The Implementation of Emotion Recognition in Narrative Writing Learning in Primary School

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Abstract---   *This article aims to illustrate the implementation of emotional ignition in writing narrative learning in elementary schools. This research uses descriptive research method that aims to describe the emotion ignition on learning of narrative writing. The research was conducted in SDN 4 Kediri. The results showed that Emotion ignition by using concrete objects media and film media is more getting a response from learners and show good results when compared to using media images.*

Keywords---: Emotion Recognition, Narrative Writing Learning, Primary School

I.   INTRODUCTION

Writing activity is a beneficial activity[1]–[3]. Pennebaker [4]–[7] explains that expressive writing can change attitudes and behavior, increase creativity, memory, motivation, and relationships between health and behavior. Writing has physical, psychological, and behavioral effects. Writing will help learners acquire and remember new information.

Writing and literacy are an ability that is essential in the process of the development of learners. This is because literacy should be owned by every child. Mastery of literacy to make children able to think critically, learn to make smart decisions, do not become the object of rumors, and capable of controlling mental tasks. Pennebaker (in Hernowo, 2003: 54) also mentions some of the benefits of the activity of writing such as to have a clear mind, to overcome the trauma, to help acquire and remember new information, solve problems[7]–[9].

Based on the above explanation it can be concluded that writing is an important ability to have with learners. It is beneficial to make the child think critically and learn to make smart decisions. Because of the importance of writing skills for students, then the teachers should pay more attention and seek writing learning that prioritizes convenience for learners.

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The results of exploratory research on the use of apperception in learning to write shows that, of the eight elementary schools studied, there are four schools have not implemented optimally apperception[10]. Many teachers do not start with apperception. Some of them do not understand the concept of apperception itself. They consider that the greeting, checking for the presence of students, or delivering learning objectives to be achieved at the beginning of learning as apperception. Overall teachers rarely use apperception to ignite the emotions of learners. often used the only associate with previous meetings. Apperception has not been optimized to create an atmosphere of happy, cheerful, and comfortable.

The first meeting in learning is a situation that is very fundamental to maintaining the stability of the next lesson. Apperception role is essential for building the next bond. Besides, paying attention to learners can help teachers accelerate their learning. Understanding learners' emotions can also make learning more meaningful and permanent [11]–[13]. It can be done by building an emotional bond by creating pleasure in learning, networking, and getting rid of all the threats of the learning environment.

Apperception is needed in the learning process. Munif Chatib says that the first minutes of learning is the most important time for the next one hour lesson[14]–[16]. This indicates that before the implementation of learning, the teacher must consider that starting learning with the madness (high curiosity) that makes kids happy then learning will be crazy too with the optimal learning achievement. Things to keep in mind that the right to teach in the hands of students, not in the hands of teachers. If the students are willing to give the right to teach that to a teacher, the teacher would be received by learners when learning takes place. It is very important to know is the right teaching must be taken by the teacher. Teachers should be pro-active to obtain these rights. One of them is by using apperception[17].

The fundamental philosophy is the view Herbart is the apperception of children are raised and addressed to new materials associated with early ability to understand [18]. Apperception theory says that human beings are learners. Human nature is governing himself, and then reacting to instructions coming from the environment, if he is equipped by specific impulse or stimulus[19][20].

Apperception understood as creating conditions alpha zone, the most relaxed and pleasant conditions. It is characterized by heart happy, it can be seen from the face tone that is cheerful, smiling, and even laughing. This condition is said to be the best condition to learn because the neurons (nerve cells) are in harmony (balance) which results in a person's state of relaxation [14]. Therefore in learning activities should always begin with apperception to position the learners on alpha zone conditions before entering the core activities of learning. Learners' alpha state is a state in a state ready to receive instruction or the subject matter presented by educators so that learners more easily absorb the subject matter.

To initiate the learning process recommends the inclusion of emotions. This emotional involvement of learners is motivated by the students feeling which is comfortable and happy. Teachers should be able to evoke emotions or ignite students to get ideas for writing. Learning is expected to do with fun. Learning must have safety principles that have secure classrooms that can bring a sense of caring and mutual trust in early learning.

The emotion ignition is the first step that must be done by the teacher to a pleasant learning atmosphere. This is very important because the emotional areas of students touched and personally makes a deep impression. It is theoretically based on the view of David Nunan [21]. He believes that the effectiveness of learning can be achieved by developing the primary learning system that based itself on the brain's natural condition. The primary learning system includes emotional, social, cognitive, physical, and reflective. The key to the development of learning systems lies in the interaction of the teacher as a facilitator who can apply the five systems. The proponents of emotion ignitions empirically consider the fact that few teachers use the apperception stage in learning. Teachers pay less attention to the apperception role in overall learning. On the other hand apperception position in guarding the learning, success is crucial.

