



## Efforts to Improve Simple Dialogue Writing Skills Through the Guided Writing Activity Strategy (SAMT) in Class IV Students of SDN Malaka Jaya 06 Pagi

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### **Abstract**

The use of the Guided Writing Activity Strategy (SAMT) method in making a simple dialogue script can be applied by the teacher to optimize the ability of students. SAMT method makes the role of the teacher who so far has only been a giver of assignments will switch in the form of collaboration with students. SAMT method in fifth-grade students of SDN Malaka Jaya 06 Pagi East Jakarta is intended to make efforts to improve the quality of learning, especially on simple dialog scriptwriting skills that are expected to affect improving student learning outcomes in writing simple dialog scripts.

**Keywords:** *Guided Writing Activity Strategy (SAMT); Simple Dialogue; Students*

### **Introduction**

Writing activities cannot be separated from other language activities. Writing is encouraged by speaking, listening, and reading activities. Writing ability or skill is the ability to express ideas, opinions, and feelings to others (Nurchurifiani & Alfiawati, 2020). The word "skills" comes from the word "skilled" which means capable. Thus, skills are used to express a person's ability to act. Brown said, "skill is variously defined as the expertise, ability, or competence to undertake specific activities often acquired through formal instruction or work experience". (Philip Brown, 2001). This definition means that skills are skills, abilities, or abilities to carry out certain activities which are often obtained through formal instruction or work experience. Therefore, skills can be obtained through experiences that are often experienced by someone. The more experience you have, the more skills you have (Anwar & Wicaksono, 2020).

As for the definition of writing skills are language skills that are usually mastered by someone. Writing is related to language activities that use language sound symbols as a medium of communication. As with speaking activities, with writing activities, we can communicate knowledge, thoughts, feelings, experiences to others (Oktafikrani, 2020). Thus, students will be trained to increase their knowledge in the field of writing. This is reinforced by Tarigan's opinion. He revealed that writing is to reduce or describe graphic symbols as a description of a language that is understood by someone (Henry Guntur Tarigan, 2007). The implication is that other people can read graphic symbols if they understand the language and graphic images.

One of the learning materials related to writing skills is learning Indonesian. Indonesian language learning in schools is directed at improving students' ability to communicate using Indonesian both orally and in writing. To make it happen, Indonesian language lessons are programmed to develop knowledge, positive attitudes towards Indonesian and language skills (Oktafikrani, 2020). The language skills in the curriculum consist of listening skills, speaking skills, reading skills, and writing skills.

One of the Indonesian language learning activities and materials in elementary schools that plays an important role in learning writing skills (Majir, 2018). Writing skills are important because by writing someone can increase their knowledge and express their thoughts. Writing skill is an activity that cannot be separated from the teaching and learning activities of students at school. Writing activities make students active in learning activities and stimulate students' skills in stringing words. (Elsa Monita, 2016).

The success of the implementation of learning to write is certainly influenced by several factors, including motivation, environment, family, and teachers. (Adiyati, 2013). The most influential of the four factors is the teacher. Teachers have an important role in educating students from those who cannot become capable and from those who can become skilled. In carrying out this role, teachers need to provide intensive guidance to their students. Teachers must also create a pleasant learning atmosphere through the learning strategies they apply (Wiratsiwi, 2016).

Teachers are required to be active in helping students develop creative thinking skills. But in the application of writing skills, many teachers have difficulty getting students used to learning to write. One of the reasons is teaching that is too rigid, giving the impression that writing is difficult. Not many teachers can present appropriate and interesting learning materials, which results in students ultimately being unable and not liking learning to write. (Lisa Mayawaty, 2012).

In addition, for students teaching writing skills is considered very difficult because of the low ability of students to determine the ideas to be written, the difficulty of integrating relationships between sentences, and the use of punctuation and spelling is confusing. (Nurmila, 2015). One of the breakthroughs from the government in terms of developing students' writing skills, especially elementary school students, is in the 2013 curriculum. Based on the Basic Competencies (KD) contained in the latest 2013 curriculum syllabus, it is explained that the content of Indonesian lessons in class, especially in class IV SD must learn written Indonesian language skills. Based on these basic competency standards, fourth-grade elementary school students are required to have the ability to write based on experience. With the mastery of written language skills, it is expected to be a provision for fourth-grade elementary school students to achieve other competencies in other subject matter.

Writing Indonesian language skills as a thinking activity produces creativity in the form of essays in both scientific and literary forms. One of the results of writing skills in elementary school is a form of simple dialogue. The obligation to use written Indonesian language skills in the fourth grade of SD under the Basic Competencies (KD) contained in the 2013 curriculum syllabus has not gone well in the fourth grade of SDN Malaka Jaya 06 Pagi, East Jakarta. The researcher saw the fourth-grade teacher in carrying out the practice of writing simple dialogue skills at the school, the teacher teaching using the peer tutor method. Students are asked to group in making a simple dialogue script. In this method, students who are more skilled in writing simple dialogue scripts help their friends who are still having difficulties.

