

Ability to Write Procedure Texts with Problem Finding Models and Group

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Abstract

The purpose of this study is to determine how well Indonesians can write how-to books utilizing the problem-finding method and groups. SMAN 11 Pinrang was the location of the investigation. This study is literature review. The study discusses that changes in students' cognitive, emotional, and physical abilities are the results of learning, which occurs as a result of their interactions with their environments. Writing is the imaginative act of putting one's thoughts into written words for the goal of persuasion, education, or recreation. Increased IQ, more effort and ingenuity, more bravery, and a stronger will and ability to learn are just a few of the advantages. One definition of narrative is "a genre of writing that aims to create, narrate, and string together human actions within an event as they unfold over time." To write well, one must be able to strike the right tone, arrange their thoughts into a coherent whole, avoid ambiguity in their word choice, sentence construction, and examples, and show that they have a firm grasp on the material at hand.

Keywords: Procedure Text, Discovery Learning, Cooperative

Introduction

Learning a language is learning communication, and studying literature is learning to respect humans and human values. Literature is part of the subjects of Indonesian language and literature which has the main function of refining character, increasing human sensitivity and social concern, growing cultural appreciation and channeling ideas, imagination and expression creatively and constructively, both orally and in writing. Through literature students are invited to understand, enjoy, and live literary works.

In the K13 Curriculum it is clearly stated that one of the objectives of learning Indonesian is for students to use language creatively for various purposes. Language creativity is through writing activities. Writing skills are very important in human life (Temizkan, 2011). Not only in the sphere of education, but also in social life. Berger (1993) stated writing skills are used to record, record, convince, report or inform, and influence other people or in this case the reader. In addition, writing is a necessity of life to express one's ideas or ideas and feelings. Self-expression through writing, one of which can be in the form of literary works in the form of poetry.

Education plays an important role in the progress of a country, the nation's children become intelligent and ready to face future challenges. Teachers play the most important role at the forefront in improving the quality of education in Indonesia. Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education units states that, language plays an important role in developing emotional, intellectual, and social. In addition, language can also support students in learning in every field of study (Sahragard et al., 2016). Through language learning, students are

expected to be able to recognize other people's cultures, their own culture, and their identity. Through learning Indonesian, students are able to communicate properly and correctly, are able to express feelings and ideas, participate actively in society, and are able to appreciate every work produced by others.

Through learning Indonesian, students are expected to be able to (1) Communicate efficiently and effectively both orally and in writing; (2) Using language appropriately, understanding it, and being creative in using it; (3) Indonesian is used to increase social and emotional maturity, as well as intellectual abilities. Indonesian language learning emphasizes language and literary skills. Because learning a language is learning to communicate, while literature teaches to respect human values. The scope of language learning is listening, speaking, reading, and writing.

Writing is a language skill that is used in communicating indirectly, writing is an expressive and productive activity (Tarigan, 2008). Writing skills are more difficult to master, this is because apart from writing skills, we also have to understand the contents of the essay and master both linguistic and non-language elements (Alnoori, 2019). So that the elements of content and language are intertwined so that they can produce a good, coherent, and coherent essay.

Writing is an act of thinking, so that writing activities are the concern of many parties. Writing is one way that can be used to see the human mindset. A writer must develop a rational way of thinking in giving good reasoning. According to Timmermans & Johnson, (2017) forming a piece of writing will involve the five senses in describing the feelings of a reader. With good writing, a reader can hear what we hear, can see what we see, and feel what we have felt. A writing that is produced through the five senses, can be felt, and delivered with straightforward words constitute writing.

In essence, writing is a person's skill in expressing thoughts and feelings conveyed through written language whose realization is in the form of graphic symbols so that other people, namely readers are able to understand the message contained therein. Writing is a productive and expressive activity so this skill does not come by itself but requires continuous practice and habits.

Writing is a phenomenon that is rarely done by students at the SMK level. The lack of lessons and the application of students' writing abilities, most teachers only give lessons that are reading and knowledge of language or literature (Huang, 2016). Teachers do not teach how to write using good and correct language.

Writing skill is one of the most difficult language skills to master. This is due to the existence of two elements that must be mastered by the writer, namely elements of language, such as spelling, sentence structure, cohesion, and coherence, as well as non-language elements which are used as ideas or ideas in a writing which includes the knowledge and experience of the author. Writing essays is telling stories about something that results from an imagination that is poured in written or oral form. Basically, humans are given the ability to be writers, but this ability is not easy to put into writing (Jones, 2001). Many people are born with rhetorical abilities, but not many are able to put it into writing.

