IMPLEMENTATION OF COOPERATIVE LEARNING MODELS
EXAMPLE NOT EXAMPLE
IMPROVE THE LANGUAGE SKILLS OF CHILDREN

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ABSTRACT

This research aims to improve language skills through the application of the cooperative learning model of the type example of non example of Group B in the town of Cirebon Annida Kindergarten. This event will also be based on research by a monotonous learning method resulted in a low-level language ability group B, as well as learning that only limited work on Worksheet a child (LKA). This type of research is the research action class according to Kurt Lewin. The subject in this study as many as 12 children. The object in this research is language skills through the application of cooperative learning model of the type example of non example. Method of data collection in this research are observation, interview, and documentation, while data analysis techniques using the technique of qualitative and quantitative descriptive analysis. Research results can be known from observation of developments in each cycle during the pre-cycle of 53.85%, on cycle 1 of 64.38% with an increase of 10.53% and on cycle 2 of 78.68% with an increase of 14.3%, thus percentage increase in language skills through the application of the cooperative learning model of the type example of non example of success indicators, namely reaching 75%. As for the success of these done with the steps as below: 1) gives a description of the steps the implementation of cooperative learning model of the type example of non example, 2) researchers increase the size of the image that will observe, 3 children) the teacher always provide motivation.

Keywords: language skill, example non example, toodles

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INTRODUCTION

The National Education System Act No. 20 of 2003 of Helda and Syahrani (2021:64) states that the aim of early childhood education is, in the broadest sense, to provide an incentive to the child to help him become an intelligent, critical, creative, innovative, independent, and responsible member of the community. For this reason, it is important to develop the human potential to be able to carry out any process involving teaching so that it can be applied to or used in the learning process.

According to Mulyasa, in Hamdani (2022:16), there are two aspects that can be considered to determine the quality of a learning activity, namely its process and its outcome. A learning process can be called quality if some or even all of its students are able to actively engage by giving their participation in all activities a score of seventy-five percent (75%) and this can be seen in terms of the process. In terms of results, a learning experience can be called quality if it is able to change the negative behavior of students against positive behavior by seventy-five percent (75%).

Based on the preliminary study that was conducted by the researcher during a visit to Annida Kindergarten in Cirebon City in the third week of November 2017, data showed that there were several causes for the lack of children's language skills in group B, as follows: the children's weak interest and motivation in lessons, the atmosphere of the learning environment, which is not conducive, the learning methods are monotonous, most children experience difficulties in communication skills, and a lack of attention from parents. During the learning process, most children prefer to be engrossed in their own world; some are engrossed in scribbling on books, playing with colored pencils, throwing erasers, and disturbing friends. Some children prefer to use body language or gestures in answering every question asked by the teacher; when pronouncing a sentence, there are some children who have difficulty, such as

"Teacher, I'm done already," or "Teacher, when I'm still big, I want to be a doctor."

Therefore, the researcher took one of the causes of the lack of children's language skills, namely the monotonous learning method, to be used as a problem in this study, namely how to IMPLEMENT THE EXAMPLE NON EXAMPLE TYPE OF COOPERATIVE LEARNING MODEL TO IMPROVE CHILDREN'S LANGUAGE ABILITY IN GROUP B AT ANNIDA KINDERGARTEN, CIREBON CITY.

MATERIALS AND METHOD

The type of research used in this study is classroom action research (Classroom Action Research), action research is the implementation of various facts obtained in the field that are useful to help find solutions to problems found at the time of the learning process in the classroom, can help improve the quality of learning optimally by collaborating between researchers and educators. The data collection techniques used are observation, interview, and documentation.

Planning, acting, observing, and reflecting are four aspects of the Kurt Lewin model that will be used in the implementation of class action research projects. (Arikunto, 2014:131). This research is divided into two parts and is carried out systematically to produce results that correspond to the already established educational objectives so that they can be used or put into practice during the learning process.

RESULTS AND DISCUSSION

According to Suyanto, in Widia, Dkk., (2022:688), early childhood language development is done to ensure that children have the opportunity to increase their capacity for socialization in a clear and concise way. A child can learn to understand symbolic language by engaging in academic study and literary composition. Therefore, language learning is often divided into two categories: communicative language learning and literary language learning.