The use of peer tutoring methods is less successful because of the 7 people who are already skilled at writing, not all can help their other friends. Some of them seemed busy writing without paying attention to their friends who needed help. Another factor causing not achieving the specified target is the teacher's unpreparedness in preparing lesson plans. In addition, the teacher does not provide examples or models of good and correct simple dialogue script writing skills. The implication is that learning becomes less attractive to students' interests and attention.

This condition makes it difficult for students to put their experiences into writing. Many of the students are also confused about writing the first sentence for their writing. Errors in writing capital letters, use of punctuation marks, use of word choices or diction that do not match the EYD, and writing words that are still abbreviated are also still found in students' writing.

The weakness in students' writing from the results of the writing test is to write dialogue sentences without paying attention to the use of proper punctuation and determining the character, nature, and position as well as determining the chapters and scenes in the dialogue. The storylines that are made are not sequential and there is no conflict in the dialogue. This condition makes the content of the story in the dialogue that is conveyed becomes less clear.

To overcome the problem of improving students' writing skills, in the world of education various learning strategies can be applied by teachers. Dick and Carey said that a learning strategy is a set of learning materials and procedures that are used jointly between teachers and students to produce effective learning outcomes for students. (Wina Sanjaya, 2007).

The selection and application of learning strategies should not be arbitrary at the will of the teacher. Instead, it must pay attention to the existing principles, namely general and specific principles. The general principle of choosing learning strategies consists of four things, such as (1) goal-oriented, (2) physical and psychological activities, (3) individuality, and (4) integration between cognitive, affective, and psychomotor. Meanwhile, the specific principles in learning management are interactive, inspiring, fun, challenging, and motivating. (Wina Sanjaya, 2007).

One of the learning methods that can be applied by teachers to optimize the ability of students to make simple dialogue scripts that are good and correct is to use the Guided Writing Activity Strategy (SAMT). SAMT is a strategy to guide and direct students in every stage of writing that they go through so that any obstacles they face can be immediately identified and overcome, the use of this method also makes the role of teachers who have only been task givers will switch in the form of collaboration with students.

The use of SAMT is expected to improve student's ability in writing texts, especially simple dialogues. Because with the SAMT strategy students can solve the problems they face in learning. Students are required to always practice until they can master certain abilities, especially the skills of writing simple dialogues aimed at achieving optimal learning outcomes. (Pon Gunawan, 2006). Based on the explanation above, the researcher intends to make efforts to improve the quality of learning for fourth-grade students at SDN Malaka Jaya 06 Pagi, East Jakarta, especially in the skills of writing simple dialogue scripts. The learning strategy chosen by the researcher is the Guided Writing Activity Strategy (SAMT). In this strategy, students are guided by the teacher by carrying out 5 stages in writing. These stages are the stages of pre-writing, drafting, improvement, editing, and publication. Teachers as facilitators and motivators of students in writing simple dialogue scripts. Through the use of SAMT, the researcher hopes that there will be an improvement in the quality of learning to write simple dialogue scripts in the class. The realization of these expectations is expected to affect improving students' learning outcomes in writing simple dialogue scripts in grade IV at SDN Malaka Jaya 06 Pagi, East Jakarta.

## ***Methodology***

The method contains the type of method or type of approach used, description of qualitative and/or quantitative data, data collection procedures, and data analysis technique procedures.

## Result

The research was conducted in the fourth grade of SDN Malaka Jaya 06 Pagi, East Jakarta in learning Indonesian. The focus of the research carried out was writing simple dialogue scripts through the use of the Guided Writing Activity Strategy (SAMT). Furthermore, the researcher conducted this research in two cycle stages. The results of the implementation of each cycle are described in the following explanation.

Learning in cycle I was carried out for 2 meetings. Each meeting has an allocation of 3 learning hours (JP) with a duration of 35 minutes per JP. At this planning stage, researchers prepare teaching materials and media contained in the Learning Implementation Plan (RPP). Researchers also prepared instrument sheets for observing teacher and student activities, research formats, and digital cameras to document learning activities. Field notes were also prepared by the researcher which the observer used to record the learning process from beginning to end. These notes are also used to record the advantages and disadvantages of the learning activities that have been carried out. The fourth-grade teacher asked the researcher to be an observer.

The results of observations made on the implementation of simple dialogue script writing skills using the Guided Writing Activity Strategy (SAMT) in cycle I are presented in Table 1.

