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Submission date: 14-Jan-2023 08:56PM (UTC+0700)

Submission ID: 1992729529

File name: 7_manuscript_20230207.pdf (585.71K)

Word count: 3086

Character count: 17046



Volume 19 No. 1 (2023)

BUANA PENDIDIKAN

Jurnal Fakultas Keguruan Dan Ilmu Pendidikan Unipa Surabaya

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The Effect of Guided Writing Method Assisted by Flash Card Media on Learning Motivation to Write Descriptive Essays in Class IV Elementary School Students

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Articles Information Abstrak

Keywords:

guided writing;
flashcard;
writing;
learning motivation

Submitted:

13-01-2023

Accepted:

31-01-2023

Published:

26-02-2023

Penelitian ini bertujuan untuk mengetahui pengaruh metode guided writing berbantuan media flash card terhadap motivasi belajar menulis karangan deskripsi siswa kelas IV SD. Penelitian ini merupakan *quasi eksperimental design*. Design penelitian yang digunakan adalah *The Matching-Only Pretest-Posttest Control Group Design*. Sampel dalam penelitian ini adalah siswa kelas IV SDN No.87 Tamanroya yang berjumlah 48 siswa. Pengumpulan data yang digunakan adalah teknik tes dan angket. Data dianalisis melalui teknik analisis deskriptif dan inferensial. Berdasarkan hasil penelitian diperoleh data bahwa hasil belajar menulis karangan deskriptif dan motivasi belajar siswa di kelas eksperimen mengalami peningkatan yang lebih signifikan daripada kelas kontrol. Berdasarkan uji hipotesis diperoleh nilai signifikansi lebih kecil daripada 0,05 sehingga dapat disimpulkan bahwa terdapat pengaruh metode guided writing berbantuan media flash card terhadap motivasi belajar menulis karangan deskriptif siswa kelas IV SD SDN No.87 Tamanroya Kec.Galesong Utara, Kab.Takalar.

Abstract

This study aims to determine the effect of the guided writing method assisted by flash card media on the learning motivation to write descriptive essays for fourth-grade elementary school students. This research is a quasi-experimental design. The research design used was The Matching-Only Pretest-Posttest Control Group Design. The sample in this study was fourth-grade students at SDN No.87 Tamanroya, which consisted of 48 students. The data collection used is a test and questionnaire technique. Data were analyzed through descriptive and inferential analysis techniques. Based on the research results, it was found that the results of learning to write descriptive essays and students' learning motivation in the experimental class experienced a more significant increase than the control class. Based on the hypothesis test, it obtained a significant value of less than 0.05 so it can be concluded that there is an effect of the guided writing method assisted by flash card media on the motivation to learn to write descriptive essays for fourth-grade students of SD SDN No.87 Tamanroya Kec. Galesong Utara, Kab. Takalar.

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INTRODUCTION

Learning Indonesian is one of the lessons that support the achievement of other learning objectives because students acquire speaking, writing, reading, and listening skills through learning Indonesian. Reading and listening skills are receptive skills while writing and speaking skills are productive skills. According to Dalman (2016: 3) writing is a creative process of pouring ideas into written language for the purpose of, for example, telling, convincing, or entertaining. Semi, (2007: 14) defines writing as a creative process of transferring ideas into written symbols.

One of the basic writing competencies in high school is writing descriptions. Based on its informative function, descriptive text is useful for training students' critical thinking skills. This is supported by the opinion (Slamet, 2007:159) that descriptive text is a variety of discourse or writing that describes or describes something based on the impressions of the observations, experiences, and feelings of the author. The goal is to create or enable the imagination of the reader to see, experience, and feel what the author is experiencing. As an informative text, practicing the ability to write descriptive text is also considered to help students broaden their horizons because it requires students to read a lot to enrich their writing.

However, the facts in the field show that students' interest in descriptive texts is still low so students' ability to write descriptive texts is also not satisfactory. This is based on the results of pre-research observations in class IV group II students of Kec.Galut Kab.Takalar which shows students are not interested in descriptive texts. This is shown by the attitude of students who are not enthusiastic about participating in learning. From the results of student learning related to descriptive writing, there are still many who are below the standard value that has been determined.

