



## The Effectiveness of the Problem-Solving Method in Improving the ability of Writing Narrative Paragraph of Students of Class XI MAN 4 Bone

Jumriati<sup>1\*</sup>, Herawati Arief S<sup>2</sup>, Rosary Iriany<sup>3</sup>

<sup>1</sup>Universitas Islam Makassar, Indonesia

<sup>2</sup>Universitas Islam Makassar, Indonesia

<sup>3</sup>Universitas Pancasakti, Indonesia

\* Corresponding Author. E-mail:

[jumriati.dty@uim-makassar.ac.id](mailto:jumriati.dty@uim-makassar.ac.id)

[herawatiarief.dty@uim-makassar.ac.id](mailto:herawatiarief.dty@uim-makassar.ac.id)

[rosaryiriany2401@gmail.com](mailto:rosaryiriany2401@gmail.com)

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### Abstract

*This study aims to apply the Problem-Solving method to improve students' ability to write narrative paragraphs. This research is classroom action research carried out in 2 cycles. The subjects in this study were class students XI MAN 4 Bone which totaled 30 students. The analysis technique in this study used quantitative and qualitative analysis. Data collection techniques in this study were tests, observations, and interviews. While the object of this study is the application of the Problem-Solving method in improving the ability to write narrative paragraphs. In the pre-action students' writing results obtained an average value of 71.13. Cycle I as many as 17 students with a percentage level of 56.7% reached the complete category while those who did not complete 13 students with a percentage level of 43% obtained an average value of 72.7 thus this study continued to the second cycle because the frequency of completeness had not reached 70% of the indicator setting. In cycle II as many as 26 students were categorized as complete with a percentage level of 87% while the number of students who had not reached completeness was 4 students with a percentage level of 13% so the results of the implementation of cycle II obtained an average value of 79.93. Thus, it can be concluded that the application of the Problem-Solving method in improving the ability to write narrative paragraphs of class students XI MAN 4 Bone categorized as very good.*

**Keywords:** Learning Methods, Problem Solving, Narrative Paragraphs

### INTRODUCTION

Learning Indonesian is one of the most important subject matter in school. The aim of learning Indonesian is for students to have good and correct Indonesian language skills and to be able to appreciate Indonesian language and literature in accordance with the situation and language goals as well as the level of experience of elementary school students. Learning Indonesian is divided into

four aspects, namely reading, listening, speaking, writing.

Writing is an activity of expressing one's thoughts, ideas, and feelings which are expressed in written language according to Tarigan (2013: 3) writing is a language skill that is used to communicate indirectly, not face to face with other people. Tarigan (2013: 21) also added that writing is deriving or describing graphic symbols that describe

a language that is understood by someone so that other people can read these graphic symbols if they understand the language and graphic images.

Writing paragraphs can be said to be a mini-discourse resulting from the amalgamation of several sentences, which means every element of the long essay/writing in the paragraph. Paragraphs are also often called paragraphs. Paragraph is a group of related sentences. Therefore, the sentences in one paragraph must be sentences that are coherent or related to one another. Ideally, in one paragraph there is one main idea and several explanatory thoughts.

Based on the results of initial observations made by researchers in class XI MAN 4 Bone, learning to write paragraphs is still low due to several factors. First, the lack of habit of the writing tradition causes students to become burdened when they get assignments to write. Second, learning time is less effective because the teacher only explains with the lecture method causing students to feel bored in following the learning process. This is because many students are still confused about the ideas that will be poured in writing. Most students are more busy asking questions with friends next door or behind them than asking the teacher. Thus a lot of time is wasted thinking, so students will not complete their writing perfectly. In fact the problems above are closely related to the learning methods used by teachers during teaching and learning activities. Less innovative methods cause students to be less motivated to write paragraphs. After the teacher delivered the material the students were immediately assigned to write paragraphs, but students were still confused about putting ideas into writing. This difficulty causes low students' writing skills both in terms of content and language.

