

Transforming Expository Writing Skills in Class V Students: The Impact of the 'Modeling the Way' Method on Learning Outcomes

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ABSTRACT

This study aims to determine the effect of the application Modeling the Way learning methods to the learning outcomes of fifth-grade students.. This study refers to 3 indicators, namely: 1) the achievement of completeness of learning outcomes, 2) student activity in learning activities has increased, and 3) students respond positively to the implementation of learning using the Modeling the Way method. The research design uses The One Group Pretest-Posttest Design. Sampling using a purposive sampling technique. The population is fifth-grade students, with a research sample of 35 students in the VB class. The study was conducted during 6 meetings. Data collection techniques use tests to measure learning outcomes before and after following learning by using the Modeling the Way learning method, observation sheet activities of students to observe student activities during the learning process, questionnaire responses of students to find out their responses to the implementation of learning using the Modeling method Way. The results showed that the average score of the initial test (Pretest) was 50.17, and there were 4 students (11%) who completed it, while the average score of the final test (Posttest) was 83.11 and there were 33 students (94%) in the complete category. Thus, it is evident that the use of the Modeling the Way method affects the learning outcomes of writing skills in the exposition paragraphs of fifth-grade students of an Elementary School in Makassar City.

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1. INTRODUCTION

The Indonesian language subject aims for students to have the ability to: (1) communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing; (2) appreciate and be proud to use Indonesian as the national language and the national language; (3) understand Indonesian and use it appropriately and creatively for various purposes; (4) using Indonesian to improve intellectual abilities, as well as emotional and social maturity; (5) enjoy and utilize literary works to broaden horizons, refine manners, and increase knowledge and language skills; (6) appreciate and be proud of Indonesian literature as the cultural and intellectual treasures of Indonesian people according to Content Standards (Depdiknas, 2007).

Learning Indonesian in the world of education is a lesson that must be given. This is related to the function of Indonesian as a unifying language for ethnic groups in Indonesia, which of course have their own regional languages. Learning Indonesian, especially learning Indonesian language and literature, cannot be separated from the influence of language learning that is taking place in the world. Sharing approaches and methods of learning languages that are developing in the outside world are adopted into learning Indonesian. In the 2013 curriculum, Indonesian language subjects are given six hours of lessons at the junior high school (SMP) level every week. This is to support the achievement of Indonesian language learning objectives. In addition, there is structured Indonesian language material in the 2013 curriculum.

The scope of learning Indonesian in elementary schools includes listening, speaking, reading and writing. These four aspects are skills that are developed in students so that they have Indonesian language skills. The problems that occur based on the results of observations on learning Indonesian in class V SD Inpres Mangga Tiga City Makassar, were found in writing paragraphs, especially exposition paragraphs, namely students did not respond well to the teacher's explanation during learning, they disturbed each other more with their friends, less active so that they cannot answer the teacher's questions, as well as when given assignments by the teacher, most students cannot complete their assignments properly. The behavior of these students is because learning is less interesting, on average they cannot express their thoughts and feelings about something clearly, it is difficult to express ideas, it is difficult to describe themes, it is difficult to imagine, and they lack confidence in conveying something, so they lack skills in writing paragraphs. exposition. In the end, after taking the daily test, 19 out of 32 students scored below the KKM score set for the Indonesian subject, namely 75.

Building upon the previous review, the researcher intends to conduct experimental study to investigate the impact of implementing the modelling method on the learning outcomes of exposition paragraph writing skills for fifth-grade students. The research will be titled "The Influence of the Application of the Modelling Method on Learning Outcomes of Exposition Paragraph Writing Skills for Class V Students". The "Modelling the Way" method is an instructional approach in which students create and perform situations related to a specific topic in front of the class. This method aims to enhance students' proficiency and professionalism in the targeted skills or abilities. By implementing this strategy, it is expected that students' actions and proficiency in writing expository paragraphs can be maximised. The Modelling the Way approach is quite efficacious in assisting pupils in uncovering answers to inquiries such as: what is the procedure like? Of which elements does it consist? What is the most effective method for determining the truth? Through means of inductive observation.

In learning, of course, you have to choose the right method to carry out learning. There needs to be a solution to solve problems in learning to write, for example, writing poetry or other types of writing. One solution that can be done for this problem is to use appropriate learning media (Sulaiman, 2018). The method that the researcher will apply is the method of modeling the way in writing procedural texts. The method of modelling the way was developed from the Contextual Teaching and Learning (CTL) approach. Modeling the way is a learning process by demonstrating an example that students can imitate. Students are given the opportunity to practice what has been demonstrated. According to Bandura (2007) "learning in the modeling method consists of four stages, namely attention (attention), remembering (retention), motion reproduction (reproduction), and motivational". In the implementation of learning students who excel are rewarded by the teacher so that learning activities become more enjoyable and are expected to increase student learning activities. Modeling the way is a learning method that is quite important in the Contextual Teaching and Learning (CTL) approach because students can avoid theoretical-abstract learning, which invites verbalism.

