

## **PO(W)DER METHOD TO INCREASE WRITING SKILL OF PROCEDURE TEXT FOR STUDENT GRADE 2 IN TECHNICAL INFORMATION UNSERA BANTEN**

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**Abstract:** *Write is one of skill in English that must-have for students, especially for second grade students majoring in Computer Science at Unsera. This is because writing is the subject matter in the course syllabus English 2nd grade at the Department of Informatics and students are expected to graduate is able to write text procedure, particularly the field of IT in English correctly. The background of this research is based on findings in the field that the learning process of writing with the classical methods that results are not in line with expectations that the author felt the need to carry out the implementation of other methods, the method of po(w)der writing procedure text. Method po(w)der is the step in writing a procedure text, including planning, outlining, writing-drafting, editing and re-writing, to make it easier to remember the steps then the author call it by Po(w)der. This research is a action research by applying three cycles po(w)der in writing the text procedures relating to Information Engineering (IT). Results from this study there are an increase in each cycle can be seen from the value of the average student in the writing text procedure. In the first cycle produced an average value of 60.33. In the second cycle of the average value is 68.83 and the average value in cycle three is 81. This indicates that learning to write text procedure through method of po(w)der with the addition of each cycle strategies can improve student results in writing procedure text.*

**Key words :** *writing skill, procedure text, method po(w)der.*

### **Introduction**

One of the capabilities of English (language skills) that must be possessed by students is writing, especially in the writing procedure text in the IT field. Learning English at the Department of Information Engineering mainly English II , writing is a subject matter as part of the function of personal development of students in the field of IT is expected after completing his studies, they are able to grow and develop be smart and skilled individuals, especially in writing English text (procedures) that related to information technology field.

Writing is one of skill in teaching language are often be a problem for students in the process of learning English. Therefore, it is very interesting to be studied the ability on writing is influenced by the mastery of vocabulary, grammar and the ability of students in stringing words into a text that is acceptable. The differences Grammatically between English as a foreign language and Indonesian language as the first language is a problem that often arises when learning to write. The ability to express meaning in rhetorical stages of essay simple short by using a variety of written language accurately, fluently and thankful to interact in the context of daily life in the text form of procedure is one of the Goals General Instruction (ICT) in the syllabus of English in the second semester at information technology department.

Learning to write in English language text on second semester students majoring in Information Technology in the form of procedure has been done in the classical style. In the study the authors explain the material, give examples, and students are asked to write a text procedure related to IT. The learning process as it is commonly practiced by writers and turns student learning outcomes are not as expected. In this learning process the student looks passive, bored and even some students who complain are not confident in expressing ideas. They are, of course difficulties in doing the task was given by the lecturer. It is very inviting questions and assumptions that the learning methods are not successful (failed) and largely ineffective.

After observed the above description, we can see a description there is a failure on the results and the learning process and it is a problem that must be addressed immediately. To improve these failures writer tried to find methods and appropriate learning strategies as the next solution. The method was applied in this study called a po (w) der. This method is a series of steps that must be passed by the students so that they can secrete procedure good text, linguistic structures are appropriate and acceptable.

Based on the background of the problem, hence the title of the research that was carried by the authors is the method of Po (W) Der to Improve Writing Skill Of Procedure Text On Student Semester 2 Department of Informatics at the Faculty of Information Technology Unsera Banten.

This study focuses on the teaching of English II, especially on learning Writing Text Procedure using PO (W) DER.

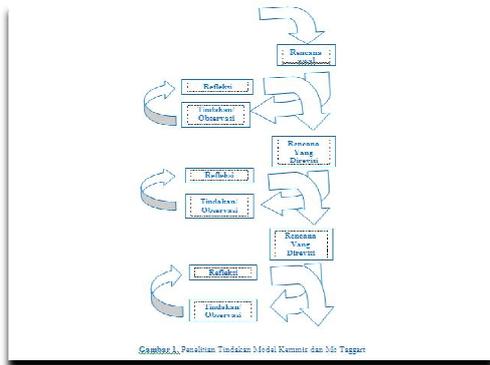
Based on the background of the above problems, the formulation of the problem in this research are:

1. How does the application method is Po (w) der learning Procedure Writing text on teaching English II?
2. How to increase student learning score with Method Po (w) der learning procedure writing text on teaching English II?

