THE EFFECT OF LEARNING MODELS AND INDONESIAN LANGUAGE PROFICIENCY ON THE ABILITY TO WRITE PROCEDURAL TEXTS

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ABSTRACT
The purpose of this study was to determine the effect of learning models and Indonesian language proficiency, on the ability to write procedure texts in Seluma Vocational High School students. The method used in this study is the experimental method. The data in this study were collected using test techniques, namely the writing test and the objective ability test for writing text procedures. The results showed that there was an influence between the interaction of learning models and Indonesian language proficiency on the ability to write procedure texts in class XI Vocational High School students in Seluma. The conclusion in this study is that the learning model and Indonesian language proficiency significantly influence the ability to write procedure texts of class XI students at Seluma State Vocational School.

KEYWORDS
model, proficiency, writing, procedure text

INTRODUCTION
Writing skills are part of literacy activities. One of the six basic literacies that we need to master is literacy. Reading and writing are the earliest known literatures in the history of human civilization. Both are classified as functional literacy, and are very useful in everyday life. By having the ability to read and write, a person can live his life with a better quality. Especially in an increasingly modern era marked by intense competition and rapid movement. Individual competence is really needed in order to survive well (Ministry of Education and Culture, 2017: 10).

In learning Indonesian, there are four language skills, namely speaking, writing, listening and reading skills. When learning Indonesian, for example when given assignments individually, there are still students who cheat friends’ answers; copy the results of a friend’s answer if done on the worksheet; when discussing groups, they are still often silent and only passive in doing tasks and completing group tasks; still applying a dishonest attitude to the results of the work; when assigned to do work at home, there are various reasons that do not make sense in other words dishonest and not independent. In addition, the attitude is often bullied even to the point of hitting or scolding friends when classmates do not want to give answers to assignments given by the teacher.

Writing activity is the result of the ability of language possessed by someone who is the last after the ability to listen, speak and write (Iskandarwasid, 2011: 248). Writing skills can be said
to be the most difficult skills compared to the other three language skills. Because writing requires mastery of broader language skills, beyond the writing skills themselves. Based on this background, the writer wants to describe several aspects related to the concept or theory of writing.

In accordance with the curriculum currently being applied, namely the 2013 Curriculum, Indonesian language learning activities are more emphasized on various texts and require students to be more active in various language skills, one of which is writing skills. Current curriculum requires students to produce texts in accordance with the structure and language characteristics of the text. However, with low student writing skills, students have difficulty producing good writing. If it is not immediately resolved, this can certainly hinder students in working on assignments in order to achieve the desired learning goals. One type of text learned in Indonesian language learning in class XI is writing procedure text.

Procedure Text is a text that contains a way, purpose to make or do something with the right step by step in sequence so as to produce a desired goal. Procedure text is usually found in writing that contains ways, tips or tutorials to take certain steps. In the procedure text there is an imperative word or command word to do what is discussed in the text so that the reader does what is ordered in the contents of the text (Setiawan, 2019).

Based on the results of preliminary observations shows that there are students who have low procedural writing skills. This is added when the learning process takes place, the teacher has not used a varied learning model. The teacher uses the lecture model more often without using media in the procedure text learning, and places less emphasis on student activities. This makes students bored and less enthusiastic in following the teaching and learning process and results in poor student writing results. If the students’ writing procedure text writing skills are not improved, this results in a decrease in student learning outcomes and not achieving learning achievement as expected.

The ability to write procedure texts well for class XI students of Seluma Regency Vocational School is highly needed because a good procedure text can be a guide to doing something well, through the stages or steps that we are supposed to do with the aim that what we do clear and maximum results. Like other types of texts, procedure texts also have their own goals and benefits. The main purpose of the text is to provide an explanation of how to do, use, and make something as clear as possible. Then, in terms of communication, the purpose of the procedure text is to give instructions on how to do something through a series of actions or steps. Meanwhile, the benefits of the procedure text are generally twofold. First, it helps in using a tool correctly without endangering the user and without damaging the tool. Second, it helps in carrying out certain ways or activities and life habits.

Procedure text is a basic text that explains the stages in completing an activity. The purpose of the procedure text is to explain how activities must be carried out, so that the reader can accurately and accurately follow a process of making something, doing a job, or using a tool (Yustinah, 2017: 5).
Writing a good procedure text is very important to learn and understand in order to provide clear information. Of course, the information is related to work steps and work instructions. Its function is to describe the procedure or procedure for doing work or instructions for using a product. With the correct usage procedure of a product, it makes the product more optimal (Yustinah, 2017: 6).

