
Improving The Skill of Writing Procedure Text in Indonesian Language Learning Using Brain Writing Learning Model in Class IV Elementary School

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Abstract

This study aims to describe how the results of improving procedure teks writing skills in Indonesian language learning using Brain Writing learning model in class IV Public Elementary School 17 Manggis Ganting Koto Selayan. This type of research is classroom Action Research using qualitative and quantitative approaches. This research was conducted at Public Elementary School 17 Manggis Ganting Koto Selayan with research subject namely teachers and grade IV students. The results of this study indicate that there is an increase in 1) cycle I teaching modules with an average of 85,93% (good) and cycle II with an average score of 93,75% (very good). 2) implementation of the teacher aspect in cycle I the average score obtained was 86,36% (good) in cycle II the average score obtained was 95,45 % (very good), implementation on the aspect of student in cycle I the average score obtained was 86,36% (good) increased in cycle II with the average score obtained was 95,45% with (very good) 3) the result of the assesment of student skills in cycle I with an average score of 77,02%, in cycle II by obtaining a score of 88,04 (good). Based on the result obtained, it can be concluded that the Brain Writing model can improve the skills of sriting prosecural texts in Indonesian language learning in elementary schools.

Keywords – Brain Writing model, writing skills, Indonesian Language learning



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1. Introduction

Learning is an activity carried out by a teacher in carrying out his duties through the application of skills, delivery of material and also the use of teaching methods to students in creating interactions between students and teachers Rosebshine (Juliandri, 2020). Learning that takes place in elementary schools is not only focused on knowledge, but also with skills in improving students' abilities at school. The skills that must be mastered by students are language skills, because language is very important in communicating. This language can express an idea or idea that is in the mind. Indonesian language in elementary school is one of the subjects that can be used in improving students' activities. Language is a means of communication, learning language means also learning to communicate, both communicating orally and in writing.

Indonesian language learning is one of the subjects that expects students to acquire good language skills (Nur Azmi Alwi, et al 2021). Language learning cannot be separated from the four aspects of language skills. Language skills are skills that must be possessed by students Wulan & Rahma (Nur Azmi Alwi, et al 2021). Language skills in a curriculum at school have 4 aspects, namely: listening skills, speaking skills, reading skills, writing skills. Indonesian is the language of instruction for all levels and literature in the world of education (Awalludin, 2017).

Writing skills are an activity of pouring an idea or idea that is in the mind, pouring the contents of the heart through a written language so that it can be read and understood by others Susanto (in Nurlindayanti, et al. 2020). Teachers are very necessary in guiding and giving examples to students to want to write Susanto (Ari Suriani, et al 2020). Writing skills are a skill that requires a person to be able to string words into a work. Learners at school are required to be able to write in accordance with the structure and linguistic rules of the text. One of the texts that learners in high grades must master is procedure text.

Procedure text is one of the learning studies of grade IV elementary school in the independent curriculum. In this learning, students are required to be able to create a text in the form of a procedure. The ability to write procedural text

will be mastered by students understanding of its purpose, structure and linguistic features. Therefore, the author considers it necessary to make efforts in learning that can facilitate students in understanding procedural texts properly, so that participants are able to write according to the text being taught.

But the reality is based on the results of observations and interviews that researchers conducted at elementary school 17 Manggis Ganting Koto Selayan on March 26, 29 and April 1, 2024. Researchers found problems in planning researchers found problems in designing teaching modules 1) teachers have not optimized in making teaching modules that are in accordance with the needs of students in improving writing skills 2) teachers have not used learning models that can facilitate students in improving writing skills.

In planning, researchers found several problems, including: 1) Lack of interest and motivation of students in writing. 2) learners pay less attention to spelling and grammar in writing 3) learners are lacking in vocabulary which makes their writing less effective. 4) the lack of students' ideas in writing, making students lazy to start writing.

This is evidenced by the low writing skills of students. Where out of 21 learners there are 21 learners and only 10 people who reach scores above learning objective completeness criteria and below learning objective completeness criteria there are 10 learners.