One of the factors causing the low writing ability of students including descriptive text is the low motivation of students in learning to write so learning to write is difficult and boring. This is due to inappropriate learning methods. Based on interviews with classroom teachers, they still use conventional learning methods in teaching writing skills. Conventional methods are considered insufficient in teaching writing skills to students. This is reinforced by the research results of Sulfasyah, Haig, and Barratt-Puth (2015) in their research on how teachers taught writing skills before the 2013 curriculum which shows that there are still many teachers who use conventional methods in teaching writing even though the curriculum objectives have emphasized a more progressive approach. Seeing these conditions, researchers assume that in learning to write, teachers need to apply appropriate and interesting learning methods and media to increase students' motivation to learn to write. One method that is considered to affect students' motivation to learn to write is the guided writing method.

The guided writing method or guided writing is defined as a method or guide used by the teacher in guiding students to put all ideas or ideas in writing so that these ideas can be described clearly. Dian (in Ningsih, 2016) explains that the guided writing method is one of the methods used in learning to write, in which students are guided by the teacher limited to structuring sentences, direct answers to questions,

forming vocabulary, grammar, reading comprehension, to oral skills that end in writing to build students' writing skills.

In addition to using interesting methods, teachers also need to use learning media to make it easier for students to understand the material so that the difficulty level of the material does not reduce student learning motivation. This is in line with Sukiyasa's opinion (in Dewi, 2019) that from an educator's point of view, teachers must be able to integrate their abilities in managing learning in the classroom, one of which is how to use media to facilitate delivery of material, as well as facilitate students' acceptance of subject matter. To make it easier for students to write, the use of flash card media is considered effective (Emilsa; Nurhalim, 2021; Anggraini, et al, 2019).

Flashcard media is media in the form of picture cards in which there is writing, besides that the media is also useful to help stimulate students to receive material through these pictures. According to Buttner (in Anggraini, 2019) flash card media is a learning medium in the form of images supplemented with vocabulary or questions related to images. The use of flash card media is considered suitable for learning to write because one of the advantages of flash card media is that the images on the card can overcome the limitations of space and time (Sardiman in Anggraini, 2019).

Practicing students' writing skills takes a lot of time because it requires repeated guidance and practice to students. The researcher argues that the use of methods and media greatly influences students' activeness and motivation in writing skills. Methods and media will stimulate the mind and direct students to discover the concept of starting writing. In line with Hilmawan's opinion (2022) that media is used to help memory, while the guided writing method is used as an assignment to students.

Based on the above, the researcher wants to conduct research related to "The Effect of the Guided Writing Method Assisted by Flash Card Media on the Motivation to Learn to Write in Class IV Elementary School Gugus II Kec. North Galesong Kab. Takalar".

METHOD

This research is a quasi-experimental study with a matching-only pretest-posttest control group design. The research population was all fourth-grade students at SDN No. 87 Tamanroya, North Galesong District, Takalar Regency, consisting of 48 students. The sampling technique is carried out through saturated sampling so that all populations are research samples. The sample was divided into two groups: the experimental class consisted of 24 students and the control class consisted of 24 students. Research data was collected through a questionnaire technique. Then the collected data were analyzed through descriptive and inferential statistics using the independent t-test.

RESULT AND DISCUSSION

Data on students' motivation to learn to write was collected through a questionnaire technique. Following are the results of the data analysis of students' learning motivation in the control class.

Table 1. Categorization of Learning Motivation in Control Class

Score Range	Frequency	Percentage (%)	Category
0 – 24.9	0	0	Low
25 – 49.9	10	41.7	Intermediate
50 – 74.9	11	45.8	High
75 – 100	3	12.5	Very High

Based on the categorization table of learning motivation in the control class, it is known that 10 students get the medium category with a percentage of 41.7%, 11 students get the high category with a percentage of 45.8%, and 3 students get the very high category with a percentage of 12.5%.