Some of the problems above basically arise because the method used by the teacher in learning to write paragraphs is inadequate. Therefore, to develop student motivation, a teacher must go through efforts

using innovative learning methods. In addition, the learning process is also going well so that problems in expressing ideas when dealing with students can be resolved by using the Problem Solving method in it which prioritizes group work but individual responsibility is still developed in it. So, in cooperative learning, students learn together in small groups and help each other. The number of members in one group varies from two to five (Siswanto, et al. 2016: 63).

Based on this explanation, the researcher was motivated to conduct classroom action research to improve the quality of the process and learning outcomes of narrative paragraph writing skills.

## **RESEARCH METHODS**

The type of research used is classroom action research with the presentation of qualitative data that observes all the activities of the teaching and learning process of students and teachers, so that in the end from these observations quantitative data will be obtained. Quantitative data were obtained from observation sheets, journals and interviews in each implementation of the action (learning process).

Classroom action research is research conducted by researchers in collaboration with teachers (usually carried out by the teacher who also acts as a researcher) in the classroom or at the school where he teaches with an emphasis on perfecting or improving learning processes and practices (Arikunto, 2011: 72) . Another opinion was expressed by Sanjaya (2011: 26) that classroom action research is a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing every effect of the treatment. This classroom action research was conducted to describe and observe the learning process of class XI MAN 4 Bone students through the Problem Solving method. The implementation mechanism is planned in a cyclical form. Each cycle carried out 4 stages, namely (1) planning, (2)

implementation (3) observation, (4) and reflection.

This classroom action research is designed in a cyclical form. Cycle 1 took place in two meetings and the next cycle took place in two meetings. Cycle 1 and cycle -n include: action planning, action implementation, observation (observation), and reflection.

#### 1. Planning Stage

The planning stage is the activity carried out to develop an action plan to be implemented. Planning is made after considering the input data obtained through the initial identification process. The conditions of the learning process and the inputs obtained from fellow teachers, so that appropriate learning strategies can be determined to take corrective action. Plans are developed reflectively, collaboratively, and participatively.

#### 2. Action Implementation Stage

The implementation stage of the action is planning a predetermined plan. Actions taken to stimulate cognitive intelligence in the learning process so as to be able to optimally improve the quality of learning outcomes and improve conditions and overcome problems that occur.

#### 3. Observation/observation stage

Observations or observations made by researchers aim to examine carefully the problems that occur in the learning process. Observations of teachers are carried out by fellow teachers to provide corrections during learning activities (field notes) in the form of filling out observation sheets to assist analysis of values that occur in research activities.

#### 4. Reflection Stage

Reflection is a contemplative activity carried out by researchers and teachers. Reflection is carried out in the following three stages.

- a) Initial reflection, to consider various problems and supporting factors, inhibiting, and developing learning models.

- b) Process reflection, intended to see the acquisition of learning outcomes, participation and for children's abilities, in the teacher's learning process in developing learning to support the achievement of learning objectives.

- c) Revisions are improvements that aim to perfect the quality of learning outcomes by looking at deficiencies and the implementation of learning, used for designing and preparing the next program.

Sources of data in this study are described based on data which includes planning, implementation and evaluation data. The planning data source is the lesson plan that has been designed by the teacher and the researcher, while there are two implementation data sources, namely students and teachers have knowledge of how students work. The source of the evaluation data was the results of a paragraph writing test by 30 students. 16 male students and 14 female students.

Analysis of student activity data obtained from the results of the observation sheet of student activity in the learning process is analyzed by the formula:

$$AP = \frac{\sum}{\Sigma} \times 100\%$$

Information:

AP: Value percent wanted

$\sum P$ : The number of students doing the activity

$\sum p.s$ : The total number of students

To find out the categories of student learning activity levels can be seen in the following table:

Table of Student Activity Criteria

Activity Rate (%)	Criteria
76-100	Very good
51-75	Good
26-50	Pretty good
≤ 25	Not good

Source: Trianto (2011: 243)

Each student in the teaching and learning process is said to be complete if he gets a score of more than or equal to 70. The minimum completeness score of 70 is

chosen because it is adjusted to what has been set by the Indonesian language subject teacher who teaches at class XI MAN 4 Bone and also conditioned with school conditions.