To be able to overcome the problems described above, it is necessary to improve innovative learning by teachers. One of the things that can be done is to use an innovative learning model. The learning model is a set of methods based on certain theories and research which includes various instruments, namely background, learning procedures, support systems and learning evaluations to be directed at teachers and students to achieve the goals of learning (Sundari, et al 2017).

This Brain Writing learning model is a learning model in which this model focuses on improving students' ideas that are written on paper, then the ideas

that have been obtained are exchanged with their group friends to improve and add other ideas.

Some of the advantages of this model are 1) by using the Brain Writing model, students are able to generate more and interesting ideas 2) this model minimizes conflicts between members of students. 3) it helps students who have a crisis of confidence to be able to freely give an idea or idea through a paper 4) this model minimizes the fear and anxiety of students when in the learning process 5) this model can be collaborated with other creativity techniques. The use of the Brain Writing learning model is expected to be able to improve students' procedure text writing skills so that students will get satisfactory results after the learning takes place.

Based on the background that the researcher has put forward above. Researchers are interested in finding solutions to these problems by conducting class action research with the title: Improving skills in writing procedure texts in Indonesian language learning using the Brain Writing learning model in class IV Public Elementary School Negeri 17 Manggis Ganting Koto Selayan.

2. Method

The type of research to be carried out is Classroom Action Research. According to Suharsimi (in Masnila devi and Suci, 2020) Classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously and the action is given by the teacher or with direction from the teacher carried out by students.

This research was conducted in the second semester of the January-June period of the 2023/2024 academic year at Public Elementary School 17 Manggis Ganting Koto Selayan. This research was carried out in two cycles, namely cycle I consisting of two meetings and cycle II consisting of one meeting. Which in cycle I meeting 1 was held on Wednesday, May 01, 2024. Cycle I Meeting II was held on Monday, May 06, 2024 and Cycle II was held on Monday, May 13, 2024.

The subjects in the research to be carried out are teachers and class students who are registered for semester II of the 2023/2024 school year. With a total of 21 students. As for those involved in this study are researchers as practicing teachers in class IV Public Elementary School 17 Manggis Ganting Koto Selayan, class IV teacher Public Elementary School 17 Manggis Ganting Koto Selayan as an observer. The research data to be carried out in the form of the results of writing skills using the Brain Writing model in class IV students of Public Elementary School 17 Manggis Ganting Koto Selayan. The data source of the research that will be carried out is the process of writing skills activities on Indonesian language learning using the Brain Writing learning model in class IV Public Elementary School 17 Manggis Ganting Koto Selayan. Which consists of lesson planning, learning implementation, which consists of initial activities, core activities and final activities, learning evaluation activities, as well as the behavior of teachers and students during teaching and learning activities. Data obtained from the subject of the study, namely practitioners and students of class IV Public Elementary School 17 Manggis Ganting Koto Selayan. Data collection techniques in research with qualitative analysis and quantitative analysis.

3. Result and Discussion

Cycle 1

Teaching Module with Brain Writing Learning Model

Based on the data analysis on the Teaching Module sheet in cycle I meetings I and II, the average percentage obtained was 85.93% with good qualifications (good). Where cycle I meeting 1 obtained a percentage score of 84.37% and meeting II obtained a score of 87.5%. Therefore, it can be seen that there was an increase from meeting I meeting II. Based on the results of research in cycle I, it shows that the teacher's ability in planning is still in the good category (good) so that the Teaching Module in improving students' writing skills has not been successful because there are still several aspects of planning that must be improved in cycle II in the hope of obtaining satisfactory results.

Implementation of Procedure Text Writing Skills with Brain Writing Model

Judging from the results of the analysis of observational data conducted during the implementation of the action. There are two aspects that are observed, namely the aspects of the teacher and the aspects of the students. From the observation of the implementation of the research, it can be seen that the success of teacher activity in cycle I meeting 1 can be seen from the results of the assessment of teacher activities is 84.09% with good qualifications (good). And the success of teacher activities in cycle I meeting II is 88.63% with good qualifications (good), so in cycle I an average percentage of success of 86.36% is obtained with very good qualifications (good). For the success of the activities of students in cycle I meeting 1 can be seen from the results of the assessment of student activity activities is 84.09% with good qualifications (good) and in cycle I meeting II is 88.63% with good qualifications (good). So to obtain an average percentage of success for student activities of 86.36% with good qualifications (good). This of course does not stop at cycle I meeting II, the implementation of learning in improving the writing skills of students in cycle I has not been successful, so it is necessary to do more research in cycle II in the hope that the objectives set are achieved optimally, namely the writing skills of students have increased.