The results of the questionnaire analysis of students' learning motivation in the experimental class are presented in table 2 below.

Table 2. Categorization of Learning Motivation in Experiment Class after the Application of Guided Writing Method

Score Range	Frequency	Percentage (%)	Category
0 – 24.9	0	0	Low
25 – 49.9	0	0	Intermediate
50 – 74.9	0	0	High
75 – 100	24	100	Very High

Based on the categorization table of learning motivation in the experimental class, it was found that the learning motivation of all students, or 100% was in the very high category. This shows that there is a significant difference between students' learning motivation in the control class and the experimental class.

Normality Test

Before testing the hypothesis, a normality test is first carried out on the research data that has been collected to see whether the data obtained is normally distributed or not. In this study, researchers used the Kolmogorov-Smirnov normality test technique with the help of SPSS. The results of the analysis show that the significance value of each variable is greater than 0.05 so it can be concluded that the distribution of the variables in the study has been normally distributed and is feasible to use.

Homogeneity Test

This test aims to see whether the control class and experimental class data are homogeneous or not. Based on the Levene Statistical test, data on student motivation in the control and experimental classes obtained a significance value of $0.824 > 0.05$ so it can be concluded that the data is homogeneous.

Hypothesis Test

To find out the effect of the guided writing method assisted by flash card media on students' motivation to learn to write, an independent t-test was carried out.

Table 3. Independent t-Test Results

		Levene's Test for Equality of Variance				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 Confidence Interval of the Difference	
								Lower	Upper	
motivasi_ belajar	Equal variances assumed	.050	.824	6.386	46	.000	4.91667	.76987	3.36701	6.46633
	Equal variances not assumed			6.386	45.969	.000	4.91667	.76987	3.36698	6.46635

Based on the SPSS analysis, there is a Mean Difference (average difference) in learning motivation between the control class and the experimental class 27.58. Where for the control class obtained an average value of learning motivation of 57.17 and the experimental class obtained an average value of motivation of 84.75. This shows that the motivation to learn to write in the experimental class is better than in the control class. In addition, based on table 3 above, a significance value of 0.000 is obtained. This significance value is less than 0.05, so it can be concluded that there is an influence of the guided writing method assisted by flash card media on the learning motivation of fourth-grade students at SDN No. 87 Tamanroya, North Galesong District, Takalar Regency.

The results of this study prove several relevant previous studies that the guided writing method has a positive effect on students' motivation to learn to write (Haritzah, R, 2018; Nurmaisa, N, 2015; Aulia, 2012; Suhadha, 2016). Learning to write through the guided writing method can increase student motivation because student activities in writing are guided by the teacher so that students do not feel difficulty (Nurmaisa, N, 2015). It seems that this is because writing skills require persistence in practicing whereas, in the guided writing method, students carry out writing activities through several phases, namely the material orientation phase, the demonstration or presentation phase, the structured training phase where students are guided to do initial writing exercises, the guided training phase, students carrying out exercises from previous experience and still being guided, finally, the independent phase where students write based on the material they have learned without being guided (Haritzah, 2018). Apart from that, in this study learning was also supported by the use of flash card media which made it easier for students to write because they could compose sentences by paying attention to the pictures on the cards.

The use of flashcard media can make it easier for students to observe something that is outside the classroom and clarify a problem so that learning using flashcard media can master time constraints by

displaying pictures that cannot be seen directly during learning. In addition, its concrete nature and easy use make flashcard learning media usable in classroom learning (Damayanti, 2016). The use of flash card media also makes students more motivated to write because it looks attractive and makes it easier for students to write through the pictures on the card.

The guided writing method assisted by flash card media can be one of the methods used by teachers in learning to write because this research has been proven to affect students' motivation to learn to write. But of course, the teacher must also pay attention to the needs of students in learning so that the methods, models, and media used are under the characteristics of the students and the material being taught.

CONCLUSION

Based on the results of the study it can be concluded that the guided writing method assisted by flash card media affects the motivation to learn to write a descriptive essay for fourth-grade students of SDN No. 87 Tamanroya.

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