IMPROVING PROCEDURE TEXT WRITING ABILITY WITH THE PAIR CHECKS LEARNING MODEL IN CLASS XI CULINARY ART OF VOCATIONAL HIGH SCHOOL WIRA BHAKTI

Cokorda Istri Mas Kusumaningrat[i*], Putu Agus Permanamiarta[ii]
Sekolah Tinggi Ilmu Sosial dan Ilmu Politik Wira Bhakti[i], Universitas PGRI Mahadewa Indonesia[ii]
Email: cokistrimas89@gmail.com, aguspermana@mahadewa.ac.id.

Abstract
This study aims to determine the increase in the ability to write procedural texts using the pair checks learning model in class XI culinary art of Vocational High School Wira Bhakti Denpasar. The techniques used in this research are observation, documentation study, and tests. The results of the ability to write procedural texts using pair check learning model for class XI culinary art of Vocational High School Wira Bhakti in cycle I was 74,62% and in cycle II the student score was 82.87%. It can be concluded that the application of pair check learning model is able to improve the ability to write procedural texts in English for class XI culinary art of Vocational High School Wira Bhakti Denpasar

Keywords: *writing ability, text procedures, pair check model.*

1. INTRODUCTION

Writing is expressing ideas, opinions and ideas in series of sentences. According to Dalman (2014, 3) writing is an activity of communicating in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. As a language skill, writing is a complex activity. Complexity lies in the ability of the writer compile and organize the contents of his writings and put them into various written language formulations and other written conventions. Tarigan (2008:3) explains that writing is a language skill that is used to communicate indirectly, not face to face with other people.

The benefits of writing activities are as a person's mental, intellectual and social development. Writing can contribute abilities, develop initiative, creativity, foster courage, stimulate willingness, and ability to gather information. Even so, many people do not like writing,

one of the reasons is not having talent. The reason for such reluctance to write cannot be separated from the writing experience one has when at school.

The lack of models and the emergence of myths about writing and its learning further compounded the situation. So far, people think that writing is easy and must be done once. Writing is more concerned with mechanical elements than content, and people who don't like to write, have no experience certainly don't have the ability to write.

Writing as a language activity cannot be separated from other language activities. What is obtained through listening, reading and speaking will provide valuable input for writing activities. Even so, writing is a written language activity that has differences, especially with spoken language activities. Such differences concern the manner and context and the relationship between the elements involved, which has implications for the variety of language used when the writer carries out his writing activities.

Text procedure is a text that contains goals and steps that must be followed so that a job can be done. The procedure text describes how something can be done through a series of steps or action. Procedure text is a type of text that can be found around us. The communicative purpose of procedural text is to give instructions on how to do something through a series of actions or steps. In everyday life, we use procedure text to provide instructions so that someone can do a job properly. In order for activities to be precise and accurate and to obtain maximum results, it is necessary to have the principles of presenting a procedure text.

2. METHOD

Based on the research objectives, the method used in this research is descriptive method. This method provides a clear description or description of a situation for the subject under study. According to Zuldafrial (2012: 52) states that "descriptive method is a method used in solving research problems by describing or describing the current state of the subject or object of research based on visible facts or as they are".

Sugiyono (2014: 3), states "In general the research method is defined as a scientific way to obtain data with specific purposes and uses". The scientific method means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Rational means that research activities are carried out in ways that make sense, so that human reasoning can reach them. Empirical means the ways that done it can be observed by the human senses, so that other people can observe and know the methods used. Systematic means that the process used in the research uses certain logical steps. The form of research used by researchers is qualitative. Qualitative research is research that is used to find, describe, and explain the quality of the influence of a learning model. The focus of this research is on the aspects of planning, implementing, and learning outcomes in writing procedural texts using the pair checks method in class XI culinary art of Vocational High School Wira Bhakti.

The data in this study is the learning instruments used in the form of Lesson Plans in learning to write procedural texts, the results of observing the implementation of learning, and the results of writing procedural text tests in class XI culinary art students of Vocational High School Wira Bhakti. The data sources in this study were teachers and students who carried out the process of learning to write procedural texts for students in class XI culinary art of Vocational High School Wira Bhakti. The students totaling 35 consisting of 17 males and 18 females.

