



## **Improving Ability to Write Complex Procedure Text Using Process Approach for Students of SMK Negeri 2 Bungoro**

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### **ABSTRACT**

The purpose of this study was to describe the implementation of learning to write complex procedural texts using a process approach for students of SMK Negeri 2 Bungoro and to describe the improvement in learning to write complex procedure texts using a process approach for students of SMK Negeri 2 Bungoro. The process approach is a learning method that is still not used in the process of learning to write complex procedure texts. The purpose of this research is to describe how learning to write complex procedure texts is increased by using a process approach. This type of research is class action research which consists of two cycles, each cycle being held in two meetings. Research procedures include planning, implementation, action, observation, and reflection. The subjects in this study were 32 students of SMK Negeri 2 Bungoro. The method in this study used a qualitative research method in the form of PTK with observation, interview and documentation methods. The results showed that in the first cycle that was completed individually, namely 14 people (34.75%) out of 32 students who met the KKM completeness criteria, the average classical learning outcome was 63.19. Whereas in the second cycle there was an increase of 28 people (87.5%) out of 32 students fulfilling the KKM classical average learning outcomes of 80.56. Based on the results of this study, learning to write complex procedure texts using a process approach for students of class XI TKR 1 SMK Negeri 2 Bungoro has increased.

**Keyword:** Writing, Complex Procedure Text, Process Approach



## INTRODUCTION

The process of learning and education in schools is the main pillar. Whether or not educational goals are achieved is largely determined by the learning process. Various subjects are taught in schools, one of which is Indonesian. Indonesian is one of the identities of the Indonesian nation, because of that Indonesian subjects have a strategic position in the school curriculum, so that learning Indonesian has an important role during teaching and learning activities in schools. Learning at school can train students' language skills at school both orally and in writing in order to develop students' potential.

In learning Indonesian, there are four basic language skills, namely listening skills, speaking skills, reading skills, and writing skills. Teachers or educators must be able to master these four skills so that the learning process goes well so that they can develop all their potential into abilities that are increasingly increasing in terms of attitudes (affective), knowledge (cognitive), and skills (psychomotor).

Indonesian language learning has an important role in improving students' language skills at school. Therefore, learning Indonesian can be interpreted as a series of activities carried out by students to achieve good language skills. To achieve good language skills, teachers are required to be able to develop creative thinking that can improve students' language skills in learning Indonesian.

Learning Indonesian in the 2013 curriculum is known as text-based learning, so that students can produce and use text according to their goals and social functions. In the 2013 curriculum, it is known as text-based learning, so that students can produce and use text according to their goals and social functions. In the 2013 curriculum, learning Indonesian for class X SMA is text-based learning, both spoken and written. This text-based learning trains students to solve the problems they face and think critically according to what is in real life.

Complex procedure texts are implemented well when the teacher makes a lesson plan (RPP) according to the 2013 curriculum. Learning

about complex procedure texts is very important. In complex procedure text students can find out the steps that must be taken when they are going to do something. The steps are carried out to follow the stages in a process, and will explore complex procedure texts. Why learning to write complex procedural texts is interesting to study because in this study it aims to determine the ability to write complex procedural texts by paying attention to structure, linguistic elements and linguistic elements, and content orally and in writing.

## THEORITICAL REVIEW

The language rules. But in fact the students' skills to write procedural texts are still low. This is due to the lack of students' diction knowledge in writing complex procedure texts. Complex procedure texts are important to study because researchers hope that by examining problems that are often experienced by students in Indonesian language subjects, especially in complex procedure text learning materials, it will further increase interest in writing procedure texts according to structure, linguistic elements and content orally and in writing. If this is allowed or underestimated, then the obstacles that will be experienced by students will not be solved. Through the process approach the researcher really hopes to increase students' enthusiasm in writing complex procedure texts.

### 1. Complex Procedure Text

Complex procedure text is one of the learning tools in the 2013 curriculum. In the 2013 curriculum in the high school level Indonesian language syllabus, learning to understand complex procedure text is contained in KD 3.1, namely understanding the structure and rules of anecdotal texts, expositions, reports on observations, complex procedures and negotiations both orally and in writing.