The formula for calculating the acquisition of scores obtained by individual students is as follows:

$$Value = \frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100$$

## RESEARCH RESULTS AND DISCUSSION

### Research result

#### Description of Implementation of Cycle 1 Actions

##### a. Action Planning

- 1) The researcher coordinated with the Indonesian language teacher regarding the research actions to be carried out.
- 2) The researcher made a Learning Implementation Plan (RPP) before starting the teaching and learning process.
- 3) Prepare assessment sheets for the ability to write paragraph texts, field notes and documentation.
- 4) Complete the necessary devices in the teaching and learning process.

##### b. Action Implementation

Which action carried out by researchers in the first cycle, namely following the plan that had been made before. For one hour of lessons at each meeting in the learning process (60 minutes). The details of implementation at each meeting are:

##### Cycle I meeting I

Learning activities are in accordance with the Learning Implementation Plan (RPP) that has been made.

- 1) The initial activity begins with greeting and praying and the teacher greets students and checks student attendance.
- 2) The teacher gives appreciation by giving questions about narrative paragraphs.
- 3) The teacher explains the steps of the activities that will be carried out by students.
- 4) The teacher's main activity is to prepare a power point display and

explain the contents of the power point.

- 5) After that the teacher gives the task of writing a narrative paragraph text.

##### Cycle I meeting II

Based on the learning implementation plan (RPP) learning activities, the steps for learning activities can be described as follows:

- 1) The initial activity begins with the teacher starting the lesson by greeting, greeting, and continuing with reading a prayer before learning.
- 2) Appreciation, the teacher gives questions to students regarding types of essays, steps to write narrative paragraphs, sentence structure, choice of words (diction), spelling and use of punctuation marks. Students become ready and eager to participate in learning activities. Then the teacher conveys the learning objectives of this meeting, namely writing narrative paragraphs using the Problem Solving method.
- 3) Students and teachers hold discussions about difficulties and mistakes in previous learning.
- 4) Students pay attention to the teacher's explanation about the ability to write narrative paragraphs using the Problem Solving method. Students are very enthusiastic in receiving new material through the Problem Solving method.
- 5) The final activity, the teacher provides guidance to students to draw conclusions about the material that has been studied. The teacher motivates students that writing is a work of literature which is very important as a provision for life skills, and in line with technological developments. Furthermore, the teacher ends learning Indonesian by greeting.

##### c. Observation

The results of field notes in Cycle I Meeting I, obtained data regarding student attitudes and actions which showed:

- 1) Students are happy to receive lessons in the sufficient category.
- 2) Students listen to the explanation seriously with sufficient category.
- 3) Students are very enthusiastic in receiving lessons in the sufficient category.
- 4) Students give opinions or ideas with sufficient category.
- 5) Active students give questions with sufficient category.
- 6) Students actively answer questions in the sufficient category.

Data from the results of field observation notes in cycle I of the first and second meetings, the researcher concluded that student data obtained student attitude or action data which showed:

- 1) Students are happy to receive lessons with good categories.
- 2) Students listen to the explanation seriously with a good category.
- 3) Enthusiastic students in following the lessons with enough category.
- 4) Students express opinions or ideas with sufficient category.
- 5) Active students give questions with sufficient category.
- 6) Students actively answer questions in the sufficient category.

Data from field observations in cycles I and II, the researcher can conclude that student activity is categorized as good.

#### a. Teacher Observation

Data from field notes from cycle II meeting I, obtained teacher observation data as follows:

- 1) The teacher gives apperception in good category;
- 2) Explanation of the contents of paragraphs with good categories;
- 3) The teacher gives an explanation about the structure of paragraphs in a good category;

- 4) The teacher gives an explanation of how to place grammar in a good category; And
- 5) The teacher gives practice writing paragraph texts in the sufficient category.