Procedure Text Writing Skills with Brain Writing Model

The results of improving writing skills in cycle I meeting I obtained an average of 73.47 with good qualifications (good). At meeting II it increased to 80.57 with good qualifications (good). The average result of students' writing skills in cycle I was 77.02% with a success rate of good qualification (good).

Cycle II

Teaching Module with Brain Writing Learning Model

The results of the teaching module assessment in cycle II obtained an average percentage value of 93.75% with very good qualifications (very good),

but there are still descriptors that have not appeared, namely in the selection of facilities and infrastructure and the sequence of activity scenarios in learning.

Implementation of Procedure Text Writing Skills with Brain Writing Model.

Based on the recapitulation of data from the observation of the implementation of cycle II, the percentage obtained on the teacher aspect is 95.45% with very good qualifications (very good) and on the aspect of students obtained a percentage value of 95.45% with very good qualifications (very good). After seeing the explanation above, it can be concluded that the implementation of the skill of writing procedural texts with the Brain Writing model in class IV Public Elementary School 17 Manggis Ganting Koto Selayan in cycle II has been carried out maximally and obtained a very good success predicate (very good).

Procedure Text Writing Skills with Brain Writing Model

The results of improving writing skills in cycle II obtained an average of 88.04 with good qualifications (good).

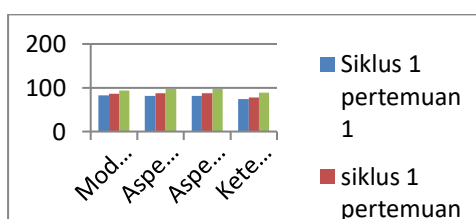


Figure 1. Diagram of the results of students' writing skills using the Brain writing model

4. Conclusion

Based on the results of the research and discussion above, this study can be concluded as follows:

1. Implementation of learning skills in writing procedure text in Indonesian language learning using the Brain Writing model. The results of the teaching module research in cycle I meeting 1 obtained a percentage of 84.37% with good qualifications (good), cycle I meeting II obtained a percentage of 87.5% with good qualifications (good), with

the average teaching module score in cycle 1 being 85.93%. Furthermore, the results of the teaching module assessment in cycle II obtained a percentage of 93.75% with very good qualifications (very good). It can be seen that the percentage of teaching module observations has increased from cycle I to cycle II.

2. The implementation of learning skills in writing procedural texts in Indonesian language learning using the Brain Writing model can be seen from teacher activities and student activities. The results of the teacher activity assessment in cycle I meeting I obtained a percentage of 84.09% with good qualifications (good), cycle I Meeting II obtained a percentage of 88.63% with good qualifications (good), with the average teacher activity value in cycle I being 86.36%, with good qualifications (good). Furthermore, the results of the teacher activity assessment in cycle II obtained a percentage of 95.45% with a very good score qualification (very good). The results of the assessment of student activities in cycle I meeting I obtained a percentage of 84.09% with good qualifications (good). Cycle I meeting II obtained a percentage of 88.63% with good qualifications (good), with the average value of students' activities in cycle I being 86.36% with good qualifications (good). Furthermore, the results of the assessment of students' activities in cycle II obtained a percentage of 95.45% with very good qualifications (very good). It can be seen that the percentage of observations on the aspects of the teacher and also the students has increased from cycle I to cycle II.
3. Assessment Results The skills of writing procedural texts in Indonesian language learning using the Brain Writing model in class IV Public Elementary School 17 Manggis Ganting Koto Selayan obtained an increase in student learning outcomes. In the aspect of skills in cycle I Meeting I obtained a percentage value of 73.47 in cycle I meeting II

obtained a percentage value of 80.57 with the average value obtained was 77.02 Furthermore, in cycle II obtained a percentage value of 88.04.

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