This study aims to illustrate the application of methods Po(w)der in writing procedure text learning on teaching English II. To describe the process of learning that apply method Po(w)der and to determine the learning outcome of students especially in writing the text procedures that relating to IT.

This research is as action research that have three cycles . Action research is used to collect data in order to improve and increase knowledge in the field of education matters such as curriculum, teaching, and learning so materialized an improvement in teaching and learning activities . This research is participatory its mean that the researchers involved in the study, is collaborative because it involves another lecture (collaborators) in research .

The action research through several procedures that used to Kemmis and McTaggart design, according Kemmis and McTaggart cited by Anne Burns (2010 ) in his book that action research typically four broad phrases in a cycle of research there are planning, action, observation and reflection.



The data analysis was conducted in this research was qualitative and quantitative. Quantitative data was used to measure the degree of improvement of learning outcomes of students in the subject of English II through some cognitive tests. Qualitative data was used to describe the results of the study include: observation, student records, interviews, records and other collaborators.

### English Teaching

Teaching and learning are almost the same, basically that have meaning that a learning process or the process of transfer of knowledge from teacher to learner or student, the distinguish them was subject. Teaching was focus on the role of the teacher as a teacher. Meanwhile, in addition to teacher learning also involves the role of students as learners. Experts in education provide a definition about teaching one of them by Tardif (1987) cited Shah defining teaching (2010: 179) as an act done by someone (in this case the teacher) with the purpose of assisting or facilitating others (student) activities learn. Still on the same page, and Carol Tyson defines that teaching is a way and a process of mutual relations between students and teachers are equally as active in.

In a sense that is more ideal, teaching even connotation guide and help to facilitate students in undergoing the process of change itself, the process of learning to reach proficiency idea, feeling, and intention thorough and complete (Shah: 2010: 178). So that, in a nutshell it can be concluded that teaching is a process undertaken a teacher that allows for learning on the learner. So, teachers are required to facilitate learners effectively so happens learning in which learners take an active role in developing itself to achieve a variety of skills.

Effective teachers who are the teachers to use time efficiently and achieve learning objectives. For that teachers need to have knowledge of the management of learning which

included there to knowledge of learners, mastery of teaching methods, use of facilities and infrastructure available and good classroom management. Learning will occur when students respond to the stimulus provided by the teacher. Therefore, teachers should be able to provide the stimulus that the motivation for his students to play an active role in learning. Teachers are required to identify students in addition to the personal to know the learning style or tendency of learners in learning must also be precise in using instructional media in order to create a pleasant classroom climate where established good relationships between teachers and learners.

### **Procedure text**

Text procedure aims to provide guidance on the steps/methods/ways of doing things (Otong Setiawan Djuharie, 2006: 38) . Procedure/procedural text, text procedure is the text containing the procedures, processes, means, or steps of make/do (operate) something.

Distinctive procedure text include: (1) the general structure (generic structure) consists of goal/aim (aim and purpose the contents of the text), material/tool (material or tools required to make or do something), steps/procedure (steps or procedures in doing/making something); (2) grammatical features are generally use tenses "simple present"; often use the phrase command (imperative/orders), the words sequences (sequences).

### **Methods Po(w)der**

According to Anthony, the method is the overall plan for teaching a language that is based on a particular approach. The method is selected teachers in the process of teaching and learning based on the selected approach associated with language teaching, learning, and teaching. Process of writing have some steps that its show the way or style of writer in write a written. According Marmer (2004: 2) there are four stages in a writing, ie Planning –drafting–editing–final draf. Based on the experts opinion, researchers made the jargon of its own on the grounds that the stages in writing can easily be remembered by students making it easier for them to apply these methods in writing. The method used by the researchers is the method of PO(w) DER, which is the abbreviation of Planning, Outlining, Writing, Drafting, Editing and Rewriting. The steps in the method of po(w)der are as follows:

- a) Planning: Pick and choose topics that will be discussed text.
- b) Outlining: Identify and write pointers information content that can develop topics.
- c) Drafting: Establish each pointer information that is identified to be a sentence or a paragraph.