Regarding the results of the field notes of the first cycle of the second meeting, the following teacher observation data can be obtained.

- 1) The teacher gives appreciation in the good category;
- 2) Explanation of the contents of paragraphs in good category;
- 3) Explanation of paragraph text structure in good category;
- 4) Explanation on how to place the grammar of paragraph text in both categories and;
- 5) Guiding the practice of writing paragraph texts in the good category.

#### b. Reflection on Learning Cycle I

Reflection on learning activities is carried out as input material in the planning and implementation of the next cycle. The results of cycle I reflection are expected to provide better changes in cycle II.

From the results of observing the learning process in cycle I and the results of writing student narrative paragraphs, this researcher found several problems that had to be fixed in the next cycle. The problem is as follows.

##### 1) For Teachers

The question and answer process still does not liven up the classroom atmosphere, which is carried out by the teacher regarding the Problem Solving method so that some students are active in question and answer activities and some students only express their opinions by taking turns without being dominated by certain students.

##### 2) For student

Partstudents are still very difficult to express ideas or thoughts because the question and answer process is more dominant to certain students. Therefore students are asked to express their opinions

in turn without being dominated by certain students.

Students also still often make mistakes in writing paragraphs both in terms of grammar and sentence writing in writing narrative paragraphs. This can be overcome by the way the teacher can guide students to observe errors in writing paragraphs.

c. Cycle 1 Implementation Test Results

Based on the results of the implementation of the cycle 1 test obtained the average value is 72.7, the minimum value is 50, and the maximum value is only 80. Achievement results write narrative paragraphs using the Problem Solving method in the implementation of cycle 1 tests can be seen in the following table.

Table 4.3 Frequency Distribution of Ability to Write Narrative Paragraphs with the Method Problem Solving on the Implementation of Cycle 1 Tests

No	Mark	Frequency	Percentage
1	50 – 60	6	20
2	61–70	6	20
3	71–80	16	53
4	81–90	2	6.7
5	91–100	0	-
Amount		30	100%

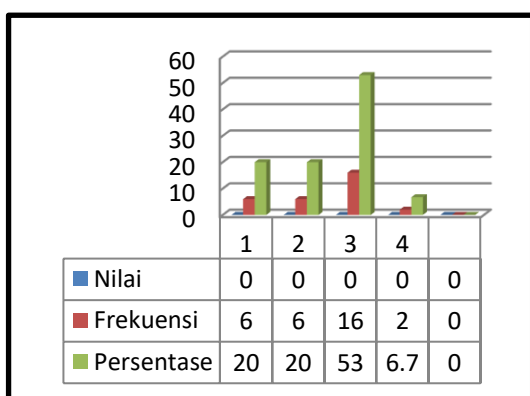


Figure 2. Frequency Distribution of Ability to Write Narrative Paragraphs with the Problem Solving Method in Cycle 1 Test Implementation

Table 4.4 Percentage of Completeness of the Ability to Write Narrative Paragraphs with the Problem Solving Method in the Implementation of Cycle 1 Tests

No	Category	Frequency	Percentage
1	complete	17	56.7%

(Score $\geq$ 75)			
2	Not Completed	13	43%
(Value $<$ 75)			
Amount		30	100%

Based on the results of the implementation of the ability to write narrative paragraphs with the method Problem Solving in the implementation of cycle 1 tests as many as 17 students with a percentage level of 56.7% reached the complete category. However, the number of students who had not achieved completeness was 13 students with a percentage level of 43%. Thus, this research was continued to the second cycle because the frequency of completeness had not reached 70% of the determination of the success indicators of this study.