Based on the results of the interviews conducted by the researchers with the Indonesian teacher at the pre-action stage, it can be seen that some students in class XI MIPA at SMAN 11 Pinrang have difficulty using capital letters in sentences, the essays they have made are not coherent, have difficulty writing procedure texts, and are less able to put ideas into an essay or writing. The low ability of students to write is caused by a lack of motivation and interest of students in participating in learning, especially writing skills.

Various ways can be done to attract students' interest in learning to write, one of which is by using the problem finding model and the group model. By using the appropriate learning model,

it overcomes the boredom of students, fosters student motivation, so that the learning process will run optimally and help students express their ideas and ideas in writing. Teachers are also required to always provide encouragement to their students to be active in learning to write. The teacher must provide materials that have been adjusted to competency standards and basic competencies, as well as Indonesian language subject teachers. One of the materials that must be taught is writing skills related to language skills. Teachers must introduce and teach various writing skills that will be useful for students to hone their talents, be active, think, express themselves, and express thoughts or opinions (de Souza Fleith, 2000).

Besides being able to attract students' attention, learning media can also convey the message to be conveyed in each subject. In implementing learning in schools, teachers can create a learning atmosphere that attracts attention by utilizing creative learning media, innovative and varied, so that learning can take place by optimizing the process and oriented towards learning achievement.

Literature Review

Core for Learning

Learning is a process within the individual who interacts with the environment to get changes in his behavior. Learning is a mental activity that takes place in active interaction in an environment that produces changes in knowledge, skills and attitudes (Grabinger & Dunlap, 1995). According to the views and theories of constructivism, learning is an active process of learning subjects to construct meaning, whether it's text, dialogue activities, and physical experience. In cognitive learning theory, a person can only be said to have learned when he has understood the whole problem in depth (insightfully). Understanding is related to the mental process of how sensory impressions are recorded and stored in the brain and how these impressions are used to solve problems.

Some of the definitions above can be concluded that learning is a process of making changes in students by interacting with the environment to get changes in cognitive, affective and psychomotor aspects. Learning is a process activity and is a very fundamental element in every level of education.

In the difficulty of the educational process, the most basic and important activity in the entire learning-educational process is a term that sometimes invites controversy both among experts and in the field, especially among teachers in schools. This difference of opinion can be seen, for example, while people say that the term learning actually only applies in community education or out-of-school education, not in the school education environment. On the contrary, other parties emphasized that this term is very relevant in the school system, namely to teach students.

Write Procedure Text

Writing is a language skill that can be interpreted as a person's ability to express his thoughts and ideas to others or to himself through written language (Swain, 2009). Writing is deriving or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and graphic images. Images or paintings may be able to convey meanings, but do not describe the provisions of language. Writing is a representation (author) part of the provisions of language expression. This is the main difference between painting and writing.

Writing can also be interpreted as a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements namely; (1) the author as the delivery of the message; (2) the content of the writing; (3) the channel or media, and 4) the reader. Another definition also

says that writing is a creative process of expressing ideas in the form of written language for the purpose of, for example, informing, convincing, or entertaining. Writing can also be said as an activity of stringing letters into words or sentences to be conveyed to others, so that other people can understand it, in this case good communication can occur between writers and readers.

Writing is an activity of conveying messages (communication) using written language as a tool or medium. Furthermore, Writing is expressing ideas or ideas in the form of essays freely. In this case, writing requires broad schemata so that the writer is able to express his ideas easily and smoothly. The schemata itself is the knowledge and experience one has. So, the wider a person's schemata, the easier it is for him to write.

Writing is the process of conveying thoughts, wishes, feelings in the form of meaningful symbols/signs/writing. In writing activities there is an activity of assembling, compiling, describing a symbol/sign/writing in the form of a collection of letters that form a word, a group of words form a group of words or sentences, a group of sentences form a paragraph, and a collection of paragraphs form a complete and meaningful discourse/text/writing.

As we know that writing is an activity where writers express ideas, ideas, opinions, even what is their life experience. The purpose of writing can be divided into four main objectives, namely; (a) Writing that aims to inform or teach is called informative discourse; (b) Writing that aims to convince or urge is called persuasive discourse; (c) Writing that aims to entertain/please or contains aesthetic purposes is called literary writing or literary discourse.

d. Writing that aims to express feelings and emotions is called expressive discourse.

According to (Dalman, 2014: 6) said that writing has many benefits, namely: (1) increased intelligence, (2) development of initiative and creativity, (3) growth of courage, (4) encouragement of will and ability to collect information.