- d) Editing : Assessing its own draft that has been made , then make revisions or editing on the draft in order to become better.
- e) Rewriting : Jot down a revised draft back into writing student final.

## Discussion

### A. Research

#### 1. Description of Action report Cycle 1

##### a) planning Learning

Planning the first cycle is done by first setting the syllabus and SAP related to the subject of writing. Lecture materials on the first cycle of teaching writing, with the ritual of teaching as usual. Lecturer collaborator provide the material with the lecture method. Materials provided are steps in writing that put emphasis on the text procedure. Lecturer collaborators provide a description and definition of the purpose of the method serata po (w) der to students.

##### b) The results of the action

Implementation of the action in the first cycle is the result of one meeting which was held on 8 October 2016 at 15:30 to 17:00 with 2x45 minute time allocation. At this stage the lecturer started learning the classical method, providing materials with the lecture method. Materials provided are steps in writing that put emphasis on the text procedure. Lecturer collaborators provide a description and definition of the purpose of the method serata powder to the students. Then give an example and ask students if they understand the explanations that have been given.

##### c) Results of observation

In this cycle, the students listened, obeyed lecturer and started writing text procedure using the method of powder. As the meeting early so only a few are actively ask.

##### d) The test results of students tasks.

Here are the results of the test procedure text writing assignment students obtained in the first cycle, which is given to the student and assessed by faculty collaborators. Values obtained are listed in the table below:

NO	NAMA	NILAI
1	NUR AISAH	60
2	WULAN MARTININGSIH	70

3	FRANKI PANDOPOTAN	65
4	DAMAR SETIAWAN	55
5	MAGHDALENA RAMADHANI	40
6	BANANUDIN	60
7	AHMAD ANDI	65
8	RYAN MAULANA	65
9	RICKY RIZKIANA	60
10	BIMA BAGASKARA	70
11	MUHAMMAD NASRULLAH	55
12	ALVIN KHAN	75
13	MUHAMMAD RUSLI	60
14	LILIA IKHFA	60
15	NURUL HAKIM	60
16	DANINDRA RIZKIA	55
17	ADIM TARMIDZI	60
18	ROBBY KURNIA	65
19	MUHAMMAD RIZKI MAULANA	60
20	AZRI MUHAMMAD	65
21	M. NURHUDA	60
22	BUSTOMI	60
23	FAIZUDIN	55
24	RIKY ZULIANSYAH	45
25	ADE TABRANI	65
26	IMAM AGUSTIAN	55
27	MIA AMALIA DEWI	65
28	DEDE AWALUDIN	60
29	ARDHI WAHYUDI	70
30	SYAIFUL RIZAL	75

#### 4.1 Table of result of writing cycle 1

##### e) Results of reflection

After analyzing the data from the observation made through the assessment process and results of students' writing in this cycle, the researchers reflection. Reflection is intended to determine the extent of learning was done in cycle 1. Learning to write a procedure to text using

“po(w)der” cycles have not shown an increase, it can be seen from the average value of student writing was 60.33, This value is quite low and a lot of shortcomings in the text of the procedure made by students. From interviews, the researcher found that students still have difficulty in finding inspiration what will they write. There are some students who are active in asking about outlining steps. It can be concluded on a cycle of action learning English writing procedure text speaking using “po(w)der” still have continued with little change in the second cycle.

## 2. Description of Action report to the Cycle 2.

### a) The results of the action

The second cycle was held on March 30, 2016 at 15:30 until 17:00 with 2x45 minute time allocation. At this stage the lecturer started learning by repeating the material at the previous meeting. Then explain the lecture material at the time, was about to write text procedures relating to IT through learning using “po(w)der”. Lecturer on campus to explain the method returns “po(w)der” as in the course previously. However, given the difficulties faced by students in cycle previously, there are additional strategies in writing, that makes concept maps or mind mapping in the process of outlining. It is intended that the students were able to organize the writing easily and regularly. Outlining function, so that students are able to develop the topic of writing in accordance with the chosen theme. To facilitate students get inspiration in writing, lecturers invited students to find references through browsing using the internet that can be accessed through the gadget or laptop. The results obtained in this cycle in the form of student writing on legal-sized paper chronicling the beginning of the process of writing to the end that the final draft.

