

Learners' Perceptions of the Indonesian Learning Process on Writing Skills Materials

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Abstract

For some learners, written Indonesian language skills are considered more complicated than oral language skills. The competence of learners who have this assumption, in terms of writing practice tends to be low. The purpose of this research is to find out how students' perceptions of the writing learning process carried out by teachers in class. The type of research used is descriptive qualitative research with a survey form. Participant retrieval technique using purposive sampling method. Data analysis techniques used through: data reduction, data presentation, and conclusion drawing. To analyze descriptively using the relative frequency formula. The results showed that the learning process carried out by teachers was considered good by most students and teachers were considered to have sufficient insight in providing lessons in class. The negative perception of students is caused by the learning methods applied by teachers that are still less interesting and boring. So that the evaluation that needs to be improved is that teachers are expected to make an improvement in the learning process of writing in class by using methods or learning innovations or learning creations so that students can learn easily, and fun despite the limited infrastructure owned by the school.

Keywords: *Learner Perception, Learning Process, Writing Skills*

Abstrak

Bagi sebagian peserta didik keterampilan berbahasa Indonesia secara tertulis dianggap lebih rumit dibandingkan dengan keterampilan berbahasa lisan. Kompetensi peserta didik yang memiliki anggapan demikian, dalam hal praktik menulis cenderung rendah. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi peserta didik terhadap proses pembelajaran menulis yang dilakukan oleh guru dikelas. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif dengan bentuk survey. Teknik pengambilan partisipan menggunakan metode purposive sampling. Teknik analisis data menggunakan melalui: reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menganalisis secara deskriptif menggunakan rumus frekuensi relatif. Hasil penelitian menunjukkan bahwa proses pembelajaran yang dilakukan oleh guru sudah dianggap bagus oleh sebagian besar peserta didik dan guru dianggap telah memiliki wawasan yang cukup dalam memberikan pelajaran dikelas. Adapun persepsi negatif peserta didik disebabkan oleh metode pembelajaran yang diterapkan guru masih kurang menarik dan membosankan. Sehingga evaluasi yang perlu diperbaiki yaitu guru diharapkan membuat suatu peningkatan pada proses pembelajaran menulis dikelas dengan menggunakan metode atau inovasi pembelajaran ataupun kreasi pembelajaran sehingga peserta didik dapat belajar dengan mudah, dan menyenangkan walaupun ada keterbatasan sarana prasarana yang dimiliki sekolah.

Kata kunci: *Persepsi Peserta didik, Proses Pembelajaran, Keterampilan Menulis*



INTRODUCTION

One of the subjects that must be obtained by students in elementary schools as well as all levels is Indonesian Language (Kusmiarti et al., 2020). Then, Indonesian language skills themselves have four aspects, namely listening, speaking, reading and writing skills (Darancik, 2018). The four aspects of language skills are basically interrelated with each other, but writing skills are the final process that requires thinking skills by students (Munawarah & Zulkifli, 2021). Learners must master listening, speaking, and reading skills first before having writing skills (Ghonivita et al., 2021).

Through writing skills, learners will be able to convey ideas, thoughts, feelings, and information to readers through good and correct writing (Graham et al., 2019). Through writing skills, it will also facilitate learners to think critically, solve problems, and organize their experiences (Hadiansah et al., 2021). However, in its current development, according to Suparno (2023) that at the elementary school level writing skills are often considered a boring and uninteresting lesson by students. This is by Suparno (2023) this is caused by two things: 1) writing lessons are often considered less important and tend to be underestimated by elementary school students; and 2) most of the writing learning process is rote rather than practical. The above opinion is also in accordance with what is explained by Darling-Hammond et al., (2020) which states that basically the main problem in learning to write is caused by the learning process itself and the dominance of the teacher in the classroom. From the two journal writers, it can be concluded that the phenomenon and problem in learning to write is the learning process that is still teacher centered, so that the writing learning process does not provide access to students to develop independently.

Related to the general problems mentioned above, researchers also found when conducting observations to find out the real conditions of the learning process of writing skills in grade V primary school students in Madiun District. It was found that in the process of learning writing skills in class V, it was still found that: 1) learning mostly uses textbooks (textbook oriented), 2) students get difficulties in learning to write, 3) learning still uses the lecture method, 4) learning writing skills is considered boring and less interesting, 5) the learning process is less motivating for students, 6) teachers use less media in the learning process in the classroom, and 7) students want teachers to teach using very fun methods in the classroom.