Learning to understand complex procedure text is intended for class X SMA and is taught in the even semester. Of the four aspects of language skills, one of the skills used to understand a text is to use reading skills. Before students enter learning to compose complex procedural texts, students must first understand complex procedural texts by reading an example of complex procedural texts with fairly good concentration and connected with a good understanding of students.

The teacher's task in learning to understand this complex procedure text is to foster the active role of

students to observe the text and understand it. Learning to understand complex procedure text is focused on understanding structure, linguistic features, sentences based on functions, and cohesive devices in complex procedure texts both orally and in writing.

Text is defined as a unit of language used as an expression of a social activity both orally and in writing with a complete structure of thought (Mahsun 2014: 1). The 2013 curriculum is known as text-based learning because it can help students understand the meaning contained in a text, for example complex procedure text. Students will be able to understand the meaning contained in the procedure text given by the teacher

## 2. Definition of Learning

On the one hand, the learning activities experienced by students are related to physical growth that is ready to develop, and on the other hand learning activities are mental developments that are driven by learning actions in particular education in general. That is, learning is related to learning engineering efforts (Sudaryono, 2012: 56). The teacher is a very decisive component in the implementation of learning. The teacher as a teacher has the task of providing facilities or convenience for a learning activity. The teacher does not only act as a model/example for the students he teaches, but also as a learning processor (Manager Of). The success of a learning process is largely determined by the quality and ability of the teacher.

According to Hamalik (2013: 57) learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. Humans involved in the teaching system consist of students, teachers, and other personnel, such as laboratory personnel. According to Daryanto (2014: 1) learning is a process of interaction between children and children with learning resources and children and educators. Learning activities are meaningful if carried out in a comfortable environment and provide a sense of security, are individual and contextual, children experience what they learn directly (2012: 6).

## 3. Learning Objectives

According to Zais in Rahman and Sofan's book (2013: 50) confirms that as a component in the curriculum, objectives are the most sensitive part, because objectives will not only influence the shape of the curriculum but are also directly the focus of an educational program. We are an educational program.

we can distinguish two kinds of learning objectives, namely: General learning, general instructional objectives the words are still general, cannot be measured.

Specific learning objectives, these objectives are aimed at (students) which can be directly identified (measured) in each learning activity that takes place. The key in determining learning objectives is the needs of students, subjects, and the teacher itself. Based on the needs of students can be determined what to achieve, and developed and appreciated. Based on the subjects in the curriculum guide, the desired educational outcomes can be found. Teacher penny The self is the primary source of goals for students, and he or she must be able to write and select meaningful, measurable educational goals. Goals are broad formulations of the desired educational outcomes. It contains objectives that are the target of learning and provides pillars for providing learning experiences. A learning objective and so on meets the following criteria (Hamalik, 2013: 77)

- a) This goal provides a situation or condition for learning, for example: in a role-playing situation.
- b) The goal defines student behavior in a measurable and observable form.
- c) The goal states the minimum level of desired behavior, for example on a map of the island of Java, students can color and label at least the three main mountains.

### d) Process Approach

Process skills are a learning approach that aims to develop a number of physical and mental abilities as a basis for developing higher abilities in students. The process skills approach is a learning model that involves teachers and students actively and integrated in the learning process. Process skills are intellectual skills that equip students with the ability to think logically and systematically in dealing with a problem in any field and at any level of society.

According to Samana, the process skills approach is a way of looking at students and their activities as whole human beings which is translated into learning activities that pay attention to development, knowledge, life values and attitudes, feelings, and skills as a whole, both as a goal and at the same time a form of trainer. From this approach all learning activities and results appear in the form of creativity.

According to Mulyasa, the process skills approach is a learning approach that emphasizes process, creativity, and student creativity in acquiring knowledge, skills, values, and attitudes and applying

them in everyday life. In this sense, including the physical, mental and social involvement of students in the learning process to achieve these goals.

## RESEARCH METHODS

The type of research used in this study is qualitative, because the researchers used observation, interview and documentation methods. The research location that we will examine is located in Bungoro 2 Public Vocational School, Pangkep Regency and the subject of planning, implementation and research on improving complex procedure text learning using a process approach. Data collection techniques used in this research are observation, interview and documentation techniques.