The location of this research was at XI culinary art of Vocational High School Wira Bhakti. The researcher chose this school because the researcher wanted to help English teachers who wanted to improve their students' ability to write in English. The data collection technique used in this study was in the form of test and non-test techniques, namely 1) observation techniques were carried out through observation guide sheets used to collect data about teacher and student activities in the teaching and learning process using the pair check model. 2) Documentation data used in this study is in the form of syllabus, lesson plan and pictures/photos. Documentation is important data as evidence of the

occurrence of an event, in this study researchers used photo documentation as non test data. The data taken through photo documentation also clarifies other data which are only described through writing and numbers. As research data, the results of image/photo documentation are then described according to the circumstances and combined with other data. 3) the test technique by using questions to measure the results of the ability to write procedural texts. Data collection tools are 1) Observation sheet. Steps to collect data using observation sheets: (a) Determine the purpose and function of observation activities. (b) Record the necessary data and adapt it to the objective/observation function. (c) Carry out site surveys and continue observations. (d) Meet sources for interviews as supporting evidence and reference sources (references). (e) Take notes observation results. To obtain good observation results, an observer who wants to make observations should pay attention to the principles of observation, namely: data must be carried out carefully, honestly, responsible for problems,

objective, and focused on the object under study. 2) Documents and lesson plan using tools such as cameras to take videos and photos in collecting data to get maximum results that describe the situation and conditions of activities, the lesson plan is attached. 3) Test. The steps for collecting data use the following tests.

a) Determine the preparation and purpose of holding the test.

b) Material selection and restrictions on the materials to be tested.

c) Determine the form and type of test.

d) Formulate the basic competence of each part of the material.

e) Line up all basic competencies in the preparation table which also includes the behavioral aspects contained in the basic competencies. This table is used to identify the desired behavior, so as not to be missed.

f) Compile a specification table that contains the subject

matter, aspects of thinking that are measured along with the balance between the two things. A detailed description of the specifications table will be presented in the next chapter.

g) Determine the number of test items and write down the items, based on the basic competencies that has been written in the basic competencies table and the aspects of behavior covered.

h) Determine the score.

i) Make a grid.

j) Arranging tests based on the grid.

4) Researchers collect research data from the results of observing the implementation of learning during the two cycles carried out. 5) The researcher collects data on student test results for two cycles of the implementation of learning with the pair checks model.

Researchers conducted Classroom Action Research which consisted of two cycles. Each cycle consists of four stages (Arikunto, 2015: 143) namely planning, implementation, observation, and

reflection. This study uses the pair checks model in learning to write procedural texts.

3. RESULTS AND DISCUSSION
3.1 Research Result

Data analysis was carried out by researchers to describe the increase in the ability to write procedural texts with the pair check technique in class XI culinary art of Vocational High School Wira Bhakti. Learning in the classroom cannot be carried out immediately or suddenly without planning. This planning is known as the lesson plan. The plaining of learning is contained in the lesson plan made based on the syllabus. The prepared lesson plan includes; core competencies, basic competencies, indicators, learning materials, learning activities, learning methods, and evaluation. The following will be explained.

Core Competency

1) Appreciate and live up to the teachings of the religion they adhere to.

2) Appreciate and appreciate honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite,

self-confident behavior in interacting effectively with the social and natural environment within reach of association and existence.

3) Understand knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

4) Trying, processing, and presenting in the concrete realm (using, parsing, stringing, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same point of view/theory.

Basic Competencies

Compose moral/fable story texts, reviews, discussions, procedures, and biographical stories according to the characteristics of the text to be made both orally and in writing. Indicator; Write the procedure text "How to Cook Chicken Steak" sequentially and

logically. Learning materials; Procedure text.

The learning method used in cycle I is question and answer, assignments, with a scientific approach. Meanwhile, the learning model used was pair checks, and the media used was procedural text examples. The improvement of learning to write procedural text using the pair checks model was carried out at Vocational High School Wira Bhakti odd semester of 2022/2023 academic year. The research was conducted in class XI culinary art with a total of 32 students, consisting of 11 boys and 21 girls.

Quantitative data obtained by researchers before conducting classroom action research, class XI students' ability in writing procedure texts is still low, the average value obtained is 68.97 and students who have reached the level of mastery of learning (by obtaining scores> 70) have only reached 21 .17% with a total of 11 students. While students who have not completed (by obtaining a score of < 70) as many as 21 people with a percentage of 76.73%.