Description of Implementation of Cycle II Actions

a. Action Planning

- 1) The researcher coordinated with the Indonesian teacher regarding the actions of cycle II to be carried out.
- 2) The researcher made a Learning Implementation Plan (RPP) before starting the teaching and learning process.
- 3) Prepare assessment sheets for the ability to write paragraphs, field notebook notes, and documentation.
- 4) Complete the necessary devices in the teaching and learning process.

b. Action Implementation

The action taken by the researcher in cycle II was to follow the plans that had been made before. For two hours of lessons at each meeting in the learning process (120 minutes). The details of implementation at each meeting are:

Cycle II Meeting I

The learning material is writing paragraph text with the problem solving method. The learning objectives of this meeting are the placement of structure and grammar in writing good paragraphs. Learning activities are in accordance with the Learning Implementation Plan (RPP) that has been made. The steps of learning activities are as follows.

- 1) The first activity began by saying greetings from students and teachers. The teacher prepares students to carry out the Indonesian language learning process. Furthermore, the teacher gives an appreciation of the material that will be given. This appreciation is in the form of questions by the teacher about the events around them, "Children, have you ever seen things that happen in everyday life?" all the students answered yes and the mother asked about the events she had seen.
- 2) The teacher conveys the learning objectives that must be achieved, the teacher repeats the learning material at the previous meeting, and relates it to the material about writing narrative paragraphs with the theme Covid-19.

The teacher explains the material for writing paragraphs and how to write good paragraphs. Students are very interested in the Problem Solving method, students are seen starting to get rowdy talking about the Problem Solving method. Students are then guided by the teacher how to write paragraph texts well.

- 3) The teacher teaches how to place grammar in writing paragraphs so that students know the placement of good grammar.
- 4) Students are given time to develop procedures for writing paragraphs.
- 5) Closing activities, the teacher guides students to conclude the material that has been presented and conducts questions and answers. Students get motivation from the teacher, that reading a literary work is very important as a provision of life skills, and in line with technological developments and the development of the music industry. Furthermore, the teacher ends the Indonesian language learning activities by greeting.

#### Cycle II Meeting II

The learning material is writing paragraph text with problem solving. The learning objectives of this meeting are the placement of structure and grammar in

writing good paragraphs. Learning activities are in accordance with the Learning Implementation Plan (RPP) that has been made. The steps of learning activities are as follows.

- 1) The initial activity begins with the teacher starting the lesson by greeting, greeting, and continuing with reading a prayer before learning.
- 2) Appreciation, the teacher gives questions to students regarding types of essays, steps to write paragraphs, sentence structure, choice of words, spelling and use of punctuation marks. Students become ready and eager to participate in learning activities. Then the teacher conveys the learning objectives of this meeting, namely writing narrative paragraphs using the Problem Solving method.
- 3) Teachers and students carry out question and answer activities about difficulties, mistakes in previous meeting or learning activities.
- 4) Students pay attention to the teacher's explanation about the ability to write narrative paragraphs using the Problem Solving method. Students are very enthusiastic in receiving new material using the Problem Solving method, which is accompanied by group work and discussion.
- 5) Closing activities, the teacher guides students to conclude the material studied previously, the teacher gives motivation to students that writing, including a literary work, is very important as a provision of life skills, and along with technological developments. Furthermore, the teacher ends the Indonesian language learning activities by greeting.

#### c. Observation

The results of field notes in Cycle II Meeting I, obtained data regarding students' attitudes and actions which showed:

- 1) Students are happy to receive lessons in the sufficient category.

- 2) Students listen to the explanation seriously with sufficient category.
- 3) Students are very enthusiastic in receiving lessons in the sufficient category.
- 4) Students give opinions or ideas with sufficient category.
- 5) Active students give questions with sufficient category.
- 6) Students actively answer questions in the sufficient category.

Data from the results of field observation notes in the second cycle of meetings II and second, the researcher concluded that student data obtained student attitude or action data which showed:

- 1) Students are happy to receive lessons with good categories.
- 2) Students listen to the explanation seriously with a good category.
- 3) Students are enthusiastic in following the lesson in the sufficient category.
- 4) Students express opinions or ideas with sufficient category.
- 5) Active students give questions with sufficient category.
- 6) Students actively answer questions in the sufficient category.

Data from field observations in cycles I and II, the researcher can conclude that student activity is categorized as good.

