IMPROVING PROCEDURAL TEXT WRITING SKILLS THROUGH DISCUSSION METHODS
IN CLASS VII MTS QUR'AN BOARDING SCHOOL

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Abstract

This research is Classroom Action Research (PTK) which aims to make learning more interesting and motivate students to improve their ability to create procedural texts. The PTK model uses simply classroom action research carried out by following the PTK flow procedure by the John Elliott Model, which uses four stages carried out repeatedly, namely: planning, action, observation and reflection. . The research subjects were all class VII students at MTs Qur'an Boarding School Cupak Kecamatan Gunung Talang Kabupaten Solok- Padang for the 2024/2025 academic year with a total of 15 students. The use of the small group discussion method is good. Student learning outcomes in cycle I were 80% of students (12 people), then in cycle II it was 100% of students who got good grades with an average score of 87.5. The small group discussion method is an effective method for creating real procedural texts because each group member can contribute with their ideas and opinions.

Keywords: Discussion Method, Improving Writing Skills

1. Introduction

Indonesian is the unifying language of the Indonesian nation. Indonesian as the unifying language of Indonesia was initiated in The third point of the content of the Youth Pledge text. The third point of the Youth Pledge is reads " *We the sons and daughters of Indonesia uphold the language of unity" Language Indonesia"* . Language Indonesia is used in formal communication or communication informal. To achieve the goal of using Indonesian as a As the unifying language of the Indonesian nation, the government has made learning Indonesian a compulsory subject.

Many Indonesian language subjects think that The subject is a very easy subject, less interesting, and a very boring subject. Writing skills are one of the very difficult skills and not many people like this skill. To achieve these skills, teachers are required to provide learning with the right approach, strategy, model, method and learning techniques. According to Winarto Surakhmad (in Saadie et al., 2023; 1.5) a method is a way, in which its function is a tool to achieve a goal.

The selection of the right learning method in teaching can support the smoothness of directed learning. The right learning method will be able to achieve the expected

learning objectives. According to Mulyono (2011:19) discussion is a way of presenting learning materials in which the teacher gives students or groups of students the opportunity to hold scientific discussions in order to collect opinions, make conclusions, or compile various alternative solutions to a problem.

After the researcher conducted direct observation to MTs Qur'an Boarding School Cupak, the author found several problems in grade VII (seven) students. The problem is that students are less interested in paying attention to the teacher's explanation and the students lack motivation in learning and learning is still centered on the teacher. Through the method, the quality of learning can be improved and students can write procedural texts properly and correctly. Using this learning method provides students with the opportunity to learn actively, creatively and foster their enthusiasm for learning.

Text is a language medium used to express a thought that is poured out verbally or in writing with a complete structure. According to Rahman, (In Aulia 2019) text is a language expression that according to its content, syntax, and pragmatics is a unity . Procedures are the steps that must be taken to do something completely and clearly. According to Dekdiknas (2008), procedures are activities to complete an activity.

According to Suherli (2017: 9) procedural texts usually consist of objectives, tools, materials and how to make them. Skills are abilities formed from cognitive learning outcomes, which are done well, quickly and precisely. Skills can be shown in actions shown from students' abilities in doing something. So other terms for skills can be called dexterity, proficiency, or ability, to do something well and carefully. There are four language skills, namely listening skills, speaking skills , reading skills, and writing skills (Tarigan, 2018: 1) .

2. Method

This research is a Non-Class Research conducted to improve procedural text writing skills through discussion methods in class VII MTs Qur'an Boarding School. In this learning improvement research, the subjects of the research were 15 female students of class VII MTs Qur'an Boarding School. This research was conducted at MTs Qur'an Boarding School Cupak, Gunung Talang District, Solok Regency, West Sumatra. The research was conducted from April 24, 2024 to May 8, 2024. This learning improvement research took place in two stages, namely: The first stage, cycle I and the second stage, cycle II. For more details, the schedule for implementing the learning improvement research can be seen in the following table:

No.	Day/ Date	Stage	Class	Topics/Learning Materials	Information
1	Wednesday/April 24, 2024	Cycle I	VII	Procedure Text	The research implementation time was adjusted to the Indonesian language
2	Wednesday/08	Cycle II	VII	Procedure Text	

	May 2024				lesson schedule for class VII MTs Qur'an Boarding School.

Table 3.1 Schedule for Implementing Learning Improvement Research.

