

Improving the Ability to Write Expository Texts Through the Four Square Writing Techniques Learning Method and the Use of Picture Card Media

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Abstract

Study This aiming to: (1) Know implementation method learning four square writing techniques and using card media illustrated in increase ability student Class V of Sembawa 9th State Elementary School write text exposition; (2) Knowing the magnitude improvement ability write text exposition student Class V of Sembawa 9th State Elementary School through implementation method learning four square writing techniques and using card media illustrated. Type of research This is study actions carried out in 2 cycles and each cycle consists of from two meetings with allocation time every 2x35 minute meeting. Research This carried out in class V of SDN 9 Sembawa Regency Banyuasin. Data collection techniques are carried out through writing test activity text exposition. Research results This show that: (1) Through implementation method learning four square writing techniques and using card media illustrated ability student Class V of SDN 9 Sembawa write text exposition can increased; (2) The size percentage improvement ability student Class V of SDN 9 Sembawa write text exposition from implementation test in cycle I to cycle to II is 92.30%.

Keywords: Four Square Writing Techniques Method and Use of Picture Card Media, Writing Expository Texts



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Introduction

Skills write is one of fundamental aspects in learning a very complex language, but own role crucial for development self students, good for continue education to higher level tall and for adapt in society. In the learning process language, students No only sued for memorize rules linguistic, but also for to obtain ability communicate in meaningful and appropriate context. Therefore that, activity the language taught to students, especially in schools basic, is activity language that is real or actual and not made up (Yarmi, 2017:74). Importance skills write This is also emphasized by Cahyaningrum (2018:113), who states that skills writing is very vital for taught in various level education, making it one skills that focus on coaching and development, in addition to reading and arithmetic.

Write Alone interpreted as a manufacturing process meaning, which involves a series activity making text. This includes ability generate, organize, and develop ideas in sentences, and arrange, form, read repeat, edit, and revise A text (Boals in Qismullah , 2018:28). Skills write often considered as form or form ability the most recent language mastered learner language, after listening, speaking, and reading. In general simple, writing can also be interpreted as action to depict symbol a graph that depicts a language that is understood by a person, enables other people to read and understand symbol chart the If they understand language and imagery chart that (Tarigan , 2008:22).

In context Indonesian, text divided to in a number of types, each with different characteristics and can differentiated from structure the text. Various kinds of discourse covering essay narrative, description, exposition, argumentative, and persuasive (Saddhono and Slamet, 2014:159). Exposition text, in general specific, is essay that only aiming explain a problem, allows reader Forgive evaluation to essay said. Exposition is a variety of discourse that is intended for explain, convey, or to describe something things that can expand or add knowledge and views readers (Keraf, 1982:3). More Furthermore, Gani (1999:151) explains that essay exposition is discourse in the form of explanations pure that can open horizon think the reader, presents, explains, and describes information about something matter For add outlook in depth. Based on explanations this, text exposition is a writing that explains a procedure or process, giving definition, explain, or explain somethin .

Based on Independent Curriculum, learning write text exposition be one of Achievements Learning (CP) that must be achieved by grade V elementary school students maximum. This CP direct participant educate For capable write text explanation, report, and exposition persuasive from idea, result observation, and imagination, explaining connection causality, as well as pour results observation For convincing readers. The main purpose from teaching skills write text exposition is for students capable compile text exposition with use good and correct language, as well in a way coherent in accordance with characteristics text. This is show urgency development ability the since early.

However, the reality on the ground show that learning write text exposition at school moment This Not yet succeed optimally, even Not yet capable to awaken interest student For writing. Based on results research conducted by Eli Fitriani (2022/2023), the low performance Study student in learning compile text exposition seen from lack of interaction student in ask and many tasks that are not completed or answered with No righ. This is result in only part small students who achieve Criteria Minimum Completion Criteria (KKM). Other problems that often occur appear is lack of activity participant educate in answer questions, low interest to material, as well as teachers' preferred teaching models monotonous, which in the end create a learning process not enough effective. In addition, Rahayu (2013) also found that obstacles faced student in write essay exposition is difficulty Forget inspiration, inability in choosing words and sentences, and difficulty in start writing paragraph exposition.

