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Improving Procedure Text Writing Skills through Contextual Learning in Class VII-2 Students

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Abstract

The teaching and learning of procedure text writing among seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency, still faces several challenges, particularly in organizing the text structure coherently and applying the linguistic features of procedure texts. The initial condition indicated that the students' writing ability was still below the established Minimum Mastery Criteria, which was set at 72. This study aimed to improve the students' ability to write procedure texts through the implementation of the Contextual Teaching and Learning model among seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency. This study employed Classroom Action Research, which was conducted in two cycles, with each cycle consisting of the stages of planning, action implementation, observation, and reflection. The research subjects comprised 23 students. Data were collected through observation, interviews, questionnaires, writing assignments, and documentation. The data were analyzed using both quantitative and qualitative descriptive methods. The results showed an improvement in the students' ability to write procedure texts following the implementation of the instructional interventions and subsequent improvements in the learning process. In Cycle I, 5 students (21.74%) achieved the Minimum Mastery Criteria, with a mean score of 58.95. In Cycle II, the number of students achieving the Minimum Mastery Criteria increased to 20 students (86.95%), with a mean score of 72.69. The mean score increased by 13.74 points from Cycle I to Cycle II, while the classical mastery level exceeded the predetermined success indicator of 80%. Therefore, the Contextual Teaching and Learning model can be used as an alternative approach to improving procedure text writing skills among seventh-grade students in Class VII-2.

Keywords: *Writing Skills; Procedure Text; Contextual Learning; Classroom Action Research*



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INTRODUCTION

Language plays an important role in social life as a means of communication and interaction among individuals. In the context of education, Indonesian language learning is directed toward developing listening, speaking, reading, and writing skills (Apriliani, 2024; Kurniawan *et al.*, 2024). These four language skills are interrelated and need to be developed in a balanced manner throughout the learning process. Writing is one of the language skills that requires the ability to organize ideas, use appropriate structures, and apply linguistic conventions (Dewi, 2025). One of the materials studied by students at the Junior High School level is procedure text. Procedure texts require students to present the purpose and steps for doing or making something in a logical sequence so that the information can be easily understood by readers (Fitriyani & Mukhlis, 2021). Therefore, the teaching of procedure texts should not only emphasize conceptual understanding but also the ability to apply such knowledge in written form.

The learning conditions in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency, indicate that the students' ability to write procedure texts still needs to be improved. Based on initial observations conducted on August 19, 2025, the students' mean writing score was 67.00, while the Minimum Mastery Criteria established by the school was 72. Of the 23 students, only 5 students (21.74%) achieved the Minimum Mastery Criteria, whereas 18 students (78.26%) did not meet the criteria. The students experienced difficulties in determining the subject of their writing, organizing the text structure coherently, and applying the linguistic features of procedure texts. One alternative that can be used to address these problems is the contextual learning model (Muhartini *et al.*, 2023; Nababan & Sipayung 2023). This model connects learning materials with situations that are closely related to students' everyday lives, making the learning process more meaningful (Boiliu, 2024). In teaching procedure text writing, real-life contexts can help students gain experiences that can serve as a basis for developing their written work.

Research on procedure text writing instruction has been conducted by several researchers over the past five years. Wulandari and Wijaya (2023) examined the implementation of a contextual approach to improving procedure text writing skills among seventh-grade students. Their study showed that the contextual approach could support the teaching and learning of procedure text writing. Nisaiyah *et al.* (2023) investigated the implementation of Problem-Based Learning in context-based procedure text writing instruction. Their study employed a problem-based learning model using contexts that were closely related to students' experiences. Furthermore, Susanti *et al.* (2025) developed Koran Maba, a Canva-based learning medium using a contextual approach, for teaching procedure text writing. Putri *et al.* (2025) developed a differentiated electronic student worksheet (e-LKPD) based on Project-Based Learning for teaching procedure text writing. Asdah and Musawir (2025) also examined the use of several learning approaches, including the contextual approach, in procedure text instruction.

These studies indicate that real-life contexts, learning media, and particular instructional models can be used to support the teaching and learning of procedure texts. However, previous studies differ from the present study in terms of the instructional model, learning materials, educational level, and research design. The present study specifically implements the contextual learning model through Classroom Action Research among seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency. The study focuses on improving students' procedure text writing skills through actions implemented in two cycles based on the results of reflection at the end of each cycle.