In this learning improvement research, four stages are used which are carried out repeatedly, namely: planning stage , action , observation , and reflection . Simply put, classroom action research is carried out by following the PTK flow procedure by the John Elliott Model (Imas & Berlin, 2014: 32), as presented in the following chart:
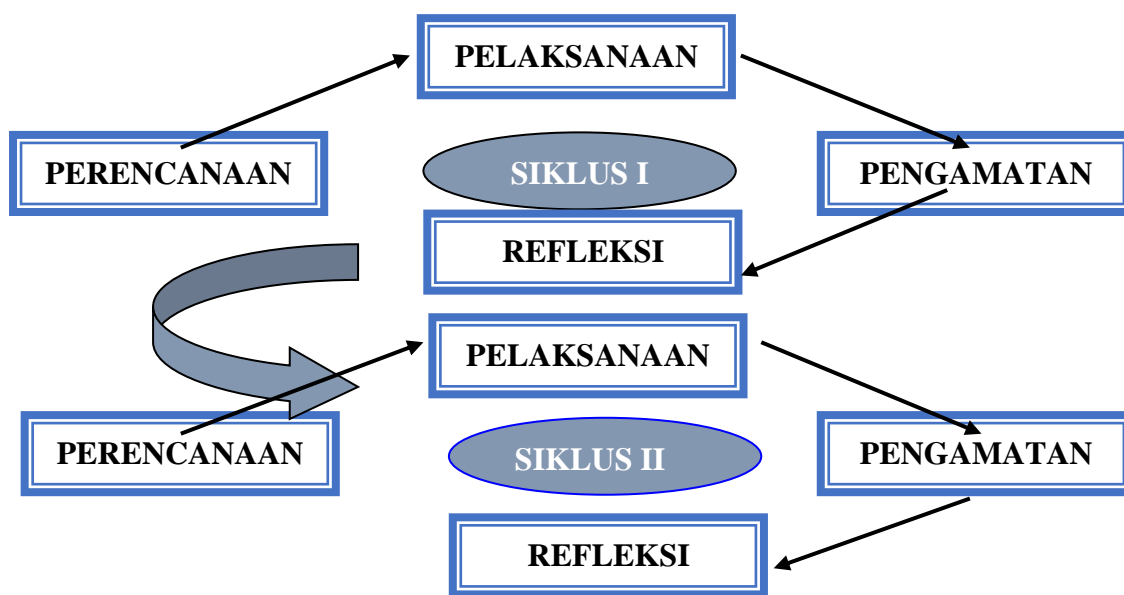
Figure 1: PTK Cycle according to John Elliott's Model

The criteria for the completion of this action will be seen from the learning process, where students are able to achieve a score of more than 80%. The learning process set in this study is if students in the learning process reach 70% (sufficient criteria). The learning process in this study will be seen from the scores obtained by students from observations.

1. **Cycle I**

In cycle I, the implementation process consists of four stages.
   a. *Planning* Stage
   b. Implementation Stage *(Action)*
   c. *Observation* Stage
   d. Reflection *(reflecting)*

2. **Cycle II**

In cycle II, there are corrective and development actions based on the results of reflection on cycle I. The implementation of cycle II actions is basically proof of the cycle I

hypothesis and whether there are changes and improvements in student learning outcomes in writing procedural texts.

a. Planning *Stage*

b. Implementation Stage (*Action*)

c. *Observation Stage*

d. Reflection *(Reflecting)*

To support the results of the research and assessment, data collection was carried out. There are two types of data collection techniques used by the author, namely: Qualitative data and Quantitative data. Quantitative data analysis is a series of methods and procedures used to process, analyze, and interpret data in the form of numbers . Quantitative analysis is carried out to test the differences in material from the posttest results in the study. To calculate quantitative data analysis using the statistical formula, namely:

a. To calculate the average value, the formula is used:

$$X = \frac{\Sigma x}{n}$$

Information :

X = Average class value

Σx = Total number of students' test scores

n = Number of students who took the test

b. To calculate the percentage, the formula is used

$$P = \frac{f}{n} \times 100\%$$

Information :

P = Percentage number

f = Frequency whose percentage is being sought

n = Number of frequencies/number of individuals

Qualitative data analysis is an activity to organize, sort, group, code or mark, and categorize it so that findings are obtained based on the focus or problem to be answered. Data collected from the observation sheet was analyzed in percentage form. To calculate data using the formula:

$$P = \frac{f}{n} \times 100\%$$

Information :

P = Percentage number

f = Frequency whose percentage is being sought

n = Number of frequencies/number of individuals

The indicator of success in this research is the increase in student learning outcomes marked by the achievement of the criteria. Minimum Completion Criteria (KKM) in Indonesian Language subjects. Criteria Value The Minimum Completion

