

Improvement of response text writing skills through flow sentence techniques with image media in class IXA students at SMPN 3 Ngimbang

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Abstract

The purpose of this study is to describe the learning process of writing descriptive response text, describe changes in spiritual attitudes, describe changes in social attitudes, describe the increase in knowledge of learners, and describe the improvement of learning skills to write descriptive response text through flowing sentence techniques with image media in students of grade IX. The learning process is carried out through two cycles, namely, cycle I and cycle II. The results showed that the average grade score in the pre-cyclical knowledge test was 62.97. In cycle I, it increased by 66.81 or in a fairly good category, and in the cycle, II increased again by 82.81 or in either category. The results of the pre-cycle skills test were 66.5 or in a fairly good category. In cycle I, it increased by 77.2, and in cycle, II increased again by 84.3. Improved writing of descriptive response text was also followed by a change in learners' learning attitudes in a better direction during the learning process of writing descriptive response text through flowing sentence techniques with image media.

Keywords: writing skills, response text, flowing sentence techniques, image media

Introduction

Learning to write response text in Curriculum 2013 is very important learning to apply to junior high school students in grade IX. Learning to write response text aims to realize interesting learning so that learners can develop their ideas or ideas in the form of response text. Based on the observations, the average class obtained by students in writing the response text was only 66.54. Therefore, students of grade IX have not reached the minimum limit of completion determined by the school, which is 77.

The problem of low text response writing skills is caused by two factors, namely the teacher factor and the learner factor. Factors of teachers, among others: (1) teaching techniques used by teachers in learning are less interesting and tend to be boring because the techniques used are only lecture techniques, (2) the media used by teachers is less understanding of learners in writing response text because the image media used is the image media painting and news image media on television (Campbell & Filimon, 2018; Hembrough & Prof, 2020).

Factors of learners, among others, is (1) lack of interest in learners in writing, learning, especially interested in learning to write response text. In addition, students think that writing skills are the most difficult skills because they have difficulty in starting sentences in a paragraph, (2) students are less able to choose words, less able to compose effective sentences, letter writing, and punctuation. Or college students, the reading-to-write process involves the acts of reading, summarizing, and critiquing sources from various genres with diverse rhetorical aims and styles; reacting personally to these texts and discussing them; composing work with specified purposes contextualizing what one has read; and reading one's work for the processes of drafting, revising, and editing (Flynt, E., & Cooter, R, 2004).

To solve the problem, we recommend that the techniques and image media that have been used by teachers be changed so that the learning of writing response text becomes more enjoyable and students become more aware of what will be written. Drawing on Vygotsky's view that writing demands 'deliberate semantics—deliberate structuring of the web of meaning', it explores how this notion of deliberateness is developed in the writing classroom and is manifest in metalinguistic

understanding. The specific role of the teacher in managing dialogue spaces to generate ample opportunities to talk about writing and mediate various discourses in both the classroom and the broader curriculum and assessment (Huang, 2019; Jesson, Fontich, & Myhill, 2016). Teachers need to take steps in the selection of interesting learning techniques and various learning media. This step is used so that the learning process in the classroom can be achieved well, and at the end of the learning, students get optimal results. Some several techniques and media can be applied as an alternative in improving the text writing skills of responses. One of them is the application of flowing sentence techniques with the medium of painting drawings.

This study examined five main problems, namely (1) how is the learning process of response text writing skills through flowing sentence techniques with image media in students of grade IX? (2) How does the spiritual attitude of students of grade IX change their learning skills by writing response text through flowing sentence techniques with image media? (3) How does the social attitude of students of grade IX change their learning skills in writing response text through flowing sentence techniques with image media? (4) How is the increase in knowledge of students of grade IX in writing response text through flowing sentence techniques with image media? (5) How is the improvement of response text writing skills through flowing sentence techniques with image media in students of grade IX?

Some of the results of previous research related to the topic of this study, among others research conducted (Andriani, 2009; Suaidah, 2010; Purnomo, 2013; Siburian, 2013; Zahroh, 2013; Utfiyati, 2013; Rostami and Hoveidi, 2014). Based on existing studies, it can be known that response text writing skills can be improved through thematic approach with image media, can be enhanced by direct learning model through photo media, can be improved through flowing sentence techniques, can be improved through Think Pair Share (TPS) models, and through training techniques guided by image media. Therefore, flowing sentence techniques with image media can be used in an effort to improve students' skills in writing response text.

