



Ability to write text procedure complex students of vocational school I Manado in the ERA Pandemi

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Abstract

This study aims to describe the ability to write complex procedural text of students of SMK Negeri I Manado in the pandemic era. This research was conducted at SMK Negeri I Manado in class XI-2 students of OTKP Pariwisata Manado for the 2020/2021 school year which consisted of 15 students. The method used in this research is descriptive qualitative method. Data collection techniques used in this study were observation, interviews and tests. The formula used to analyze the data in this study is the percentage with the formula: $\% = \frac{n}{N} \times 100$. Based on the results of data processing, it shows that the results of the students' ability in class XI-2 Tourism OTKP of SMK Negeri I Manado in writing complex procedural texts are classified as 'very capable' because the class average score obtained by students is 92.30%. Based on these results, it means that class XI-2 students of the OTKP Tourism at SMK Negeri I Manado are very capable in writing complex procedural texts in the pandemic era.

Keywords: procedure, complex, pandemic

Introduction

Language is an important means of communication for community members because with language between individuals, between groups, between individuals and groups can communicate ideas / ideas and feelings to others. The language used can be said to be communicative if the speaker and the interlocutor agree on the code used in other words, the language used can create mutual understanding. Alisyahbana (Anggraeni, 2004: 1) language is a tool to generate thoughts and feelings naturally and then communicated to others through the language of others. Through the language of people complement each other, support one another in human interaction.

In order for the ideas and feelings conveyed by someone to be accepted by others, humans must have language skills. Language skills are the application or application of a person's language competence. Language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills. Nida and Haris (in Tarigan, 2008: 1) ^[14] aspects of language skills that are used as an effective communication tool are writing skills because in writing a person can convey his ideas to everyone without being limited by time.

Writing is an activity to express oneself / ideas and feelings to others using written language. Kridalaksana (2005: 68) writing is giving birth to thematic thoughts or feelings such as composing, making letters in writing. Akhadiah (2002: 52) means writing thematically organizing ideas and expressing them explicitly. So by writing everyone can write down everything that is in his mind's mind regularly, meaning that what is represented is in a good order so that others can enjoy it and even follow the writer's mind.

A complex procedure text is a text that contains the steps that must be taken to achieve the desired goal and there is an explanation / description in these steps. The ability to write complex procedures is one of the abilities that must be achieved by students because it is listed in the 2013 Curriculum. Basic competencies: understand the structure and rules of complex procedural text both oral and written. The main subjects: introduction to the content structure of complex procedure text, the meaning of words, terms in complex procedure text, understanding the content of complex procedure text. Liando (2020) ^[6] language and literature learning is directed to improve students' ability to communicate in Indonesian properly and correctly, both orally and in writing. Therefore, learning Indonesian language and literature is directed so that students are skilled at communicating, both oral and written.

Covid 19 paralyzes all existing activities, one of which is in the education sector. The existence of this corona virus outbreak hinders teaching and learning activities that usually take place face-to-face, carried out online or remotely. So that the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid, which explained that the learning process was carried out at home through online learning to provide meaningful

learning experiences to students. Online learning is basically a model of learning activities carried out using a remote, long distance (internet) network with the help of intermediary tools such as gadgets and laptops. With the outbreak of the COVID 19 outbreak, the implementation of education and learning has undergone drastic changes. Learning no longer uses conventional face-to-face meetings, but begins to be integrated with online learning. This paper aims to describe the implementation of the descriptive method used in the teaching and learning process to write in the 2019-2020 and 2020-2021 academic years. The teacher carried out online learning regarding the emergency situation of COVID 19. For reading learning, the strategies applied were skimming, scanning, and finding implied and explicit information. Students' work is uploaded and sent via the respective Whatapp / Messenger applications. In learning to write, the teacher uses a process approach, namely the pre-writing stage, the stage of making plans, making drafts, revising, and publishing. During online learning, the teacher uses the Whatsapp / Messenger application. The COVID 19 pandemic has forced teachers to adapt to change, to also be innovative and creative in utilizing digital technology to deliver learning materials. Liando (2019) teaching is also not only conveying learning material to students, but what is very important, namely how these lessons can be presented and learned by students effectively and efficiently.

Based on the description above, the writer who is also a teacher is interested in conducting research on the use of descriptive learning methods in "The Ability to Write Complex Procedure Texts of Students of SMK Negeri I Manado in the Pandemic Era".