State Vocational School students in Seluma Regency consist of students from various environments with diverse backgrounds. For example, children of farmers (coffee, rubber, oil palm, and rice fields); and students from the community in general. In addition, middle-level students in Seluma Regency also come from a variety of cultures and tribes. For example: the indigenous Serawai, Minang, Batak, Malay, Nias, Javanese, Balinese, and other tribes. This greatly impacts the behavior of students in teaching and learning in schools. From the description above, the writer is interested in studying: "The Effect of Learning Models and Indonesian Language Proficiency, on the Ability to Write Procedural Texts (Experiments on Class XI Students of Seluma State Vocational High School."

LITERATURE REVIEW

Writing
Writing is lowering, imitating, or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the symbols of the graph, so they can understand the language, and picture of the graph (Tarigan, 1985: 2). This is in line with Abdurrahman and Waluyo (2000: 23) that, writing is a visual depiction of thoughts, feelings, and ideas by using written language for the purposes of communication or conveying certain messages. By having the ability to write, humans can communicate ideas, appreciation, and experience to others. Good writing skills are obtained through intensive training and guidance.

The definition of writing was also stated by Suparno and Yunus (2007: 4) that: "writing is the activity of conveying messages by using writing as its medium". Thus, it is clear that writing and painting the graphic symbols are very different.

According to Tarigan (1985: 24), a person writes not only describing the graphics symbols of a particular language, but that person must understand the meaning of the graphic symbols. Whereas people who paint graphic symbols are not required to understand the meaning of the graphic symbols they describe, because paintings are not for others to read but for their beauty to be enjoyed.

According to Susetyo (2009: 73), writing is a person's ability to communicate ideas, thoughts, appreciation, and experience using written language which is expressed through the results of
evaluating the scores of students writing based on the author’s written instructions made to the content, organization, vocabulary, language use, mechanics, or spelling.

Writing basically is not only in the form of expressing thoughts or feelings, but the expression of ideas, knowledge, and one’s life experience in written language (Khundaru, 2014: 150). Therefore, writing needs to be learned. The writing is made, containing the message to be conveyed. The message takes into consideration the arrangement of the word for word, punctuation used, selected diction will determine the meaning to be conveyed.

Thus, it can be concluded that writing is a series of activities to express opinions or ideas or ideas in written language so that it can be read by others. Writing requires the complexity of activities to compose essays properly because they involve regular ways of thinking and various requirements related to writing techniques. These requirements are: (1) the existence of a unity of ideas; (2) use of clear sentences; (3) paragraphs are arranged well; (4) applying the correct spelling rules; and (5) adequate vocabulary mastery.

In addition, writing is a series of complex activity processes that require stages and pour it into written form so that the reader can understand the contents of the ideas conveyed. Writing activities are also the result of language skills possessed by someone who is the last after listening, speaking, and writing abilities (Iskandarwasid, 2011: 248). Based on the opinion above, writing skills can be said to be the most difficult skills compared to the other three language skills. This is because the ability to write requires mastery of other language skills. From the description above, it can be concluded that writing is lowering or depicting graphic symbols that describe a language understood by someone, so that other people can read the graphic symbols. Pictures or paintings may convey meanings, but do not depict language entities. Writing is a representation of parts and units of language expression. This is the main difference between painting and writing, between painting and writing.

In principle, the function of writing is as an indirect communication tool. Writing is very important for education because it makes it easy for students to think, can help us think critically, makes it easier for us to feel, and enjoy relationships, deepen our responsiveness or perception, solve the problems we face, arrange the order for experience.

Understanding the Procedure Text
Procedure text is a text that contains the objectives and steps that must be followed so that a job can be done (Ministry of Education and Culture, 2013: 84). These steps, usually cannot be reversed. When learning procedure texts, students explore language in the form of procedures that will be used to be able to follow all the processes in people's lives. Furthermore, Mahsun (2014: 30) states that the procedure text is a text that aims to provide direction or teaching about the steps something has been determined. The procedure text contains an observation or experiment, Mahsun further explained that the procedure text has a structure of thought: title, purpose, list of materials, sequence of stages of implementation, observation and conclusions.
Priyatni (2014: 87) states that the procedure text is a text that gives instructions to do or use something with sequential steps. The purpose of the procedure text is to explain how something was made or done in sequential steps.

The student guide book for the Indonesian language Wahana Knowledge Class XI (2014: 85) states that the procedure text is a text that contains the objectives and steps that must be followed in order for a job to be carried out. Procedure text is one type of text that is factual.