Criteria (KKM) determined by the school is 80. By using the small group discussion method, the average class score was 87.5 with the lowest score of 80 and the highest score of 95, the minimum completion criteria is 80 (KKM).
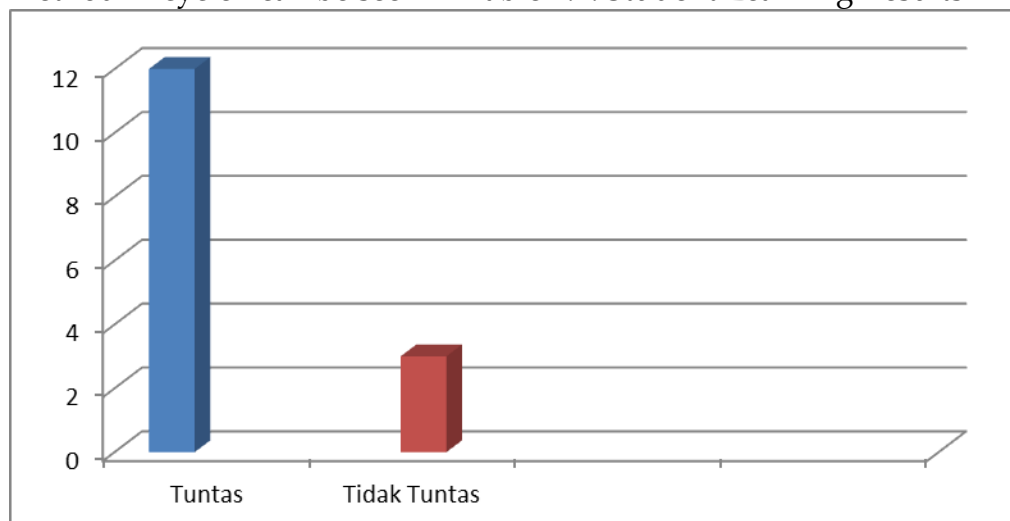
3. Results and Discussion

The results of this study are in the form of test results obtained during the learning process of writing procedural text skills using the discussion method. The test and non-test results are carried out in stages, namely the first stage, pre-cycle; the second stage, cycle I; and the third stage, cycle II. Pre-cycle is a stage of activities carried out before carrying out classroom action research or pre-action from the value of writing procedural text skills before using the discussion method. The cycle I stage is the first action stage or the action stage for improving learning methods related to the topic of procedural texts using the discussion method. Before making this improvement, the learning method used is the lecture method. Cycle II is a further stage of improving learning using the discussion method. At this stage, it is a stage in the form of student skills in writing procedural texts after using the discussion method.

Results of Cycle I Research

Cycle I is the initial action carried out as an activity or effort to improve the value of the results of writing procedural texts of class VII students of MTs Qur'an Boarding School who have not met the KKM before using the discussion method in learning.

The results of the cycle I test are initial data from the results of the application of the small group discussion method in learning the procedural text of the Indonesian language subject. The aspects that are the assessment criteria in writing or producing procedural texts are: title, objectives, tools and materials, steps, and closing or reaffirmation. The results of the test for students writing or producing procedural texts using the discussion method in cycle I can be seen in Table 4.1. Student Learning Results in Cycle I.
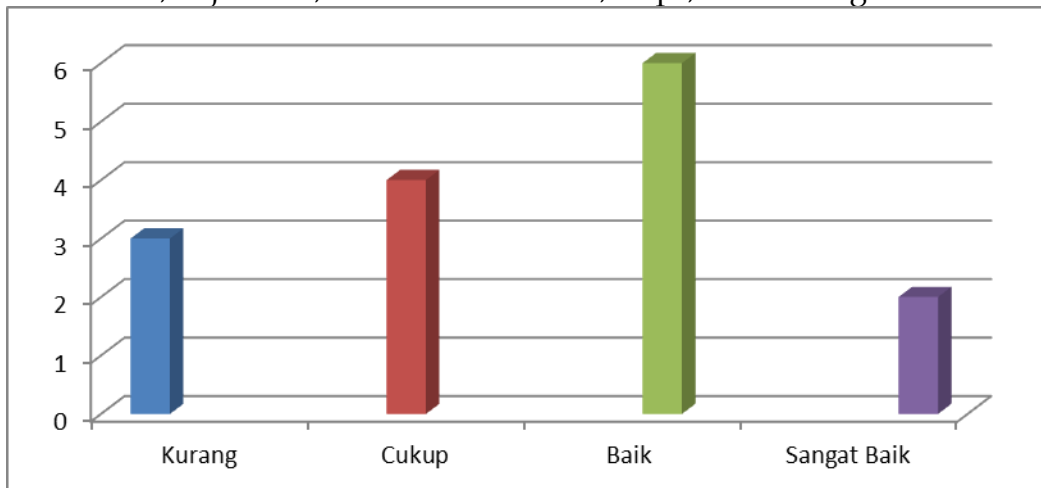

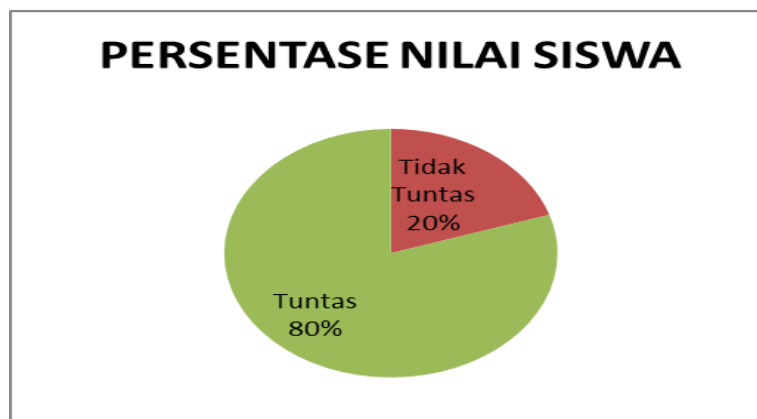
Student Learning Outcomes Graph Cycle I

Based on the data results above, after making improvements to cycle I learning with the discussion method in learning the procedural text of the Indonesian Language subject, the daily scores obtained by class VII students of MTs Qur'an Boarding School from 15

students, namely: 12 students (80%) students got a complete score while 3 students (20%) did not get a complete score. Therefore, the skills of writing or producing procedural texts need to be improved. Improving the skills of writing or producing procedural texts will be carried out in cycle II.