Research methods

The method used in this research is descriptive qualitative method. This method is used to determine the ability of class XI-2 students of OTKP Pariwisata Manado in writing complex procedure texts. This research was conducted at SMK Negeri I Manado in class XI-2 students of the OTKP Tourism in the 2020/2021 academic year, starting in October-December 2020.

The data source of this research is the students of class XI-2 OTKP Wisata Manado, amounting to 15 students. The techniques used in collecting the research data were observation, interviews, and tests. The formula used to analyze the data in this study is a percentage with the formula:

$$\% = n / N \times 100.$$

Results And Discussion

A. Data Analysis

This research data can be classified based on data from observations and test results. Each of these will be explained as follows:

1. Observation Data

Observations were carried out when learning to write procedural texts.

Data from the Observation of Cycle I

Observation data were obtained through learning to write procedural texts. The learning steps are:

a. Planning

The things that are planned are:

1. Researcher's discussion with the collaborative team. The things discussed were learning the procedural text online and its steps.
2. Researchers classify students based on student heterogeneity in terms of differences in academic ability. The goal is that students with more academic abilities can become tutors for their friends.
3. Researchers compile a Learning Implementation Plan (RPP).
4. Researchers compile research instruments in the form of observation sheets and tests.
5. Researchers compile teaching materials and Student Worksheets (LKS).

b. Implementation of Actions

The steps for implementing the action online are:

1. Researchers distribute materials and worksheets for students to work on individually via Whatsapp before learning through the link is implemented.
2. Researchers open links with students.
3. Researchers give greetings, inform learning objectives and learning steps.
4. Researchers form groups into five groups. Each group consists of three members in the group.
5. The researcher asks each member to work on and discuss the worksheets that have been distributed through cellphone contacts (oral or written contact as long as the link is closed).
6. After each group wrote down the assignment, the researcher opened the link.
7. Researchers sharing with students. The researcher asks one group to present the results of their group discussion and the other groups provide their responses.
8. Researchers complete the task together with students by explaining.
9. The researcher reads the questions for the students to work on.
10. Researchers ask students to send answers via Whatsapp.

c. Observation

The results of observations on learning to write procedural texts can be described as follows:

Table 1: Teaching to Write Text Procedure Cycle I

Teacher Activities	Value Classification				Information
	4	3	2	1	
Implementation of Actions					
1. Researchers distribute materials and worksheets for students to work on individually via Whatsapp before learning through the link is implemented.	√				
2. Researchers open links with students.	√				
3. Researchers give greetings, inform learning objectives and learning steps.		√			
4. Researchers form groups into five groups. Each group consists of three members in the group.		√			
5. The researcher asks each member to work on and discuss the worksheets that have been distributed through cellphone contacts (oral or written contact as long as the link is closed).	√				
6. After each group wrote down the assignment, the researcher opened the link.	√				
7. Researchers sharing with students. The researcher asks one group to present the results of their group discussion and the other groups provide their responses.		√	√		
8. Researchers complete the task together with students by explaining.					
9. The researcher reads the questions for the students to work on.		√			
10. Researchers ask students to send answers via Whatsapp.		√			
Attitude (Personality)		√			
Mastery of Material			√		
Relationship with students		√			
Total	4	7	2	-	
Average	30.76	53.84	15.38	0	

Note: 4 = very good, 3 = good, 2 = good enough, 1 = not good.

The observation result in cycle I is that the teacher (researcher) has carried out the learning of writing procedural texts in accordance with the previously planned learning steps because the results obtained were 84% (30.76 + 53.84%). In the aspects of mastery of the material and completing assignments, the ability of the teacher can be classified as 'quite capable'. The teacher, in this case the researcher, has not completely explained what things can be described in the text structure of the introduction / introduction section. It appears that students in writing the procedure text immediately begin with the materials / tools and steps.

Cycle I Test Result Data

The following illustrates the results achieved by students after working on the final test given by the teacher, namely writing the procedural text and analyzing the aspects being assessed, namely:

1. Procedure text structure

- Introduction / introduction (weight of 20)
- Contents: materials and tools (weight 15) Measures (weights 25)
- Cover (weight 10)

2. Linguistic Structure

- The use of number words (weights 10)
- Use of the command sentence (weight 10)
- Use of temporal conjunctions (weights 10)

Based on the results of the analysis of the procedural text written by the students, it was found that the individual student scores, the students' mean scores, the average scores for each of the assessed aspects.