#### d. Teacher Observation

Data from field notes from cycle II meeting I, obtained teacher observation data as follows:

- 1) The teacher gives apperception in good category;
- 2) Explanation of the contents of paragraphs with good categories;
- 3) The teacher gives an explanation about the structure of paragraphs in a good category;
- 4) The teacher gives an explanation of how to place grammar in a good category; And
- 5) The teacher gives practice writing paragraph texts in the sufficient category.

Regarding the results of the field notes of the second cycle of the second meeting, the teacher's observation data can be obtained as follows.

- 1) The teacher gives appreciation in the good category;
- 2) Explanation of the contents of paragraphs in good category;
- 3) Explanation of paragraph text structure in good category;
- 4) Explanation on how to place the grammar of paragraph text in both categories and;
- 5) Guiding the practice of writing paragraph texts in the good category.

#### d. Reflection on Learning Cycle II

Reflection on learning cycle II begins with analyzing the results of students' narrative paragraph writing texts that have been carried out in cycle II meetings I and II.

The results of observations during the learning process in cycle II took place and the results of writing student narrative paragraphs. This researcher still finds some problems that must be fixed from the next cycle. Based on the results of the implementation of cycle 2 obtained the average value is 79.93, the minimum value is 68, and the maximum value is only 90. Achievement results write narrative paragraphs using the Problem Solving method in the implementation of cycle 2 tests can be seen in the following table.

Table 4.5 Frequency Distribution of Ability to Write Narrative Paragraphs with the Method Problem Solving on the Implementation of Cycle 2 Tests

No	Mark	Frequency	Percentage
1	50 – 60	0	-
2	61–70	4	13.3
3	71–80	18	60
4	81–90	8	26.7
5	91–100	0	-
Amount		30	100%



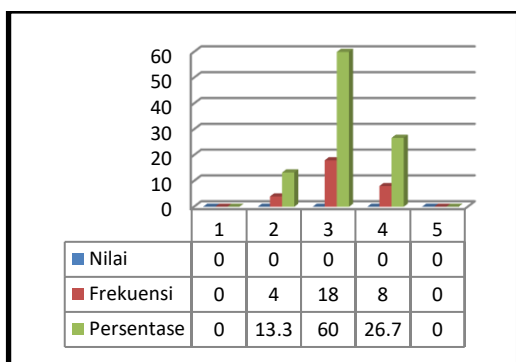


Figure 3. Frequency Distribution of Ability to Write Narrative Paragraphs with the Method Problem Solving on the Implementation of Cycle 2 Tests  
 e. Cycle 2 Implementation Test Results

Table 4.6 Percentage of Completeness of the Ability to Write Narrative Paragraphs with the Method Problem Solving on the Implementation of Cycle 2 Tests

No	Category	Frequency	Percentage
1	Complete (Score $\geq$ 75)	26	87%
2	Incomplete (Score $<$ 75)	4	13%
Amount		30	100%

Based on the results of the implementation of the ability test to write narrative paragraphs with the method Problem Solving in the implementation of cycle 2 tests as many as 26 students were categorized as complete with a percentage level of 87%. Meanwhile, the number of students who have not achieved completeness is 4 students with a percentage level of 13%. Thus, this study ended in a cycle because the level of completeness had exceeded the predetermined success indicators.

### Discussion

Learning the ability to write narrative paragraphs through the Problem Solving method. Aims to improve the results of the ability to write narrative paragraphs. Students become interested in participating in learning, and teachers can more easily deliver learning material.

#### a. Discussion of cycle I

On process learning the ability to write narrative paragraphs in cycle I, the teacher still did not turn on the process of

writing narrative paragraphs so that only certain students were active. Therefore, researchers must provide more opportunities for students to express their opinions in turn without being dominated by certain students.

Student observations were made simultaneously during the learning process. From the results of field notes in cycle I, data on attitudes or actions of students during the learning process of the ability to write narrative paragraphs through the Problem Solving method were obtained. Aspects of student attitudes or actions observed were happy to receive lessons, listen to teacher explanations seriously, enthusiasm in lessons, express opinions and actively ask questions. From these data it can be concluded that the attitude or activity of students is in the sufficient category.