## RESULTS AND DISCUSSION

### 1) Planning

Before conducting research too far, the first thing the researcher did was how to plan the process of learning to write complex procedure texts using a process approach. At this stage, the researcher examined the curriculum of class XI TKR 1 students at SMK Negeri 2 Bungoro to find out the competency standards to be achieved in the material for writing complex procedure texts, then prepared a lesson plan, made observation sheets to observe the learning conditions in class when the action took place.

### 2) Action Implementation

This stage is the implementation of the learning implementation plan using a process approach that has been created from the collaboration of researchers and teachers. Discussions conducted by researchers and teachers produce material that will be taught so that the perceptions of researchers and teachers are the same. The implementation of the actions in the first cycle lasted for 3 meetings with the duration of each meeting being 2 x 40 minutes.

### 3) Observation and Learning Outcomes

#### a. Observation of Student Learning Activities

At this stage the process of observing the implementation of the action is carried out using the observation sheet that has been made. Observations made

by documenting the effect of the actions given during the learning process increased writing complex procedure texts through a process approach, namely observing the conditions during the implementation of the action. During the implementation of the action the researcher was assisted by the subject teacher checking the observation sheets that had been provided before. The description of student activity in the first cycle can be seen in the table:

Table 4.1 Data on the results of student observation activities that are relevant to learning during the first cycle of learning

Based on table 4.1 above, it was found that of the 32 class students of class XI TKR 1 SMK Negeri 2 Bungoro, the average student attendance reached 93.5%. Students who paid attention to the material reached 93.5%, students who asked questions an average of 21.0%, students who answered questions an average of 42.89%. Then students are active

working on individual assignments reached 93.5 and students who carried out other activities that were not relevant to learning 14.73%.

From the observations, it was found that the students' interest and motivation while participating in Indonesian language learning activities, especially the ability to write complex procedure texts through a process approach, were quite good, because during the learning process students were seen paying attention to the teacher while explaining and there was feedback that occurred between students and teacher

### Student learning outcomes

At this stage an evaluation of complex procedural text writing tests was also carried out using a contextual approach in the first cycle.

### Table 4.2 Statistics on the Results of Ability to Write Complex Procedural Texts of Class XI

**TKR 1 Students at Bunggoro 2 State Vocational School through the First Cycle Process Approach:**

NO	Statistics	Nilai Sastatika
1	Research subject	32
2	Ideal score	100
3	Maximum score	90
4	Min score	45
5	Average	63,19

Based on table 4.2, it can be concluded that the results of the ability to write complex procedural texts of class XI TKR 1 SMK Negeri 2 Bungoro through a process approach in cycle I obtained an average score of 63.19. The minimum score obtained is 45 out of a possible score of 0-34. As for the maximum score of 90 out of a possible score of 55-84, this shows that students' abilities vary quite a bit

Furthermore, the results of the ability to write complex procedure texts on students that have been obtained, the researcher categorizes them into standard assessment categories. The score categories predetermined by the researcher are:

Tarif Keberhasilan	Qualification
85%-100%	Very Good (SB)
75%-84%	OK(B)
60%-74%	Enough( C)
40%-59%	Less (K)
0%-39%	Very Less(SK)

If the scores of student learning outcomes are grouped into five categories, the frequency

distribution of scores is obtained which can be shown in table 4.3 below.

Table 4.3 Percentage of Ability to Write Complex Procedure Text Students of Class XI TKR 1 SMK Negeri 2 Bungoro Through the First Cycle Process Approach

NO	Nilai	Kategori	Frekuensi	Persentase %
1	0-39	Sangat Kurang	0	0 %
2	40-59	Kurang	12	37,5%
3	60-74	Cukup	8	25 %
4	75-84	Baik	8	25 %
5	85-100	Sangat Baik	4	12,5%

Based on table 4.3, it was found that out of 32 students of class XI TKR 1 SMK Negeri 2 Bungoro, there were 0 people (0%) whose ability to appreciate was in the very poor category, 12 people (37.5%) were in the less category, 8 people (25%) ) was in the sufficient category, 8 people (25%) were in the high category, 4 people (12.5%) were in the very good category.