In addition to the average that has not reached the standard, in the learning conducted by researchers, it shows that students are less motivated in participating in learning to write procedural texts, because learning is done conventionally. The researcher only gave brief information about the material for writing procedural texts and gave exercises to students to write procedural texts in groups. This causes students to be less active and experience difficulties in developing written procedural texts in an orderly and logical manner according to the structure of writing procedural texts. This difficulty can be minimized by using the pair checks learning model. The pair checks model is very appropriate for learning to write procedural texts. This model demands students to be more independent and responsible in doing tasks in the group. Because in writing procedural texts, it is not only easy to express words into sentences, but also pay attention to the order and sequence that are in accordance with the writing of procedural texts. To overcome the above problems, the authors conducted Classroom Action Research which consisted of two cycles. Each cycle consists of four stages (Arikunto, 2015: 143) namely planning, implementation, observation, and reflection. This study uses the pair checks model in learning to write procedural texts.

On the 1st day of the cycle, November 9, 2022, at the 1st and 2nd hours, learning to write procedural texts was carried out using pair checks. The 2nd cycle was carried out on November 16 2022. Observations were made on the same date and day for both the 1st cycle and the 2nd cycle. The reflection was held on Thursday, November 23, 2022. This research was carried out in collaboration with the English teacher at Vocational High School Wira Bhakti Denpasar.

3.2 Discussion of Research
Cycle 1

Cycle I consisted of four stages, namely: planning, implementing, observing, and reflecting. For more complete information on the implementation of Classroom Action Research in the following cycle.

Planning

On Monday, November 7 2022, the researcher has informed that English lessons on Wenesday, November 9 2022 at the 1st and 2nd hour will be learning to write procedural text using the pair checks model. So, during the implementation of learning, students were ready to learn and could pay close attention to the steps of the pair checks model in writing procedural texts.

Before implementing the lesson plan in cycle I, the researcher discussed with the Indonesian teacher about learning to write procedural texts using the pair checks model.

Implementation

Cycle I actions were carried out on Wednesday, November 9 2022 during lesson hours 1-2, (time allocation 2 x 45 minutes) students were ready to receive lessons because things were still early and they looked excited so the learning atmosphere was said to be conducive.

Observation

This observation was carried out by researchers on student performance, while observations of teacher performance in the implementation of learning were carried out by English language teachers (observers) towards teachers implementing learning (researchers) by placing a check mark (√) on each component of learning activities that contained in the observation sheet.

This observation was carried out when learning to write procedural text using the pair checks model at the cycle I meeting which took place on Wednesday 9 November 2022 at 07.15 - 08.45 WITA (1st - 2nd hour). The focus of observation is the learning implementation situation, the activities carried out by the teacher and the activeness of students in the learning process of writing procedure text using the pair checks model.

Cycle 1 Reflection

Reflection is used to determine and conclude whether the implementation in cycle I still needs to be continued or not. Based on the data obtained from the observation of the learning implementation process in cycle I, there was an increase in students' ability to write procedural texts. However, the researcher feels

that the use of the pair checks model has not affected the students' ability to write procedural texts. It still needs to be improved and students' abilities in writing procedural texts are still lacking, especially the use of vocabulary, preositions and steps and of course this is because the influence of the pair checks learning model has not had an effect and needs more guidance and the achievement of indicators has not met the expected performance.

Based on the results of the analysis and reflection above, the actions in cycle I have not achieved optimal results, that is, they have not reached 75%, namely 74.62% or around 25 people whose values reach the standard value with an average of 73.81% which according to researchers still needs to be treated. The researcher's dissatisfaction with the results of observing the learning process in cycle I was then conveyed to the English teacher. After going through the results of student performance in cycle I, the teacher and researcher agreed to continue this research in cycle II with the same learning materials and learning models.

Research Cycle II
Planning

Planning for cycle II was carried out on Wednesday, November 16, 2022. Learning plans were prepared with collaborators. In this cycle, writing procedural texts is even more specific so that students' insights can be broader by determining the same topic so that it can make it easier for researchers to carry out assessments in terms of aspects of vocabulary, word tems, conjuction and steps for writing procedural texts. The topic in the cycle II procedure text is how to cook mushroom soup. Lesson plans and teaching tools are carried out with continue to use the pair checks model. The researcher also prepared observation guidelines that would be used by collaborators to observe the learning activities carried out by teachers and students in using the pair checks model in learning to write procedural texts.

