Analyzing Literacy Syntax With Effective Learning

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dan menggali informasi tentang pembelajaran efektif mengenai materi sintaksis literasi, dengan pembelajaran tersebut juga dapat membuat siswa memahami kualitas penerapan pembelajaran yang dilakukan siswa dengan menitik beratkan pada teknik dan media dalam pembelajaran efektif, dengan hal tersebut juga Siswa dapat merespon terhadap materi yang kita ajarkan, pembelajaran dapat dikatakan efektif karena adanya pelaksanaan pembelajaran dan proses yang komunikatif. Metode penelitian yang kami gunakan adalah metode kualitatif berdasarkan analisis data deskriptif. Prosesnya dilakukan dengan memusatkan perhatian pada data yang kita jumpai. Pembelajaran yang efektif sangat berpengaruh dalam pembelajaran literasi sintaksis karena hal tersebut sangat penting.

Kata Kunci : Sintaks Literasi, Pembelajaran Efektif, Teknik Fokus

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Abstract

The aim of this research is to analyze and explore information about effective learning regarding literate syntax material, with this learning it can also make students understand the quality of applying learning carried out by students by focusing on techniques and media in effective learning, with this also students a can respond the material we teach, learning can be said to be effective because of the implementation of learning and the communicative process. The research method we use is a qualitative method based on descriptive analysis of data. The process is carried out by focusing on the data we encounter. Effective learning is very influential in learning literate syntax because it is very important.

Keywords : *Literate Syntax, Effective Learning,Focusing on Techniques*

INTRODUCTION

Syntax in general is a science or study that studies strategies in language through writing which refers to a collection of rules that determine the order of words in language. Syntax Literacy can be interpreted as the process of reading and writing. Literate in this syntax is related to an individual's ability to have critical, creative and reflective thoughts. In Syntax literate learning which has levels such as science, digital, culture and citizenship, the development of literacy skills is reading (Suyono et al., 2017; Widodo & Ruhaena, (2018).

Literacy is a process of literate exploration in which there are activities in researching, processing and analyzing written and reading texts in understanding information in the audience Abstract.

Literacy began when writing was discovered as a useful way of keeping records. Its usefulness was extended and its forms were changed when it became recognized as a means of communicating at a distance and over periods of time. The writer dies, but the words remain.

Literacy is part of history; it also has its own particular history. The earliest examples of writing we have are inscriptions, marks cut into resistant materials, such as stone or clay, by means of pointed instruments. When archaeologists excavate the sites of ancient dwellings they find what the owners valued: pots, jewellery, hunting tools.

When writing implements became more handy, and writing surfaces more refined, it was easier to write more quickly, so texts became longer. We still have ancient scrolls and manuscripts we call books. A scribe could spend a lifetime making one copy of a text. Most of the later technological changes, printing, typesetting machinery and now the electronic processes that transmit documents around the at the speed of light, have come about as the result of our ever-increasing understanding of what writing makes possible.

METHOD

The research method we use is a qualitative research method based on descriptive data analysis, The data analyzed is data produced as documentation that researchers collected previously. Qualitative descriptive analysis technique is a data technique that is analyzed using words. In this research, we will actively engage in observations to gain deeper and deeper insights into the phenomena we focus on.

The subject of this research is the analysis of the implementation of learning in the syntax course which is a mandatory course taken by all students at the State Islamic University of North Sumatra. The research subjects were lecturers at the Tarbiyah and Teacher Training Faculty. Data collection was carried out by interviews and data analysis in relaxed situations related to the teacher's teaching practices. In this study, researchers conducted research observations and observed research activities during the classroom learning process.

Data obtained from previous interviews transcribed and then interpreted. Interview transcriptions and observations were coded category. Then the categorized data is analyzed and explained argumentatively.

RESULT AND DISCUSSION
Effective Learning Process

1. Educative Task

    Learning activities are those that are done during teacher-student contact with the aim of achieving learning objectives. Learning is doing an activity or doing something to influence someone's behavior. It is therefore said that learning cannot occur in the absence of an activity since learning is enhanced when pupils engage in an activity. Face-to-face learning activities give teachers the opportunity to present material in a creative way that encourages student participation. This is reinforced by strategies, media, approaches, and other techniques used to enhance the classroom environment and make it livelier and more dynamic through direct student-teacher interaction.

2. Student Learning Objectives

    Student learning outcomes, or the degree to which students succeed, are a measure of their ability to master knowledge after engaging in activities related to the teaching and learning process. Three categories comprise the learning outcomes for students: cognitive, emotional, and psychomotor skills (Setiawan, 2017).

3. Student learning outcomes are significantly influenced by a number of elements, including psychological aspects like talent, interest, motivation, and focus as well as physiological factors like exhaustion characteristics like health or peacefulness. The family variables include things like how parents raise their kids, the ties between families, the environment at home, and school aspects like the strategies teachers use. Community factors include things like social friends. Thus, from the standpoint of the student, the outcomes of their online learning are favorable. Even if they view learning outcomes favorably, they contend that direct or offline learning is preferable since it allows for direct interaction and communication without any barriers.

