

Constructivism Learning Model in Writing Arguments and Description in Indonesian Language of Bogor Agricultural University Student

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Abstract

This paper is intended to develop an effective model of in learning to write. Subject is TPB-IPB student writing skills. Results of this paper are (1) general constructivism learning models can be accepted by the students as a convenience in learning to write in TPB-IPB, (2) general constructivism learning models can improve all aspects of writing skills, (3) the advantage constructivism learning models is trained systematic thinking, motivated to do more creative, and provide a conducive learning environment,, (4) the techniques used are collaborative, cooperative, and learn from nature, (5) problem in constructivism learning model of TPB-IPB is the availability of a limited time so lack of feed back, the number of students is too much, limited facilities and infrastructure, scheduling, and implementation has not been collaborative and cooperative techniques between students to the fullest.

Keywords: models of learning, constructivism, colaboratif learning, cooperative learning, learning to write

1.0 INTRODUCTION

Writing is a messaging activity (thoughts, feelings, or information) in writing to the other party. In the course of writing involves four elements of language, the author as a messenger, message or content writing, writing medium, as well as the recipients of the message reader. Writing activities as a language behavior has a function and purpose of personal, interactional, informative, instrumental, heuristics, and aesthetically.

As one aspect of language skills, writing or composing a complex activity. Complexity of writing lies in the demands the ability to organize and organize ideas coherently and logically, and presenting it in a variety of written language and other writing rules. However, despite its complexity, written promises such great benefits in helping the development of the initiative and creativity, confidence and courage, as well as the habits and the ability to find, collect, process, and organize information.

Teaching of writing need to switch from conventional learning model (which is based on the assumption that knowledge can be transferred intact from the mind of the teacher to the student's mind) to the modern model of learning (constructivism). Learning models of a constructivist approach is not implemented in isolation, but are implemented in full in accordance with their interests, abilities, and learning needs. Aspects of language, language skills, and vocabulary are presented simultaneously as a whole taking into account the level of development of the emotional, cognitive, and socio-cultural.

Constructivism on student learning model Joint Preparation Phase (TPB) IPB in learning to Write paragraphs Indonesian arguments and considering going with these conditions. TPB-IPB students deemed capable of performing active learning with constructivism models according to their cognitive level is high enough, the level of emotional development is relatively stable, and the socio-cultural level of a relatively homogeneous, supporting them to perform active learning model.

Problem Formulation

The problem in this paper is formulated as follows:

1. How the application of constructivism learning model in improving the writing skills of students in the teaching of writing descriptions and arguments Indonesian students TPB on IPB?
2. What are the barriers experienced in the application of learning to write descriptions and arguments with constructivism learning model?

Destination

This paper aims to:

1. Describe the application of constructivism learning model in teaching writing and argument descriptions TPB Indonesian students at IPB.
2. Analyze the barriers that occur in the application of learning to write descriptions and arguments with constructivism learning model.

2.0 LITERATURE

Learning and Constructivist Approaches

Learning is a behavior changes as a result of experience (walker, FL in Padmowihardjo, 1994). Learning is an active process that produces behavioral changes in both the knowledge, skills, and feelings (Cyril O. Houle in Padmowihardjo, 1994).

Winkel (1987) said that learning is a mental or psychological activity that takes place in an active interaction with the environment that result in changes in knowledge and understanding, skills and values and attitudes. Changes are temporary and relatively constant trace.

Burner stated that learning is an active process because through the process of building students'

ideas and concepts are developed based on current knowledge and the knowledge of the past. According to Bruner, learning theory requires four main aspects, namely: 1) the factors that affect learning, 2) how to structure the knowledge, 3) effective way of presenting the material, 4) provide rewards and punishment as needed (Allan Pritchard and John Woollard).

Psychological Approach learning as developed on the basis of understanding of behaviorism and cognitivism, constructivism has a main idea that as we build the learner's understanding of the world around us based on the experience in which we live and grew up. Selecting and transferring our knowledge and information from past experiences and present further incorporated into the new knowledge and understanding (Allan Pritchard and John Woollard).

