

APPLICATION OF EXPLORATION APPROACH TO IMPROVE SKILLS OF STUDENT TEXT PROCEDURES AND CREATIVITY

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ABSTRACT

The study, entitled "Application of the approach Exploration for improving writing skills Text procedures and of SMP Students Creativity". Based on the titles above the outline of the problem as follows: 1) whether writing skills text procedure the analytical study of SMP students using the approach exploration is better than using conventional methods? 2) is an SMP student's creativity learned the lesson that uses the approach to exploration is better than conventional methods? 3) whether there is any relationship between creativity learning of students with writing skills text procedure? 4) How the image of students learning at the moment of writing the text of the procedure? This research aims at obtaining results 1) to know the writing skills of students ' scientific works junior high school lessons that using a better exploration approach than using conventional methods. 2) to learn the lesson that junior high school students ' creativity that uses a better approach to the exploration of the conventional method. 3) to find out the relationship between the learning of SMP students ' creativity with writing skills text procedure. 4) to know the description of students learning at the moment of writing the text of the procedure. The hypothesis of this research indicates that student learning outcomes by using the approach to exploration is better than on conventional methods in the Indonesia language regarding the subjects write text procedure.

Keywords: text procedure writing, the creativity in learning, exploration approach.

INTRODUCTION

Language skills are a competency that must be achieved in the Indonesian language learning process. Writing one of the most difficult language skills is done compared to other language skills such as listening, speaking and reading. Writing is an activity that expresses or expresses thoughts that are written into written form so that the reader can understand the thoughts of the writer through the results of his writing. Lately, the culture of writing among junior high school students has begun to diminish, it is possible the understanding or study of writing learning is less than the maximum delivered by the teacher, or the causes that often occur do not match the learning model used in the school. The weakness of students' writing ability is not only related to the learning strategies and models applied in the procedure text learning process. Various conditions cause the low ability to write procedural texts, including the understanding of the structure and linguistic characteristics that are still low. The lack of understanding of the structure and linguistic characteristics of texts due to the material is still newly applied. Many students are still confused and do not even understand the structure of the text, the characteristics of language and the use of Indonesian spelling in writing the procedure text. From several studies that have been done, one of them is Ishak (2017) in his research, said that the exploratory approach can solve mathematical learning problems as evidenced by the increasing test results of students who use a very significant

exploration approach, in addition to mathematical learning Suziyanti, Indrayuda, Iriani (2013) exploratory approaches are used in dance learning. The results of his research prove that this approach successfully fosters student creativity in learning to dance. According to the authors, this approach could be one of the solutions to problems in learning to write procedure texts in junior high school students and be able to increase student creativity.

METHOD

The method used in this study is a quasi-experimental (quasi-experiment research), this method is used to investigate the effect of the application of an exploratory approach in the process of text learning procedures for junior high school students with increased writing skills and learning creativity. Based on the research objectives and hypotheses, this study uses the experimental method because the experimental method is a method in the presentation or discussion of material through an experiment on samples. Experimental research can be defined as a systematic method, to build relationships that contain causal phenomena. In other words, the experimental method is always carried out to see the effects of treatment (Arikunto 2014: 12).

RESULTS AND DISCUSSION

Writing skills

Writing according to Saddono and Slamet (2014: 154) is pouring thoughts through sentences that are arranged in a complete, complete, and clear manner so that these thoughts can be communicated to the reader successfully. Meanwhile, according to Sobari (2015: 19) argues Writing is the application of grammatical knowledge, vocabulary, and spelling, in a form of discourse that is intact, logical, coherent, and systematic. While writing Sudrajat and Kasupardi (2018: 86) Writing is an activity carried out by someone to produce an article. As for what is meant by text is a lingual unit that is provided in writing or verbally with certain organizational arrangements to express meaning in certain contexts also Wiratno (2010: 142). In line with that, understanding the procedure text according to Kosasih (2014: 66) is a text that explains the steps in full, clear, and detailed about how to do something. Thus the text can be interpreted as a collection of writings that form a discourse that aims to explain something as clearly as possible.