Implementation

This class action will be carried out on Wednesday, November 16, 2022, in class XI at 07.15 –08.45 WITA. The time allocation used is 2 x 45 minutes with

the steps for implementing the actions carried out in the learning process in cycle II.

Observation

The observation during the learning process of writing procedural text using the pair checks model took place on Wednesday, 16 November 2022 07.15 –08.45 WITA. Observations were made on:

1) Observation of the teacher's ability to plan learning activities to write procedural texts using the pair checks model. The problems in cycle I have been handled properly in cycle II. Preliminary, core, and closing activities have clearly stated the implementation carried out in cycle II learning. Most of the aspects assessed in the lesson plan made have reached very good criteria, because of the 16 aspects assessed there are 15 aspects of very good criteria and 1 aspect of good criteria with a percentage of 4.20% (very good).

2) Observation of the implementation of procedural text writing learning activities

with the pair checks model. During the process of learning activities no significant obstacles were found. All activities carried out in accordance with a predetermined time allocation. The implementation of the learning process has been carried out by the teacher in accordance with the lesson plan prepared with the researcher.

3) Observation of the teacher's ability to carry out learning to write procedural text with the pair checks model. Most of the aspects assessed in the implementation of learning have reached very good criteria because of the 25 aspects assessed, there are 22 aspects of very good criteria, and 3 aspects of good criteria. So, the percentage of the value of implementing cycle II learning is 4.42% in the good category.

4) Observation of students' attitudes in participating in learning activities to write procedural text using the pair checks model. Observation of students' attitudes towards the learning process of writing

procedural text with the pair checks model was carried out by the researchers themselves and assisted by the teacher who took action using the observation sheets that had been prepared by the researchers.

Reflection

Reflection is used to determine and conclude whether the implementation in cycle II is still necessary to be continued or not. Based on the data obtained from the observation of the learning implementation process in cycle II, there was an increase in students' ability to write procedure texts, namely 81.25% achievement of classical completeness by 80% or 100% complete. The researcher felt that the use of the pair checks model had an effect on students' ability to write procedural texts. The use of the pair checks model can help students who are still unsure, especially the use of punctuation, vocabulary and steps. After being mentored by researchers and collaborators, the ability to write procedural texts of students is increasing. As for those who still experience problems or obstacles in writing procedural texts,

they are given assignments or remedies.

4. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

One learning model used by researchers to improve the ability to write procedural texts is the pair checks method. To carry out the learning of the pair checks model, planning, implementation, and results obtained from the implementation are carried out. The results of the research on the ability to write procedural texts using the pair checks method for students of class XI culinary art of Vocational High School Wira Bhakti in cycle 1 was 74,62% and in cycle II it became 81.25%. The increase from cycle I to cycle II was 6,63%. Based on the scores obtained by students with the lowest scores 75 and the highest is 88, then the completeness of the student scores totaling 35 people reaches the standard to 100%. This shows that the learning model used can improve the student ability to write procedural texts in class XI.

4.2   Suggestion

Research can improve student learning outcomes in English subjects, especially the ability to write procedural texts. The suggestions given by the researcher by conducting this research are:

1) Learning to write procedural texts should be more focused on procedural text writing skills than theories about learning to write procedural texts.

2) Teachers should be able to develop more diverse learning models so students will not feel bored and students are more enthusiastic about learning.

3) In group work students are more communicative and help each other and do not rely on one person working.

4) Guidance from teachers to students who work needs to be done continuously so that it can trigger student activity in group work.

5) Reward from the teacher to students who can complete their tasks properly can make students more motivated. For students who have not succeeded, they are still given encouragement, enthusiasm to be even better in further learning.

References

Arikunto, Suharsimi, dkk. 2015. *Penelitian Tindakan Kelas (Edisi revisi).* Jakarta: PT. Bumi Aksara.

H. Dalman, (2014). *Keterampilan Menulis* . Jakarta: PT. Raja Grafindo Persada.

Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R & H.* Bandung: Alfabeta.

Tarigan, Hendry Guntur. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa (Edisi Revisi* Bandung: Angkasa

Zuldafrial. 2012. *Strategi dan Pendekatan Pengelolaan Kelas. Surakarta*: Yuma Pustaka