There are five types of writing, namely; (a) Description. Descriptive writing is writing that describes or describes a particular object or event in clear and detailed words so that it seems as if the reader is also experiencing or directly experiencing what the author has described. Based on the technical approach, descriptive writing is divided into 2 types, namely expository and impressionistic descriptions; (b) Narration. Writing in narrative form is a form of writing that seeks to create, narrate, and string together human actions in an event chronologically or taking place in a unit of time. The purpose of narrative writing is to present before the eyes of the reader's imagination a series of events that usually culminate in the main event. Narrative writing is also divided into 2 types namely, expository narrative and suggestive narrative; (c) Exposition. Expository writing can be interpreted as writing that explains or describes opinions, ideas, beliefs, which require facts that are reinforced by numbers, statistics, maps and graphs, but does not influence the reader. Expository writing only aims solely to convey certain information and add insight to the reader; (d) Argument. This writing is a type of writing that can make the reader feel confident with the author's opinion/argument. Therefore, this writing is to convince the reader that what is written is true as it is, but does not affect the reader. The purpose of argumentation writing is to prove the truth of an opinion/conclusion with data/facts as reasons/evidence; (e) Persuasion. This paper is no less interesting than the four types of writing that have been described. This type of persuasive writing is a type of writing that contains a solicitation or presentation of data that is both convincing and influencing or persuading the reader to follow the author's wishes.

An essay or a piece of writing involves several stages, namely:

Pre-writing stage (preparation). This stage is the first stage, the preparatory or pre-writing stage is when students prepare themselves, gather information, formulate problems, determine focus, process information and so on. The activities carried out at this pre-writing stage are

determining the topic, determining the intent or purpose of writing, paying attention to the target audience (readers), gathering supporting information, and organizing ideas and information.

Writing stage. At this stage the writer develops the ideas contained in the framework of the essay, point by point, by utilizing the material or information that the author has selected and collected. The writer in his writing must pay attention to the three structures contained in an article, namely the beginning, content, and end

Postwriting stage. This stage is the stage of refinement and refinement of the resulting opaque. The activities contained in this stage are editing and improving writing.

According to Tarigan (1986), the characteristics of good writing include; (a) Good writing reflects the writer's ability to use a harmonious tone; (b) Writing reflects the ability of the author to organize the available materials into a unified whole; (c) Good writing reflects the writer's ability to write clearly and unambiguously: making use of sentence structure, language, and examples so that the meaning is as intended by the writer. So that the reader does not bother to understand the explicit and implied meaning; (d) Good writing reflects the writer's ability to write convincingly to interest the reader in the subject matter and demonstrate a careful and thorough understanding of the subject matter. In this case, unnecessary words and repetition of phrases should be avoided. Each word must support a harmonious meaning, according to what the author wants; (e) Good writing reflects the author's ability to critique his first manuscript and improve it; (f) Good writing reflects the pride of the author in the text or manuscript: a willingness to use spelling and punctuation carefully, checking word meanings and grammatical relationships in sentences before presenting them to readers.

As explained in the previous chapter, writing is not an easy thing, for someone who wants to write, but does not write because they have problems. These constraints according to Zainnurrahman (2011) are divided into two parts namely, general constraints and special constraints. The general obstacles are difficulties due to lack of material, starting and ending writing, structuring and alignment of content, and difficulty in choosing topics. While the special obstacles are loss of writing mood due to (lack of or running out of ideas, busyness, psychological fluctuations).

Text is an expression of a statement of a verbal social activity. This limitation implies that every use of language always has a purpose. The goal intended here is of course a social goal, because language is nothing but a means to carry out social processes. It is the language used with a specific social purpose that creates the text. Text is also understood in everything that is written. Another understanding also says that the text is everything that is meaningful in a certain situation Halliday. When we express ideas orally (speaking) or in writing it means we have created a text.

In the Big Indonesian Dictionary, text is a manuscript in the form of the original words of the author and written material for the basis of giving lessons, making speeches, and so on. In the 2013 curriculum, text is defined as a form of written language. The text is a complete expression of the human mind in which there is a situation and context. The text is formed by the situational context of language use in which there is a register or variety of language that forms the background for the birth of the text.

Text consists of content, namely the ideas or message that the author wants to convey to the reader. Texts have forms, namely stories in texts that can be read and studied according to various approaches through plot, character, style of language, and so on. Text as an orderly sequence of a number of sentences that are produced and/or interpreted as a whole that are interrelated. This understanding supports the opinion that text can consist of written and spoken text. Text can be in the form of words, sentences, paragraphs, or discourse, which have certain

characteristics that are conventionally accepted cognitively understood, which are then the characteristics of the text itself called texture.