Learning Creativity

Creativity is interpreted by Sastromiharjo (2006: 4) is creativity is not only seen as a process for delivering certain products but also products produced. When someone is doing creative activities, other people can not see how all the potential possessed by that person is empowered. Munandar (2012: 12) creativity results from interactions between individuals and their environment, the ability to make new combinations, based on data, information, or elements that already exist or are known before, that is all the experiences and knowledge that a person has acquired during his life both in school environment, family, and from the community. Meanwhile, according to Florence Beetlestone (2013: 2) creativity is a broad and abstract concept that we inevitably focus on several interpretations. Then he formulates creativity in learning into six parts namely:

- a. Creative as a form of learning;
- b. Representation;

- c. Productivity;
- d. Originality;
- e. Thinking creatively/problem-solving;
- f. The universe/creation

Exploration Approach

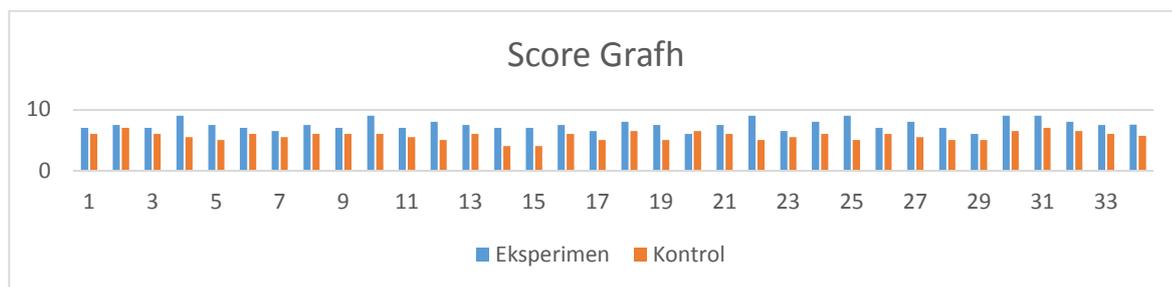
An explorative approach is an approach that gives freedom to students to develop creativity in solving a problem by linking knowledge that students already have before. According to Rohaeti (2008: 22), an exploratory approach is an approach that aims to recognize ideas, arguments, and different ways of students through many open questions and commands so that, can lead students to understand a concept and problem-solving. In this approach, students become active explorers and the teacher only acts as a guide and facilitator of the exploration. According to Rohaeti (2008: 23), there are three strategies implemented namely:

- a. Uncovering Strategy
- b. Pushing strategy
- c. Developing a strategy

Meanwhile, according to Arikunto (2010: 14) explains that exploratory studies are research that seeks to explore the causes or initial things that influence the occurrence of something and explore new knowledge to find out a problem.

Based on the results of data processing posttest results obtained as follows:

No	Class	High Score	Low Score	Average
1	Experiment	9	6.5	7.53
2	Control	7	5	5.58



Based on the description above, it can be seen the comparison of writing procedures for text procedures in the control class and the experimental class approach to exploration, it can be seen through the average value obtained by an average value of 05.58 for classes that do not use the exploratory approach, and a value of 7.53 for classes that use an exploratory approach.

CONCLUSION

According to the results of the analysis conducted by the learning writer who used an exploratory approach in learning to write procedure texts, it could improve the skills of writing procedure texts for junior high school students compared to learning using conventional methods. This is evidenced by an increase in the average value obtained by the experimental class post-test significantly compared to the control class in learning to write procedure texts with an average value of 5.58 for the control class and 7.53 for the experimental class. This proves that learning with an exploratory approach is proven effective in improving students' writing abilities in learning to write class VII procedure texts. Acceptance of this research hypothesis requires relevant action in the learning process.

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