Research related to the use of the Modeling The Way model (Searching for Partners) has been researched by Fajarwati (2009) in his research entitled Efforts to Increase Student Activity and Interest in Learning Indonesian through the Modeling The Way model (Searching for Partners) has proven that learning mathematics on the subject The perimeter and area of a rectangle using the Modeling The Way strategy can increase student activity and interest in the learning process and ask questions of the teacher

and friends, an increase from 1 student (2.63%) to 27 students (71.05%). Based on the results of the action research above, it can be concluded that Modeling the Way, which includes active learning methods, is one of the factors that play a very important role in increasing student learning activity.

Sugiarti (2013) conducted a study on enhancing paragraph writing skills in third-grade students at SDN Pakintelan 03 Semarang City using the Way Modelling learning model. The findings indicated that student engagement in cycle I yielded an average score of 14.94, which falls within the moderately increased category. In cycle II, the average score improved to 16.5, reaching an excellent category. Similarly, in cycle III, the average score further climbed to 22.2, maintaining a good category. (2) The proficiency level of students' writing skills in cycle I was 62.5% in the satisfactory category. In cycle II, it improved to 73.1% in the satisfactory category, and in cycle III, it further grew to 80% in the excellent category. The study concludes that the utilisation of the Modelling the Way learning approach, supported by multimedia, can enhance student engagement and proficiency in paragraph writing.

Modelling the way is a learning process by demonstrating an example that students can imitate. Students are given the opportunity to practice what has been demonstrated. According to Bandura (2007: 33) "learning in the modeling method consists of four stages, namely attention (attention), remembering (retention), motion reproduction (reproduction), and motivational". In the implementation of learning students who excel are rewarded by the teacher, so that learning activities become more enjoyable and are expected to increase student learning activities. Modeling the way is a learning method that is quite important in the Contextual Teaching and Learning (CTL) approach because students can avoid theoretical-abstract learning which invites verbalism.

Latifah (2010) with the title "Application of the Modeling The Way Learning Model to Improve the Quality of Civics Learning in Grade II Students at SDN Puntan 01 Batu City". The research shows that in the first cycle the teacher's skills a score of 18 included in the sufficient category p, in the second cycle a score of 21 was included in the good category, while in the third cycle, a score of 30 was included in the very good category. The increase also occurred in student activity. In the first cycle, student activity got a score of 15.27 which was included in the good category, in the second cycle a score of 15.91 was still included in the good category, while in the third cycle, a score of 17.36 was included in the very good category. The average student learning in the first cycle was 54.55 with 45.45% mastery of learning, in the second cycle an average of 62.27 was obtained with 72.73% mastery, and in the second cycle, an average of 59.09 was obtained with learning completeness 81.82%.

Based on these problems, researchers determined a solution by applying the Modeling the Way learning model. According to Zaini (2008: 76), Modeling the Way provides opportunities for students to practice specific skills learned in class through demonstrations. Likewise, according to Munadi (Main Sufandi, 2010: 90) writing activities will be more optimal by applying the Modeling the Way learning model because this model is appropriate for teaching writing, students are happy, more focused on learning, and more critical in responding to the learning material presented by the teacher. Similar research was conducted by Winarsih (2015) with the effective results of changes after using the learning model (STAD) in writing procedure texts, the second was by Megawati (2017) with the result that there was an increase after using the field trip method.

Although there have been numerous studies on the application of the modelling the way learning model, this research is the first instance of its usage in assessing the learning outcomes of exposition paragraph writing skills. No previous researchers have conducted such a study. Hence, scholars are intrigued by the prospect of employing the technique of modelling to enhance the acquisition of writing skills, specifically in the area of composing exposition paragraphs. Furthermore, the authors aim to enhance the use of learning models, positioning them as the most up-to-date point of reference for fellow researchers.

2. METHODS

This type of research is experimental research. According to Gay (Emzir 2007: 63), experimental research is the only research method that can properly test hypotheses regarding causal relationships

(cause and effect). The approach used is a quantitative approach. The population in this study were all students at SDI Mangga Tiga, Makassar, totaling 97 students for the whole. Sample of this study was students of class V.B SD Inpres Mangga Tiga Makassar City with a total of 35 students. independent (free) variable, namely the Modeling The Way method, is a teaching method that is carried out by means of the teacher providing a scenario of a sub-discussion to be demonstrated by students in front of the class, resulting in skills or skills professionalism. Dependent Variable (tied) namely Learning Outcomes on pre-test and post-test. The instruments used were learning achievement tests student activity observation sheets and student response questionnaires. Data collection techniques used were pre-test and post-test. To analyze the data obtained from the research results, descriptive and inferential statistical analysis.