Bandura's social cognitive theory suggests. Learning is an active process. The importance of social-based learning. Bandura's view, human beings can not live isolated. Terms of the concept of collective agency (humans working together) is the development of human agency. His book self-efficacy; described the exercise of control on self-efficacy theory and its application in education, health, business, etc.. The concept: people learn from observing the "sample" (a role model). Learning is based on the theory of situated learning apprenticeship models, ie learning by demonstration and instruction (Allan Pritchard and John Woollard).

Vygotsky expressed on social learning theory, the concept: social interaction and social context it is important for the formation of the child's knowledge. Natural phase of child development is divided into two, namely 1) the social phase (interpsikologi) and 2) the individual phases (intrapsikologi). Means of social interaction experience will be internalized by the individual knowledge structures or "schemata". Development of the child is determined by the child's social interaction with the environment, especially in childhood, are in the zone of proximal development (ZPD) giving new meaning from experience - experience that has (Allan Pritchard and John Woollard).

According to Bruner, teachers need to encourage students to find a variety of concepts and principles independently. This can be achieved through a variety of activities such as discussions antarsiswa and teachers. In addition, teachers delivering course material tailored to the students' abilities and in ways that can encourage students to learn actively through the process of learning that emphasizes the ability (Allan Pritchard and John Woollard).

Delivery of learning materials carried by the spiral-shaped and not in a linear form because the process of giving children the opportunity to think and construct knowledge in stages, meaning that from the easy to the difficult, from the general to the specific nature.

Good teaching method is a method that can simplify the structure of complex knowledge into simple knowledge structures to facilitate students in formulating various concepts, principles, propositions, and relevant information in order to build his own knowledge. Social

interaction in learning is as important as doing various exercises in applying the various formulas are studied.

Construction means is build. In the context of educational philosophy, constructivism there was an effort to establish the arrangement of modern civilized life. Constructivism is the foundation of thinking (philosophy) contextual learning is that knowledge is built by humans bit by bit, the result is expanded through a limited context and not suddenly. Knowledge is not a set of facts, concepts, or rules that are ready to be picked up and remembered. Man must construct knowledge and give meaning through real experience (Allan Pritchard and John Woollard).

Writing and Basic Writing Skills

Graves writes, someone reluctant to write because they do not know to what he wrote, was not gifted writing, and felt not know how to write. Hostility was not free from the influence of family environment and society, as well as experience teaching writing or composing in schools that are less motivating and stimulating interest (Suparno, 2002).

Smith said that the experience of learning to write is not experienced by students in school regardless of the condition of his own teacher. Generally, skilled teachers are not prepared to write and teach. Therefore, to cover up the true circumstances arise various myths or false idea about writing and learning (Suparno, 2002).

According to Suparno (2002), the myths that need to be considered are (1) writing is easy, (2) the ability to use the mechanical elements of writing is at the core of the writing, (3) it must be completely finished writing, (4) people who do not like and never writing to teach writing. Writing activities closely related to reading, listening, and speaking. The message received by the writer and the reader lambing bridged through written language. While writing, someone needs inspiration, ideas, or information for his writing. Between author and speaker, both of which are active language skills-productive. That is, the author and speaker acts as a transmitter or sender of a message to another party (suparno, 2002).

According to Spring (1993), to produce a good writing, a person must have three basic skills in writing, namely:

1. Speak Skills

In essence, it is one of the writing skills, oral language is recording activities in carrying into written language forms. Language skills necessary to use the skills of a writer include spelling, punctuation, word formation, word choice, and the effective use of sentences. By having this keterampilan will allow a person can write smoothly.

2. Presentation Skills

The definition of presentation skills is a skill formation and development of the paragraph, detailing skills subpokok subject to discussion, compose the subject and subpokok discussion into a systematic arrangement.

With these skills, allowing posts can be easily followed by the reader.

3. Changeable Skills

The definition of skills is the appearance of typography settings and use writing as a means of effectively and efficiently, such as the preparation of formatting, drafting table, selecting paper size, font type, and binding. These skills support perfection and neatness writing so the reader interested and comfortable to read the text.

The steps of the writing is 1) prewriting, which was to determine the topic and outline (outline), 2) writing, and 3) pascapenulisan or revision.

