

Need Analysis for Development of Card Sort Media to Improve Elementary School Students' Procedure Text Writing Skills

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Abstract

This research aims to 1) obtain information regarding the use of media in Indonesian language lessons regarding procedural text material; 2) obtain the obstacles and views of teachers and students in learning procedural texts; and 3) designing and creating learning media that needs to be developed in Indonesian language lessons as procedural text material. The subjects of this research are class teachers and students of class 4 at SD Negeri Dagangan District. Information and data collection techniques in the form of observation, interview and documentation guidelines. The analysis technique used is qualitative descriptive analysis. Preliminary findings conclude that 1) The use of learning media in Indonesian language lessons regarding procedure text material has so far been non-existent, resulting in low student interest. 2) Limited use of learning media to support independent learning. 3) Students' procedural text writing skills are low, the teacher said that many students are not yet able to write procedural texts according to the procedure text writing structure. 4) The learning media that needs to be developed in learning procedural texts is card sort media with regional gastronomic content to improve the procedural text writing skills of elementary school students.

Keywords: Needs Analysis; Media Card Sort; Writing skills; Procedure Text.

Introduction

Language skills in the school curriculum cover four aspects, namely: listening skills, speaking skills, reading skills, writing skills (Ali, 2020). These skills are closely related to the processes underlying the mind. The more skilled a person is at language, the brighter and clearer his thoughts are (Krismasari Dewi et al., 2019). Writing skills are active-productive skills. This skill is seen as occupying the most complicated and complex hierarchy among other types of language skills (Magdalena et al., 2021).

Writing is the process of forming meaning and a series of related text creation activities: generating, arranging and developing ideas in sentences: composing, forming, rereading text, editing and revising (Yusuf et al., 2019). Writing is a way of sharing ideas, feelings, thoughts, desires and experiences with readers in written form, besides that, writing is a process of discovering ideas to hone thinking skills, open up opportunities for learning, help strengthen social relationships and encourage

success at university and the workplace. This is considered the most difficult skill for students because they must be able to produce good writing (Usman et al., 2020).

Indonesian language subjects in elementary school learning contain text-oriented teaching and learning activities. Therefore, students must be able to produce texts well, not only limited to language knowledge, but also useful as a source of actualization for users in the social and cultural realm of education (Kormasela et al., 2020). Carrying out learning to write fluently and producing expressive text is the most difficult language skill of the four language skills for all students, writing requires more time and precision (Rahmawati & Sulistyaningsih, 2020). Writing is a productive skill and a creative act of expressing ideas. Writing can also help students develop their thoughts and feelings. Students must remember several aspects of writing in order to write well (As & Sukirlan, 2016).

Salah satu pembelajaran menulis di sekolah dasar adalah menulis teks prosedur.

Menulis teks prosedur adalah salah satu kompetensi menulis yang dimiliki oleh peserta didik untuk menghasilkan atau melakukan sesuatu. Dalam kehidupan sehari-hari peserta didik sering menggunakan teks prosedur. Biasanya, peserta didik membaca teks tentang cara mengoperasikan suatu barang, cara mempersiapkan atau membuat sesuatu, bagaimana bertindak dalam beberapa keadaan seperti sekolah, perusahaan, dan komunitas, dan bagaimana untuk mendapatkan beberapa tempat, teks semacam itu disebut teks prosedur (Khanza & Nufus, 2019). Teks prosedur bersifat faktual yang memiliki struktur inti yakni definisi, bahan dan alat, proses (Pembahas et al., 2023).

Learning media can be defined as physical or non-physical tools that are deliberately used as intermediaries between teaching staff and students in understanding learning material to make it more effective and efficient. Creative media greatly influences children's interest in reading (Situmorang, 2020). Media innovation and learning methods are very important in solving problems in schools, one of which is the application of card sort media.

Card sort learning media is one of the learning media developed by Melvin L. Silberman (2002) in the book *Active Learning 101 Ways to Learn for Active Students*. Media (card sort) is quite simple media because it consists of short cards containing learning material. The dominant physical movements in this media can help minimize boredom or boredom in the class. This media is also very effective for practicing writing and speaking skills in accordance with the language process which is believed to be a stimulus and response process.