In general, good writing or imaginative writing is work that is based on existing facts. These facts and data are processed very carefully, using a very interesting style of language, so that they become condiments or imaginative additions. Examples of fiction writing include; short stories, novels, plays, and other types of literary works. Non-fiction writing is factual writing. Facts and data in nonfiction writing must be accurate. In addition, writers of non-fiction types are not allowed to include/use their imagination.

Procedural text is a text that has many benefits for its readers. Procedural text is a text that tells the reader how to do a particular job. Procedure texts also tell the reader the tools and materials needed and walk the reader step by step through the sequence of actions required to complete the job successfully. More clearly that procedural text is part of a text that gives instructions for doing something. Procedural text can be written in the form of lists or paragraphs. Procedure text written in paragraph form must show the steps or process of completing a job.

The structure of the procedure text consists of three parts, namely (1) introductory statement, (2) list of materials, (3) sequence of steps. The introductory statement is used to emphasize the purpose of the activity. Generally, the introductory statement is stated in the form of a title. Material lists can be written in the form of lists, paragraphs, or even not listed in the procedure text. The third structure, namely the sequence of steps. The sequence of steps can be written using numbers to indicate first, second, third. Additionally, it is common to use the words now, after this, next and begin with a command, such as add, stir, or push.

When compared with Anderson's opinion, in the student book published by the Ministry of Education and Culture (2013) it is stated more clearly. The structure of the procedure text consists of several parts, namely the objective section and 15 steps. The objectives contain what will be completed and the steps contain how to complete it (Kemendikbud 2014:70). Referring to the explanation contained in the student book published by the Ministry of Education and Culture (2014), it can be concluded that the structure of the procedure text consists of two parts. The objective section can be presented in a title or paragraph and steps that must be carried out systematically. The structure of procedural text can be understood through an example of a procedural text entitled "Plant Grafting" as follows.

Text Structure Plant Transplantation Plant propagation can be done by grafting. Besides being easy to do, grafting is also inexpensive. Grafting is done to get better offspring in a plant. Plant grafting can be done in the following way. First, look for branches that are medium in size, not too big or not too small. Second, measure the distance between the tree trunk and the place to be peeled. Third, peel around the skin of the branch to be grafted with a length of 5 cm. Fourth, scrape off the mucus or cambium of the branch slowly so that it dries. Fifth, cover the peeling results with soil. Sixth, wrap the soil in plastic, then tie the two ends so that the soil does not fall.

There are several opinions regarding the linguistic characteristics of procedural text. The linguistic characteristics of procedure text include: (1) imperative sentences; (2) Series at one time; (3) Explanation of tools and materials that readers need to use; (4) Specific references to specific items in the immediate context. In contrast to Gerot and Wignel, Anderson and Anderson (2003:53) The purpose of the steps states four language features of procedure text more clearly. The four characteristics are (1) the use of technical language, (2) the use of imperative sentences, (3) the use of time or amount words, (4) the use of adverbs.

Compared to the opinions of as well as Anderson and Anderson, the linguistic features of procedure text in student books are easier to understand. Described in the Ministry of Education and Culture there are two linguistic characteristics in procedure text, namely the use of number

words and imperative sentences. Words numbers indicate the order in doing something, such as first, second, third, and so on. Command sentences are sentences that express a prohibition or obligation to do something. Based on this opinion, it can be concluded that the linguistic features of procedural text include (1) the use of imperative sentences, (2) the use of numerals, (3) the use of adverbs. Command sentences are used to make it easier for the reader to take the steps to complete or operate something.

Problem Finding Model

The problem finding model is defined as a teaching procedure that emphasizes teaching a person, manipulating objects and others, before arriving at generalizations. The problem-finding model is a component of educational practice which includes teaching models that promote active, process-oriented, self-directed, and reflective learning.

Discovery is a unique strategy that can be formed by teachers in various ways, including teaching investigative and problem-solving skills as a tool for students to achieve their educational goals. In line with that, the problem-finding model is a mental process when students assimilate a concept or a principle. These mental processes include observing, classifying, making assumptions, explaining, measuring, making conclusions and so on.

Furthermore, the activity of knowing is a process and as a work focused on the importance of understanding the structure of the subject being studied, the need for active learning as a basis for understanding the structure of the subject being studied, the need for active learning as a basis for understanding, and the importance of reasoning. in study. Bruner believes that when students are presented with a confusing situation they will want to find a solution. This belief is the basis for creating discovery learning activities.