Description

Description is a writing strategy that is meant to describe something so that the reader can feel something that felt the author. There are a variety of descriptions: object descriptions, descriptions of places, descriptions of a person or persons (personalities), description of the process or activity, and a description of events (Kalidjernih, 2010).

Spring (1993) characterized marker descriptions, namely:

1. Description attempt to show more detail or details of the object
2. Description is more established members influence the sensitivity and imagination of the reader
3. Description of Alluring delivered with style and with a choice of words that inspire
4. Description explain more about something that can be heard, seen, and felt that the object in general objects, nature, color, and humans.
5. Delivery organizations use more space arrangement.

Argumentation

The argument is the text that aims to convince the reader to believe or agree with something that is believed to be the author (Kalidjernih, 2010). The main requirement is to write the author's argument must be skilled in reasoning and construct a logical idea (Finoza, 2010).

Spring (1993) provide a marker characteristic argumentation, namely:

1. Aims to convince others.
2. Trying to prove the truth of a statement or issue
3. Changing the readers
4. Facts shown an evidentiary material.

3.0 RESULTS AND DISCUSSION

Writing is a creative process. As a creative process, a writer must undergo a process through which knowingly and consciously anyway views relations with one another that ended in a clear objective. Learning to write descriptions and arguments on student TPB-IPB aims to

guide students to achieve these goals. Writing skills students are directed primarily to the interests of scientific writing, for example writing theses, reports, and papers.

In this chapter we will consider two things, namely 1) the application of constructivism learning model in teaching writing descriptions and arguments in Indonesian subjects in TPB-IPB, 2) the constraints that occur in learning to write with constructivism learning model.

1. Application Constructivism in Teaching Writing Model Description and Arguments in Indonesian subjects in TPB-IPB

A. Description basic subjects common Indonesian in TPB-IPB

Indonesian courses given to students TPB (Joint Preparation Level) in IPB. This course is mandatory for all freshmen faculty or department consisting of approximately thirty thousand students per year. Learning Indonesian emphasis on writing skills, especially the skills to write scientific papers. The time allotted is 1) 14 meeting kuliah @ 50 minutes, 2) 14-minute meeting responsix @ 100. Responsiveness lectures and meetings are held at different times by different lecturers. However, the class remains parallel, from the point of the material, implementation of learning, teaching methods, and evaluation of learning.

As for the matter of writing descriptions and narratives are given at the meeting of 9th class theory (50) minutes and the 10th meeting of the response or the practice of writing (100 minutes) in the next week. Learning model observed in this paper is a study on the response class 100 minutes. Learning in college classes (50 minutes) is very short with more use of lecture and discussion.

B. Application of Learning Writing Argument and Description

a. Worksheets

Worksheet form the response file that has been provided previously. In the response file, there submateri his training (chapter) of the description and narrative. The topics to practice writing descriptions and narratives have been determined. Typically, about five topics given three topics argument and description. Of many topics, students are asked to choose the one appropriate for the material interest of his writings.

b. Number of students

Number of Indonesian students responsiveness to events write 60 to 70 students per class. Percentage of sex usually depend on their respective faculties. However, the average number of men women in a class distinction is still balanced.

c. Cognitive level

Students in the class have an average level of cognitive equivalent. Division TPB parallel classes based on the name of the faculty. In one class consists of only one faculty, two, or at most three faculties. For example, students of Faculty of Agricultural Technology will be

different classes with students of Faculty of Animal Husbandry. Thus, the cognitive level of the students in one class is relatively homogeneous. So even emotional level, ways of thinking, and their socio-cultural angle on average homogeneous to facilitate teachers in the learning process. For classes of students with very high cognitive (eg, Fateta and Natural Sciences), faculty can teach quickly. However, for classes with cognitive students who are, teachers should teach more patient and painstaking.

d. time

The time available for learning to write a description and argumentation is 100 minutes of the meetings held on the response (practicum for writing practice activities). One hundred minutes is divided into three phases: a) The first stage is the first 15 minutes of learning: Activity lecturer Repeating the material and provide examples of practice writing descriptions and arguments. Student activities Listening, Listening, and Responding to an active, b) The second stage is the first 60 minutes: Activity lecturer Giving writing assignments. Writing individual student activities / groups, c) The third stage is the first 25 minutes: Activity lecturer discusses student writing. Discuss student activities.

e. Learning activities

In the first 15 minutes, repeat lecturer and narrative description of the material that has been carried out on the other day in class lectures (over 50) minutes in a nutshell. Lecturer gives examples of topics and narrative descriptions. Lecturers together students create the outline for the paper topic (discussion). Once agreed, the framework has been put in the form coherent sentences and sentences the main explanatory. Faculty and students to discuss in concocting these sentences so that it becomes a coherent paragraph.