In observations carried out on Indonesian language teaching and learning activities, procedure text material in class 4 at several State Elementary Schools in Dagangan sub-district, several deficiencies were found. Among them is that students find it difficult to write procedural texts, so far they only read procedural texts in textbooks, sorting procedural texts according to their sequence. Many students' results of writing procedural texts do not match the structure of writing procedural texts. Students' writing of procedural texts needs to be paid attention to because there are still errors related to aspects of written

content and language (Luqyana, Dian Indihadi, 2021). In learning to write procedural texts in elementary schools, there are two sub-materials that will be studied by students, namely procedural texts about recipes and procedural texts about manuals. Procedure texts about recipes relate to how to make a food or drink. Meanwhile, procedural texts regarding manuals relate to how to operate something (Soleh, 2021)

The lack of student activity in learning to write procedural texts is caused by the lack of learning media applied by teachers, in daily learning teachers rarely use learning media in Indonesian language lessons. When learning to write procedural texts, the media used are usually only pictures in textbooks. Apart from that, today's students do not know the characteristics of their own region, one of which is regional specialties. Students are not yet familiar with the art of regional specialties with their various unique characteristics, for example how they are made.

Researchers will analyze the need for card sort media developed with regional gastronomy content which includes a QR-Code learning video about how to make regional specialties as Madiun gastronomy. The benefits of QR-Code in the world of education are that it makes learning more interesting, motivates students' interest in learning, apart from fun activity sheets, QR-Code can also display animated learning videos. The use of QR-Code can be used as part of a learning technology innovation and is easy to use considering that nowadays the average parent or student already has a smartphone (Sugiana & Muhtadi, 2019).

Specifically, the aim of this research is to analyze the need for developing card sort media to improve students' procedural text writing skills in elementary schools. The theoretical benefit of this research is that it can increase knowledge regarding learning media studies to improve skills in writing procedural texts in elementary schools. Furthermore, the practical benefit is that it can become a basis for further relevant research.

Literature Review

Regarding skills in writing procedural texts, previous research was conducted by (Agustin & Indihadi, 2020), this research was motivated by students' skills in writing procedural texts which were still said to be not optimal and there was no data in the field regarding procedural text analysis. The aim of this research is to describe the procedure text writing skills of fourth grade elementary school students. Meanwhile, the development of learning media in the form of Card Sort has been developed by researchers (Damayati et al., 2022), researchers use a jigsaw type cooperative learning model assisted by Card Sort to provide opportunities for students to interact with each other, be actively involved in the learning process, and be encouraged to dare to express opinions and have the responsibility to learn independently and together as peer tutors on the material being studied.

Method

Setting and Participant

This research is research in the early stages of development, therefore the research design is a development design. This research is only limited to needs analysis. This needs analysis is used to determine the initial analysis of the need for developing card sort media to improve procedural text writing skills.

The subjects of this research are elementary school teachers in Dagangan District, Madiun Regency who have different learning environments but still share the same local wisdom. This is a consideration in determining the research sample as a place for future trials. The sample for this research was 10 grade 4 teachers. Sampling was taken using purposive sampling technique.

Data Collection

The data collection techniques used in this research used literature study, documentation and interviews. Meanwhile, the data in this research is qualitative data. Therefore, data processing uses descriptive qualitative methods. The instrument in the research was to make an observation sheet by giving it to 10 teachers at the Dagangan District Elementary School. Observations and interviews were carried out with teachers and students to obtain data or

information regarding student characteristics, methods, learning strategies, learning media used in learning to write procedural texts in elementary schools.

The data analysis technique used in this research is the Miles and Huberman model. Miles and Huberman (Sugiyono, 2017) stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated.

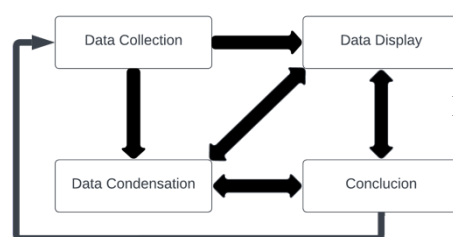


Figure 1.