The explanation of the results based on the aspects that are the assessment criteria in writing or producing cycle I procedural texts is explained in the following graph. The graph contains title, objectives, tools and materials, steps, and closing or reaffirmation.

Graphic of Aspects of Assessment Criteria in Writing Cycle I Procedure Texts

Percentage Diagram of Student Grades in Cycle I

a. Observation

After observation by the answering partner, the learning outcomes in the learning activities in cycle I using the small group discussion method in learning procedural texts increased compared to learning before cycle I. However, there are still some shortcomings that need to be fixed in learning writing skills or producing procedural texts using the small group discussion method. The shortcomings that need to be fixed are:

➢ Learning time management is not yet efficient
➢ Improving the RPP (Learning Implementation Plan)

➢ Organize discussions in an orderly manner and provide more interesting media to arouse students' interest in discussing.
➢ Teachers are still not firm enough in managing the class.
➢ There are still students who do not participate in small group discussions.
➢ There are still students who hesitate to express their opinions.
➢ There are still students who do not focus on the learning material.

b. **Reflection**

Based on the results of observations made by fellow students, the researcher conducted a reflection and concluded that the corrective actions taken by the researcher had been successful but needed to be improved in cycle II. Because in cycle I, the learning outcomes were not satisfactory and there were still students who did not pass the school's KKM (Minimum Completion Criteria).

Results of Cycle 2 Research

a. **Planning**

Planning activities in cycle II are carried out by creating lesson plans to improve learning in accordance with the results of reflection and analysis in learning activities in cycle I.

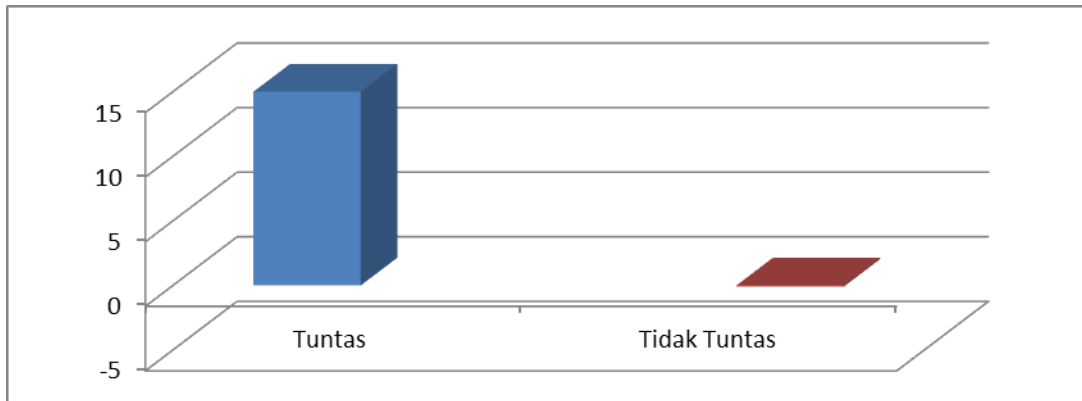The objectives of cycle II improvement are:
➢ Efficient stone management
➢ Fixing RPP
➢ Organize discussions to run in an orderly manner and use more interesting media.
➢ Giving time, attention and encouragement to students to build each student's self-confidence.
➢ Be more assertive in managing the class and creating a conducive class environment so that students can focus on the learning material.

b. **Implementation**

The implementation of cycle II was assisted by peers to observe and assess improvements in cycle II learning carried out by the researcher as an Indonesian language teacher. Peer observations assessed the researcher using an observation sheet that had been prepared before carrying out cycle II research.
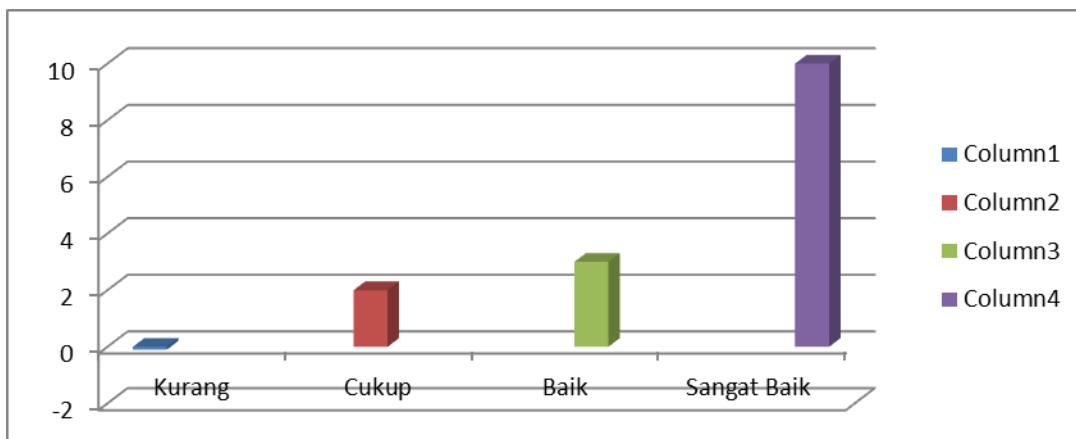1) Preliminary Activities
2) Core activities
3) Closing Activities