Basically, the procedure text has a thinking structure that starts from the title, objectives, list of materials, the sequence of stages of implementation, observation and conclusions. In the study of text, the procedure will never be separated from what is called conjunction. Utilization of conjunctions in the text of this procedure is a conjunctive conjunction between paragraphs. For example, after, then, and so on.

Procedural texts are included in the factual genre text category. As described by Anderson (in Priyatni, 2014:66), texts are grouped into two broad categories (genres), namely the literary genre and the factual genre. Literary genre texts consist of narrative texts (short stories and novels), poetic, and dramatic. Whereas factual genre texts consist of report texts of observations, descriptions, explanations, expositions, procedures, and retelling stories.

Literary genre aims to provide emotions and imagination to the reader or listener. While in the factual genre aims to provide information and ideas that tell or convince readers or listeners. Based on this, in terms of genre, the procedure text aims to provide information that can convince the reader / listener to follow the directions or procedures described in the procedure text. Based on the description of the expert's opinion. Procedure text is text that aims to provide direction and steps for doing a referral thing.

From the description above, the writer can conclude that the procedure text is a text in which contains the purpose and steps to do or make something. Broadly speaking, the procedure text has 2 structures namely the objective section and the steps section.

The purpose of the procedure text is to explain how something was made or done with sequential steps (Priyatni, 2014:87). The communicative purpose of the procedure text is to provide instructions or how to do something through a series of actions or steps (Kemendikbud, 2013: 84).

CIRC Learning Model
CIRC stands for Cooperative Integrated Reading and Composition, including one of the cooperative learning models that was originally an integrated cooperative teaching of reading and writing (Steven and Slavin in Nur, 2000: 8). CIRC is a comprehensive and complete program for teaching reading and writing in high grades (grades 4-6) in primary schools. However, CIRC has evolved not only to be used in language studies but also in exact lessons such as mathematics.

STAD Cooperative Learning Model
STAD (Student Teams Achievement Division) is a cooperative learning model developed by Robert Slavin, et al. at John Hopkins University in 1995. According to Slavin (2005: 143), this learning model is the simplest and most appropriate learning model used by teachers who are just starting to use approaches with cooperative learning.

Slavin (2005:11-12) explains that in STAD, students are divided into learning teams consisting of four people of different levels of ability, gender, and ethnic background. The teacher delivers the lesson and students work in their team to ensure that all work on the quizzes on the material individually, at which time they are not allowed to help each other. The quiz scores of students are compared with the average score of their previous achievements, and each team will be awarded points based on the level of progress achieved by students compared with the results they have previously achieved. These points are then added up to get a team score, and the team that successfully meets certain criteria will get a certificate or other award.

Furthermore, Trianto (2009:68) states that STAD type cooperative learning is a cooperative learning model using small groups with heterogeneous numbers of members of each group of 4-5 students, which is a mixture according to achievement level, sex, and ethnicity. Starting with the delivery of learning objectives, delivery of material, group activities, quizzes, and group awards.

Slavin (2005:12-13) suggests that there are three important concepts in STAD type cooperative learning, namely: (1). Group awards, which will be given if the group reaches the specified criteria. (2). Individual responsibility, means that team success depends on individual learning from all team members. (3). The same chance of success, means that all students contribute to their team by improving their performance from the previous one. This will ensure that students with high, medium and low achievements are all equally challenged to do their best, and that the contributions of all team members are of value.

Based on the description above, it can be concluded that the main idea of the STAD type cooperative learning model is to motivate students to be able to support each other and help each other so as to increase learning activities, which in the end the learning outcomes will increase. In practice, students are divided into heterogeneous small groups that work together to help each other while paying attention to the work of groups and individuals. Like other learning, STAD type cooperative learning also requires careful preparation before learning activities are carried out.

**RESEARCH METHOD**

The method used in this study is the experimental method with the dependent variable writing ability, the text of the treatment variable treatment (main effect variable) is the learning model and the attribute variable is the ability. This experimental method is used in addition to measuring the effect of the main factors of each independent variable on the dependent variable. Further, it is also measuring the interaction between independent variables or to see whether there is a causal relationship by giving treatment to the experimental group whose results are distinguished from the results of the control group. Therefore, the treatment was
given to two classes as a research sample, namely the experimental group class that studied with the CICR type cooperative learning model and the control group class with the STAD type cooperative learning model.

This research was conducted in the first semester of the 2018/2019 academic year as the start of using the 2013 curriculum, at class XI Seluma Vocational High School. There are 144 students were involved in this research and they are divided into four classes. The steps of the activities in conducting this experimental research include: (1) Testing the instrument, and making scenarios or steps in the design of the learning program for treatment according to CICR type cooperative learning and STAD type cooperative learning. (2) Taking the value of ability ability to determine the high and low groups of the treatment group. (3) Classification of students is done randomly in two different classes. (4) Implementation of treatment, namely the application of learning design according to the CICR type cooperative learning model and STAD cooperative type with an explanation to the teacher first. (5) Writing skills test at the end of the treatment on two groups of students, namely the experimental group learning with the CICR Type cooperative learning model and the control group learning with the STAD type cooperative model.