The response text is a variety of discourses arranged with a structure consisting of the identification, classification, and description of the section with the aim of conveying comments or responses of what is seen about the descriptions of the descriptive sections. The structure of the response text is divided into three, namely identification, classification, and description of the section (Kemendikbud, 2013). According to Rohmadi (2009), another opinion, that the structure of the descriptive text is divided into two, namely (1) identification or introduction of the subject containing a general introduction of the subject depicted, (2) descriptions or depictions that contain about the characteristics of the subject such as physical appearance, quality, behavior, and special or prominent qualities possessed. The same opinion is also expressed by Wignell (1994) that the structure of the descriptive text is divided into two, namely (1) identification, which explains a phenomenon, (2) description, which explains the parts, quality, and characteristics. The reading-to-write approach provides students with a curriculum to assist students in reading, critical thinking, and writing and revising at a sufficiently higher level, including for literature review, with all-important first-year composition results.(Cho, 2019; Hembrough & Prof, 2020; Šliogerienė & Stunžaitė, 2019)

Learning to write response text through flowing sentence techniques provides students with a good picture of paragraphs and paragraphs that are not good for learners through sentence-by-sentence arrangements produced by each individual group member. The advantages of using flowing sentence techniques among others will provide a fun learning for learners, and passive learners will become active because individuals on this technique learners are required to contribute their ideas in one sentence. However, this technique has the disadvantage that the class will seem crowded. The tool needed in the application of this technique is very simple, namely striped paper that is still empty and there is only one angler sentence that has been created by the teacher. You could say, writing is always an act of choosing, shaping, reflecting, and revising and thus drawing crucially on metalinguistic activities. (Kim, 2019; Myhill & Newman, 2016; Valikova, 2018).

The steps of implementing flowing sentence learning techniques are stated as follows: (1) the teacher makes the angler sentence on a blank sheet as the first sentence to be added by the student, (2) the teacher gives an introduction on how to carry out the flowing sentences, (3) straightens the student's seat closer to the back in the formation of six students as a sign that the students of one series back are the same group. (4) The teacher checks the student's readiness in carrying out the flowing sentence, (5) the front student is given a single sentence of paper to be forwarded (in the reverse state so as not to be known to the student), (6) after all the groups get the sentence paper flowing, the student sitting in the

first order begins to add one sentence, (7) the student behind it adds one sentence, so the paper flows until the student is at the back so that a paragraph is formed. (8) Paragraph results are collected to be reviewed by teacher about the goodness and weakness of paragraphs that students have made, (9) teachers determine good and bad paragraphs based on the comments of other grouping students. To get a good result, the teacher can repeat the game once again (Suyatno, 2004).

To facilitate students in painting or describing an object that will be poured into the form of writing, teachers use tools in the form of drawing media. The right image media to support the application of flowing sentence techniques in the learning of writing response text is with plant morphological image media.

Method

In this study, class action research design (PTK) was used through two cycles, namely, cycle I and cycle II. Each cycle consists of four stages, namely planning, action, observation, and reflection. Class action research is the process of assessing learning problems in the classroom through self-reflection in an effort to solve the problem by performing various actions that are digested in real situations and analyzing each influence of the treatment (Wina Sanjaya, 2009).

This type of Class Action Research is used in this study because it is a means of improving teacher competence and improving student competence. Through the cycle in PTK is expected to improve the performance and quality of learning of a teacher as well as improve the ability of students as research targets. The design used in this study refers to the PTK model according to Suharsimi Arikunto (2006) as follows: The steps of action research in each cycle are as follows: 1. They are drafting an action (*planning*), 2. Implementation of actions (*acting*), 3. *Observing*, and 4. Reflection (*reflecting*).

The subjects in this study were grade IX-A students who numbered 37 students, with a composition of 22 Puri students and 15 male students. The variables used in this study were variables of descriptive response text writing skills and variable flowing sentence techniques with image media. The instruments used in this study are test instruments and contests. Test instruments in the form of description tests and project test. Description test questions are used to obtain data about students' knowledge in writing descriptive response text, and project tests are used to obtain data on students' ability to write descriptive response text. Nontest instruments include observation sheets, journals of teachers and students, interview guidelines, and photo documentation. Nontest instruments are used to reveal changes in learners' learning attitudes during the learning process of writing descriptive response text.

Data collection techniques in research are tested and nontest techniques. Test techniques are used to measure learners' knowledge in writing descriptive response text and are used to measure the writing skills of descriptive response text through flowing sentence techniques with image media. Nontest techniques are used to observe students' learning attitudes during the learning process. Nontest techniques in this study are observation techniques, journals of teachers and students, interviews, and photo documentation.