The results of the cycle II test are follow-up data from the results of the application of the small group discussion method in learning procedural texts for the Indonesian Language subject in cycle I. The aspects that are the assessment criteria in writing or producing procedural texts are: title, objectives, tools and materials, steps, and closing or reaffirmation.

Student Learning Completion Graph Cycle II
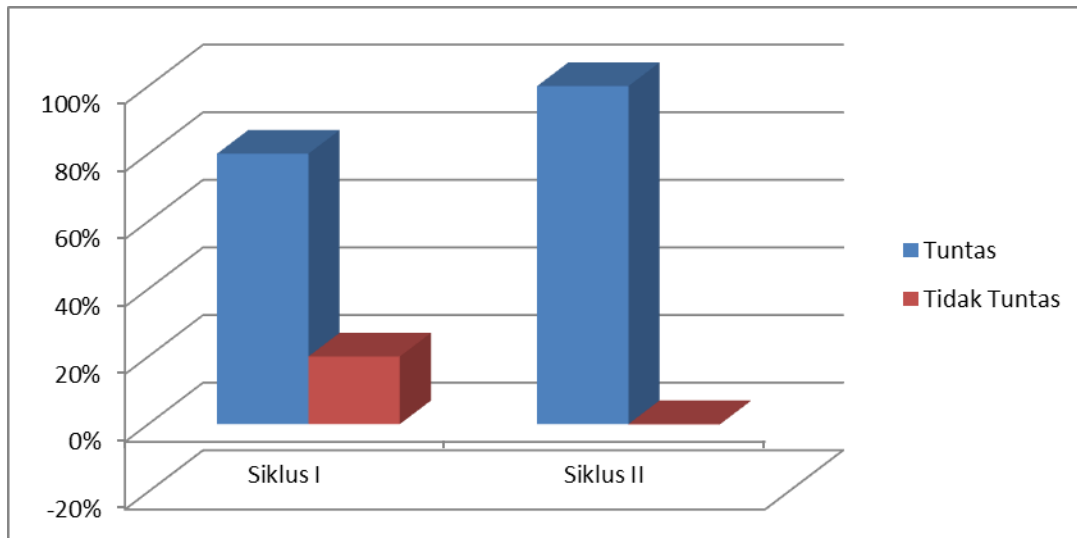

Graphic of Aspects of Assessment Criteria in Writing Procedural Texts Cycle II

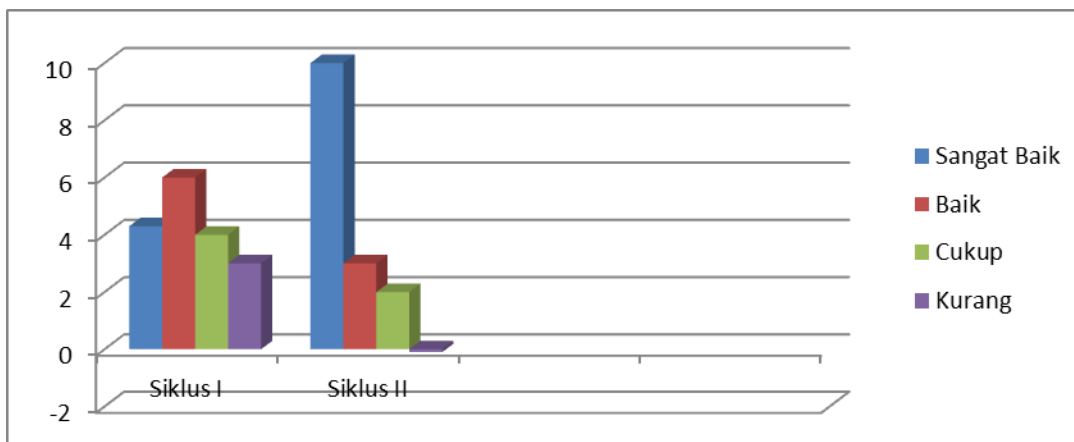**Percentage Graph of Student Scores in Cycle II**

From the data description above, in cycle II all students obtained grades according to the KKM standard with an average class score of 90.7 with a total score of 1360 from 15 students. These data indicate that the learning improvement activities in cycle II in the

Indonesian Language subject on the topic of Writing Skills for Procedural Texts using the discussion method in class VII MTs Qur'an Boarding School can improve student learning outcomes. Based on these results, the research on Writing Skills for Procedural Texts using the discussion method in class VII MTs Qur'an Boarding School was stopped in cycle II.