The steps of the problem finding model according to the Ministry of Education and Culture (2013)

Preparatory steps, including: (a) Determine the learning objectives of writing procedure texts; (b) Identify the characteristics of students in learning to write procedural texts;(c) Choosing subject matter for writing procedure texts; (d) Determine the topics in writing procedure texts that students have to learn inductively (from examples of generalizations); (e) Develop learning materials in the form of examples, illustrations, assignments, and so on in learning to write procedural texts for students to study; (f) Arrange the topics in writing procedure texts from simple to complex, from concrete to abstract, or from enactive, iconic, to symbolic stages: (g) Carry out the process of writing procedure texts and learning outcomes.

Implementation, including;

Stimulation, At this stage students are faced with something that causes confusion, then proceed not to generalize, so that the desire to investigate on their own arises. In addition, the teacher can start teaching and learning activities by asking questions, suggesting reading books, and other learning activities that lead to preparation for problem solving. Stimulation at this stage serves to provide conditions for learning interaction that can develop and assist students in exploring material in writing procedure texts;

Identification of the problem (Problem statement)

The next step is that the teacher gives the opportunity to students to identify as many problem agendas as relevant to the lesson material to write procedure texts, then one of them is selected and formulated in the form of a hypothesis (temporary answers to problem questions). The goal is for students to get used to finding a problem.

Data Collection

When the exploration takes place the teacher also gives the opportunity for students to collect as much relevant information as possible to prove whether or not the hypothesis is true. Activities carried out by students in the form of collecting relevant information, reading literature, observing objects, interviews with informants, and conduct trials themselves. Thus, students accidentally connect the problem with the knowledge they already have.

Data Processing

Data processing is also known as coding/categorization which serves as concept formation and generalization. From these generalizations students will gain new knowledge about alternative answers/settlements that need to be logically proven.

Proof (Verification)

At this stage students carry out careful examinations to prove whether or not the hypotheses previously set are correct with alternative findings, linked to the results of data processing. Based on the results of processing and interpretation, or available information, statements or hypotheses that have been formulated previously are then checked, whether they are answered or not, and whether they are proven or not.

Drawing Conclusions (Generalization)

Based on the verification results, the principles underlying the generalization are formulated. After drawing conclusions students must pay attention to the generalization process which emphasizes the importance of subject mastery of broad meanings and rules or principles that underlie one's experience, as well as the importance of the process of setting and generalizing from those experiences.

Group Models

Group learning is a form of learning based on constructivism. Philosophically according to the theory of constructivism is building knowledge little by little, which results are then expanded through a limited context. Knowledge is not a set of facts, concepts or rules ready to be retrieved or memorized. Humans must construct that knowledge and give meaning through real experience. Group learning is a learning model that prioritizes cooperation among students to achieve learning goals.

Students are not only fixated on learning from the teacher but also with fellow students. Group learning is learning that consciously and deliberately develops parenting interactions to avoid offense and misunderstandings that can lead to hostility, as a practice of living in society. The term cooperative is often interpreted as acting together with a common purpose. This term implies working together in achieving a common goal. There are also those who define the term cooperative as group learning or working together or it is usually said as a way for individuals to establish relationships and work together with other individuals to achieve common goals.

The group learning model is a learning model in the goal-oriented efforts of each individual contributing to the achievement of other individual goals in order to achieve common goals. In other words, group learning is a form of learning that uses an approach through small groups of students to work together and maximize learning conditions in achieving learning goals. In group study, students are not only able to obtain material but are also able to have an affective impact such as mutual cooperation, concern for fellow friends and open mindedness. Because, in group learning trains students to listen to the opinions of others. Group assignments will be able to spur students to work together and help each other in integrating new knowledge with the knowledge they already have.

According to Muslim the basic principles in the group model are as follows: (a) Each group of students is responsible for everything that is done in the group; (b) Each member of the group

must know that each member has the same goal; (c) Each member of the group must share the same duties and responsibilities as the members of the group; (d) Each group member will be evaluated; (e) Each group member shares leadership and requires skills to learn together during the learning process; (f) Each member of the group will be asked to individually account for the material handled in the group.

Conclusion

Writing is basically a productive and expressive activity. In writing activities, a writer must be skilled at utilizing graphology, language structure, and vocabulary. Writing skills are used to record, record, convince, report, inform, and influence readers. Such aims and objectives can only be achieved properly by learners who are able to compile and arrange thoughts and present them in writing clearly, fluently, and communicatively. Based on the results of the presentation and discussion of the research results above, it can be concluded that the ability to write procedural texts with the problem-finding model and groups in the text is categorized as capable, this is based on research results which show that sample students who obtain scores above 7.0 total 60% so declared capable of meeting the assessment criteria of 85%.

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