Data analysis techniques were performed in learning to write descriptive response text through flowing sentence techniques with drawing media using quantitative and qualitative data analysis techniques. Data analysis techniques are used to know in detail how data is obtained and the development of research results.

The analysis data are the observation of teacher and student activities, interview results, and student evaluation results. Data in the form of observations of teacher activities, interview results, analyzed in the form of descriptions in the form of conclusion drawing. Student evaluation data and student activity observation results are analyzed with figures. The criteria for individual learning completion of students at SMPN 3 Ngimbang reached 77. At the same time, the criteria for classical learning completion is if there are 70% of students who have achieved a minimum score of 78.

Results

The results of this class action study were obtained from cycle I and cycle II. Learning response text writing skills through flowing sentence techniques with image media is going well but not yet maximized. The learning process to be achieved in the learning of writing response text through flowing

sentence techniques with image media is 1) the intensification of the process of growing learners' learning interest in writing response text, 2) the conduciveness of the discussion process in identifying and labeling images of plant morphology. 3) The intensity of learners in writing response text through flowing sentence techniques with image media, 4) the conduciveness of student conditions during the presentation process in front of the class, and 5) the effectiveness of reflection activities so that students realize the shortcomings and know the next steps to be taken. The results of the learning process of cycle I and cycle II will be described in the following table.

Table 1 Percentage Increase in Completion of Observation Results of Learning Process Cycle I to Cycle II

No.	Observation Aspects	Average Score				Improvement (%)
		Cycle I		Cycle II		
		F	%	F	%	
1	The intensity of the process of growing learners' learning interest in writing response text.	30	81,08	35	94,59	13,51 %
2	Conduciveness of the discussion process in identifying and labeling images	33	89,18	36	97,29	8,11 %
3	The intensity of learners in writing response text through sentence techniques flows with image media.	34	91,89	37	100	8,11 %
4	Conduciveness of the condition of the students during the presentation process in front of the class.	31	83,78	37	100	16,78 %
5	The effectiveness of reflection activities so that students realize the shortcomings and know the next steps to be taken.	29	78,37	34	91,89	13,52 %

Based on table 1, it is known that the learning of writing response text through flowing sentence techniques with image media has improved from cycle I to cycle II. In the aspect of the intensity of the process of growing interest in learning, learners in writing response text in cycle I, it is known that the number of intensive learners during the process of growing interest in learning as much as 30 people or by 81.08%, while in cycle II increased to 35 learners or by 94.59%, resulting in an increase from cycle I to cycle II in this aspect by 13.51%.

In the conducive aspect of the discussion process in identifying and labeling images in cycle I, it is known that the number of conducive learners in the discussion process as many as 33 people or by 89.18%, while in cycle II increased to 36 learners or by 97.29%, resulting in an increase from the cycle I to cycle II in this aspect by 8.11%. In terms of the intensity of learners in writing response text through flowing sentence techniques with image media in cycle I, it is known that the number of students who are intensive in the implementation of writing response text as much as 34 people or by 91.89%, while in cycle II increased to 37 learners or by 100%. Thus, the increase from cycle I to cycle II in this aspect was 8.11%. In terms of conduciveness of the condition of students during the presentation process in front of the class in cycle I, it is known that the number of students who are conducive during the presentation process in front of the class as many as 31 people or by 83.78%, while in cycle II increased to 37 students or by 100%.

Table 2 Results of The Change of Spiritual Attitudes of Cycle I to Cycle II

No.	Observation Aspects	Cycle I	Cycle II	Increased
1	Appreciate and live religious teachings embraced by	51,35%	83,78%	32,43%

Table 2 shows the spiritual attitudes of learners from cycle I to cycle II, which increased by 32.43%. The condition is a proud result. The results also prove that the improvement efforts made by teachers in cycle II are going well. The social attitude observed in the implementation of learning to write response text through flowing sentence techniques with image media is an attitude of responsibility and confidence. Improved changes in the social attitudes of learners obtained from observations in cycle I, and cycle II can be seen in the following table.

Table 3 Results of Changes in Social Attitudes Cycle I to Cycle II

No.	Observation Aspects	Cycle I	Cycle II	Increased
1	Responsibility	83,78%	94,60%	10,82%
2	Confident	18,92%	78,38%	59,46%

Table 3 shows a change in the social attitudes of learners from cycle I to cycle II. The social attitude that was originally in cycle I have not reached the completion target has exceeded the completion target in cycle II. Learners have shown a more positive social attitude in learning to write response text. Thus, teachers' efforts to improve the social attitudes of learners in a better direction have reached the specified target.