Graph of Student Learning Completion in Cycle I and Cycle II

Assessment Category Graph in Writing Procedural Texts Cycle I and Cycle II

Based on the data above, it can be concluded that, out of 15 students who participated in the learning activities of cycle I, there were 12 students who achieved the KKM standard while 3 students had not achieved the KKM standard set by the school. The overall average score of students was 80.5 with a total score of 1207 from 15 students. The highest score obtained by students was 90 while the lowest score was 55. After improvements were made in cycle II, the daily test scores increased. The average class score obtained by students in writing or producing procedural text skills increased to 90.67 with a total score of 1360 from 15 students. The highest score obtained by students in cycle II was 100 while the lowest score was 80 with a percentage of completion of 100%

according to the 80 KKM completion standard. For more details, see the following percentage.
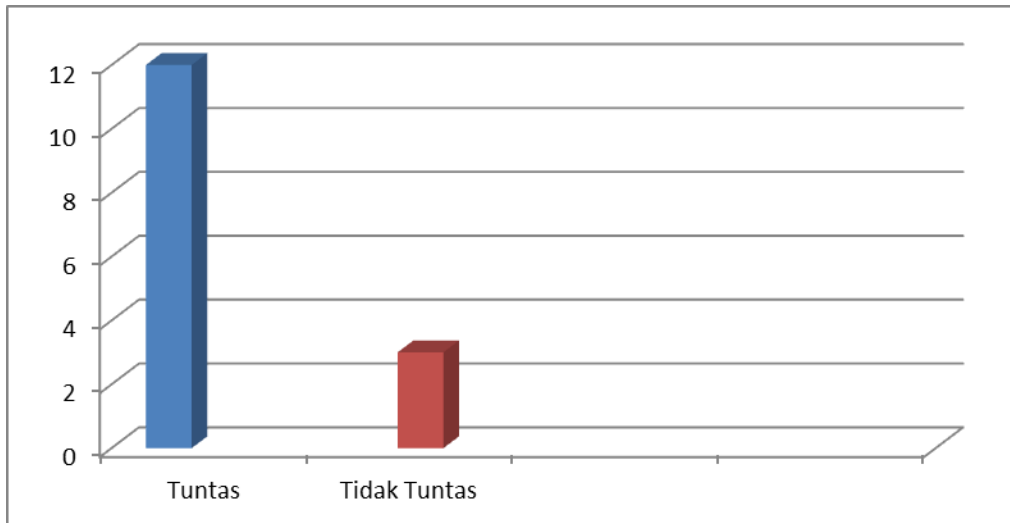
4. Conclusion

The results of this study are in the form of test results obtained during the learning process of writing procedural text skills using the discussion method. The test and non-test results are carried out in stages, namely the first stage, pre-cycle; the second stage, cycle I; and the third stage, cycle II. Pre-cycle is a stage of activities carried out before carrying out classroom action research or pre-action from the value of writing procedural text skills before using the discussion method. The cycle I stage is the first action stage or the action stage for improving learning methods related to the topic of procedural texts using the discussion method. Before making this improvement, the learning method used is the lecture method. Cycle II is a further stage of improving learning using the discussion method. At this stage, it is a stage in the form of student skills in writing procedural texts after using the discussion method.

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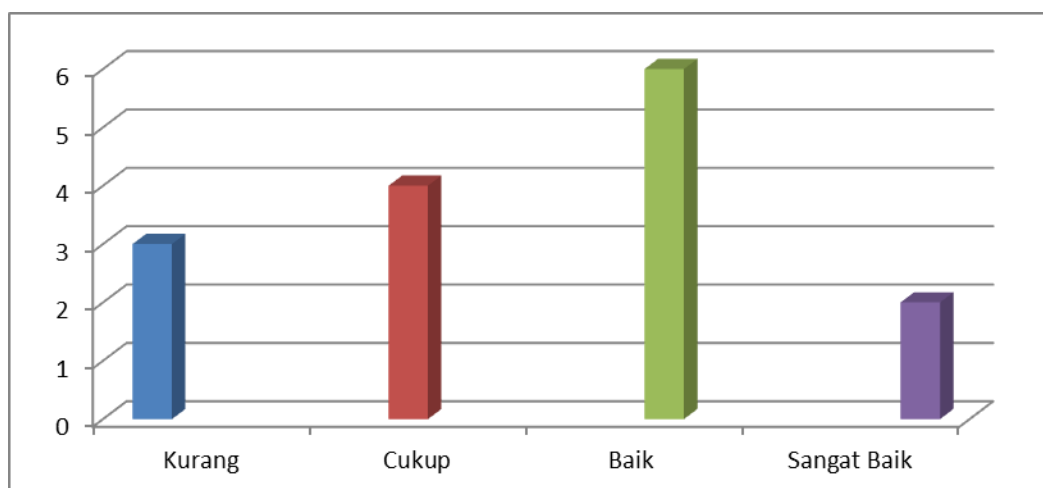
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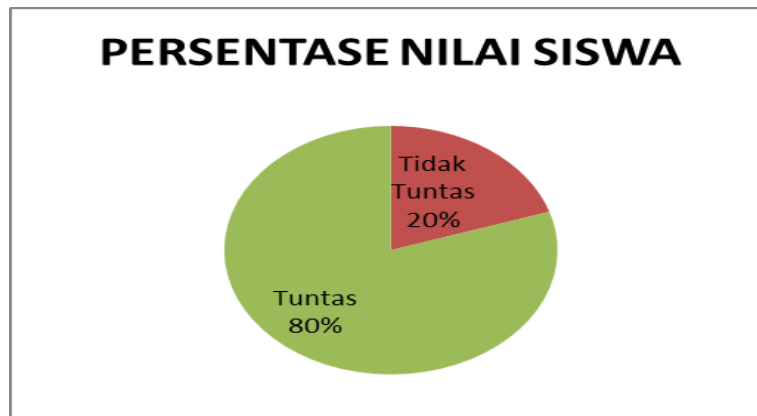
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c. Observation