Tabel 1 Results of observation of activities and activities of teachers and students in the learning process of simple dialog writing skills through the use of SAMT cycle I

Activity Manager	total score	Value	Percentage
Teacher	40	0.71	71%
Students	38	0.67	67%

The average mastery of teacher activity in implementing SAMT is obtained from the quotient between the total score of 40 divided by a total score of 56. In the first cycle, the number of indicators that got a scale of 2 was 4 and a scale of 3 got 8, and a scale of 4 got 2 fruit. At the pre-writing stage, the teacher can carry out 2 indicators well from the 5 indicators contained at this stage. The indicators that can be implemented are guiding students to determine the topic and provide a reading text model. While the other 3 indicators have not been implemented optimally.

The implementation of student activities in cycle I also still experienced many shortcomings. These deficiencies have an impact on the incompleteness of the learning process using SAMT. A total of 14 indicators get a scale of 2 and 3 indicators to get a scale of 3. At the pre-writing stage, students are still not able to write the storyline in chronological order. Moving on to the drafting stage, students are not yet skilled in developing their writing into a temporary draft as an implication and error of guidance by the teacher.

Data on the results of simple dialogue scriptwriting skills through SAMT were obtained through an evaluation in the form of a writing test as a reference to determine the improvement of students' simple dialogue script writing skills. Based on the results of the writing test in the first cycle, there was an increase in the results even though it was not according to the expected target. Therefore, researchers need to plan research actions in the second cycle because the research actions carried out in the first cycle have not been successful.

The researcher again made an action plan in the second cycle based on the results obtained in the first cycle. The results of the observations made by the collaborator on the implementation of the simple dialogue scriptwriting skills action using SAMT in the second cycle are presented in Table 2.

Tabel 2 Results of Observation of Activities and Activities of Teachers and Students in the Learning Process of Simple Dialog Writing Skills Through the Use of SAMT Cycle 2

Activity Manager	total score	Value	Percentage
Teacher	47	0.88	88%
Students	49	0.93	93%

The average activity of teachers and students in the second cycle increased by 10%. The increase was due to the improvement in the activities of teachers and students in implementing the indicators contained in each stage. In the teacher activity in cycle II, the number of indicators that received a scale of 3 was 9 items and the other 5 indicators received a scale.

## Discussion

### A. *How to Improve the Skills of Writing Simple Dialogue Scripts for Fourth-Grade Students at SDN Malaka Jaya 06 Pagi East Jakarta*

Simple dialogue writing skill is the ability to carry out creative activities in communicating ideas, experiences, feelings, and other things with writing that is meaningful and understood by the author and the reader to inform, illustrate, entertaining, convincing, ordering, or inviting other parties in the form of a conversation between a speaker and another person alternately according to the elements of the PUEBI communication context (General Guidelines for Indonesian Spelling) and the content of the conversation related to the child's life.

The learning process for writing simple dialogues at SDN Malaka Jaya 06 Pagi, East Jakarta, especially for class IV before the research was carried out, had not been going well. In carrying out the practice of writing simple dialogue skills at the school, the teacher teaches using the peer tutor method.

In this method, students who are more skilled in writing simple dialogue scripts help their friends who are still having difficulties. So that to improve the learning process of writing simple dialogues at SDN Malaka Jaya 06 Pagi, East Jakarta, especially class IV, the means that can be used is to use the Guided Writing Activity Strategy (SAMT).

The Guided Writing Activity Strategy (SAMT) is based on the point of view of writing as a process. A writing process is an approach to observing writing learning whose emphasis shifts from the product to the process of pouring out what students think and write. The writing process is not linear, but recursive. Thus, simple dialogue writing activities can be carried out through a process that is completed in one or several repetitions with different levels of emphasis in each stage. Several processes must be carried out by teachers and students in implementing SAMT for simple dialogue writing activities, including:

#### 1. *Guidance at the Pre-Writing Stage*

Students are guided to come up with topics according to the theme, select and develop topics, write titles and dialogue outlines by applying the brainstorming process, formulate questions and answers on certain topics. The operational form of guidance to students is as follows:

- a) Students identify, select and determine topics based on certain themes.

- b) Students recognize the form of writing that will be developed through the provision of a reading text model.
- c) Students understand and organize the content of the topic.
- d) Students add, replace, or remove the required information.
- e) Students develop a dialogue framework based on the process of organizing topics.