The low ability or lack of interest student in write text exposition often caused by inadequate learning models relevant. As conveyed by Nainggolan (without year), the teaching model of teachers who do not appropriate with condition students in class can result in learning process teach become not enough effective, and not can develop the potential that exists within oneself students. Samsudin (without year) also emphasized that the teacher is actor the main thing that becomes key success learning, so that teacher's ability to planning and choosing approach as well as appropriate learning models with text and context student become A necessity. Therefore Therefore, an interesting and innovative learning model is needed For overcome problem this, one of them is Four Square Writing Techniques method. This method developed by Judith S. Gould and Evan J. Gould (1999) and refers to the use of graphic organizers to help student conceptualize, understand, and compose more written texts cohesive and coherent (Gould, et al., 2010). In addition to the right method, interesting learning media like card pictures are also important For interesting attention student (Pertiwi and Dwi, 2019:vi), so that can increase ability write text exposition students, especially in class V of SD Negeri 9 Sembawa

Methods

Study This is Classroom Action Research (CAR) with the Kemmis and Mc. Taggart model, which was implemented in 2 cycles. Each cycle consists of from planning, action, observation, and reflection. This PTK model chosen because it is very suitable for identify and resolve problem learning in a way straight in class, at the same time increase practice teacher teaching and results Study student in a way sustainable.

Subject Research: Research This involving student Class V of State Elementary School 9 Sembawa, Regency Banyuasin, which has a total of 29 students. The selection subject This based on identification problem the beginning that shows low ability write text exposition in groups student said. Research Time: Implementation study started with stage pre-action on January 23, 2025. Furthermore, Cycle I was implemented in two meetings, namely on January 30, 2025 (meeting first) and February 5, 2025 (meeting second). Cycle II begins with meeting first on February 12, 2025. Duration every meeting is 2x35 minutes, according to with allocation time eye Indonesian language lesson.

For obtain relevant and accurate data, research This using two techniques primary data collection: Test Writing Expository Text: Test This designed for measure ability student in write text exposition Good before action (pre-action) and after action on each cycle. Test results This used as quantitative data for compare improvement ability student between cycle, as well as for evaluate achievement Criteria Achievement of Learning Objectives (KKTP). Observation: Observation direct done to objects and activities during the learning process on going. Researchers use sheet structured observation For monitor teacher activities in apply Four Square Writing Techniques method and use of card media illustrated, and activity student during follow learning write text exposition. Observation data This functioning as qualitative data for analyze dynamics learning, response students, and effectiveness implementation actio.

Study action class This set criteria clear success for evaluate effectiveness intervention. Students stated has finished learning and action considered succeed If they to obtain score ≥ 70 on the test write text exposition. Criteria This in line with Criteria Achievement of Learning Objectives (KKTP) for subjects Indonesian language lessons in class V of SD Negeri 9 Sembawa .

Results and Discussions

1. Results

Study action class (PTK) implemented in a number of stages: pre-action (January 23, 2025), Cycle I (meeting first January 30, 2025, meeting second 5 February 2025), and Cycle II (meeting first February 12, 2025, meeting second 17 February 2025). At stage pre-action, learning use method lecture.

Initial Description Before Research (Pre-action)

In the activity pre-action, done test write text exposition. The result show that Of the 26 students, only 10 students (38.46%) achieved completeness study (value ≥ 70). The rest, 16 students (61.52%), not yet reach completion. Average class value is 64.5, which indicates ability write text exposition student Still low.

Research result Cycle I

Planning: Includes compilation module learning with Four Square Writing Techniques method, setup material, card media illustrated, and sheets observation.