The research design which is implemented on this study is as follows:

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<th>Table 1. Research Design</th>
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<td><strong>Proficiency in writing Procedure Text (B)</strong></td>
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<td>Ability (B1)A</td>
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<td>Ability (B2)B</td>
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<td>High (C1)</td>
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<td>Low (C2)</td>
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Mancova (Multiple analysis of covariance) is a combination of mancova and multivariate regression used to analyze this study. The mancova analysis is an analysis in which at least two dependent variables are considered to be simultaneous. Mancova has similarities with mancova, but there are independent intervals added as covariates. In mancova, the researcher estimates that there are statistical differences in the double dependent variable by grouping the independent variables while controlling for the third variable, the covariate. Covariates are included so that they can reduce errors and the analysis conducted can eliminate the effects of covariates on the relationship between independent variables and dependent variables. Thus,
mancova aims to find out whether there are differences in the treatment of a group of dependent variables after adjusting for the influence of the concomitant variables.

**FINDING AND DISCUSSION**

**Finding**

<table>
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<tr>
<th>No.</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>There is an influence of the learning model on the writing of procedure text.</td>
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<td>2</td>
<td>There is an influence (language proficiency) on the writing of procedure text.</td>
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<td>3</td>
<td>There is a difference in the writing of a written procedure text between students being taught with the CIRC cooperative learning model and the STAD cooperative learning model controlling language proficiency.</td>
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<td>4</td>
<td>There is an interaction effect of learning models and language proficiency on the ability to write procedure texts.</td>
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<td>5</td>
<td>There is a cooperative linear effect on the writing of procedure texts.</td>
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<td>6</td>
<td>The ability to write procedure text for students taught with the CICR cooperative learning model is better than students who are taught in the STAD cooperative learning model after controlling cooperatively.</td>
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<tr>
<td>7</td>
<td>There is an interaction effect between learning models and language skills on the ability to write procedure texts.</td>
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<tr>
<td>8</td>
<td>The ability to write procedure texts for students who have language proficiency is higher than students who do not have language proficiency for students who learn by cooperative learning methods.</td>
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<tr>
<td>9</td>
<td>The ability to write procedure texts for students who have language proficiency is lower than students who do not have language proficiency for students who are taught with the STAD cooperative learning model.</td>
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</table>

**Discussion**

The achievement of learning objectives is influenced by many factors, one of which is accuracy in choosing a learning model. Abidin (2014: 118) suggests that the learning model is a plan or pattern that is used to compile the curriculum, arrange learning material, and provide instructions to instructors in the classroom regarding the teaching and learning process that will be implemented.

Joyce and Weill (in Huda, 2013: 73) describe that learning models as appropriate plans or patterns are used to shape the curriculum, design instructional materials, and guide the teaching process in different classrooms or settings. Furthermore, Yulaenawati (in Abidin, 2014: 117) states that the learning model offers structure and understanding of learning design and makes learning developers understand problems, detail problems, into units that are easily overcome, and solve learning problems. Huda (2013: 76) states that teaching models provide opportunities for teachers to adapt to the classroom environment they inhabit. Komalasari (2011: 57) explains that the learning model is basically a form of learning illustrated from beginning to end that is presented typically by the teacher.

Based on some of the opinions above, the researcher concludes that the learning model is a special design that illustrates learning as a whole by adjusting existing classroom conditions, as
well as understanding the problems that arise in learning and solving them in order to achieve learning objectives. The theory underlying cooperative learning is the theory of constructivism that was born from the ideas of Piaget and Vygotsky. According to Slavin (2010: 201), cooperative learning encourages students to interact actively and positively in groups.

Furthermore, according to Rusman (2010: 202), cooperative learning is a form of learning by means of students learning and working in small groups collaboratively, whose members consist of four to six people with heterogeneous group structures. In this cooperative learning model, the teacher acts more as a facilitator who serves as a bridge connecting to higher understanding. Students have the opportunity to gain hands-on experience in implementing their ideas.

Researchers choose one learning model based on the above opinion. The learning model chosen is the CICR type cooperative model and the STAD cooperative model. Through the cooperative model type CICR and cooperative type STAD, it is expected that learning to write procedural texts at Seluma Vocational School will be implemented more optimally.