On 17 students (56.7%) completed the first cycle, while 13 students (43%) did not complete the learning to write paragraphs. The lowest average value limit is  $>$  65 while the average value in cycle I is 72.7. The highest score was 88, while the lowest score was 55. Learning to write narrative paragraphs in cycle I had not yet reached the determination of success indicators, so the researcher continued to cycle II.

#### b. Discussion of Cycle II

In the learning process cycle II student behavior and the role of the teacher has increased. The application of the Problem Solving method in learning to write narrative paragraphs is proven to be able to make students interested and always want to know how to write narrative paragraphs by paying attention to the structure and language rules.

In cycle II, there were 26 students (87%) who had completed it, while 4 students (13%) had not completed it. The lowest limit used is  $\geq$  70, while the average value in cycle II is 79.93. The highest score was 90 and the lowest score was 68. Learning the ability to write narrative paragraphs in cycle II increased from the percentage in cycle I 72.7 to 79.93.

This research was concluded and declared successful in cycle II, because it

had shown the indicators of success previously set.

### Conclusion

It can be concluded that the application of the Problem Solving method can improve the ability to write narrative paragraphs for class XI MAN 4 Bone students. Improvement in process results can be seen in the implementation of learning that is going well. During the process of learning to write narrative paragraphs, students participate actively in interacting or collaborating with other students. Students respond positively to the learning methods used. In addition, there was a good debriefing between the teacher and students.

The increase in the results of writing narrative paragraphs in class XI MAN 4 Bone students can be seen from the average score of students from the pre-action or initial conditions of 12 students 40% who completed, 18 students did not complete 60% did not complete, still categorized as having not reached the standard of 70% completeness. In cycle I, with a frequency of 17 students, 56.7% completed and 13 students did not complete, with a percentage of 43%. This research was continued to cycle II because the frequency had not reached 70%, in cycle II, 26 students completed with a percentage of 87%, 4 students did not complete with a frequency of 13%, so the results of the implementation of cycle II obtained an average value of 79.93. Thus, it can be concluded that the application of the Problem Solving method in improving the ability to write narrative paragraphs for class XI MAN 4 Bone students is categorized as very good.

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### Author Profile 1

Jumriati, born in Nusa, Bone Regency, June 16, 1989, is now a lecturer at the Islamic University of Makassar. The author studied at SD Inpres 10/73 Arallae, Bone Regency in 1996 and graduated in 1995. Then continued his education at Salomekko 3

Public Middle School, Bone Regency in 2002 and graduated in 2005. Then in the same year, the writer continued his education at SMA Negeri 1 Kahu, Bone Regency and graduated in 2008. In 2008, the author returned to continue his studies at Makassar State University (UNM). In 2013, he continued his education in the postgraduate program at Makassar State University and graduated in 2015.

**Author Profile 2**

Herawati Arief S, born in Bule, Enrekang Regency, November 17 1968, who is now a lecturer at the Makassar Islamic University in the Indonesian Language and Literature Education study program, the author took his undergraduate education at the Indonesian Muslim University (UMI) graduating December 10, 1997. Then the writer continued his Masters degree at Hasanuddin University (UNHAS) graduating on December 16, 2005.

**Author Profile 3**

Rosary Iriany, born in Labessi, Soppeng Regency, March 20, 1990, who is now a lecturer at Pancasakti University, Makassar. The author studied at Kindergarten LalotengaE DDI Pattojo in 1995. Then continued his basic education at SDN 233 Abbinenge in 1996 and graduated in 2002. Furthermore, the author continued his education at SMP Negeri 1 Marioriwawo in 2002 and graduated in 2005. Then in In the same year, the author continued his education at Liliriaja 1 Public High School and graduated in 2008. In 2008, the author returned to continue his studies at Makassar State University (UNM). In 2013 he continued his education at the Makassar State University postgraduate program and graduated in 2015.