3. FINDINGS AND DISCUSSION

3.1 Description of Pretest Results Applying the Modeling the Way Method

Before the researcher gave the learning process with treatment, the researcher gave pretest questions in the form of a written test. Each student was asked to enthusiastically read and understand the text of the exposition paragraphs provided. Then the students were asked to write a simple exposition text with a predetermined theme. This pretest was conducted to determine the initial ability of students in writing expository paragraphs as a skill.

From the results of the descriptive analysis, the statistical results of the pretest in writing skills of exposition paragraphs are presented in Table 1 below:

Table 1. Pretest Results Statistics

Statistic	Score
Sample Size	35
Ideal Score	100
Average Score	51,17
Highest Score	77
Lowest Score	40
Score Range	37

3.2. Description of Posttest Results after Applying the Modeling the Way Method.

After being given treatment, namely the application of the Modeling the Way method, a post-test was then given to see the results of students' writing exposition paragraph writing skills. This activity is similar to the previous learning activities except that in this activity, the researcher no longer merely provides subject matter related to exposition paragraphs, but the researcher combines it with practice, which emphasizes students working in groups and describes it in the form of dialogue. Then the researcher asked the students to write exposition paragraphs in their own language according to the theme that the researcher had determined.

Statistics on student learning outcomes in class VB SD Inpres Mangga Tiga Makassar City after the treatment (post-test) in learning exposition paragraph writing skills is presented in table 2 below:

Table 2. Posttest Results Statistics

Statistic	Score
Sample Size	35
Ideal Score	100
Average Score	83,11
Highest Score	93
Lowest Score	72
Score Range	21

Analysis of the Influence of the Application of the Modeling the Way Method on Writing Skills of Exposition Paragraphs in Indonesian Language Class V SD Inpres Mangga Tiga, Makassar City. In this section, a test is conducted on the research hypothesis, namely whether or not there is an effect of the Modeling the Way method on the skills of writing exposition paragraphs in Indonesian language class V SD Inpres Mangga Tiga, Makassar City. For this reason, the technique used to test the hypothesis is an inferential statistical technique using the t-test.

The criteria for testing the hypothesis are as follows:

a) If $t_{\text{Count}} > t_{\text{Table}}$ then H_0 is rejected and H_1 is accepted, meaning that the application of the Modeling the Way method affects the results of compiling student paragraphs.

b) if $t_{\text{Count}} < t_{\text{Table}}$ then H_0 is accepted and H_1 is rejected, meaning that the application of the Modeling the Way method has no effect on students' writing skills of exposition paragraphs.

The steps in hypothesis testing are as follows:

a. Find the price of "Md" using the formula:

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{1118}{35} \\ &= 32 \end{aligned}$$

b. Finding the price " $\sum X^2d$ " by using the formula:

$$\begin{aligned} \sum X^2d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 38676 - \frac{(1118)^2}{35} \\ &= 38676 - 35712 \\ &= 2964 \end{aligned}$$

c. Determine the tCalculated price using the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2d}{N(N-1)}}}$$

$$t = \frac{32}{\sqrt{\frac{2964}{35(35-1)}}}$$

$$t = \frac{32}{\sqrt{\frac{2964}{1190}}}$$

$$t = \frac{32}{\sqrt{2,490}}$$

$$t = \frac{32}{1,577}$$

$$t = 20,291$$

d. Determine the price ttable

To find the ttable, the researcher used a t distribution table with a significant level $\alpha = 0.05$ and $df = n-1 = 35 - 1 = 34$, so $t_{0.05} = 2.030$ was obtained.

After obtaining $t_{count} = 20.291$ and $t_{table} = 2.030$, then $t_{count} > t_{table}$ is $20.291 > 2.030$, so it can be concluded that H_0 is rejected H_1 is accepted. This means that the application of the Modeling the Way method affects the learning outcomes of the skills of writing exposition paragraphs for the fifth grade students of SD Inpres Mangga Tiga, Makassar City.