Table 2

Students	Text Structure			Linguistic Structure			X
	A	B	C	D	E	F	
1	0	25	0	10	10	10	55
2	10	40	10	0	0	0	60

3	0	15	0	0	10	0	25
4	0	25	0	10	10	10	55
5	0	25	0	10	10	10	55
6	0	25	0	10	10	10	55
7	0	40	0	10	10	0	60
8	0	25	0	0	10	0	35
9	0	40	0	2	10	10	62
10	0	25	0	10	10	10	55
11	0	25	0	10	10	10	55
12	0	25	0	10	10	10	55
13	0	25	0	10	10	10	55
14	0	25	0	0	10	10	45
15	0	25	0	10	10	0	55
Total	10	410	10	102	140	100	782

Note:

A = Introduction

B = Materials / tools and steps

C = Closing

D = Said word

E = Command sentence

F = Temporal Conjunction

Aspect

$$A = \frac{10:20}{15} \times 100\% = 3.33$$

$$B = \frac{410:40}{15} \times 100\% = 68.33$$

$$C = \frac{10:10}{15} \times 100\% = 6.66$$

$$D = \frac{102:10}{15} \times 100\% = 68$$

$$E = \frac{140:10}{15} \times 100\% = 93.33$$

$$F = \frac{100:20}{15} \times 100\% = 66.66$$

$$X = \frac{782}{15} = 52.13$$

Based on the results of data processing above, it is clear that in cycle I, the ability of class XI-2 OTKP students of SMK Negeri 1 Manado in writing procedural texts is classified as 'underprivileged' because the class average score obtained is 52.13%.

From the aspect of text structure, the ability to write the introduction/introduction section is 3.33% which is classified as underprivileged, the ability to write content (materials/tools and steps) is 68.33% which is classified as quite capable, the ability to write the closing section is 6.66% which is classified as underprivileged. From the aspect of linguistic structure, the ability to use number words is 68% which is classified as quite capable, the ability to use command sentences is 93.33% which is classified as very capable and the ability to use temporal conjunctions is 66.66% which is classified as sufficient able.

It can be concluded that in this first cycle, the overall ability of Class XI-2 OTKP students of SMK Negeri I Manado was classified as 'underprivileged' because the class average score obtained was 52.13%. The ability to write that meets the requirements of the text structure, the average score is 26.10 which is classified as "less capable" while from the aspect of linguistic structure, the average value is 76% which is classified as "capable".

2. Observation Result Data and Cycle II Test Results

Observations and tests in cycle II were carried out as a reflection of the results achieved in cycle I. In this second cycle, researchers fixed things that had not been maximally achieved in cycle I, namely: the researcher was not maximal (1) taught about the structure of the text, especially the introduction and closing sections, (2) teach linguistic structures about the use of numbers and temporal conjunctions.

Data from Cycle II Observation

Observation data were obtained through learning to write procedural texts. The learning steps are:

a. Planning

The things that are planned are:

1. Researcher's discussion with the collaborative team. The things discussed were learning the procedural text online and its steps.
2. Researchers compile a learning implementation plan (RPP).
3. Researchers compile research instruments in the form of observation sheets and tests.
4. Researchers compile teaching materials and student worksheets (LKS).

b. Implementation of Actions

The steps for implementing the action online are:

1. Researchers distribute materials and worksheets for students to work on individually via Whatsapp before learning through the link is implemented.
2. Researchers open links with students.
3. Researchers give greetings, inform learning objectives and learning steps.
4. Researchers form groups into five groups, each group consisting of three members in the group.
5. The researcher asks each member to work on and discuss the worksheets that have been distributed through cellphone contacts (contacts can or write as long as the link is closed).
6. After each group wrote down the assignment, the researcher opened the link.
7. Sharing research with students. The researcher asks one group to present the results of their group discussion and the other groups provide their responses.
8. Researchers complete the task together with students by explaining.
9. The researcher reads the questions for the students to work on.
10. Researchers ask students to send answers via Whatsapp.

c. Observation

The results of observations on learning to write procedural texts can be described as follows:

Table 3: Learning to Write Text Procedure Cycle II

Teacher Activities	Value Classification				Information
	4	3	2	1	
Implementation of Actions					
1. Researchers distribute materials and worksheets for students to work on individually via Whatsapp before learning through the link is implemented.	√				
2. Researchers open links with students	√				
3. Researchers give greetings, inform learning objectives and learning steps.	√				
4. Researchers form groups into five groups. Each group consists of three members in the group.		√			
5. The researcher asks each member to work on and discuss the worksheets that have been distributed through cellphone contacts (oral or written contact as long as the link is closed).	√				
6. After each group wrote down the assignment, the researcher opened the link.		√			
7. Researchers sharing with students. The researcher asks one group to present the results of their group discussion and the other groups provide their responses.		√ √			
8. Researchers complete the task together with students by explaining.		√			
9. The researcher reads the questions for the students to work on.		√			
10. Researchers ask students to send answers via Whatsapp. √		√			
Attitude (Personality)		√			
Mastery of Material		√			
Relationship with students		√			
Total	4	9	-	-	
Average	30.76	69.23	0	0	

Note: 4 = very good, 3 = good, 2 = good enough, 1 = not good.