The emotion ignition as an emotional learning system is a learning system that adapts to the way the brain's natural learning. Emotional learning is a learning system in which teachers try to create a classroom climate that is

conducive to emotional security and personal relationships with learners. Teachers can foster an emotional learning system by showing genuine enthusiasm, helping learners find passion, guiding them to realize personal goals. For that learning should be interesting, challenging, and relevant, according to the needs of learners. These conditions reduce academic anxiety. The emotional learning system determines the desires, dreams, and desires. This system projects a spirit, attitude, and personal creativity, creating a sense of self that empowers and energizes. This learning can be done consciously, but it is usually done without intention and without realizing it. Teachers should be able to evoke emotions or stimulate students to get ideas for writing.

The emotion ignitions are giving an impulse discovery phase with a conditioning class ideas and emotions of learners. Ignition of these emotions results in the activation of the right brain. Activities with the right brain will lead to motivation, processing emotions. It aims to make the connection between the two hemispheres. This acquisition can be a source of discussion, visual equipment, environmental stimuli, practical experience, manipulative, video, reflective, group projects, in pairs. The acquisition phase essentially seeks, collects, and connects knowledge and previous experience as a capital that is useful to add insight into the writing process. Things that can be done in the acquisition phase of which was to bring pictures alive concrete learning. Given [22] says the characteristics of the emotional brain determine the desires, dreams, and desires. This system projects a spirit, attitude, and personal creativity, creating confidence that empowers and energizes. This learning can be done consciously, but it is usually done without intention and without realizing. Teachers should be able to evoke emotions or incite students to get ideas for writing

The emotion ignition aims to prepare the brain in a relaxed position and fun. The activity of emotion ignition or emotional stimulation can be done with concrete objects, music, motor activity (movement), films, and recordings. The activity is the activation of the right brain takes in the invention idea/ideas in writing. Emotion ignition is a calling experience that has been passed by learners before. Steps emotions ignition activities can be done in a way, the teacher stimulates emotions of learners using three types of lighters emotion that is using media images, media objects using concrete, and using the media film to connect knowledge and experience of participant learners. Media is expected to bring the atmosphere of a binding line with the experience of learners. Teachers tried to excite the imagination by using the media.

The medium used is expected to ignite the child's experience. This activity can be carried out by continuing to provoke with words asked the guide. Teachers are still trying to ignite learners' experience emotions that are excavated. This activity is an effort to stimulate the right brain. This activity can be offset by the accompaniment of instrumental music. The instrumental music is used to help the process of imagination.

II. DATA COLLECTION

This research uses descriptive research method that aims to describe the emotion ignition on learning of narrative writing. The research was conducted in SDN 2 Tonatan, Ponorogo. The subjects were students of fourth grade totaling 29 students, with details of 17 female students and 12 male students. The technique of collecting data is through observation, interview, and test performance. Interviews were conducted with teachers and learners, while observations made on learning. The instrument used is the interview guidelines and observation guidelines for teachers and learners. Test performance testing capabilities in the form of narrative writing. Observation of the students is based on the students' attention and response. Attention consists of listening, showing enthusiasm, interest, and pleasure. The response consists of answering questions, asking, tasking, collaboration with other students, expressing opinions, and discussion. A scale of 10 is used.

Data was analyzed using quantitative and qualitative analysis. This research was conducted as many as three stages of implementation. It is said that the emotion ignition has an important role for students in the competence to respond to and be able to write narrative following criteria set. Criteria used to determine the ability to write is based on aspects of content, organization of content, vocabulary, grammar, and spelling. The ability to write a narrative based on

the principle of learning is complete. Completed personally with the provisions of the student has achieved a score of 75 and in classical completeness is 80% of all students have completed personally. Learning to write is a successful narrative marked by the change towards improvement

III. DATA ANALYSIS

1. First Phase of Emotions Ignition Using Media Image

In the first stage of emotion ignition teacher uses picture media. Activity of balancing brain function seen in the use of media umbrella image is shown by the teacher. Use of emotion ignition by using media images is a right-brain activity stimulation activity. After explaining the purpose of learning the teacher shows a picture of an umbrella. Teacher further provokes the students to express ideas in the mind of learners. These activities are just a few learners who respond and express ideas such as: an umbrella to umbrella people died, umbrellas used in the rainy season, the umbrella can protect them from the sun, and carried away a broken umbrella because of the wind tight, paying lost, can reward the umbrella of the parent.