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d. Reflection

Based on the results of observations made by fellow students, the researcher conducted a reflection and concluded that the corrective actions taken by the researcher had been successful but needed to be improved in cycle II. Because in cycle I, the learning outcomes were not satisfactory and there were still students who did not pass the school's KKM (Minimum Completion Criteria).

Results of Cycle 2 Research

c. Planning

Planning activities in cycle II are carried out by creating lesson plans to improve learning in accordance with the results of reflection and analysis in learning activities in cycle I.
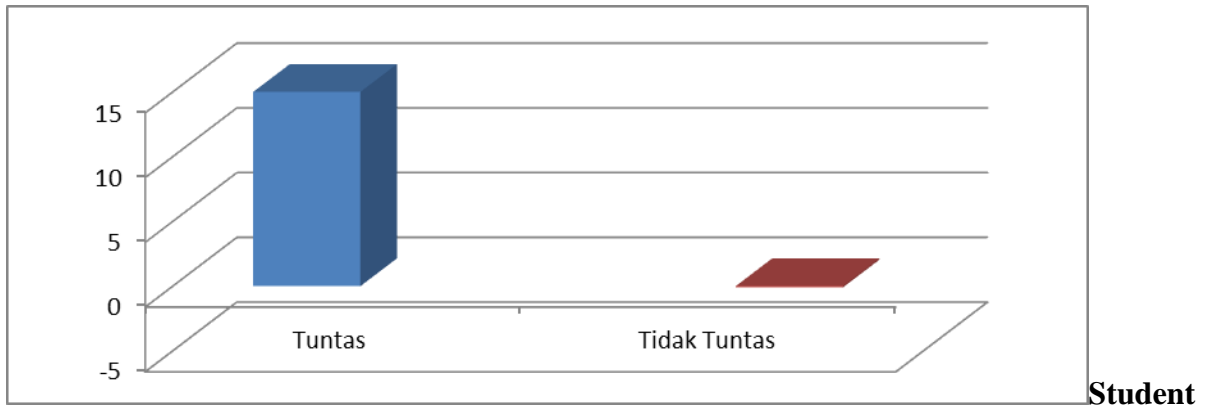
The objectives of cycle II improvement are:

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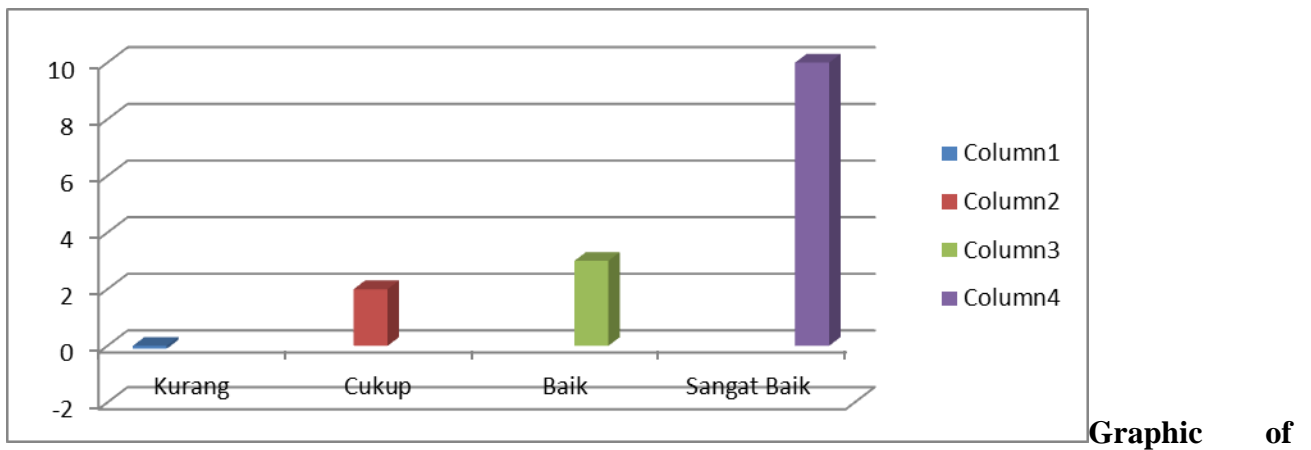
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4) Preliminary Activities

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6) Closing Activities

The results of the cycle II test are follow-up data from the results of the application of the small group discussion method in learning procedural texts for the Indonesian Language subject in cycle I. The aspects that are the assessment criteria in writing or producing procedural texts are: title, objectives, tools and materials, steps, and closing or reaffirmation.

