

Implementation of Doodling Technique in Teaching Writing to the Slow Learners

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Abstract: The purpose of this research was to find out the effect of the doodling technique on the narrative writing skill of slow learners in Morotai Island. The research design used Mix Methods. The subject of this research was slow learners spread out at four schools in Junior High Schools of Morotai Island. Data collection techniques used observation, interview, and test. Observations and interviews were conducted with home-room teachers, subject teachers, and concealing teachers. This technique aimed to find out the distribution of slow learners at four schools. Writing test is used to determine the competence to write suggestive narratives after applying doodling techniques. The data analysis used a statistical formula T-test technique (Paired Sample test) SPSS 17.0. The result is obtained that the sig value. $\alpha = 0.000 < \alpha = 0.05$, this showed that there were significant differences in the results of writing English narratives using doodling techniques for slow learners.

Keywords: doodling technique, writing, slow learners

INTRODUCTION

Writing is a way of organizing ideas systematically expressed explicitly. For this reason, writing is not an ability that is obtained instantly, but through a long process. As stated by Harmer (2008: 79) that the ability to write is not something that is taken from birth, but something that must be learned and practiced, because writing ability involves a variety of cognitive and linguistic abilities. This is the reason for the ability to write is the language skills that are considered the most complex.

The complexity of writing is the most urgent problem faced by slow learners to learn, especially in writing English in narrative text. This is because narratives require high imagination in writing. The characteristics of the style of writing narratives text are very contrary to the characteristics of students who are slow in learning. According to Palupi & Darmahusni (2017: 79-80), the special characteristics of slow learners tend to be passive in learning, have limited thinking in the abstract, have difficulty concentrating, lacks confidence and difficulty concentrating. In addition, the characteristics of slow learners cannot be identified physically, however, they can only be identified when the learning process takes place, which in the end the application of the learning system in the classroom is treated the same as students in both the completion of practice questions, material delivery, techniques, and teaching strategy. This challenge must be addressed wisely by the teaching staff in Morotai Island, considering that slow learners in Pulau Morotai are given full opportunities to take part in learning at formal schools in general. According to Chauchan (2011: 282-283), the characteristics of slow learners can be identified as follows;

- 1) Having a limited interpretation of data
- 2) Having low habits
- 3) Limitations of abstract thinking
- 4) Low academic ability
- 5) Difficult to concentrate
- 6) Having a low level of confidence

- 7) Having difficulties in writing
- 8) Tend to have unstable emotions

Palupi and Darmahusni (2017: 81) Add that slow learners do not need to be in a special education system but the learning treatment provided must be adapted to students' abilities, where adjustments include various components both goals, methods, strategies, and media.

The teacher's role in teaching slow learning students is understanding the characteristics of the students, guarding the development of student progress and creating a learning atmosphere that can stimulate students' understanding. One effective way to guard cognitive development and stimulate students' understanding of slow learning students namely applying learning techniques that are concrete and clear to be easily understood and inseparable from the three elements of learning media, they are audio, visual and motion. Doodling technique is a learning technique that uses visual media with initial activities students are given activities to describe personal experiences that are truly felt, seen, heard, and touched by students through free scribbles. This step aims to express the forms of emotions a person feels through images. From the results of these strokes, poured into writing in sequence based on real events by playing the emotions of students. Then the results of the writing are discussed and become a reflection for other students. Thus, doodling techniques can stimulate students' understanding of who is slow in learning. Doodle can be interpreted as "crossing out". Crossing out is a simple thing that can be done by anyone supported by stationery such as paper, pens, and pencils. A person can produce a scratch. According to Jayanti (2013: 2), everything that a child does in crossing out is a spontaneous activity. Aprilia (2010: 5) adds that drawing with a simple doodling technique cannot be separated from the goal of fostering children's mental functions such as creation, imagination, and expression. Scribble activities are believed to be able to help direct or hone motor skills that will be needed for drawing, writing and other activities (Juwita, 2010: 110). Fine motor skills movements must require good coordination and concentration (Safitri, 2016: 4 (Safitri, 2016) (Oktiviana & Mahmuda, 2015)). Besides, according to Ulandari & Mahmuda (2015: 3) doodling has the advantage of showing self-expression in scribbling freely following what someone feels when doing scribbles through gestures and body language. Olivia (2013: 21) suggests that doodling has advantages, namely:

- 1) The children learn to create, to express their ideas, to visualize and to realize their imagination in works of art.
- 2) To help improve children's concentration, trains memory, patience, thoroughness and tenacity in producing something.
- 3) To help to express the forms of emotions that children feel through pictures
- 4) To train children's skills and fine motor skills.