According to Hamdani in Widayati (2019:18), an example non-example learning model is a technique that involves the use of illustrations as examples of already-mastered skills. According to Hamdayama's opinion, in Surianti (2019: 22), an example non-example model is a strategy to lower a person's level of anxiety around the problem they are facing, allowing them to more easily analyze specific situations using problematic images.

According to Hamdani, the benefit of non-example learning is that children become more critical adults when explaining situations using examples, are trained to find solutions to problems in a clear way, and are given the opportunity to practice making arguments with the people around them. (Hamdani, 2022: 17).

According to Aqil, the result of applying example-non-example learning is as follows in Sholikhah (2021:67): (1) Teachers should select several images that accurately reflect the purpose of the lesson, (2) place the image at the bottom of the class, or if OHP cannot be used to convey a message, (3) give some advice, and at this time students are given time to analyze the image. (3) The results of the discussion from the analysis activities are recorded on paper; (4) the teacher can divide groups (adjusted by the number of children in the class); and (5) each team can be given time to record the discussion results. (6) Teachers can continue to explain the material according to the purpose of the class intended to be shared, (7) Conclusions.

1. Pra Siklus

Based on pre-cycle observations conducted by researchers regarding children's language skills through the application of the example non-empletive cooperative learning model in group B at Annida Kindergarten, Cirebon City, it was still low; out of 12 children, all of them had not reached the success criteria, and only 1 child seemed active. Judging from the table below, there are 7 children who meet the MB criteria (beginning to develop) and there are 5 children who meet the BB criteria (not yet developed). Based on the table above, it can be concluded that in the pre-cycle activities of the 12 children who were observed, the average achievement of their children only reached fifty-three point eighty-five percent (53.85%).

2. Cycle 1

In cycle 1 activities, out of the 12 children who were observed, the average success rate of their children only reached sixty-four point thirty-eight percent (64.38%). To find out the increase in children's language skills at each meeting in cycle 1, see the table below:

Tabel 4.11

Perhitungan Hasil Observasi Siklus 1

No	Nama Siswa	Pertemuan						Jumlah	Rata-Rata	Persentase	Kriteria
		1	2	3	4	5	6				
1	DLT	22	0	25	28	30	30	135	22,50	56,3	MB
2	FKK	25	28	0	25	29	29	136	22,67	56,7	MB
3	MAA	22	25	24	26	25	28	150	25,00	62,5	MB
4	SCME	25	28	30	27	28	28	166	27,67	69,2	MB
5	SB	21	25	25	24	28	29	152	25,33	63,3	MB
6	SSAJ	30	32	32	33	34	35	196	32,67	81,7	BSH
7	TRTS	29	29	29	26	30	32	175	29,17	72,9	MB
8	ZR	25	27	27	28	29	29	165	27,50	68,8	MB
9	AAA	21	0	23	23	26	28	121	20,17	50,4	BB
10	KJ	23	28	26	25	25	27	154	25,67	64,2	MB
11	LR	22	26	29	26	24	27	154	25,67	64,2	MB
12	MDR	21	25	26	24	26	28	150	25,00	62,5	MB
Rata-Rata								154,5	25,75	64,38	

In cycle 1 of the 12 children who were observed, the average achievement of the child's success only reached sixty-four point thirty-eight percent (64.38%), according to Suharsimi, and was included in the Start of Development (MB) criteria. Whereas, for the average achievement of success classically in this cycle 1 action, out of 12 children, only 1 child

reached the Developing According to Expectations (BSH) criteria, 10 children achieved the Starting to Develop (MB) criteria, and 1 child achieved Not Yet Developing (BB). In activities that hone children's language skills and are carried out in group B, it is said to be incomplete because it only reaches eight point three (8.3%) of the target, while the achievement that has been set is seventy-five (75%). Therefore, the researcher continues the research by carrying out cycle 2 actions, and it is necessary to make improvements in cycle 1.