Writing is the ability to transfer language in written form (Rastle, 2019). So that in the learning process of writing, of course, it is not just memorizing concepts but internalizing activities between concepts to produce a complete understanding for students (Johnson & Gallagher, 2021). Related to this Amiruddin (2021) also emphasizing the importance of achieving meaningful learning is that teachers must try to find out and explore the concepts that students already have and combine them with appropriate learning methods in the classroom.

According to Erdoğan (2019), writing skills need to be taught seriously to students through the right learning process and methods, because it is closely related to the learning process to think creatively. Given the importance of writing skills for students, an appropriate and effective learning process is needed in the classroom in order to have a positive influence and foster students' interest in learning and continuing to practice their writing skills (Yusuf et al., 2019). Related to the above, Djonmiarjo (2020) also emphasized that with the right learning method, it will be able to help students to understand the subject matter better. Thus, based on some of these expert opinions, it can be understood that appropriate and effective learning methods in the classroom are the main points in the learning process to be able to make students more active and learn optimally (Dunlosky et al., 2013).

Determining the right learning methods and learning strategies, of course, can provide good experiences and teaching to students (Abdallah & Mansour, 2015). In line with the above opinion, in the context of this research, learning writing skills will be carried out properly and effectively depending on how the learning process is carried out in the

classroom and also the teacher's ability in the learning process (Harris et al., 2017). Based on the explanation above, the focus of this research is how the students' responses or perceptions of the method or learning process that has been implemented by the teacher in the classroom on writing skills material.

Some previous studies show different results related to students' perceptions of the learning process of Indonesian language subjects, where some students give positive perceptions and some students give negative perceptions. As the results of research conducted by Shafina & Mukhlis (2024) the results of the study at the State Senior High School 11 Pekanbaru showed a positive perception of students towards the Indonesian language learning methods applied by teachers, where there were 76% of students agreed that the application of different Indonesian language learning methods by teachers provided positive benefits to students' cognitive abilities. Then, the results of the research conducted by Milagsita (2019) at State Junior High School 2 Depok shows that students' perceptions of teacher teaching variations in Indonesian language learning tend to be categorized as not good with a percentage of 70.34% of students. From the two examples of previous research results above, the researcher wants to show that the implementation of the learning process carried out by the teacher in the classroom has caused different perceptions from each student in one class.

The urgency of this research raises a problem that occurs in this school, later it will be followed up regarding these problems. This research is important to do because the results of students' perceptions will be used as evaluation material for teachers to improve the learning process so that in the future it can be done more effectively and be able to improve the quality of students' output who have better writing skills. In addition, this research is important to conduct because it can identify what factors have influenced the success of elementary school students' writing learning.

Review of previous studies, the novelty aspect of this research is where previous studies on students' perceptions of Indonesian language learning are mostly carried out at the junior and senior high school levels, while at the elementary level it is still very rarely done. In addition, research on learner perceptions has also been carried out but with a quantitative approach, while in this study researchers used a qualitative approach. So that the things mentioned above, the research that researchers conducted in this elementary school with a qualitative approach, including novelty in this research. The purpose of this study is to determine the perceptions of students on the learning process currently implemented by teachers in class on writing skills material.

METHOD

This type of research is descriptive qualitative with survey method. Descriptive qualitative research is research that produces descriptive data in the form of words or spoken from people and behaviors that can be observed (Kim et al., 2017). The qualitative survey method is a less structured research used to obtain in-depth information about people's underlying reasons and motivations (Wu et al., 2016). In this study, the authors used a survey form of research because in this study they tried to describe the situation as it should be. This research involved several participants who were selected by purposive sampling, namely the selection of informants based on certain considerations (Djaali, 2020). The participants used were grade V teachers and students in Madiun District. There were 39 people consisting of 1 teacher and 38 grade V students, where the participants had an age range of 10-40 years. In this research, the researcher is the main instrument, going directly to observe the problem under study (Rahi, 2017). Then, a simple research instrument was developed to collect data through: observation, interviews, and questionnaires. The questionnaire was used to reveal data related to students' perceptions of the learning process of writing skills as many as 15 statement items, and the measurement of data scores from the questionnaire results was calculated using Likert scale measurement. Furthermore, the data analysis process in this research is carried out interactively and continues until completion through several

stages, namely: (a) Collecting data; (b) Data assessment; (c) Interpreting data; (d) Making data conclusions (Miles, M.B, Huberman, A.M, dan Saldana, J, 2014). Meanwhile, to analyze descriptively (with the percentage process), namely by using the relative frequency formula.