Implementation of Meeting Actions First (January 30, 2025): The teacher explains draft the basics of the Four Square Writing Techniques and introducing the media of cards illustrated. Students shared become group of 5-6 people, shared card illustrated, and requested compile appropriate word sequence picture in a way alternately. Some group presenting the results and other groups respond.

Implementation of Meeting Actions Second (February 5, 2025): Continuing activity writing and bait come back.

Observation Results Cycle I: Based on observer observations (Mrs. Pariha, Mrs. Rodiah, Mrs. Susila Murni), implementation method Four Square Writing Techniques learning has not been done yet seen clear or not optimal. Observers provide suggestions for guidance more structured, explanation more detailed steps, demonstration 4 box diagram usage, usage card more pictures easy understood, and guidance intensive for students who are having difficulties. Although

observation to performance researcher in a way individual show "Very Good" category, note qualitative show the need repair.

Reflection Cycle I: Reflection find that implementation The Four Square Writing Techniques method is not yet optimal. It is recommended for make 4 boxes on the board write for main ideas, reasons, descriptions, and conclusions. In addition, giving code or number on the card illustrated required for help student with ability low in reasoning picture and write it down in text exposition.

Research result Cycle II

Planning: Preparing grid write text exposition with theme damage environment and sheets teacher observation.

Implementation of Meeting Actions First (February 12, 2025): Students tell experience write text exposition previously. The teacher explained objective learning. Researchers share card pictorial, asking student choose Topic related picture, writing text exposition, and read it in front of class. The teacher gives bait back and other students are asked give comments and suggestions.

Implementation of Meeting Actions Second (February 17, 2025): Continuing activity learning with same preparation like meeting First.

Observation Results Cycle II: Observations by Mrs. Pariha, Mrs. Nuzla Jaya, and Mrs. Susila Murni show that that syntax method Four Square Writing Techniques learning has been visible and implemented with good. Observation results activity Study student show total score meeting First as many as 40 with an average of 4 (very good category), and meetings second also 40 with an average of 4 (very good category).

Reflection Cycle II: Reflection recommend For do randomization member group, distinguishing card media illustrated For every group so that they can identify groups that need guidance intensive, giving chance to every group For stick arrangement cards and describe picture, do ask answer, and present results analysis.

2. Discussion

Implementation Results Cycle I: Shows that ability write text exposition student Still low on pre-action. After Cycle I, occurs improvement amount students who have completed learn, but Not yet reach criteria completeness classical. Results of Implementation Cycle II: After done improvements in Cycle II, ability write text exposition student increase in a way significant. Percentage completeness student reached 92.30% of cycle I to cycle II, and in general classical, activities learning stated completed (85.07% of students) reach KKTP value). This proves that use Four Square Writing Techniques method and card media very effective pictorial in increase ability write text exposition student Class V SDN 9 Sembawa . Analysis of Research Results Cycle I and Cycle II: The increase that occurred in Cycle II was due to interest Study students and teachers' learning strategies that are more effective after repair based on reflection Cycle I. There is individual guidance and improvement sheet observation study r student from category Good being very good also contributes to success This

Conclusion

This classroom action research successfully showed that the application of the Four Square Writing Techniques method and the use of picture card media significantly improved the ability to write expository texts in grade V students of SD Negeri 9 Sembawa. At the pre-action stage, students' abilities were classified as low, with the majority (61.52%) not yet achieving completion and an average class score of 64.5. Through the implementation of two learning cycles, there was a progressive increase in ability. Although in Cycle I the methods and media still needed adjustments based on observation input, the improvements made in Cycle II proved to be very effective. This was indicated by a drastic increase in the percentage of student learning completion, reaching 85.07% of students who completed classically, far exceeding the initial conditions. This improvement not only

reflects the success of the method and media in facilitating students' understanding and organizing ideas in writing expository texts, but also shows the importance of adapting and improving teaching strategies based on continuous reflection. Thus, the Four Square Writing Techniques method and picture cards are recommended as an effective approach to improving expository text writing skills in elementary school students.

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