Random Drawing Strategies in Procedural Text Learning

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Abstract: This study aims to explore and describe the application of the syntax of random drawing strategies in learning procedural texts at the higher education level. The image randomization strategy is a visual-based method that requires students to arrange a sequence of images that have been randomized into a series of logically sequenced procedures, then convert them into the form of a procedural text. This study uses a qualitative descriptive approach, with data collection techniques through the watch-record method. This technique is applied by directly observing the learning process and recording student interactions, behaviors, and work results during the activity. The subject in this study is a second-semester student from the Indonesian Language and Literature Education Study Program at Majalengka University. Data was collected through class observation and documentation in the form of student writing. The findings of the study show that the randomized drawing strategy contributes positively to improving students' understanding of the structure of the procedural text, practicing the skills of systematically drafting steps, and encouraging active participation in the learning process. In addition, this strategy is considered interesting and helps students in developing logical and structured thinking skills more effectively.

Keywords: *random images, procedure text, qualitative methods, watch-note*

Introduction

The ability to understand and compose procedural texts is one of the important aspects of Indonesian learning. Procedural texts have certain linguistic structures and characteristics that aim to convey systematic steps in carrying out an activity. However, in its implementation, not a few students have difficulty in sequencing the steps and arranging information logically. This difficulty is often caused by a lack of concrete learning experience and limited application of learning strategies that emphasize visual-based understanding and direct practice (Ministry of Education and Culture, 2017).

One of the strategies that can be applied to overcome this problem is the random drawing strategy. This strategy is a visual-based learning approach, where students are asked to arrange a sequence of pictures of activities that have been randomized logically, then rewrite them in the form of procedural texts. This strategy is considered effective because it integrates elements of visualization, critical thinking skills, and writing skills, while encouraging active student involvement in the learning process (Sudrajat, 2020). In a learning approach that emphasizes student activity, the random drawing strategy allows students to build their understanding through real, collaborative experiences.

Problem Formulation

Based on this background, the formulation of the problem in this study is as follows.

1. What is the syntax of the random drawing strategy in the learning of the procedural text?

2. Can the drawing random strategy increase students' active participation in procedural text learning?

Research Objectives

The objectives of the research are as follows.

1. To describe the syntax of the random drawing strategy in the learning of procedural texts in class.

2. To find out the extent to which the random drawing strategy can increase students' active participation in the learning of procedural texts.

Theoretical Studies

Procedural text is a type of functional text that is designed to convey instructions or guidance in carrying out an activity systematically. Mastery of this text is very important for students, as it not only trains language skills, but also develops the ability to think logically and in a structured way. Generally, procedural texts consist of three main parts, namely objectives, materials or tools, and implementation steps (Gerot & Wignell, 1995).

However, there are still many students who face difficulties in compiling procedural texts in the right order. This obstacle usually arises because students lack concrete learning experience, and the teaching methods used tend to be centered on memorizing the material rather than understanding that is based on visuals and practice (Mulyani, 2019). Therefore, a more contextual and interactive learning strategy is needed so that students can more easily understand the structure of the procedural text.

One approach that is considered effective is the drawing random strategy. This method uses visual media in the form of images that represent the sequence of steps in a procedure, but presented randomly. Students are then asked to arrange the pictures in a logical order and write them down into a procedural text. This strategy not only helps students understand the content and structure of the text, but also trains the ability to think and write (Sudrajat, 2020).

According to Sudrajat (2020), the use *of random drawing* strategies is able to increase student active involvement in the learning process. Students become more enthusiastic because the assignments given are visual, challenging, and fun. This strategy also reflects the principles of constructivist learning, which is an approach that emphasizes the active role of students in building their own understanding through real experience (Heinich et al., 2002). In addition, this strategy also supports a student-centered learning approach that places students at the center of the learning process. In its implementation, teachers play the role of facilitators who provide pictures as a learning stimulus, guide the discussion process, and evaluate the results of students' work in compiling procedural texts independently.

Research Methods

According to Sugiyono (2017:2), research methods are a scientific way to obtain data that has certain purposes and uses. The term qualitative indicates that this research is conducted by applying qualitative research methods. Some qualitative characteristics are topics directed at the original conditions of the research object (Septiaji, 2024). The data must be found and then proven to be true through the research process. In this study, the focus of the study is the random drawing strategy in procedural text learning using descriptive methods and qualitative approaches. The qualitative approach, as described by Bogdan and Taylor (in Moleong, 2015:4), is a research procedure that produces descriptive data in the form of words, both oral and written, as well as observable behavior of individuals or groups.