RESULTS AND DISCUSSION

Data collection was first carried out by distributing questionnaires to all fifth grade students in Madiun District. The questionnaire was adapted from a previously developed questionnaire to measure students' perceptions of the writing learning process. The students' perceptions of the teacher's learning methods in teaching writing skills in class, which consist of 15 indicators, are as follows:

Table 1. Percentage of Writing Learning Process Questionnaire Results in the Classroom

No	Indicator	Strongly Agree		Slightly Agree		Neutral		A Little Disagree		Strongly disagree	
1.	Teachers only teach using the Lecture method.	2	5.26%	30	78.9%	4	10.5%	1	2.63%	1	2.63%
2.	Teachers never use any method other than lectures.	4	10.5%	27	71.1%	1	2.63%	6	15.8%	-	%
3.	The teacher only explains the material, does not practice.	8	21.1%	25	65.8%	1	2.63%	3	7.89%	1	2.63%
4.	Teachers teach only according to textbooks.	5	13.2%	5	13.2%	10	26.3%	7	18.4%	11	28.9%
5.	Teachers do not use Learning Media.	1	2.63%	23	60.5%	1	2.63%	9	23.7%	4	10.5%
6.	Teachers only ask students to do exercises in textbooks.	7	18.4%	18	47.4%	5	13.2%	2	5.26%	6	15.8%
7.	Teachers give appreciation in teaching writing in class	2	5.26%	5	13.2%	18	47.4%	7	18.4%	6	15.8%
8.	Teachers create a fun learning process	5	13.2%	5	13.2%	10	26.3%	7	18.4%	11	28.9%
9.	Teachers master technology well	2	5.26%	3	7.89%	9	23.7%	19	50%	5	13.2%
10.	Teachers have good teaching skills	1	2.63%	7	18.4%	20	52.6%	5	13.2%	5	13.2%
11.	Teachers have broad insights	9	23.7%	4	10.5%	6	15.8%	10	26.3%	9	23.7%
12.	Teachers help with difficulties Learners	1	2.63%	8	21.1%	23	60.5%	2	5.26%	4	10.5%
13.	Teachers motivate students	4	10.5%	-	%	10	26.3%	19	50%	5	13.2%
14.	Teachers lend books on writing lessons	-	%	1	2.63%	2	5.26%	-	%	35	92.1%
15.	Teachers give writing practice assignments to be done at home	13	34.2%	8	21.1%	10	26.3%	5	13.2%	2	5.26%

From the table above, it can be seen that most students (78.9%) answered slightly agree that teachers only teach using the lecture method, most of the students (71.1%) answered slightly agreed that the teacher never used other methods besides lectures, most of the students (65.8%) answered slightly agree that the teacher only explained the material and did not practice. A small proportion of students (26.3%) answered that teachers teach only according to the textbook, most of the students (60.5%) answered slightly agreed that the teacher did not use learning media, almost half of the students (47.4%) answered slightly agreed that the teacher only asked students to do exercises

in the textbook, and almost half of the students (47.4%) answered neutrally that teachers give appreciation in teaching writing in class. A small proportion of students (28.9%) answered strongly disagree that the teacher did not create a fun learning process, half of the students (50%) answered slightly disagree the teacher created a fun learning process, more than half of the students (52.6%) answered that neutral teachers have good teaching skills. A small proportion of learners (26.3%) answered slightly disagree that the teacher has broad knowledge, most of the students (60.5%) answered that it was neutral that the teacher helped students' difficulties, half of the students (50%) answered slightly disagree the teacher motivates students, almost all students (92.1%) answered that they did not agree that the teacher provided loans for books on writing lessons, and a small proportion of students (34.2%) answered strongly agree that the teacher gave writing practice assignments to do at home.

After distributing questionnaires and getting the results as described above, researchers also conducted observations and interviews with teachers and students. The results of observations made in class, researchers recorded several points of students' attitudes including: 1) learners pay attention to the teacher when explaining about writing lessons, 2) students respond quite positively when the teacher teaches, 3) learners are happy with writing learning, and 4) learners are quite active in asking and answering questions during the process of teaching and learning activities.