Effective Method of Learning

When learning objectives are accomplished successfully and on schedule, a process is considered effective. Understanding a successful learning process is crucial for teachers as well as pupils. One of the things that can make a learning process successful or unsuccessful is effective learning. Teachers must thus take this into consideration in order to raise the standard of instruction.

1. A Mindset of Learning

When studying, the first thing that needs to be taken into account is how the information is approached mentally, how one learns, how the brain functions, and so on. All of these things need to be properly and efficiently structured. Pupils need to be able to assess their attitude when engaging in any behavior, including studying. Effectiveness can be largely attributed to one's mindset, as demonstrated by the effectiveness of the learning process in a class with more engaged and innovative students.

2. Foundations

The brain is a valuable learning instrument. When pupils learn, everything—science, information, and so forth—enters their brains. Herein lies the purpose of Fundamentals: to fortify the fundamental ideas in the brain initially, enabling pupils to develop other skills later on. Students will find it easier to go to the next level if they possess solid foundational knowledge.

3. Perceptive Information

This area contains materials that influence students' perspectives on the world, science, thinking, and other topics. Pupils are able to relate what they learn to real-world issues that they face. They will be better able to comprehend their issues and find solutions as a result.

4. Particular Competencies

Students can fully grasp specific abilities or subjects if they have a solid foundation and advanced knowledge. With their solid foundation and critical thinking skills already established, students can concentrate on a single subject that best fits their skills or interests. Students can now mold and train themselves to become experts in a particular topic by studying and practicing consistently in the appropriate manner.

To ensure that particular skills flow from parts they think they don't understand and find challenging, students must practice these sections repeatedly until they become fluent.

Effective Learning Indicators

1. Management of Implementation

The teacher explains why the topic of discussion has to be explored in relation to the content that has been explained in this exercise. Conveying learning objectives appropriately inspires students to learn and describes the rewards, which students can get contextually. This implementation activity is also a meeting activity, therefore the instructor must prepare and master all of the content that will be presented well, offering clear examples and illustrations.

2. Process of communicative teaching and learning The goal of communicative learning is to develop our linguistic competence, language skills, or listening, reading, writing, and speaking as the goal of language learning and recognizes that it is related to communication activities in everyday life. The following are the characteristics of communicative learning:

a. Prioritize the genuine meaning.
b. Interaction exists
c. A focus on competence
d. Discover the language or communication rules
e. Educational items that are relevant.
3. Student Responses

Teachers can make an interesting impression on the majority of pupils, causing them to respond positively. A good attitude toward pupils, according to Wortruba and Wright (1975), can manifest itself in numerous ways, including:

a. The teacher assists students who are having difficulty understanding the subject offered.
b. The teacher encourages students to express their thoughts or ask questions.
c. Students can connect with teachers outside of class hours.
d. Teachers are aware of and concerned about what their students learn.
4. Educational exercises Among the teaching and learning activities that instructors and students engage in are learning activities. The five senses of the mind and intellect are used in these actions. The following are some of the tasks that are completed during the teaching and learning process:
a. Mental activity, such as remembering, thinking through, and making decisions.
b. Listening exercises, such as listening to talks and audio or radio with explanations.
c. Visual exercises, such as reading, viewing images, and examining items.
d. Writing tasks, such as taking notes, typing, summarizing, copying, editing, and writing down thoughts and ideas.
e. Oral activities, such as idea generation, recommendation making, conversation, interviewing, questioning, elaborating, and storytelling.
f. Drawing exercises, such as supplying charts or graphs, vegan diagrams.
5. Educational Results

The results of learning from this article are called learning outcomes. The capacity or effective cognitive and psychomotor skills that students possess are what are expected to be understood by the end of student learning. Following student experience with the instructor's teaching methods, learning results are to be assessed using both qualitative and quantitative methods. Learning outcomes are influenced by two elements: internal factors and external ones. both external and internal factors. While external factors, or factors outside of the students, like the teacher, environment, teaching materials, facilities, and teaching learning conditioning, are also one form that contributes to student learning outcomes, internal factors, or factors within the students themselves, are the ones that primarily influence the learning outcomes obtained by the students, such as intellectual talent and preparation.

CONCLUSION

The conclusion from our research is that there are 5 things related to effective learning, namely: 1. Management of learning implementation, 2. communication process ,3. Student responses, 4. Learning activities. 5 learning outcomes. With these 5 indicators, effective learning is interrelated and supports each other.

Learning activities are those that are done during teacher-student contact with the aim of achieving learning objectives. Learning is doing an activity or doing something to influence someone's behavior. It is therefore said that learning cannot occur in the absence of an activity since learning is enhanced when pupils engage in an activity.When learning objectives are accomplished successfully and on schedule, a process is considered effective. Understanding a successful learning process is crucial for teachers as well as pupils. One of the things that can make a learning process successful or unsuccessful is effective learning. Teachers must thus take this into consideration in order to raise the standard of instruction.

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