In minute 16 to 75 (60 minutes), students practice writing topic posts that have been provided in the response file. Writing descriptions and arguments they make enough in the form of each writing one paragraph. , They may choose topics according to their wishes. Students are free to write on the go. Those who are interested in writing a description of the library should write there, who are interested in the lake that is in the middle of the campus should write there, who are interested in building IPB Rector should write to it, even those who are interested in describing their responsiveness classroom at the time, they may still live and write in class. Meanwhile, the faculty guiding the way around the classroom, as well as to places that are affordable to monitor the activities of students as well as the questions of the students. Lecturers help students solve problems in the process of writing the essay.

The student writing activities carried out in the form of individual or group depending on the situation. However, given the large number of students, this writing activity is more often done in the form of groups. Teridri one group of 4 to 6 people (collaborative learning). Wrote paragraphs techniques as already exemplified previous lecturers, namely:

- a. all students in the group's ideas related to the topic of writing accommodated by the chairman of the group, then
- b. trait together ideas related to the topic and discard ideas that are not related to the topic of the paragraph.
- c. Formulate ideas relating to paragraphs into a good frame of paragraph
- d. Compose the framework of paragraphs together into a logical sentence structure.
- e. If the paragraph is finished, every member of the group and make a check against errors graffiti EYD paragraph of his level, sentence structure, linkage antarkalimatnya, or from the point kelogisan sentence and diction.
- f. Edits the text was written back by a member of a paragraph is good and right.
- g. When finished editing, each member of the group read back.
- h. If there is no error, the work collected to lecturers.

In the 76th minute (25 minutes) all the students gathered again in the classroom. Their writings are collected. Lecturers take writing and narrative descriptions of each of the posts to be used as examples and discussion. The writing and the writing argument descriptions written on the blackboard. Furthermore, lecturers together students unpack the text through discussion. Lecturers encourage students to dialogue and spirit communication. Stimulate the interest of students to lecturers presented writing. Lecturers guide students in analyzing the writings of the most simple level, the error EYD to the paragraph level writing errors. After the error was found, faculty and students together improve the text so that it becomes good writing and benar.Dosen seeks to make students want to express their ideas.

The next stage, read a few posts lecturers provide students with a good-bad assessment and provide feedback on each post. All posts will be assessed lecturers corrected and returned to students the following suggestions. The best writing will be appreciated in the form of value, read in class, and praise.

f. Role of Students and Teachers

In general, students are able to follow the model of constructivism learning. Knowledge built by the students themselves. Such knowledge can not be transferred from the teacher to the student, but only with the students themselves to make sense of liveliness. Students construct continuously active (practicing in class and do chores) so that they are always changing scientific concepts. Meanwhile, the lecturer just help provide advice and order situation construction process goes smoothly, deal with problems that are relevant to students, and provide feedback to the opinions and questions from the students.

Of those, the most important principle is the faculty should not merely impart knowledge to students. Students must construct their own knowledge in his mind. Lecturers can assist this process in ways that make the information taught to be very meaningful and relevant for students by providing opportunities for students to discover or

implement their own ideas and to encourage students to recognize and use their own strategies for learning. Faculty assignments facilitate students' knowledge of the material that is built or constructed the students themselves, not instilled by teachers. Students must be able to actively assimilate and accommodate new experiences into cognitive framework.

2.Obstacle in Learning Writing with Constructivism Learning Models

Constructivist learning theories that build students' motivation to learn is the responsibility of the students themselves. This theory develops the ability of students to become independent thinkers. Theory in more emphasis on the process of learning about how to learn it. However, in practice, the process leading to the independence of many obstacles. Barriers to learning models of constructivism in student writing TPB-IPB as follows.