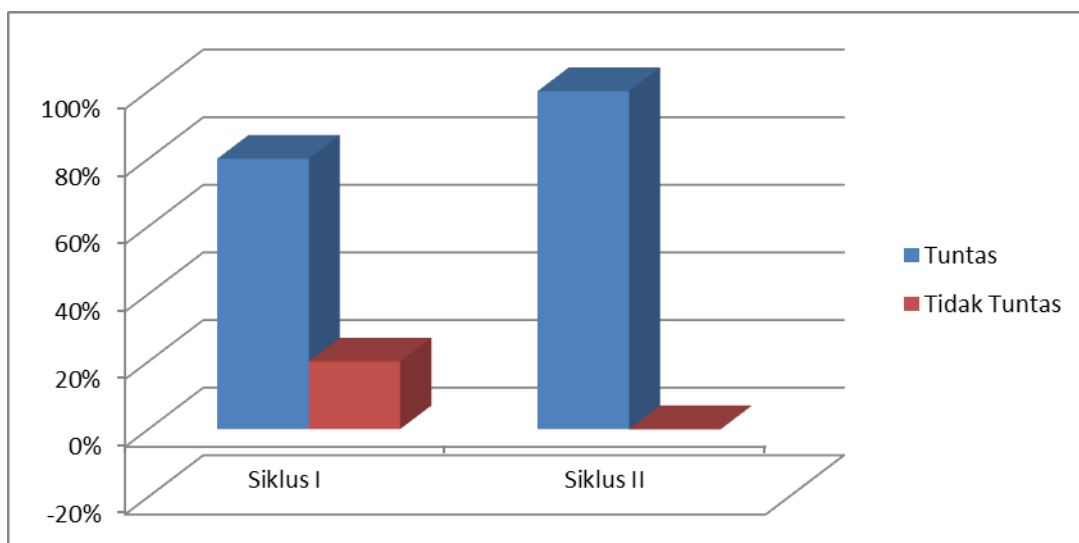**Student Learning Completion Graph Cycle II**

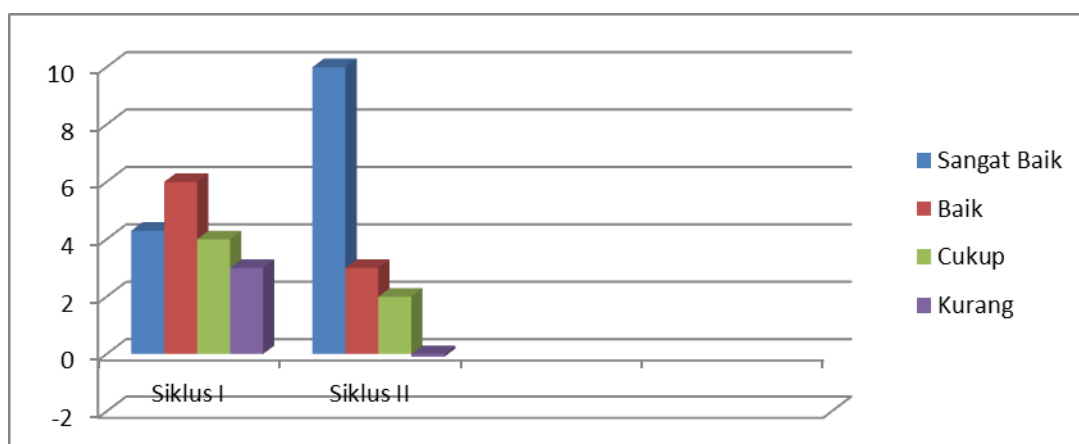**Graphic of Aspects of Assessment Criteria in Writing Procedural Texts Cycle II**

Percentage Graph of Student Scores in Cycle II

From the data description above, in cycle II all students obtained grades according to the KKM standard with an average class score of 90.7 with a total score of 1360 from 15 students. These data indicate that the learning improvement activities in cycle II in the Indonesian Language subject on the topic of Writing Skills for Procedural Texts using the discussion method in class VII MTs Qur'an Boarding School can improve student learning outcomes. Based on these results, the research on Writing Skills for Procedural Texts using the discussion method in class VII MTs Qur'an Boarding School was stopped in cycle II.

Graph of Student Learning Completion in Cycle I and Cycle II

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