

**WRITING A FANTASY STORY WITH DESCRIPTION TEXT
ELEMENTS AND PROCEDURE TEXT USING THE COMPUTATIONAL
THINKING APPROACH**

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ABSTRACT

The background of this research contains higher-order thinking skills to prepare students in the industrial revolution 4.0, can think at a high level using a computational thinking approach as an alternative in sustainably preparing students. The purpose is to determine student learning outcomes to write fantasy narrative text with elements of description text and procedure text, to stimulate using of computational thinking approach in junior high school. Using a research method with a descriptive approach that describes the results of the study in detail, the instruments used in the form of tests, observation, and documentation. The results of 10 students were able to apply the category of HOTS very well, by writing it, 8 students were able to make a combination of the text but were nice, and 2 students were able to create the text although there were still many things that had to be improved, the average acquisition value from 45.10 to 78.45 means an increase of 33.35 points. By applying computational thinking the ability to solve problems and higher-order thinking skills of students increases.

Keywords: *Text Description of Fantasy Procedures, HOTS, Computational Thinking*

ABSTRAK

Latar belakang penelitian ini berisi keterampilan berpikir tingkat tinggi untuk mempersiapkan siswa dalam revolusi industri 4.0, dapat berpikir pada tingkat tinggi menggunakan pendekatan berpikir komputasi sebagai alternatif dalam mempersiapkan siswa secara berkelanjutan. Tujuannya adalah untuk menentukan hasil belajar siswa dalam menulis teks naratif fantasi dengan elemen teks deskripsi dan teks prosedur, untuk merangsang penggunaan pendekatan berpikir komputasi di sekolah menengah pertama. Menggunakan metode penelitian dengan pendekatan deskriptif yang menggambarkan hasil penelitian secara terperinci, instrumen yang digunakan berupa tes, observasi, dan dokumentasi. Hasil 10 siswa mampu menerapkan kategori HOTS dengan sangat baik, dengan menulisnya, 8 siswa mampu membuat kombinasi teks tetapi bagus, dan 2 siswa mampu membuat teks meskipun masih banyak hal yang harus ditingkatkan, nilai akuisisi rata-rata dari 45,10 menjadi 78,45 berarti peningkatan 33,35 poin. Dengan menerapkan pemikiran komputasi, kemampuan untuk memecahkan masalah dan keterampilan berpikir tingkat tinggi siswa meningkat.

Kata kunci: *Teks Deskripsi Prosedur Fantasi, HOTS, Berpikir Komputasi*

INTRODUCTION

Computational thinking is synonymous with higher-order thinking or higher-order thinking skills (hots), now it is a necessity that must be trained and applied in learning all fields of study, without exception including the field of Indonesian studies, so that schools give birth to a smart golden generation.

Class VII is the initial stage of students entering the first level of schools, need to habituate and form a mindset, grade VII students must be designed to be able to think at a high level, and have the ability to solve problems computationally to prepare students in the face of the industrial revolution 4.0, which is the background of this research.

Computational thinking or computational thinking is one's ability to solve problems, design systems, by taking the basic concepts of an information technology expert thinking in solving problems. This ability includes four things, namely decomposition, pattern recognition, abstraction, algorithm (Magisrahayu, 2019).

High-level thinking is a skill that involves cognitive hierarchy at the highest level, in principle according to Anderson in his book titled *Assessing: A Revision of Bloom taxonomy* published by Longman Co., concludes that Anderson's taxonomic hierarchy is Remembering, Understanding, Understanding, Applying, Analyzing, Assessing (Evaluating), Creating.

Writing is a thinking activity that uses reasoning (Wikanengsih, 2013). Writing one of the skills in learning Indonesian as well as the process of creating activities that require reason. Implementation of Higher Order Thinking Skills (HOTS), can be applied in learning Indonesian. Indonesian Language learning is currently genre-based, class VII learning materials include learning about description texts, procedural texts, and fantasy stories. The third material for class VII subject matter can be a genre of text that stands alone as a text or can also be part of another text, (Kosasih, 2017). The creativity of the teacher or instructor becomes important in gathering the three subject matter together so that several genres of the text can be combined into one in the form of a narrative story or a whole new composition.

Combining several text genres into one integrated whole is not easy especially for junior high school students, by doing so certainly stimulation of cognitive and psychomotor neuroscience students will be encouraged to continue thinking and doing, to the highest level. The rules of writing a combined text structure are to follow the structure of the description text and procedure text but the main structure is the narrative of a fantasy story in the contents of the writer. It is not uncommon for an essay to contain many genres of text, this can be an interesting study, especially in improving students' high-level thinking skills, as the researchers did and written in this article, hoping to be an inspiration for students, teachers or Prospective teachers in implementing the application of HOTS-based indicators, also hope that other research articles will emerge that examine the combination of many text genres.

Description text is a complete sentence that seeks to present an object that makes the object as if the reader saw the object for himself or as if the reader is in front of the object being discussed. (Keraf, 2007), Procedural text is a sequence of steps or the implementation of work. Active fantasy is thought controlled by the will, Passive fantasy is thought that is not controlled, as if in the form of (Kosasih, 2017), Text is a text in the form of original words from the author / written discourse.

Procedure Text Structure, according to (Kosasih, 2017) consists of, 1) Title, in the text of this procedure is defined as an activity or activities that will be made or carried out, 2) Introductory Sentence, interpreted as an opening statement to convey the purpose of writing, 3) Materials and Equipment, are defined as details of materials and also equipment used during the activities carried out, and stages in the process, written in sequence, stages or procedures, processes that must be carried out according to the procedure text. carried out sequentially from beginning to end, no stages may be forgotten or confused.