Table 4 Precycle, Cycle I, and Cycle I Knowledge Improvement Test Results Cycle II

Aspects	Average Value			Increased					
	Ps	S I	S II	PS-SI		SI-SII		PS-SII	
				Points	%	Points	%	Points	%
1	34,59	37,56	44,32	2,97	8,58	6,76	17,99	9,73	28,12
2	15,40	16,05	20,75	0,65	4,22	4,7	29,28	5,35	34,74
3	12,97	13,18	17,72	0,21	1,61	4,54	34,44	4,75	36,62
Na	62,97	66,81	82,81	3,84	6,11	16	23,94	19,84	31,50

Description:

1. Find the structure of both response text models with narrative text.
2. Explain the rules of writing both the response text model and the narrative text.
3. Explain the different structure and writing rules of both the response text model and the narrative text.

Based on the results of the knowledge test on pre-cycle obtained an average score of 62.97. In cycle I, I increased by 66.81, and in a cycle, II increased again by 82.81. The increase from pre-cycle to cycle I was 6.11%. The increase from cycle I to cycle II was 23.94%, and the increase from precycle to cycle II was 31.50%. The knowledge test given to learners is expected to measure the knowledge of learners in writing response text so that the results achieved in writing response text through flowing sentence techniques with image media obtain optimal results. Test results of improved text response writing skills through flowing sentence techniques with group image media can be seen in table 5.

Table 5 Test Results for Improved Text Writing Skills in Cycle I and Cycle II (Group)

Aspects	Average		Increased	
	Cycle I	Cycle II	SI-SII	
			Points	%
1	25,94	28,54	2,60	10,02%
2	3,91	4,48	0,57	14,57%
3	4,29	4,75	0,46	10,72%
4	7,51	8,86	1,35	17,97%
5	13,29	14,48	1,19	8,95%
6	13,08	13,62	0,54	4,12%
7	3,86	4,35	0,49	12,69%
8	3,56	3,70	0,14	3,93%
Amount	75,48	82,81	7,33	9,71%

Description:

- 1 = Conformity of title to content
- 2 = Write down the structure of the text describing the identification section
- 3 = Write down the structure of the text describing the classification section
- 4 = Write down the structure of the text describing the section description
- 5 = Diction (word selection)
- 6 = Effectiveness of sentences
- 7 = Lettering and punctuation
- 8 = Neatness of writing

Table 5 shows improved text response writing skills through flowing sentence techniques with image media from cycle I to cycle II in groups. In the table, it appears that the average value in cycle I am 75.48 and in cycle II it increases to 82.81. The average increase in cycle value I to cycle II was 9.71%. This improvement occurs because, in general, learners have been able to master the eight aspects that include the suitability of the title to the content, writing the structure of the text describing the identification part, writing the structure of the text describing the classification section, writing the structure of the text describing the description of the section, diction (word selection), the effectiveness of sentences, writing letters and punctuation, and neatness of writing. Test results of improved response text writing skills after the application of flowing sentence techniques with individual image media can be seen in Table 6 below.

Table 6 Test Results of Improved Text Writing Skills for Precycle, Cycle I, and Cycle II (Individual) Responses

Aspects	Average			Increased					
	Ps	S I	S II	PS – S I		S I – S II		PS – S II	
				Points	%	Points	%	Points	%
1	22,2	26,2	28,8	4	18,01	2,6	9,92	6,6	29,72
2	3,5	4,1	4,5	0,6	17,14	0,4	9,75	1	28,57
3	3,7	4,2	4,7	0,5	13,51	0,5	11,90	1	27,02
4	6,4	8	9,1	1,6	25	1,1	13,75	2,7	42,18
5	12	13,4	14,5	1,4	11,66	1,1	8,20	2,5	20,83
6	11,4	13,8	14,9	2,4	21,05	1,1	7,97	3,5	30,70

7	3,5	3,7	3,8	0,2	5,71	0,1	2,70	0,3	8,57
8	3,4	3,5	3,7	0,1	2,94	0,2	5,71	0,3	8,82
Na	66,5	77,2	84,3	10,7	16,09	7,1	9,19	17,8	26,76

Description:

1 = Conformity of title to content

2 = Write down the structure of the text describing the identification section

3 = Write down the structure of the text describing the classification section

4 = Write down the structure of the text describing the section description

5 = Diction (word selection)

6 = Effectiveness of sentences

7 = Lettering and punctuation

8 = Neatness of writing

Discussion

Thus, the increase from cycle I to cycle II in this aspect was 16.78%. The last aspect is the effectiveness aspect of reflection activities so that students realize the shortcomings and know the next steps to be done. In cycle I, it is known that the number of students who realize the deficiency in reflection activities as much as 29 people or by 78.37%, while in cycle II increased to 34 learners or by 91.89%. Thus, the increase from cycle I to cycle II in this aspect was 13.52%.