### b) Results of observation

The findings of the researchers in this cycle there are still students who need guidance in making an outline or concept map. Some students are adept at using the Internet can be easily and fluently in writing, but remain in the guidance of professors collaborators to avoid plagiarism or copy and paste. From the results of concept maps can be seen the creativity of each student is of course different from one another.

### c) The test results

Here are the test results obtained writing students in the second cycle:

NO	NAMA	NILAI
1	NUR AISAH	70
2	WULAN MARTININGSIH	75
3	FRANKI PANDOPOTAN	70
4	DAMAR SETIAWAN	65
5	MAGHDALENA RAMADHANI	60
6	BANANUDIN	70
7	AHMAD ANDI	75
8	RYAN MAULANA	75
9	RICKY RIZKIANA	70
10	BIMA BAGASKARA	75
11	MUHAMMAD NASRULLAH	70
12	ALVIN KHAN	80
13	MUHAMMAD RUSLI	70
14	LILIA IKHFA	75
15	NURUL HAKIM	75
16	DANINDRA RIZKIA	65
17	ADIM TARMIDZI	65
18	ROBBY KURNIA	65
19	MUHAMMAD RIZKI MAULANA	70
20	AZRI MUHAMMAD	70
21	M. NURHUDA	65
22	BUSTOMI	65
23	FAIZUDIN	60
24	RIKY ZULIANSYAH	60
25	ADE TABRANI	60
26	IMAM AGUSTIAN	60
27	MIA AMALIA DEWI	70
28	DEDE AWALUDIN	65
29	ARDHI WAHYUDI	75
30	SYAIFUL RIZAL	75

#### 4.2 Table of result for writing cycle 2

d) Results of reflection

This reflection is based on the findings and the meditation teacher and collaborator during the learning activities in class writing results in the second cycle was obtained average value of 68.83 students. These results showed an increase in the average value of students' writing. Taking into account the results of the writing of learning to write was continued with little change since the first cycle and the second there is a significant result and there is an increase, it's mean that teaching using "po(w)der" with the addition outlining form of a concept or mind mapping a positive impact in the classroom.

3. Description of the Action report to Cycle 3

a) The results of the action

The third cycle was held on 6 April 2016 at 15:30 until 17:00 with 2x45 minute time allocation. At this stage the lecturer started learning by repeating the material at the previous meeting. Then explain the lecture material at the time, was about to write text procedures relating to IT through learning using "po(w)der". Lecturer on campus was to explain the method returns "po(w)der" as in the course previously. In this cycle, the lecturers still provide the same strategy in the outlining stage, but at this stage, outlining the use of concept maps or mind mapping will be made more colorful. Researchers provide colored pencils or colored markers that can be used by students to create a concept map. It is intended that the concept maps are made more interesting and capable inspiring students in making writing better. Just like the second cycle, to facilitate students get inspiration in writing, lecturers invited students to find references through browsing using the internet that can be accessed through the gadget or laptop.

In this cycle, lecturers invited students to be able to play the songs they like from each student through headset of their gadget. So, it felt comfortable and enjoyable learning but orderly. The results obtained in this cycle in the form of student writing on legal-sized paper chronicling the beginning of the process of writing to the end that the final draft.

b) Results of observation

In this cycle, the researchers get results or mind mapping concept maps are diverse. Map and mind mapping concept is the result of the creativity of the students. Instead, Writing text a more orderly procedure in accordance with the outline created by the concept maps are colorful.