The data collection technique in this study was carried out by the listen-record method. The monitoring technique is used because the data obtained comes from documentation in the form of photos of student activities when carrying out random drawing activities in learning procedural texts. Meanwhile, note-taking techniques are used to record important information relevant to the research objectives. The combination of these two techniques allows researchers to conduct in-depth analysis and produce findings that are appropriate to the context of the research.

Discussion

This study has an object in the form of photos of random activities of images in the learning of procedural texts, as follows.

Source : Camera Gadget "Poco M6"

The above activities are syntax and student activities on the random drawing strategy in learning text procedures are as follows.

1. The lecturer provides a detailed explanation of the procedural text to the students. Then the lecturer gave feedback in the form of questions and answers. This process fosters students' confidence in learning activities.

2. The lecturer shuffles the pictures that have been placed on the table. This means that all procedural text topics are made into one. So that the process of student focus is formed in these activities. Then the group leader comes forward to take the predetermined topic.

3. The group leader brings a picture that has been taken from the table. After that, the group leader divided the picture to their respective groups. Each group is required to bring cardboard or asturo paper, markers, pencils, rulers, origami, and ornaments that can provide support to make the procedural text well. Then discuss the topic that has been determined beforehand. Then students assemble, sort, paste, and provide interesting writing. So that the procedural text can be arranged neatly and clearly which has aesthetic value. Then the activity looks more fun and arouses students to be more active and creative. Then students can present the results of the discussion.

Source : Camera Gadget "Poco M6"

In this case, the process of effectiveness of the random drawing strategy in learning procedural texts is very influential in terms of creativity, innovation, mutual cooperation, so that learning activities are more fun. It can be seen from the results of students' writings that random drawing strategies can give a good impression. This means that teaching and learning activities are focused on student activities that all contribute to the process and students can make a transparent assessment of the results that have been made. The assessment requires each group to give one star to its own group and one star to the other. So this process will provide a sense of tolerance among fellow humans so that they can appreciate and respect the results that have been obtained.

Conclusion

This conclusion refers to two formulations of the problem, which are as follows.

1. The steps for implementing the random image strategy in learning procedural texts include several stages that are arranged systematically with a focus on active student involvement. The first stage begins with an introduction to the procedural text material, where the lecturer explains the objectives, text structure, and linguistic features inherent in the procedural text. Furthermore, in the second stage, the lecturer provides visual stimuli in the form of random images that illustrate the sequence of steps in a particular procedure, such as "steps to make tea" or "how to use simple tools". These images function to stimulate students' logical thinking skills. In the third stage, students are asked to arrange the images logically according to the correct sequence of activities. This activity can be done individually or in small groups. After the images have been successfully arranged, the fourth stage is continued by writing the procedural text based on the sequence of

images. Writing must pay attention to the structure of the text and linguistic elements such as the use of imperative verbs, temporal conjunctions, and chronological sequence of activities. In the fifth stage, students present their work in a class presentation, followed by a joint assessment activity. In this session, the lecturer provides input and evaluation of the content of the text, writing structure, and use of language displayed by students. Overall, this series of strategy syntax supports learning based on visual media, direct experience, and encourages students to think systematically, creatively, and communicatively.

2. Based on the results of observations during the learning process and analysis of activity documentation, the application of the random image strategy has been proven to be able to encourage increased active student participation. Students appear enthusiastic and actively involved in every stage of the activity—starting from arranging the sequence of images, discussing in groups, to writing and presenting their work in front of the class. This process trains students to think logically, collaborate with others, and express opinions and solutions actively. The use of visual media in the form of images is an attraction in itself because it helps students understand procedural text material more concretely and realistically. In addition, the activity of composing and writing based on images creates a more lively, enjoyable, and far from monotonous learning atmosphere. Even students who previously tended to be passive began to show the courage to be more actively involved, because the tasks given were practical and close to everyday experiences. Thus, the random image strategy not only improves students' understanding of the teaching material, but also contributes greatly to creating an interactive, cooperative, and student-centered learning climate.

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