Thus, if the average score is related to the categorization of scores, the results of the ability to write complex procedure texts in class XI TKR 1 SMK Negeri 2 Bungoro through the first cycle process approach are in the poor category. If the results of the ability to write procedural texts of class XI TKR 1 students in the first cycle are analyzed, the student learning completeness in the first cycle is shown in table 4.4 below. Table 4.4 Description of the Completeness of the Ability to Write Procedural Texts of Class XI TKR 1 Students at SMK Negeri 2 Bungoro Complex through a Process Approach

Skor	Kategori	Frekuensi	Persentase (%)

0-64	Tidak tuntas	18	56,25%
65-100	Tuntas	14	43,75%

Table 4.4 shows that in the first cycle, the percentage of students' ability to write complex procedure texts through a process approach was 43.73%, namely 14 out of 32 students including the complete category and 18 out of 32 students including the incomplete category or 56.25% the number of students who needed improvement in this will be attempted in the second cycle of learning.

#### 1) Reflection

Based on the results of the category score analysis combined with the results of observations and discussions with Indonesian language study teachers. The researcher draws temporary conclusions regarding the implementation of the first cycle that the ability to write complex procedure texts of students using the process approach still needs to be improved, so it is still necessary to repeat the activity process because in the learning process in the first cycle students are less interested in the teacher's way of teaching because it is too interfering.

#### Second Cycle

The steps to be carried out in cycle II are the result of reflection from the first cycle. Therefore, the steps taken are relatively the same as the first cycle by making some improvements and improvements in accordance with the facts that have been found in the field, but for this second cycle so that the improvement can be truly successful the researcher makes a new alternative. Researchers will use the discussion method in the second cycle stage.

#### 1) Planning

At this stage the researcher redesigned the lesson plan. Like the first cycle, the second planning stage the researcher made research instruments in the form of observation sheets and test sheets for the ability to write complex procedure texts using a process approach, also prepared a new method in the form of a discussion method which would involve students in preparing material and examples of writing complex procedure texts. from various sources.

#### 2) Action Implementation

The implementation of the actions in the second cycle took place 3x meetings with a duration of 2 x 40 minutes. Learning the ability to write complex procedural texts using the following process approach.

##### Meeting I on Monday December 3 2018

At the beginning of the second face-to-face meeting the researcher checked the attendance of the students again by mentioning their names one by one so that the researcher could recognize the faces of the students who were the object of his research. After opening the lesson and motivating students to take part in the lesson, the researcher reiterated the learning objectives and then the researcher held an apperception and resumed the material according to the lesson plan that had been made, namely the learning material that had been explained in the first cycle after that students were asked to ask again about the learning material which students do not understand.

In the first cycle, the value of students' ability to write complex procedure texts was still very low because there was still a lack of students' understanding of the material, so the researcher again explained the meaning of complex procedure text, structure and linguistic rules contained in complex procedure text. After the researcher finished explaining, the researcher again gave the opportunity for students to ask questions about things they did not understand. After the lesson was finished, the researcher returned to reflect on the first meeting.

#### 3) Observation and Learning Outcomes

##### a. Observation of Student Learning Activities

As in the first cycle, at this stage the process of observing the implementation of the action was carried out using the observation sheet that had been made. Observations made by documenting the effect of the actions taken during the learning process of the ability to write complex procedural texts through a process approach, namely observing the conditions during the implementation of the action. During the implementation of the action the researcher was assisted by the subject teacher checking the observation sheets that had been provided before.

The description of student activity in the second cycle can be seen in table 4.5 below.

Table 4.5 Data on the results of student observation activities that are relevant to learning during the second cycle of learning

Based on table 4.5 above, it was found that of the 32 students of class XI TKR 1 at SMK Negeri 2 Bungoro, the average student attendance reached 98.75%. Students who paid attention to material reached 98.75%, students who asked questions an average of 66.5%, students who answered questions an average of 58.4%. Then students who actively work on individual assignments reach 98.75%, and there are no students who do other activities that are not relevant. And the observation results show that the interest and motivation of students while participating in Indonesian language learning activities is very good. This is indicated by the description obtained during the learning activities.

a. Student learning outcomes

At this stage an evaluation is carried out in the form of a procedure text writing test using a process approach.