Results emotion ignition through images show the learners have been focused on listening activities, enthusiastic, show active response by answering questions, asking questions, doing their jobs. The feeling of interested, happy, submit opinions, discussion in compiling and developing the idea of writing still not visible, is still limited. Only 13 of 29 students pay attention and respond. Learners are still not up to associate the experience with the images taken by the teacher. However, media image and development by making the activity apperception guide questions is encouraged to study up on the stages of evaluation.

Table 1

Student Observation with Picture Medium

No.	Value	Frequency
1	5	6
2	6	11
3	7	12
4	8	1
5	9	-
6	10	-

Table 2

The Result of Narrative Writing Competence with Emotion Ignition using Picture Media

No.	Interval	Frequency
1	50 - 59	-
2	60 - 69	19
3	70 - 79	7
4	80 -89	3
5	90 -100	-

The role of emotion ignition, in this case, has shown a good response. The results of the first phase of the data obtained by students who pass as many as 10 students, while students who have not completed as many as 19 students.

Based on the assessed aspects that have met both criteria as follows: the content aspect as much as 7% of students, the organization fills 79% of students, 69% of students vocabulary, grammar and spelling 28% of students 34%

of students. This is supported by the results of interviews confirmed that the students still do not understand the picture media as emotion ignition. They still find it difficult to associate the image with their experience. These conditions provide feedback that the emotion ignition is capable of inducing experience that is sensuous. Objects that can be held, used, kissed without shadowing elements. Then, follow-up activities using concrete objects as a medium emotion ignition. They use concrete objects media that are sensory learners are expected to affect the participants to express their ideas in writing narratives.

2. The Second Stage Emotion Ignition Using Concrete Object Media

In the second stage, teachers use concrete objects as a medium of emotion ignition. Activity balancing brain function looks at media use concrete objects indicated by the teacher. The use of emotion ignition by using concrete objects media is a right-brain activity stimulation activity.

Activity After opening the lesson the teacher shows the flip-flops were taken. Viewed sandals brought by teachers of students seem eager to ask. Most learners respond by expressing their experiences about slippers. Learners appear to have shown an interest, pleasure, responding not only answer questions, ask, and do the task but also have emerged effort expressing opinion and discussion. It shows that 28 of 29 students have paid attention and responded. Teachers are expected to be creative in drawing attention and response through activities that balance the functions of the brain.

Table 3

Student Observation with Concrete Object Media

No.	Value	Frequency
1	5	-
2	6	1
3	7	9
4	8	8
5	9	7
6	10	4

Table 4

The Result of Narrative Writing Competence with Emotion Ignition Using Concrete Object Media

No.	Interval	Frequency
1	50 - 59	3
2	60 - 69	13
3	70 - 79	10
4	80 -89	3
5	90 -100	-

The results showed response learners well enough and at this second stage, there is an increase in students who meet the criteria as many as 14 students who do not meet the criteria, while as many as 15 students. The percentage of completeness as much as 48.27%.

Based on the assessed aspects that have met both criteria as follows. The content aspect as much as 17% of students, the organization fill 76% of students, 52% of students vocabulary, grammar, and spelling 45% of students 44% of students.

3. Third Stage of Emotion Using Media Film.

At this stage, the teacher uses the medium of film as emotion ignition. The teacher opens a lesson, by playing the film about the sandals that washed away in the river. Teachers tried to lure students with the experience of the film to connect and consider how their sandals drifting like a movie. Then activities students are conditioned to make the outline and create a narrative essay. In this activity, students seemed eager to tell the story. Learners seem not only interested, but happy, and respond well to the film media that teachers use to ignite emotions. It shows the person on this activity that balances right and left brain to see, hear, feel the scenes in the film makes students more enthusiastic, interested, happy, and fluent in the discussions in learning activities of narrative writing. The results showed responses look very good learners and obtained good results, as stated in table 5.

Table 5

Student Observation with Film Medium

No.	Value	Frequency
1	5	-
2	6	-
3	7	1
4	8	15
5	9	9
6	10	4

Table 6

The Result of Narrative Writing Competence with Emotion Ignition Using Film Media

No.	Interval	Frequency
1	50 - 59	-
2	60 - 69	5
3	70 - 79	13
4	80 -89	9
5	90 -100	2

This is evidenced by the increase in the number of students who met the criteria were 24 students who have not completed while as many as five students. The percentage of completeness of 82.75%. While aspects assessed were already met both criteria, the content aspect as much as 52% of students, the organization fill 97% of students, 93% of students vocabulary, grammar, and spelling 76% of students 79% of students.

VI. STUDY RESULTS, SUMMARY AND CONTRIBUTION

Emotion ignition by using concrete objects media and film media is more getting a response from learners and show good results when compared to using media images.

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