Skema Analisis Data Miles and Huberman
Interactive model of analysis

Based on Figure 1, the data analysis stages carried out in this research refer to the Miles and Huberman model, namely: (1) data reduction (data collection). According to Sugiyono (2017), reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns; (2) data presentation (data display). Miles and Huberman (Sugiyono, 2017) say that what is most often used to present data in qualitative research is narrative text. Data presentation is carried out to make it easier to understand the data obtained; (3) verification/drawing conclusions. According to Sugiyono (2017) the conclusions in qualitative research are new findings that have never existed before. Sugiyono (2017) also said that findings can be in the form of a description or picture of an object that was previously still dim or dark after being examined becomes clear, it can be in the form of a causal or interactive relationship, hypothesis or theory.

Result and Discussion

Results of the analysis of teacher needs found in the field, based on observations that have been made. Most teachers need media in learning Indonesian, especially procedural text material. So far there has been no interesting media for this learning.

Table 1. Results of Questionnaire Analysis of Expressions of the Need for Card Sort Media Development in Indonesian Language Subjects Procedure Text Material for Class IV Teachers at SDN Sukosari 02.

| No | Question (Problem Identification) | Answer (Question Analysis) | Conclusion Identification |
|----|---|---|--|
| 1. | How enthusiastic are the students in participating in Indonesian language learning? | The teacher answered, during Indonesian language lessons students tend to get bored and not very happy. Don't know why, if asked they prefer SBK lessons | According to teacher observations, students tend to be bored and not very happy. |
| 2. | Do you always use media in learning Indonesian? | The teacher explained that in Indonesian language lessons they rarely use media, those who often use media are usually science lessons. If Indonesian language lessons are more about just reading. | Teachers rarely use media in Indonesian language lessons. |
| 3. | How do you teach Indonesian procedural text material? | The teacher explained that usually learning to write procedural texts is taught by reading, then the teacher explains with lectures, students listen, then work on questions and never use media. | Learning to write procedural texts is taught through lectures and does not use media. |
| 4. | What are the students' skills in writing procedure texts? | The teacher answered that students' procedural text writing skills tend to be low, because so far the emphasis has only been on reading and knowing the instructions/how to use them, so that many | Students' procedural text writing skills are still low and do not comply with the procedure text writing |

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|----|---|---|---|
| | | students' procedural text writing results are not in accordance with the structure/guidelines for writing procedural texts. | structure. |
| 5. | With the method that the teacher uses, what is the condition of the students and the condition of the class? | The teacher answered, the condition of the students when I carried out teaching and learning activities like that seemed bored and saturated, especially when Indonesian language lessons were during the day, so the students' concentration was reduced. Meanwhile, in class conditions, some people pay attention, some are busy, some even play alone | Students seem bored and fed up. Class conditions are crowded. |
| 6. | Under these conditions, what would you do to improve or improve your students' procedure text writing skills? | The teacher explained, The step that will be taken to improve such conditions is to conduct interesting learning for students so that later they can improve students' procedure text writing skills. | The teacher will conduct interesting lessons to improve procedural text writing skills |
| 7. | What media do teachers often use in learning to write procedural texts? | The teacher explained that for learning to write procedure texts, the teacher never used any media, usually only picture books and worksheets. Once asked students to bring samples of food packaging from home where | The only media used by teachers are books, worksheets, and once asking students to bring food |

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|-----|--|---|---|
| | | the packaging contained instructions for use, for example instant noodles, toothpaste, medicine, etc. | packaging, medicine, etc |
| 8. | Is the media/model effective? How big an impact does it have to help improve procedural text writing skills? | The teacher answered, from this experience, it was actually less effective, because of course the things the students brought were not the same, which caused confusion for the students themselves. | The media that has been used is less effective. |
| 9. | Have you ever used Card Sort media in teaching procedural texts? | The teacher answered that he had never used any media to teach procedural text writing skills. For example, if you really enjoy it and will apply it for learning. | The teacher has never used card sort media |
| 10. | What is the structure of writing a good procedural text that students must master? | The teacher answered, for fourth grade elementary school students, who are still just starting to get to know the material, the writing structure is still simple, for example regarding the use of punctuation, namely exclamation marks, using standard and effective sentences, using command sentences. | The structure of writing a good procedural text includes the use of punctuation and standard sentences. |
| 11. | Do students know the characteristics of local regional | The teacher explained that this was actually the teacher's worry all along, that today's children are increasingly | The teacher explained that students were not familiar |