Based on these problems, this study aims to improve the procedure text writing skills of seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency, through the implementation of the contextual learning model.

METHODS

This study employed Classroom Action Research (Arikunto *et al.*, 2015), which was conducted in two cycles, with each cycle consisting of four stages: planning, acting, observing, and reflecting (Susilo *et al.*, 2022). These stages were carried out systematically and repeatedly until the predetermined success indicator was achieved. The subjects of the study were 23 seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency. Data were collected through observation, interviews, questionnaires, writing assignments, and documentation. Observation was conducted to examine students' activities, engagement, and responses during the learning process using the contextual learning model, while interviews with the Indonesian language teacher were conducted to obtain information about the initial learning conditions, students' abilities, and difficulties encountered in teaching procedure text writing. Questionnaires were administered to identify students' interest, motivation, and responses to procedure text writing instruction through the contextual learning model. Writing assignments were given at the end of

each cycle to assess students' ability to write procedure texts, while documentation was used to obtain supporting data, including students' written work, score records, photographs of learning activities, and other relevant instructional documents (Tanjung *et al.*, 2024). The instruments used to collect the data consisted of observation sheets, interview guidelines, questionnaires, writing assignment sheets, and documentation. The writing assignment instrument was specifically used to assess students' ability to construct complete procedure texts based on their structural and linguistic features.

The collected data were analyzed using quantitative and qualitative descriptive techniques. Quantitative analysis was used to determine the mean score, classical mastery percentage, and improvement in students' procedure text writing ability. The mean score was calculated using the formula $X = \Sigma X / N$, where X represents the mean score, ΣX represents the total score obtained by all students, and N represents the total number of students. Classical mastery was calculated using the formula $P = f / N \times 100\%$, where P represents the percentage of mastery, f represents the number of students who achieved the Minimum Mastery Criteria, and N represents the total number of students. The improvement in students' scores was determined by calculating the difference between the mean scores obtained at two stages using the formula Improvement in Score = $X_2 - X_1$. Students were considered to have achieved individual mastery if they obtained a score of ≥ 72 , while the research was considered successful when at least 80% of the students achieved the Minimum Mastery Criteria. If the classical mastery percentage had not reached 80%, the action was continued in the following cycle based on the results of reflection; conversely, the action was terminated once the mastery percentage reached at least 80%. Meanwhile, qualitative analysis was used to describe the learning process, students' activities and responses, difficulties encountered during the implementation of the actions, and changes that occurred throughout the research process.

RESULT AND DISCUSSION

Initial Condition (Pre-Cycle)

Based on the initial observations and interviews with the Indonesian language teacher conducted on August 19, 2025, the procedure text writing ability of the seventh-grade students in Class VII-2 was still below the established Minimum Mastery Criteria of 72, with an initial mean score of 67.00. Of the 23 students, only 5 students (21.74%) achieved the Minimum Mastery Criteria, while the remaining 18 students (78.26%) did not meet the criteria. The students experienced difficulties in determining the subject of their writing, organizing the text structure coherently, and applying the linguistic features of procedure texts. These initial conditions provided the basis for implementing the contextual learning model as an instructional intervention.

Results of Cycle I

Cycle I was conducted on August 21, 2025, based on the data provided in the manuscript by Ms. Santy. The learning process employed the contextual learning model, through which students were encouraged to relate the procedure text material to activities that were familiar and relevant to their everyday lives. Students worked in groups to observe examples of procedure texts and subsequently developed their own texts individually. The assessment results showed that the mean score of students' procedure text writing ability in Cycle I was 58.95. Of the 23 students, 5 students (21.74%) achieved the Minimum Mastery Criteria, while 18 students (78.26%) did not meet the criteria. Despite the implementation of the contextual learning model, students continued to experience difficulties in organizing the text structure coherently and applying the linguistic features of procedure texts, particularly imperative sentences and temporal conjunctions. Based on the reflection conducted at the end of Cycle I, the learning process in Cycle II needed to provide more focused guidance to help students organize the text structure systematically and apply the appropriate linguistic conventions in writing procedure texts.