3. Cycle 2

In cycle 1, there was an increase in children's language skills; the percentage obtained was sixty-four point thirty-eight percent (64.38%) and there was an increase of fourteen point three percent (14.3%). So that the percentage in cycle 2 is seventy-eight point sixty-eight percent (78.68%). The following is the observation data from cycle 2:

Table 4.13
Perhitungan Hasil Observasi Siklus 2

No	Nama Siswa	Pertemuan						Jumlah	Rata-Rata	Persentase	Kriteria
		1	2	3	4	5	6				
1	DLT	30	31	33	33	33	33	193	32,17	80,4	BSH
2	FKK	31	31	31	31	32	33	189	31,50	78,8	BSH
3	MAA	30	32	31	32	33	33	191	31,83	79,6	BSH
4	SCME	30	30	31	32	32	33	188	31,33	78,3	BSH
5	SB	30	30	30	31	31	32	184	30,67	76,7	BSH
6	SSAJ	32	34	35	37	36	37	211	35,17	87,9	BSH
7	TRTS	31	33	34	35	36	36	205	34,17	85,4	BSH
8	ZR	30	32	33	35	33	34	197	32,83	82,1	BSH
9	AAA	29	28	29	29	30	31	176	29,33	73,3	MB
10	KJ	30	31	32	32	31	33	189	31,50	78,8	BSH
11	LR	30	31	31	31	32	32	187	31,17	77,9	BSH
12	MDR	30	31	31	0	31	33	156	26,00	65,0	MB
Rata-Rata								188,8333	31,47	78,68	

The table above shows the results of observing cycle 2 actions at Annida Kindergarten, Cirebon City. The results of the second action cycle experienced an increase; there were 10 children who achieved the success criteria of Developing According to Expectations (BSH), and there were 2 children who achieved the success criteria of Starting to Develop (MB). So that classically, the achievement of success is eighty-three percent (83%) of Developing According to Expectations (BSH), meaning that the cycle 2 action has reached and even exceeded the predetermined success criteria of seventy-five percent

(75%). The observation results in cycle 2 obtained a percentage of 78.68%, while cycle 1 only obtained a percentage of sixty-four point thirty-eight percent (64.38%). Because in cycle 2, the indicators of success had been achieved, the research was not continued.

Based on the data in the table, it can be seen that all children in Group B of Annida Kindergarten experienced an increase in their language skills in each cycle. However, there are still 2 children whose success is "starting to develop" (MB), but these children also experience an increase in each cycle, even though the increase is not too significant. Slowly but surely, the abilities of these children are increasing.

Tabel 4.14
Perbandingan Hasil Observasi Siklus 1 dan Siklus 2

Nama Siswa	Persentase		Kenaikan
	Siklus 1	Siklus 2	
DLT	55,4	80,4	25,00
FKK	56,7	78,8	22,10
MAA	62,5	79,6	17,10
SCME	69,2	78,3	9,10
SB	63,3	76,7	13,40
SSAJ	81,7	87,9	6,20
TRTS	72,9	85,4	12,50
ZR	68,8	82,1	13,30
AAA	50,4	73,3	22,90
KJ	64,2	78,8	14,60
LR	64,2	77,9	13,70
MDR	62,5	65	2,50
Jumlah	771,80	944,20	172,40
Rata-Rata	64,32	78,68	14,37

CONCLUSION

Based on the results of the research that has been done, it can be concluded that:

1. The language skills of group B children at Annida Kindergarten, Cirebon City, were not fully developed before the action, such as writing, reading,

speaking, vocabulary, grammar, and so on. Therefore, the researcher uses the example-non-example cooperative learning model as a stimulus to improve children's language skills.

2. The example non-example type cooperative learning model is implemented by the way the teacher shows pictures that are relevant to the theme being studied at school. While showing and explaining what themes the children will learn that day, the teacher divides the children into two groups. After that, the teacher distributes different relevant pictures to each group. The teacher gives time for each group to observe the pictures that have been distributed earlier. Then, the teacher asks a representative from each group to come to the front of the class and tell his friends what pictures he has observed. Each child gets a turn. Giving rewards is also done to support the enthusiasm and self-confidence of children. Children's language abilities such as writing, reading, speaking, vocabulary, grammar, and so on improve well with the stimulus of applying the example-non-example type of cooperative learning model.

3. The application of the example non-example cooperative learning model can improve the language skills of group B children at Annida Kindergarten, Cirebon City. This is evidenced by an increase in children's language skills from the results of the study, which can be seen from observations of developments in each cycle, namely in the pre-cycle of fifty-four point thirty-eight percent (53.85%), in cycle 1 of sixty-four point thirty-eight percent (64.38%), with an increase of eleven percent (11%) and in cycle 2 of seventy-eight point sixty-eight percent (78.68%), with an increase of fourteen point thirty-seven percent (4.37%), so that the percentage of increasing children's language skills through the application of the non-example cooperative learning model achieves an indicator of success of the seventyfive percent (75%).

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