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|-----|--|---|--|
| | food clearly? | losing their attitude of loving their own culture, and most of them don't know their own regional culture. I once asked the children what typical Madiun regional food was, they were silent and didn't know, there were 2/3 of the students who answered pecel sauce, apart from pecel sauce they didn't know. | with local regional culture, one of which was typical regional food. |
| 12. | Have you ever integrated learning to write procedural texts with Madiun gastronomy (special food)? | The teacher explained that so far he had not implemented such learning. The teacher added that he had never thought of it before and it seemed like the idea was really good. | Teachers have never integrated learning to write procedural texts with regional gastronomy |

Based on the results of interviews conducted by teachers, researchers concluded that teachers tend not to use media that is fun for students in Indonesian language lessons with procedural text material. Apart from that, teachers are aware of the importance of learning media in delivering lesson material as supporting the implementation of a good learning process so that they can achieve learning goals. The development of card sort learning media is considered capable of improving students' procedure text writing skills. Teachers really appreciate the existence of card sort learning media, so it is hoped that it can help students understand the learning material more easily.

Table 2. Results of Questionnaire Analysis of Expressions of Car Sort Media Needs with Madiun gastronomic content to improve elementary school students' procedural text writing skills.

| No | Question | Question Analysis |
|----|-----------------------|-------------------|
| 1. | How would you feel if | 60% of students |

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|-----|---|---|
| | you were studying Indonesian with a teacher? | answered normal |
| 2. | Do you encounter difficulties when studying procedure texts? | 70% of students answered difficult |
| 3. | Do you use learning media to explain procedural texts? | 80% of students answered that they almost never use media |
| 4. | Have you ever asked the teacher about students' feelings during class? | 60% of students answered sometimes |
| 5. | Do you like watching interesting learning videos? | 80% of students answered happily and enthusiastically |
| 6. | Do you want to stay longer in class or do you want to go home immediately/take a break during Indonesian lessons? | 70% of students answered that they wanted to rest immediately/go home |
| 7. | Does the teacher always invite students to be active in learning Indonesian in class? | 60% answered not always |
| 8. | Do you know the characteristics of local regional food clearly? | 65% of students answered that they didn't know much |
| 9. | What typical Madiun foods do you know? | 60% of students only answered 1 typical regional food |
| 10. | Have you ever played card media in learning Indonesian? | 65% of students answered never |
| 11. | Do you like using cellphones/gadgets? | 80% of students admitted that they enjoyed using cellphones |
| 12. | What do you usually do when using a cellphone/gadget? | 70% of students answered watching YouTube and playing games |

The results of the questionnaire analysis regarding the disclosure of students' needs can be identified that students strongly agree and support the creation and development of card sort learning media. The author believes that if the card sort learning media is made clear and not boring, it will help students improve their procedural text writing skills. From the findings obtained from the analysis, the author finds that

it is necessary to improve and increase the quality of learning. One of the things that needs to be done is improving the quality of teachers' abilities in designing and creating learning media that can increase interest, motivate students and increase understanding. This can be done by providing knowledge and abilities to teachers in designing and implementing learning activities, as well as developing teaching materials such as card sort media.

Conclusion

Based on the study in this preliminary research, it can be concluded as follows: (1) The availability of learning media in Indonesian language lessons as assessed by teachers and students is still minimally used in learning so it does not attract the interest of students. (2) Class IV teachers and students at SDN Sukosari 02 need teaching materials in the form of card sort learning media that can help students understand the material. (3) Students' procedure text writing skills are low, teachers say that many students are not yet able to write procedure texts according to the procedure text writing structure. (4) The learning media that needs to be developed in learning procedural texts is card sort media with regional gastronomic content to improve the procedural text writing skills of elementary school students.

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