Doodling technique is a means of pouring imagination through sheets of paper on which this technique has never been applied in teaching writing, especially for students who are slow to learn in junior high schools in Morotai Island.

METHOD

This research was carried out in Kecamatan Morotai Selatan and Morotai Timur, Kab. Pulau Morotai. The schools chosen to represent this research were MTS N 1 Pulau Morotai, SMP N 2 Pulau Morotai, SMP N 14 Pulau Morotai, and MTS Muhammadiyah 1 Pulau Morotai. The subject of this research was slow learners spreading out at four schools. The sampling technique in this research used a purposive sampling technique. This research used a mixed-method. Data collection techniques used interview, observation, and test. In-depth interviews were carried out

on subject teachers, counseling teachers, and home-room teachers, this was aimed to identify students who were slow to learn in class as well as to find out the slow learners' interaction even in the class or outside. Observations are made on subject teachers and slow learners when the learning process in class takes place. The observation technique aims to find out the slow learners' activity during learning in the classroom. The test was conducted to find out the improvement of slow learners' writing after using doodling techniques. The type of test was a test of writing the narrative. The test was done twice, before and after treatment. The treatment was carried out in 7 meetings, each meeting held for 45 minutes. The data analysis technique used statistical formula Paired Sample T-test with SPSS 17.0 for windows.

RESULTS AND DISCUSSION

Determination of slow learning students

Based on the results of interviews conducted with home-room teachers, subject teachers, and counseling teachers in four junior high schools (SMP / MTS) in Morotai, it was found that there were slow learners who received education in formal schools generally spread out in first, second and third grade. The distribution of slow learners can be seen in the table below;

Table 1. Classification of Slow Learners

No	School Name	S	Ni	N
1.	SMP N 2 Pulau Morotai	M	3	10
		F	7	
2.	SMP N 14 Morotai	M	2	11
		F	9	
3.	MTS N 1 Pulau Morotai	M	6	9
		F	3	
4.	MTS Muhammadiyah 1 Pulau Morotai	M	3	7
		F	4	
Total			37	37

Information:

S: sex

M: Male

F: Female

Ni: The number of sub-samples based on sex

N: The number of samples

Observation data showed the same results where there were 37 slow learners spread out at 4 junior high schools in Morotai. Observation data used 3 assessment indicators, namely cognitive, behavioral and emotional. Cognitive indicators include activities; unable to listen to the subject matter presented by the teacher in class, taking a long time to complete the assignment given by the teacher, less able to store letters and words in memory for a long time, finding difficulties to remember the material that has been delivered by the teacher, unable to distinguish letters, numbers and voice, unable to follow multiple explanations, having low academic development, unable to tell stories and having difficulty in distinguishing left and right, slow in developing speech, difficulty in understanding words and concepts, speaking ability was limited to one subject matter. Indicators of behavior include activities; lack in paying

enough attention to the tasks given by the teacher, less accustomed to doing self-study assignments especially reading textbooks, tend to complain about difficulty doing assignments, it does not interest in writing and reading, difficult to be familiar with people and things, and emotional indicators include activities behavior that changes every day, tends to be shamed by emotional feelings in relationships, irritability, and offense. Data from observations were analyzed descriptively to identify the number of students includes slow learners.

Based on observation data, it was found that 37 slow learners were less able to listen to the subject matter presented by the teacher in the class and it was difficult to remember the material that had been delivered by the teacher. Although the material delivered by the teacher was done repeatedly (3 to 4 times), however, slow learners could not grasp the material to the fullest, even when the material that has been submitted was asked again, students could not answer the questions properly even kept silent. Also, slow learners took a long time to complete the assignments given by the teacher. Based on observations, it can be seen that students who were slow to learn could not complete the task-based to the time specified by the teacher, thus, the task must be returned home and completed at home or outside the classroom, even the assignment that was done never get a high score and uncompleted the task perfectly. Occasionally students did not consider the assignments given by the teacher.