Table 1. Students' Procedure Text Writing Ability in Cycle I

Aspect	Result
Number of students	23
Average score	58,9
Students who passed	5
Students who have not passed	18
Classical completeness	21,74%
Success indicator	80%
Information	Not yet successful

Results of Cycle II

Cycle II was conducted on August 28, 2025, based on the data provided in the manuscript by Ms. Santy. The actions implemented in this cycle constituted improvements based on the reflection results from Cycle I. The contextual learning model continued to be employed, with greater emphasis on organizing the text structure and applying the linguistic features of procedure texts. Students were given opportunities to observe objects or activities that were closely related to their everyday lives, discuss the steps involved in the activities, and then independently compose procedure texts. Their written work was subsequently presented and discussed collaboratively in class. The evaluation results showed an increase in the class mean score to 72.69. Of the 23 students, 20 students (86.95%) achieved the Minimum Mastery Criteria, while 3 students (13.04%) did not meet the criteria.

Table 2. Students' Procedure Text Writing Ability in Cycle II

Aspect	Result
Number of students	23
Average score	72,69
Students who passed	20
Students who have not passed	3
Classical completeness	86,95%
Success indicator	80%
Information	Successful

The classical mastery level of 86.95% exceeded the predetermined success indicator of 80%. Therefore, the intervention was concluded at the end of Cycle II.

Table 3. Development of Procedure Text Writing Skills

Stage	Average	Completeness	Percentage
Per-cycle	67,00	5	21.74%
Cycle I	58,95	5	21,74%
Cycle II	72,69%	20	86,95%

Based on Table 3, the mean score in the pre-cycle was 67.00, which decreased to 58.95 in Cycle I and subsequently increased to 72.69 in Cycle II. Thus, the mean score increased by 13.74 points from Cycle I to Cycle II. The classical mastery level also increased from 21.74% in Cycle I to 86.95% in Cycle II. These results indicate that the predetermined classical mastery success indicator of 80% was achieved in Cycle II.

The improvement in students' procedure text writing ability in Cycle II occurred following instructional improvements based on the reflection results from Cycle I. In Cycle I, students continued to experience difficulties in organizing the text structure coherently and applying the linguistic features of procedure texts. In Cycle II, the teacher provided more targeted guidance and employed contexts that were more closely related to the students' experiences. This approach provided students with opportunities to connect their real-life experiences with the content they were expected to express in writing. These findings are consistent with the principles of contextual learning, which connect instructional materials with students' real-life situations. In procedure text instruction, the use of objects or activities that are familiar to students can help them understand the sequence of activities and subsequently express that sequence in written form.

The findings of this study are also related to the research conducted by [Wulandari and Wijaya \(2023\)](#) on the implementation of a contextual approach in procedure text writing instruction. Their study demonstrated that a contextual approach can support students' procedure text writing skills. [Nisaiyah et al. \(2023\)](#) likewise showed that procedure text writing instruction can utilize contexts that are closely related to students' experiences. Meanwhile, [Susanti et al. \(2025\)](#) employed Canva-based media using a contextual approach, whereas [Putri et al. \(2025\)](#) used differentiated electronic student worksheets (e-LKPD) based on Project-Based Learning. The present study differs from these previous studies in its implementation of the contextual learning model as an intervention within a Classroom Action Research design involving seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency. Overall, the findings demonstrate a change in students' writing ability following the implementation of the instructional intervention and subsequent improvements to the learning process. The increase in the mean score from 58.95 in Cycle I to 72.69 in Cycle II represents an improvement of 13.74 points. The percentage of classical mastery also increased from 21.74% to 86.95%. Since this study employed descriptive analysis within a single class, these results are interpreted as an improvement occurring within the context of the research intervention and are not used to establish a statistically causal relationship.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the contextual learning model can serve as an alternative for improving procedure text writing ability among seventh-grade students in Class VII-2 at Junior High School 5 of Waeapo District, Buru Regency. In Cycle I, the students' mean writing score was 58.95, with a classical mastery level of 21.74%, indicating that only 5 of the 23 students achieved the Minimum Mastery Criteria. Following instructional improvements in Cycle II, the mean score increased to 72.69, with the classical mastery level rising to 86.95%, or 20 students achieving the Minimum Mastery Criteria. The mean score therefore increased by 13.74 points from Cycle I to Cycle II, while classical mastery increased by 65.21 percentage points, exceeding the predetermined success indicator of 80%. Thus, the intervention implemented in this study met the established success criteria in Cycle II. These findings indicate that the use of contexts closely related to students' experiences, combined with improved guidance in each cycle, can assist students in organizing the structure and applying the linguistic features of procedure texts.

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