The results of observations in the second cycle showed that the teacher (the researcher had carried out learning to write procedural texts maximally because the average value achieved was in the very good category (30.76%) and good (69.23%).

Cycle II Test Result Data

The following illustrates the results achieved by students after working on the final test given by the teacher, namely writing the procedure text and analyzing the aspects being assessed, namely:

1. Procedure text structure

- a. Introduction / introduction (weight 30)
- b. Cover (weight 30)

2. Linguistic Structure

- a. The use of number words (weights 20)
- b. Use of temporal conjunctions (weights 20)

Based on the results of the data analysis of the procedural text written by students, it was obtained that the individual student scores, the student's class average score, and the average value of each aspect assessed

The aspects that are assessed in this cycle are:

- a. Introduction section
- b. The closing part
- c. The use of number words
- d. Use of temporal conjunctions

Table 4: The results can be written in the following table:

Students	Text Structure		Linguistic Structure		X
	Preliminary	Closing	Number Words	Conjunction	
1	30	30	20	20	100
2	30	10	20	20	90
3	30	30	20	20	100
4	30	30	20	20	100
5	30	10	20	20	90
6	30	10	0	20	60
7	30	30	20	20	100
8	30	30	20	20	100
9	30	30	20	20	100
10	30	30	20	20	100
11	30	10	20	20	80
12	30	10	20	20	80
13	30	30	20	20	100
Total	390	290	240	260	1200

Aspect

$$A = \frac{390:13}{13} \times 100\% = 100\%$$

$$B = \frac{290:30}{13} \times 100\% = 74.35\%$$

$$C = \frac{240:20}{13} \times 100\% = 92.30\%$$

$$D = \frac{260:20}{13} \times 100\% = 100\%$$

$$X = \frac{1200}{13} = 92.30\%$$

The results of data processing show that in cycle II the ability of class XI 2 OTKP SMK Negeri 1 Manado in writing procedural texts was classified as "very capable" because the class average score obtained by the students was 92.30.

The ability to write the introductory / introduction section is 100%, the ability to write the closing section is 74.36%. The average value of the two aspects which are part of the structure of this text is 87.18%. The ability to use number words is 100% and the ability to use temporal conjunctions is 92.30%. The average value of the two aspects that are part of the structure of this text is 96.15%.

Discussion

Based on the results of the data processing above, it is clear that the ability to write procedural text for class XI-2 OTKP students of SMK Negeri 1 Manado has increased in this second cycle because the class average value obtained is 92.30% of the class average value in cycle I, namely 52.13%.

The results achieved by students in cycle I are not maximized due to:

1. Students have not been able to write the introductory / introductory part of the procedural text.
2. The use of number words in the form of numbers is replaced by asterisks (*) or dashes (-)
3. Simultaneous use of temporal conjunctions and number words such as 1. Then, 1. First, and so on.
4. Online learning has not been able to maximize writing skills because this ability requires direct guidance from the teacher.

In cycle II, students' abilities have increased. The four aspects as mentioned above are more focused on learning. The practice of writing the introduction and closing of the procedural text is further intensified through homework before the students share with the teacher via the zoom link. The use of temporal conjunctions is clarified in the sentence, for example, if you already mention the numbers 1,2,3, you don't need to use the next word. In the verbal mode it is permissible for example 1.... Then 2.... Then 3.....

Online learning has limitations in time, attention and use of learning media. Therefore, the role of teachers is demanded in innovating, maximizing the use of learning time. Moreover, student-centered learning, teachers must facilitate students with materials, assignments, learning media, and teacher guidance.

Conclusion

Based on the results of research and discussion, it can be concluded that the students of class XI-2 OTKP Pariwisata SMK Negeri I Manado have the ability to write complex procedural texts because the class average score obtained is 92.30%. Based on these results, the students in class XI-2 OTKP Pariwisata SMK Negeri I Manado can be categorized as "very capable" in writing complex procedural texts even in the era of pandemic.

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