Table 4.6 Statistical Scores of the Ability to Write Complex Procedural Texts of Students K class XI TKR 1 SMK Negeri 2 Bungoro Through the Second Cycle Process Approach.

NO	Statistics	Nilai Statistik
1	Research subject	32
2	Ideal score	100
3	Maximum score	95
4	Min score	64
5	Average	80,56

Based on table 4.6, it can be concluded that the results of the ability to write complex procedural texts of class XI TKR 1 SMK Negeri 2 Bungoro through the process approach in the second cycle obtained an average score of 80.56, from an ideal score that might be achieved 100. The

maximum score is 95 and the score minimum 64. Then the result of students' ability to write complex procedure texts that have been obtained, the researcher categorizes them into standard assessment categories. The score categories that have been determined by previous researchers are:

Tarif Keberhasilan	Qualification
85%-100%	Very Good (SB)
75%-84%	OK(B)
60%-74%	Enough( C)
40%-59%	Less (K)
0%-39%	Very Less(SK)

If the scores of student learning outcomes are grouped into five categories, the frequency distribution of scores is obtained which can be shown in table 4.7 below:

Table 4.7 Percentage of Ability to Write Complex Procedure Text of Class XI TKR 1 Negeri 2 Bungoro Students through Process Approach Second Cycle

NO	Nilai	Kategori	Frekuensi	Persentase (%)
1	0-39	Sangat Kurang	0	0 %
2	40-59	Kurang	0	0 %
3	60-74	Cukup	4	12,5%
4	75-84	Baik	16	50%
5	85-	Sangat	14	43,75%



	100	Baik		
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Based on table 4.7, it was found that of the 32 students of class XI TKR 1 SMK Negeri 2 Bungoro, there were (0%) whose results of the ability to write complex procedure texts were in the very less category, 0 people (0%) were in the less category, 4 people (12,5 %) fall into the sufficient category 20 people ( 50 %) fall into the good category and 14 people ( 43.75 %) fall into the very good category . Thus, if the average score is related to the categorization of scores, the results of the ability to write complex procedural texts of class XI TKR 1 SMK Negeri 2 Bungoro through the second cycle process approach are in the high category. If the results of the ability to write complex procedure texts for class XI TKR 1 SMK Negeri 2 Bungoro in the second cycle are analyzed, the presentation of student mastery learning in the second cycle is shown in table 4.8 below.

## CONCLUSION

Based on the results of research on learning, the teacher carries out two stages in learning to understand complex procedural texts for students of SMK Negeri 2 Bungoro, namely the implementation of learning and learning assessment, the authors conclude a number of things as follows.

At the learning implementation stage, the teacher carries out three stages in the learning implementation stage, namely preliminary activities, core activities, closing activities. Preliminary activities, the teacher does apperception and motivation by linking learning with students' lives. There are indicators that are not implemented by the teacher, namely the teacher conveys the benefits of learning material. In the core activities the teacher has carried out the components of the implementation of learning in accordance with the planned time allocation, the material conveyed by the teacher in learning is complex procedure text, during the implementation of learning to understand complex procedure text, the teacher always provides reinforcement of the material discussed.

In addition, it also applies a process approach and invites students and teachers to play an active role, process skills are intellectual skills that equip students with an ability to think logically and systematically and invite students to observe, reason, try and communicate. The teacher also utilizes learning resources in the form of printed books and media in the form of power points using correct and appropriate language.

In the first cycle which was completed individually from 32 people only 14 students or 43.75% met the minimum completeness criteria (KKM) or were in the very low category and the second cycle increased to 29 students from 32 students or 87.5 had fulfilled the KKM and classically it has been fulfilled which is in the high category.

Observation of student learning activities that are relevant to learning shows an increase. In the first cycle, 93.5% student attendance increased to 98.75% in the second cycle, students who paid attention to the material in the first cycle increased 93.5% to 98.75%, students who asked questions in the first cycle increased to 21.0% 66.5% in the second cycle, students who answered questions in the first cycle increased 42.89% to 58.4% in the second cycle, and students who actively worked on the first cycle 93.5% increased to 98.75% in the second cycle . Then students who do other activities that are not relevant to other activities in the first cycle 14.73% decreased to 0% in the second cycle.

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