Besides, slow learners are not interested in doing the assignments given by the teacher because the tasks given by the teacher are considered too difficult especially for tasks that are done independently. Furthermore, slow learners often complain about the difficulty of completing the assignments given by the teacher, sometimes to avoid these tasks, slow learners prefer not to go to school or skip classes rather than having to take classes. Other findings indicate that slow learners are not very interested in reading textbooks because students find it difficult to understand the contents of the reading and the appearance of textbooks is considered boring because textbooks do not contain images with attractive colors and quality illustration is very less and too much writing.

Furthermore, the observation findings indicated that slow learners were less able to store letters and words in their memories. When learning took place the slow learners were quite difficult to spell letters even in writing words and tend to require a long time to think related to the letters that would be written so that it became one word. Even in arranging a sentence, students needed assistance from subject teachers to write well and correctly. Slow learners have low academic development, as evidenced by the value of report cards in all subjects in previous semesters indicating that the slow learners did not meet the Minimum Completion Criteria, slow learners tended to be moved up in class 2 or 3 only as an "increase in trial class" even the average of 37 slow learning students must pass 2 years in grades one and two. Other results show that slow learners were less able to tell stories and sluggish in speech development, observations proved that it was uncommon for slow learners tended to be quiet in class, the language used was not perfect as well as vice versa when the teacher communicates in learning process, slow learners more often see with their mouths open (gawking) and often stare at the teacher without expression, when invited to communicate by the teacher, they prefer to be quiet. Besides, other results show that students are slow to learn difficult to understand words and concepts, and the ability to speak was limited to one subject matter. In emotional activities, slow learners have difficulty in socializing with classmates because they are easily angry and offended when disturbed by friends.

Comparison of slow learning students' outcomes before and after using doodling techniques

Table 2. Percentage of slow learners Outcomes

Categories	Score	Pre Test	Percentage	Post-test	Percentage
Very Good	85-100	0	0%	0	0%
Good	70-84	0	0%	0	0%
Fair	55-69	0	0%	0	0%
Less	40-54	0	0%	4	10.8%
Very Less	0-39	37	100%	33	89.2%

Table 4 shows that slow learners' outcomes before and after treatment are still in the range between 0-39 (very less) to a range of values of 40-54 (less). It can be seen that 37 slow learners are slow to learn, 33 students are still in the range of 0-39 and 4 other students are able to reach a range of 40-54 and no one students reaching score over 50, and only able to reach score 0 to 49 even though treatment has been treated using doodling techniques.

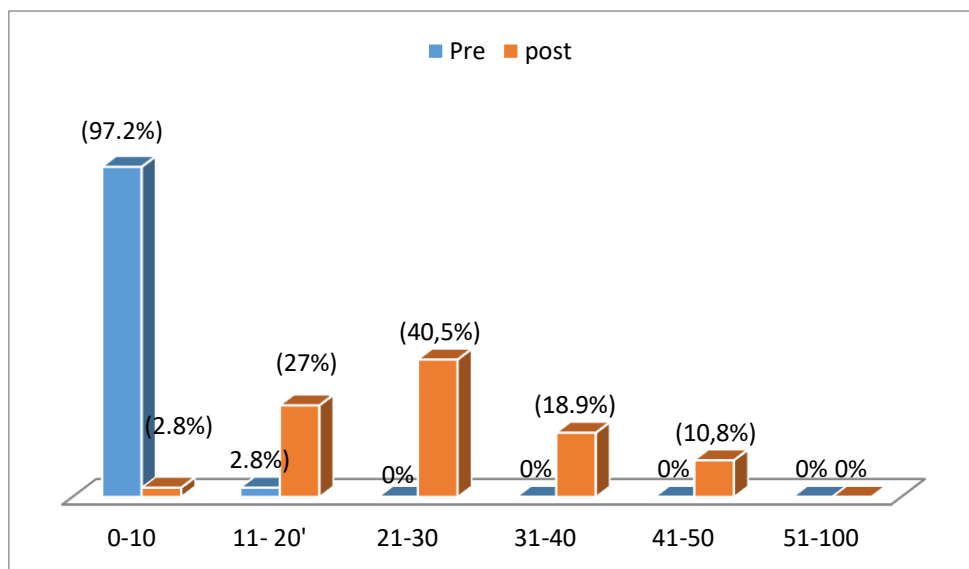


Figure 1. Comparison of Slow Learners' Outcomes before and after Obtaining Treatment