The results of interviews that researchers conducted with fifth grade teachers regarding learning activities for writing skills in class, concluded that: 1) It is recognized that the teaching method used by the teacher is not optimal and is still simple, namely the lecture method; 2) but the learners' interest in learning writing skills is high; 3) obstacles faced in the classroom are the lack of infrastructure; 4) teachers admit that they have not used other methods or innovations in the teaching and learning process. Then, researchers also conducted interviews with several fifth grade students who had difficulty in learning writing skills. Different responses were shown by some learners who experienced difficulties in learning writing skills, that the learners stated: 1) writing skills material is somewhat difficult to understand; 2) the learning of writing skills is less fun; 3) difficulty in understanding the meaning of vocabulary well, and 4) learning writing skills is considered boring. Based on the results of these interviews, on average, students who experience difficulties in learning writing skills answer that the teaching carried out by the teacher in the classroom is very monotonous and unpleasant.

The negative perceptions given by some students who experience difficulties in learning writing skills are also justified by teachers who say that there are some students who are less interested in Indonesian language lessons, especially writing material. Students' understanding of the material is just reading the book. The boredom experienced by some students in learning to write makes students become inactive. Finally, some students complain, do not understand the material, and sometimes just rely on their friends. Students' interest in learning began to decline and affected the final results of students' learning which was less than optimal. Related to this, the researcher concluded that the negative perceptions conveyed by some students who experienced difficulties in learning writing skills were due to the learning methods applied by the teacher which were still uninteresting and inappropriate for some students, making students bored and inactive in participating in writing learning.

The results of the study can be concluded that the teacher's teaching style in class can affect the level of student learning. Where learning methods that are considered boring by students will certainly cause negative perceptions from students and will cause learning difficulties so that the learning process becomes less enjoyable. Conversely, the learning method applied by the teacher is considered fun by students, it will get positive perceptions from students and in the learning process students will pay attention to the teacher when explaining it. This is in accordance with the opinion of Le et al., (2018) that the learning methods applied by teachers have a great influence on students' perceptions.

The results also show that students who have a positive perception of the Indonesian language learning process also show good attitudes during the learning process such as: students pay attention to the teacher when explaining about writing lessons, give feedback responses when the teacher teaches, feel happy with learning and are quite active in asking and answering during the learning process. This means that learning that is interesting and suitable for students can increase the activeness and enthusiasm of students. As stated by Dewaele & Li (2021) that the activeness of students depends on interesting learning, so that it can make students enthusiastic about learning and not sleepy. In addition, Tan et al., (2019) also mentioned that interesting learning must have a two-way interaction that takes place well between teachers and students. Therefore, the right learning method is needed and involves interaction during learning so that students are active (Tharayil et al., 2018).

The scope of writing lessons is indeed very broad, so it requires the creativity and expertise of a teacher to be able to carry out the learning process so that it becomes more effective and interesting for students to learn (Suparlan, 2020). The teacher's ability to attract students' interest during the learning process is very important, considering the broad scope of Indonesian language lessons tends to cause students to be reluctant to learn and find writing learning very boring (Ramadhanti, 2017).

CONCLUSION

The writing learning process that has been carried out by teachers in class V in Madiun District, based on the results of the study, shows different perceptions from each student in one class. Most of the fifth grade students gave positive responses or perceptions, while only a small number of students gave negative perceptions. So that with more positive perceptions that have been given by these students, it means that students have been able to interpret and interpret the education they have received in class. Where the more positive students perceive, the higher the level of aspiration in the learning process. Then, a small number of students gave a negative perception of the writing learning process, according to the researcher this is a natural thing because the ability of each student is different so that they consider the learning methods that have been applied by the teacher at this time are still less interesting and boring.

The theoretical implication of this research is that the Indonesian language learning process tends to be carried out in one direction or direct instruction by the teacher, so that it can affect students' learning motivation. Learners are more energized by the two-way interactive learning process with a conducive and fun learning atmosphere that is accompanied by enough time. Meanwhile, the practical implication of this research is that the results of this study are used as input for teachers and principals in fixing the learning methods currently being carried out, in order to pay attention to learning methods that can increase students' learning motivation and anticipate demotivation to learn Indonesian.

The recommendation that can be given is that it is necessary to improve the learning process of writing skills in the classroom, namely through the application of appropriate and innovative learning models so that students in the future can learn easily and pleasantly despite the limited infrastructure owned by the school. One of the learning model innovations that may be applied to students in an effort to improve writing skills is the application of the Somatic, auditory, visual, intellectual (SAVI) learning model.

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