In cycle I, there are still many of the students who are not used to expressing gratitude when successful doing tasks. In this second cycle students, show attitude by more often expressing gratitude when successful doing tasks. This indicates a change in spiritual attitude that is better than previous learning. The improvement of the changes in the spiritual attitudes of learners obtained from observations in cycle I and cycle II can be seen in the table below.

The results of the knowledge test write text responses through flowing sentence techniques with image media obtained from pre-cycle, cycle I, and cycle II. Aspects observed in this knowledge test include 1) finding the structure of response text and narrative text, 2) explaining the rules of writing response text and narrative text, and 3) explaining the differences in the structure and rules of writing response text and narrative text. Here is a table of test results for improving the knowledge of pre-cyclical learners, cycle I, and cycle II.

Table 6 shows an improvement in individual response text writing skills from preschool to cycle I and from cycle I to cycle II. In the table, it appears that the average score on the results of pre-cyclical tests conducted by teachers before the application of flowing sentence techniques with image media are in a fairly good category, with the average score of learners only 66.5. The value has not reached the completion of learning which is 73. So in the cycle, I applied the technique of flowing sentences with the medium of drawing in groups so that the average value of learners in writing response text increased. It is known that in cycle I, the average value of learners increased when compared to pre-cycle results of 77.2 and belonged to the best category. In cycle II the average value of students also increased again by 84.3 and belonged to the best category. This indicates an increase in the average value of learners in writing response text from pre-cycle to cycle I by 16.09%, an increase from cycle I to cycle II by 9.19%, and from precycle to cycle II by 26.76%.

Table 5 shows improved text response writing skills through flowing sentence techniques with image media from cycle I to cycle II in groups. In the table, it appears that the average value in cycle I am 75.48, and in cycle II it increases to 82.81. The average increase in cycle value I to cycle II was 9.71%. This improvement occurs because, in general, learners have been able to master the eight aspects that include the suitability of the title to the content, writing the structure of the text describing the identification part, writing the structure of the text describing the classification section, writing the structure of the text describing the description of the section, diction (word selection), the effectiveness of sentences, writing letters and punctuation, and neatness of writing.

The increase from pre-cycle in cycle I and from cycle I to cycle II indicates an increase from each cycle. This improvement occurs because in general learners have been able to master the eight aspects

that include the suitability of the title to the content, writing the structure of the text describing the identification part, writing the structure of the text describing the classification section, writing the structure of the text describing the description of the section, diction (word selection), the effectiveness of sentences, writing letters and punctuation, and neatness of writing.

The teaching and learning activities in this class action research can be seen in the documentation of the following PBM activities. The teacher explains about the response text material on the projector slide, the students in the group pay attention to the teacher's explanation, Teacher guides students in group discussions, Representative students from the group presented the results of their discussion in front of the class on the response text with the image media displayed through the LCD screen.

Conclusion

Based on the results of the study, it can be concluded that the skills of writing descriptive response text through sentence techniques flowing with image media in students of grade IX-A SMP Negeri 3 Ngimbang have improved. Based on a series of data analysis and learning situations above can be explained that the attitude of learners in learning to write descriptive response text has changed in a positive direction. Students are more active and serious in learning. The atmosphere of the class also becomes more conducive because students follow the learning very enthusiastically. Thus, learning to write descriptive response text through flowing sentence techniques with image media can help learners in writing descriptive response text even better. In addition, it adds insight, adds knowledge, and reduces the saturation of students in the classroom during the learning process. Learners have memorable and meaningful experiences of their lives. Students also become more motivated because they can write descriptive response text better.

The advice that can be given is (1) Indonesian language and literature teachers should apply flowing sentence techniques with image media in learning to write descriptive response text, because these techniques and media can help learners in writing descriptive response text, (2) this research can be used as a reference to conduct further research on the skills of writing descriptive response text using different techniques and image media.

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