## *2. Guidance at the Registration Stage*

Students are guided to develop a dialogue framework after reading the text model to recognize the form of the dialogue, the detail and clarity of object description, and the use of textual words. The operational form of guidance to students is as follows:

- a) Students develop the dialogue framework into a temporary draft
- b) Students develop main ideas and detailed explanations well

## *3. Guidance at the Repair Stage*

Students are guided to re-check the details and clarity of the description by adding, replacing, removing, or exchanging ideas that are less than perfect, the most appropriate, excessive, less sequential through the process of improving peers and direct feedback from the teacher. The operational form of guidance to students is as follows:

- a) Students read the initial draft to a friend well.
- b) Students conduct group opinion meetings.
- c) Students plan and implement improvements to the initial draft based on suggestions or responses from friends and teachers.

## *4. Guidance at the Editing Stage*

Students are guided to edit mechanical errors (spelling and punctuation) in the draft by applying peer editing and feedback directly from the teacher. The assistance provided at this stage is the same as at the repair stage. The difference is only in the focus of improvement. In this edit, the mechanical aspects, word choice, and sentence structure have been improved

## *5. Guidance at the Publishing Stage*

Students are guided to be able to publish their writings. The assistance provided at this stage is to show a writing pattern that is under the media that will be used to publish his written work.

*B. The Advantages of Using the Guided Writing Activity Strategy (SAMT) in Writing Simple Dialogue Scripts for Fourth-Grade Students at SDN Malaka Jaya 06 Pagi East Jakarta*

In the implementation of the writing learning process, many factors must be considered by the fourth-grade elementary school teacher. Some of the factors include teacher's understanding of the applicable curriculum, approaches that must be applied in learning, student characteristics, accuracy, and skills of teachers in preparing subject matter. In addition, the teacher's accuracy in choosing strategies and media to be applied in learning is also an important factor in carrying out learning.

Many strategies can be chosen and applied by teachers in learning. One of the strategies that can be chosen, designed, and applied in learning to write simple dialogue scripts in grade IV is the Guided Writing Activity Strategy (SAMT). The application of SAMT is designed in lesson plans or learning scenarios. The application of learning using SAMT is a score obtained from the results of observing activity actions during the Indonesian language learning process using the Guided Writing Activity Strategy which consists of five stages of guidance, namely: (1) Pre-writing Stages, (2) Drafting Stages, (3) Writing Stages. improvement, (4) Editing Stage, and (5) Publication Stage.

The implementation plan of learning to write simple dialogue scripts designed based on the 2013 Curriculum must comply with these criteria. This is intended to be able to achieve the curricular goals that have been determined in the curriculum. Therefore, teachers must be able to correctly understand the 2013 Curriculum, especially the Indonesian language syllabus, before carrying out learning to write simple dialogue scripts in grade IV SD.

- 1) Learning material for writing dialogue scripts which contains the process of writing simple dialogues, elements of simple dialogues, the use of communicative words, sentence structures, and the use of punctuation in writing simple dialogue scripts.
- 2) Other supporting information was prepared by the researcher in the form of photos of activities and student travel notes. In addition, the researcher also prepared an example of a simple dialogue script. Examples of simple dialogue scripts can be used by students as models for writing simple dialogue scripts of their work.
- 3) Student Worksheet (LKS) is the next teaching material to be prepared. The discussion contained in the LKS is instructions or steps that students must take in writing simple dialogue scripts. The worksheets are also used as evaluation materials for researchers.
- 4) At the end of the lesson, the teacher conducts questions and answers with the students. Questions and answers were conducted to find out their opinion after learning with SAMT. These activities and the observations of the observers are a form of response to the evaluation results.

There are several advantages or advantages of implementing SAMT in the learning process of writing simple dialogues, especially those that have been carried out for fourth-grade students at SDN Malaka Jaya 06 Pagi East Jakarta, among others:

- 1) Materials relevant to Basic Competencies (KD), Indicators and Learning Objectives;
- 2) Learning media/tools make it easier for students to understand the subject matter;
- 3) The learning method develops scientific steps (scientific), student creativity, and student performance;

- 4) The learning steps can be realized in the learning process;
- 5) Media and methods can stimulate students to study hard;
- 6) Learning does not require complicated equipment so that it is easy for teachers and students to implement;
- 7) Learning can create a fun learning atmosphere and activate students.

Some of the advantages or advantages of implementing SAMT in the implementation of learning are aimed at producing a conducive learning climate and learning objectives can be achieved.

### **Conclusion**

The Guided Writing Activity Strategy (SAMT) method in making simple dialogue scripts can be applied by teachers to optimize students' abilities. The SAMT method makes the teacher's role, which has only been task giver, shift in the form of collaboration with students. There are several advantages or advantages of using the SAMT method for fourth-grade students at SDN Malaka Jaya 06 Pagi, East Jakarta, all of which are aimed at improving the quality of learning, especially in the skills of writing simple dialogue scripts which affect improving learning outcomes of simple dialogue writing skills.

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