The narrative structure of fantasy stories, according to (Kosasih, 2017) consists of 1) Orientation, contains an introduction to the character's character, setting, and conflict, 2) Complications, contains a causal relationship so that

problems arise until the problem peaks, 3) Resolution, contains solving problems from conflicts that occur.

Dimensions of Anderson's taxonomy (Anderson, 2001). rankings according to Anderson's taxonomy, namely: (C1) Remembering, Mentioning Definitions, Imitating Speech, Statement, Arrangement, Recitation, Repetition, Statement, (C2) Understanding, Explaining the concept, Principle, Procedure, Grouping, Description, Explanation of Identification, Placement, Reporting, Explanation, Translation, Paraphrase, (C3) Applying, Understanding, Demonstrating, Acting, Using, Illustrating, Interpreting, (C4) Analyzing, Assessment, Comparison, Contrasting, Differentiation, Separation, Testing, Conducting Experiments, Asking questions, (C5) Assessing (Evaluating), Giving Argumentation, Maintaining, Comparing, Statement, Selection, Granting Evaluation, Conducting Evaluation, (C6) Creating, Assembly, Change, Build, Creation, Design, Formulation.

According to Magisrahayu (2019), computational Thinking is formed by four aspects namely Decomposition, which is the ability to break data, processes, or problems (complex) into smaller parts or into tasks that are easily managed. Pattern Recognition is the ability to see similarities or even differences in patterns, trends, and regularity in data that will later be used in making predictions and presentations. Abstraction is a generalization and identifies general principles that produce these patterns, trends, and regularities. Algorithm Design, is a guide to solving the same problem in stages, step by step so that the step/information can solve the same problem.

METHOD

The research method is a scientific method used to obtain data and process it to get conclusions based on the problem formulated.

Descriptive research method with a qualitative approach is a research method that researchers use, researchers provide pretest and posttest in class VII A in Cisarua 3 Secondary School, instruments and data collection techniques used include: observation, documentation, and tests.

Through one group pretest-posttest design which is a form of research that begins with a pretest, before being treated, to know the learning outcomes of students more accurately because it can compare with the situation before being treated. The form of this research can be described as follows.

$$O1 \times O2$$

Information :

O1 = Pretest

O2 = Posttest

X = computational thinking approach

The picture (design) is meant to compare two variables between the dependent variable before and after using the independent variable as the formula.

RESULT AND DISCUSSION

Result

Preliminary test results almost all students have difficulty in writing fantasy story texts which contain elements of description text and procedure text. assessment criteria include coherence, linguistics, and structure, with a maximum score of 12. The following are the test results of students before using the computational thinking approach.

Table 1. Preliminary test results (pretest)

Pretest	Score
Maximum	58
Average	42
Minimum	33

From the empirical data the initial test results in table 1 turned out to be the largest value obtained by 58 students as many as 5 students, moderate value 42 as many as 13 students and the smallest value of 33 as many as 2 students, with an average value of 45.10

Table 2. Final test results (posttest)

Pretest	Score
Maximum	91
Average	75
Minimum	67

From the empirical data the results of the final test in table 2 after being given treatment turned out to be better than the initial test results that the largest value obtained by 91 participants was 10 students, medium value 75 as many as 7 students and the smallest value was 67 as much as 2, with an average value of 78.45. The following analysis results write a fantasy story in which contains descriptive text and procedure text.

On the Coherence Aspect

The students' writing correlates with one text and another, for example, a fantasy story written titled "I Will Create a Flying Car" in the fantasy story is described in detail starting from the shape, color to the use of the built car in the description text category, then in the fantasy story the procedure is described how to use and repair the propeller of a flying car, the text is included in the procedure text category, while the contents themselves are about adventurers using flying cars to save the world from the attacks of monsters, of course, the fantasy story is clearly illustrated in the text. Thus students have implemented Computational thinking in writing fantasy stories that contain description texts and procedural texts, of course, it illustrates that students have been able to think at a high level by creating (C6).

On the linguistic aspect

Students' writing results still have weaknesses in linguistic aspects, especially in the choice of words and the use of punctuation. For example, there is in the sentence "the flying car crashed into a purple monster then the purple monster falls and falls", from the choice of the word crashing is not quite right, more precise crashing, the purple monster also has repetition should be replaced with the monster, fall also still fall right, it's better to use the word dead.

On the Aspect of Structure

Students can make the text follow the structure of a fantasy story that includes orientation, complications, and resolution, the fantasy story does not neglect the structure of the description text which includes identification, description of parts, and conclusions and also the structure of the procedure text that contains the title, opening sentence, and part materials as well as steps.

Discussion

Mistakes that are often made by students are more in the linguistic aspects, especially the choice of words and writing punctuation, but overall all students can make fantasy stories that contain description texts and procedural texts.

From the final grades, all students have increased grades by implementing computational thinking. This can be seen from the acquisition of the average value before the treatment of 45.10. The initial test under the Indonesian Language completeness criteria applied at the school, while after being given an average treatment value increased to 78.45, certainly above the minimum completeness criteria imposed at the school that is 72. Thus the goal is that students can think at a high level by applying computational thinking as a way to solve problems that can be achieved.

CONCLUSION

Referring to the results of the research that has been done, it can be concluded that the implementation of learning through the computational thinking approach

was successful, evidenced by the results of the average acquisition value at the time of the initial test of 45.10 and final test of 78.45, an increase of 33.35 points, besides that students can think at a high level by creating fantasy stories that contain description texts and procedural texts in them, thinking at a high level and being able to solve problems using computational thinking are key indicators in the success of this study. Computational thinking is a high level thinking skill like a computer in solving problems, computational thinking is a way of thinking that must be possessed by a teacher and students in the face of the industrial revolution 4.0.

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