## c) The results of students' writing assignments

Here are the results of students' writing assignments obtained in the third cycle:

NO	NAMA	NILAI
1	NUR AISAH	80
2	WULAN MARTININGSIH	85
3	FRANKI PANDOPOTAN	80
4	DAMAR SETIAWAN	75
5	MAGHDALENA RAMADHANI	75
6	BANANUDIN	75
7	AHMAD ANDI	85
8	RYAN MAULANA	80
9	RICKY RIZKIANA	80
10	BIMA BAGASKARA	80
11	MUHAMMAD NASRULLAH	85
12	ALVIN KHAN	80
13	MUHAMMAD RUSLI	85
14	LILIA IKHFA	85
15	NURUL HAKIM	85
16	DANINDRA RIZKIA	80
17	ADIM TARMIDZI	80
18	ROBBY KURNIA	80
19	MUHAMMAD RIZKI MAULANA	80
20	AZRI MUHAMMAD	85
21	M. NURHUDA	85
22	BUSTOMI	80
23	FAIZUDIN	80
24	RIKY ZULIANSYAH	80
25	ADE TABRANI	80
26	IMAM AGUSTIAN	75
27	MIA AMALIA DEWI	85
28	DEDE AWALUDIN	75
29	ARDHI WAHYUDI	85
30	SYAIFUL RIZAL	85

**4.3 Table of Result for writing cycle 3**

d) Result of reflection

In this third cycle showed an average value of students' writing is 81. There was a significant increase from the second and third cycles. Taking into account the results of the study write writing using “po(w)der” with the addition outlining form or mind mapping concept maps are colorful able to have a positive impact in the classroom and the learning outcome text the procedures relating to the IT field.

## B. Discussion

Data from the analysis of the assessment process and the task of writing the student in making procedure texts that have been reflected can be seen that in the cycle to one of learning to write text procedure using “po(w)der” not managed optimally for the value of the task of writing the student has not reached the expected value. It can be found as many as five people (17%) of students are actively follow the courses in line with expectations. While the majority of students, as many as 25 people (83%) of students still looked passive in the process of learning to write text procedure using po(w)der. Values obtained for any student has not shown significant results.

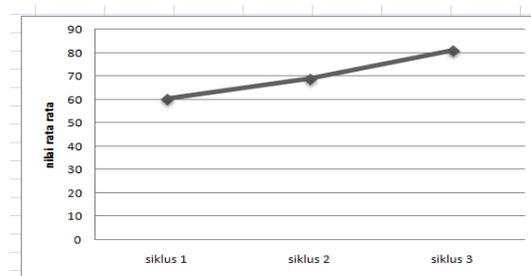
In the second cycle action to start doing some repairs professor of weakness action learning. Weaknesses were found in cycle 1 includes the lack of understanding of students with used method of “po(w)der”, the students are still having trouble finding inspiration and wonder what will they write, as well as the allocation of time that was lacking in students so that many are not able to complete the paper on time, it became the basis of improvements in cycle 2.

Lecturer then describes methods “po(w)der” back but no additional action by guiding students in outlining steps using the form brainstorming strategies to make concept maps or mind mapping, so that outline more organized and easier to organize writing in paragraphs. In this cycle too, the lecturer added learning strategies using the Internet. Students can access the material through browsing so that it can be reference or inspiration for students to write text procedure.

After carrying out actions to cycle 2, the observations indicate that more students were active in the learning process than in cycle 1. Value writing assignment students also increased where there are 18 students (60%) reached the KKM (minimum completeness criteria). Thus, the results of the implementation of measure to cycle 2 has experienced a significant increase,

although researchers have not been satisfied with the results that have been found. So that the weaknesses found in the second cycle will be fixed in the third cycle.

In the third cycle, the lecturer added outlining strategies using colored pencils or markers. It is intended that the writing process is considered fun and not boring, lecturers then let the students write while listening to music through their gadgets by using headset. This third cycle of the results achieved by the students is satisfactory where all students achieve grade work KKM. This means that there is an increase in the value of the duty cycle of the second and third. The increase in the value of the results of students' writing assignments in writing the text of the procedure can be seen in the table below:



4.1 figure

#### The Increase of Score Student for Each Cycle.

### CONCLUSION

Based on classroom action research that has taken place in 3 this cycle has resulted in a process of active learning, students are able to become learners active (student oriented), the students are able to make the procedure a text that takes into account content, unity and coherence, by applying the method of “po(w)der” and the addition of the strategy in each cycle. The role of the lecturer only served as a companion. In addition there is an increasing role in student learning outcomes in each cycle.

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