tends to be more informative with the use of denotative words. Students tend to communicate with each other ideas or ideas factually so that they also write what they have conveyed in accordance with the actual facts. In this research also, it can be concluded that the development of writing skills, including writing suggestive narratives needs attention to be carried out further research which discusses the types of models that are appropriate for improving suggestive narrative writing skills. This skill requires quite abstract thinking where students are required to convey a meaning or an implied mandate, giving rise to imagination, reasoning only serves to convey meaning and figurative language by emphasizing the use of connotative words. This causes when applying the IOC model, communication that is established between students is less effective.

The narrative writing skills need to get serious attention since the most basic education level, because writing skills are not formed automatically but need continuous practice (Dalimunthe et al., 2017 and Hutagalung et al, 2017). Someone who wants to be skilled at writing requires regular practice from getting used to carrying out communication activities such as reading, listening, and speaking to the habit of writing. The existence of communication activities can add insight and ideas so that someone has many ideas that will be conveyed through writing. In writing narrative paragraphs, students are required to

combine their imagination and reasoning power. Thus, it can be concluded that by developing narrative paragraph writing skills will also train the intelligence of children's thinking power. As an aspect of language ability, narrative writing skills can be possessed by people who are diligent and diligent in practicing.

LIMITATION AND STUDY FORWARD

This research was only conducted in Jakarta, Indonesia. Interpretation will be different in the education system in other countries such as Asia Pacific, Europe and Middle Eastern countries.

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