3.3. Discussion

In essence, learning to write is one of learning language skills in schools. At the time of learning, there are obstacles faced by students. One of them is that students have great difficulty in expressing their thoughts, ideas, experiences, or feelings in written form. Therefore, based on this, teachers can use methods which are alternative methods in learning to write, such as: direct method, communicative method, integrative method, thematic method, constructivist method, or contextual method. Besides that, the latest methods can also be used, such as: community language learning, the suggestion method, the physical response method, or the silent method. The use of this method is expected to improve students' ability to learn to write.

The application of the modeling-the-way method is one way to improve student learning outcomes in paragraph writing skills. This method will center on students to be active in the learning process and the teacher as a facilitator in class. The learning process by applying this method through the observation of researchers really motivates students and students are more enthusiastic about writing.

The Modeling the Way learning method encourages students to think critically, analyze information in depth, and seek solutions to problems scientifically. These activities help students develop intellectual skills and higher-order thinking. This process also trains students to solve problems in a systematic and directed way. Therefore, the Modeling The Way learning method does not only have an impact on improving student learning outcomes but also on the development of their thinking abilities as a whole.

The process of solving problems in learning also has a close relationship with situations and problems in everyday life. In this context, students are given the opportunity to hone their skills in solving problems they face in everyday life, as well as face challenges from real phenomena they encounter. This resulted in students being actively involved in thinking activities. By bringing students together with real situations that require problem solving, the Modeling The Way learning method provides space for students to relate learning to the real world. Students not only get theories in abstraction, but are also able to apply them in concrete situations. This process provides opportunities for students to feel the relevance of learning to their own lives, as well as practice their skills in formulating systematic and critical solutions to everyday problems.

Based on the results of the research that has been described, it can be seen that the effect of using the Modeling The Way learning method is very significant. By improving the learning outcomes of writing exposition texts, students are able to make this method one of the targets that must be applied when carrying out the teaching and learning process. As is known, research using the Modeling The Way method was conducted by (Fajarwati, 2021)). In this study revealed changes in student activity so that learning can run well. If you look at this research, it also focuses on changes in student learning outcomes using this method, so that learning achievement using the Modeling The Way method is very efficient. According to Zaini (2008), Modeling the Way provides opportunities for students to practice certain skills learned in class through demonstrations. Likewise, according to Munadi (Lestari, 2009), writing activities will be more optimal by applying the Modeling the Way learning model because this model is suitable for teaching writing; students are happy, more focused on learning, and more critical in responding to the subject matter presented material by the teacher.

The application of the "modelling the way" strategy further enhances student learning outcomes in writing paragraphs, as evidenced by research results. This study bears resemblance to the research conducted by Dewi and Aisyah (2017) titled "The Effectiveness of Utilising the Modelling Method in Enhancing Students' Expository Writing Skills at MAN 1 Malang City." Their study demonstrated that the implementation of this method resulted in notable improvements in students' academic performance. This study employs a 2-cycle implementation strategy to assess student learning outcomes through the application of this technology. Almainun (2021) states that there are four components to language proficiency: the ability to listen, speak, read, and write. There is no way to have proficiency in all four language skills in isolation. A person's linguistic potential is limited if they lack any one of these four skills. Of the aforementioned four linguistic abilities, writing proficiency is an absolute necessity in the modern world.

The learning method modelling the way is possible to make students able to learn easily, fun and can achieve learning objectives in accordance with the demands of competence. Indonesian language learning in general is directed at increasing students' abilities to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature. In addition, learning Indonesian it is hoped that it will foster students' attitudes to respect and be proud of, and to love Indonesian as the unified (national) language and the language of the state. From the description above, it encourages the author to conduct research on whether there is encouragement from parents with their children's education received from the people around them so that children are motivated to study more diligently and are confident in their own abilities so that their learning outcomes increase.

4. CONCLUSION

The data and discussion show that student learning outcomes for writing exposition paragraph abilities were low before the Modelling the Way method was adopted. The percentage of student learning outcomes showed 29 students (83%), 2 students (6%), and 4 students (11%). Modelling the process improved student learning. By percentage of learning outcomes, there are 6 pupils (17%) in the very high group, 19 in high (54%), 8 in medium (23%), 2 in low (6%), and 0.00% in very low. Based on hypothesis testing, the Modelling the Way Method affects the learning outcomes of exposition paragraph writing skills for fifth grade students of SD Inpres Mangga Tiga City Makassar, and class V students' learning outcomes after obtaining $t_{count} = 20.291$ and $t_{table} = 2.030$ are > 2.030 . This study and earlier research show that the Modelling The Way technique, which includes active learning strategies, increases student activity and learning outcomes. The researcher recommends that future studies employ the method of modelling in order to enhance the application of this approach. The primary goal of this study was to enhance the proficiency of writing exposition text abilities, with the intention of enabling future researchers to further advance them.

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