Learning model according to Joyce in Trianto (2010: 22) is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials and to determine learning tools including books, films, computers, curriculum, and others. Each learning model directs us into designing learning to help students in such a way that learning objectives are achieved.

Meanwhile, according to Paul Eggen and Don Kauchak's view (2012: 7), the learning model is a specific approach in teaching that has three characteristics, namely:

a. The teaching model is designed to help students develop critical thinking skills and gain an in-depth understanding of specific forms of material.

b. The teaching model includes a series of steps called "phases" which aim to help students achieve specific learning goals.

c. The teaching model is supported by theories and research on learning and motivation. Model selection is strongly influenced by the nature of the material to be taught, also influenced by the objectives to be achieved in the teaching and the ability level of students.

In this case, the goal to be achieved by researchers is to increase the effectiveness of learning to write procedure texts. One learning model that can increase the effectiveness of learning is the CICR type cooperative learning model and STAD cooperative type (Johnson and Johnson in Joyce et al, 2009: 321). Descriptive analysis of the influence of Indonesian language proficiency at pretest on Indonesian language proficiency at posttest is 0.550 (estimated coefficient) which means if Indonesian language proficiency at pretest increases by one unit, Indonesian language proficiency at posttest will also increase by 55%. This influence is significant or H1 is accepted because the p-value of the bootstrap is 0.001 <0.05. Based on descriptive analysis also, the researcher found that the effect of writing during the pretest on Indonesian language proficiency at posttest was estimated coefficient of 0.314, which means that if writing at the pretest increased by one unit, Indonesian language proficiency at posttest would increase by 31.4%.
The effect is not significant or H0 is received because the p-value from the bootstrap is 0.207 > 0.05.

Based on a descriptive analysis of the effect of the learning method on Indonesian language proficiency at posttest amounted to an estimated coefficient of 1.177 which means that if the learning method increases by one unit then Indonesian language proficiency at posttest will also increase by 117.7%. The effect is not significant or the H0 is received because the p-value from the bootstrap is 0.618 > 0.05.

Analysis of the partial effect of the Ancova equation on writing during the posttest has an influence on Indonesian language proficiency at pretest on writing at posttest by an estimated coefficient of 0.004 which means that if the Indonesian language proficiency of the pretest increases by one unit the posttest writing will also increase by 0.4%. The effect is not significant or H0 is received because the p-value from the bootstrap is 0.684 > 0.05. The effect of pretest writing on posttest writing is estimated coefficient which is 0.940 which means that if pretest writing increases by one unit then writing posttests will also increase by 94.0%. This influence is significant or H1 is accepted because the p-value of the bootstrap is 0.001 < 0.05.

Analysis of the effect of learning methods on writing posttest is estimated coefficient of 21.444 which means that if the learning method increases by one unit then writing posttest will increase by 2144.0%. This influence is significant or H1 is accepted because the p-value of the bootstrap is 0.001 < 0.05.

<table>
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<th>Table 3. Language proficiency</th>
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<td><strong>Multivariate Tests</strong></td>
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<td><em>Menulis_Pretest</em></td>
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Based on the t test the table shows t-count = 6.002 and p-value = 0.000 <0.05, this means that Ho is rejected. Therefore, it means that there is an influence of the interaction of learning models and language skills on the ability to write procedure texts. This can occur because in learning using CIRC type cooperative learning students are asked to involve all the abilities that exist in students to be able to solve problems in groups so that every aspect of work that involves individual students can be more relevant to the development of their character, especially in this aspect, namely honesty, cooperation (caring) and responsibility. This is also reinforced by the opinion of Syaodih (2010) which states group learning activities provide better results in the development of social skills because it provides many opportunities for students to practice social skills, leading to an improvement in the individual character of students towards a better direction.

So, the hypothesis proposed by the researcher can be accepted at 5% confidence level. So the researchers concluded that there was a significant increase in the effectiveness of learning to write procedure texts using cooperative learning models. However, the effectiveness of learning to write procedural texts using cooperative learning models is not an absolute requirement for optimizing Indonesian learning outcomes because there are other factors that may affect Indonesian learning outcomes outside of this study.

**CONCLUSION**

Based on the results of research and discussion, in general it can be concluded that the influence of learning models, and language proficiency on the ability to write procedure texts significantly influence learning to write procedure texts. CIRC type cooperative learning model can improve students’ writing skills, giving awards in learning activities can increase student
motivation in writing Indonesian text, the use of CIRC type cooperative models and STAD cooperatives fosters curiosity and helps students in understanding material, and the application of learning models CIRC type cooperatives encourage students to be able to work together in understanding subject matter.

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