1.Collaboration Technique

In constructivism learning model in teaching students to write descriptions and arguments TPB-IPB, less visible presence collaboration techniques. During the writing process, students do individually, starting from preparing the outline of activities to assemble sentences into paragraphs. This would be perfect if the learning collaborative engineering students held at the time of preparing the outline or draw up an outline essay (prewriting stage). They can discuss, complementary weaknesses and shortcomings, expressing ideas, correct each other so as to create an outline of a coherent and systematic. On stage after preparing the outline, the writing phase, then abandoned collaboration techniques. They can write their own paragraphs based framework that has been stacking them together.

2. Cooperative Technique

With no technical implementation of collaborative, cooperative techniques are also less visible. Nevertheless, cooperative technique was presented in the first minute and last. The cooperative activities are guided by faculty when developing frameworks paragraph examples (the first minute) and analyze results mahaiswa posts (at the last minute). Faculty and students as learners together a coherent outline as well as analyzing handwriting is less than perfect to be perfect (coherent).

3. Exercise Technique

Engineering practice in the classroom lecturer gets enough appreciation through value and suggestions. However, control in the execution of the tasks in the house less handled. For example, lack of appreciation of the value of the task there. This happens because too many number of classes of teaching by each faculty. In addition, teachers are overwhelmed controlling student writing, the original or plagiarism.

4 Learning from Nature and Availability Time Technique

Techniques learned from nature also performed this role in learning to write. Students are free to look for a place for his writing, for example, a student looking for a place in the Library of IPB to describe the library or to the edge of the lake to describe a lake near the campus of the University.

Bottlenecks with these techniques is limited time. The distance between the classes with their ideal place to express his inspiration often time-consuming so it's time they get together again in the classroom is often late. In effect, the time to evaluate writing together be reduced.

In the implementation of the response, which is one hundred times too often reduced hours because at some lecturers still have to repeat the theoretical material that should have been presented in the previous week. This happens because 1) the time very little theory class is 50 minutes so that all the material has not been delivered or are still many students who do not understand, and 2) clashed holiday so that students do not receive course material (theory).

5. number of Students

Each class consists of approximately 60 to 70 students. In learning to write, this amount is too much because the lecturers are not able to interact with students personally. Plus, each teacher must administer some fine grade classroom lectures and class response. Of so many students may not be able to correct the teacher-student writing one by one every day and deeply appreciate their writing (lack of feedback). Constructivist model of learning in the classroom is also lacking quite awake. Not all students are active. Their capital base to be active very large, but for the holding technique kooperatif between residents learn: teachers with students, students with faculty, students and students still difficult because of too large number of students.

6. Facilities and Infrastructure

Constructivism learning models is often hampered because of the facilities and infrastructure that do not support. For example, the room is not conducive to the implementation of the discussions, hot, narrow, or too broad for the implementation of the discussion. In addition, speakers are often broken up so that teachers do not give referrals.

7. Responsibility Schedule settings

Indonesian writing materials are often given in the afternoon or evening. This resulted in decreased arousal students to learn actively and independently due to physical conditions that have been exhausted.

3.0 CONCLUSION

This paper considers that the student or the student is an individual who has a unique potential to develop. They are not individuals who are only able to wait for something to be given by an adult (teacher, lecturer). In practical terms, this paper has implications for constructivism learning model is needed to develop

students' personal-social skills (students) in developing their creative potential through writing.

Results of this paper are (1) the general application of constructivism learning model in teaching writing descriptions and arguments can be accepted by students TPB-IPB as an ease in learning to write, (2) general constructivism learning model can improve all aspects of students writing skills, (3) constructivism learning model of excellence is to train the systematic thinking, motivate to do more creative, and provide a conducive learning environment, (4) the techniques used are collaborative, cooperative, and learn from nature, (5) Obstacles constructivism learning model in the TPB- IPB is the limited availability of time so that the lack of feed back, the number of students is too much, limited facilities and infrastructure, scheduling, and implementation techniques not yet collaborative and cooperative among students to the fullest.

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