The data in figure 3. shows that even though students learning outcomes do not pass a score of 50 or are still classified as very less and less, students have obtained a very significant increase. This can be seen from the results of the pre-test showing 36 students (97, 2 %) in the score category 0-10 and only 1 student scored between 11-20. In the post-test results, it can be seen that there is a significant increase, evidenced by the number of students in the score category 0-10, which is only 1 student (2.8%), 10 students (27%) in the 11-20 score category, 15 students (40.5%) are in the score category of 21-30, while 4 other students (10.8%) are able to reach the score category of 41-50. However, no one student can pass the score category above 50.

Table 3. Results of the hypothesis test

	df	Sig. (2-tailed)	Mean	Standar Deviation	Std. Error Mean
Equal variances assumed	36	.000	-23.081	3.523	1.501

Based on the data in Table 3, it is obtained that the sig value. $\alpha = 0.000 < \alpha = 0.05$, this showed that there were significant differences in the results of writing English narratives using doodling techniques for low learners.

This research was conducted to determine the effect of applying doodling techniques in writing narratives to students who are slow to learn. The results of different tests indicate that there are significant differences in the results of narrative writing in students who are slow to learn before and after obtaining treatment. The results of the hypothesis test indicate that the value of sig. $\alpha = 0.000 < \alpha = 0.05$, this shows that there are significant differences in the results of writing English narratives using doodling techniques for students who are slow to learn.

Palupi & Darmahusni (2017: 81) Add that slow learners do not need to be in a special education system but the learning treatment provided must be adapted to students' abilities, where adjustments include various components both goals, methods, strategies, and media. In line with what was revealed by Husain & Ibrahim (2019:104) one important characteristic of effective learning is when the learning process can respond to the individual needs of students because learning requires sensitivity to individual differences. Teachers can vary methods, strategies, techniques, and media in the learning process. Teachers who can accommodate individual needs show that they want to embrace all students in the entire learning process. Slow learners need teaching material that is not verbalizing, simple and easy understood. To achieve optimal learning outcomes, the lessons presented must be visualized (Sari & Samawi, 2014: 141).

The results obtained in line with the research that has been done by Pranasafitri and Widajati (2014: 3) doodling is good for sharpening the writing skills of beginning children with special needs. If done gradually, frequently and continuously, the ability of these doodles will help the child when taught to write and draw freely as well as other fine motor skills. Doodling techniques can be applied to children with special needs because children with special needs have obstacles in writing. With doodling techniques, children are accustomed to making doodles, bolding lines, bolding letters, drawing, and coloring. If done in stages, often and continuously, the ability of these doodles will help children when learning to write especially children with special needs who have visual learner characteristics so doodling techniques are very efficient for learning to write children with special needs. Oktiviana & Mahmuda (2015: 1) who found *doodling* technique influence the fine motoric ability to mid mental retardation children. Olivia added that (2011: 14) doodling is a scribbling activity besides being able to train fine motor skills; it can also stimulate the ability to visualize in the form of images. Yet, in this study, doodling techniques not only stimulate children to make free images and practice motor skills but also stimulate students' emotions through experiences that are related to students' emotions that are poured into the picture and the results of these images are poured into simple stories so that indirectly stimulates children's thinking skills in writing sentences.

The meaning of drawing is defined by Anavia & Rohita (2014: 3) that images made by children are not a record of past events or hopes for the future, however, drawing is a child's experience carried out directly through media such as painting inscribed on the surface paper so

that it forms an image. So, children draw directly without thinking of a past event or hope in the future. Certainly, that this is contrasted with a study conducted by the researcher, in which the researcher used records of past events and hopes for the future to stimulate and arouse children's emotions and then pour them into images, through images, children can be guided to write. In teaching, slow learners students require teacher creativity in managing the learning atmosphere so that students do not feel bored. Appropriate conditions learning strategies are very helpful ways in which the teachers will choose and use the process to deliver learning material so that it will make it easier for students to accept and understand learning material, which in turn develops the child. The more the children feel happy the easier it is for them to absorb any knowledge intake around them (Oktiviana & Mahmuda, 2015: 1).

CONCLUSION

The conclusion of this research is doodling technique can improve the slow learners' skills in narrative writing. Based on the data is obtained there is significant differences toward the slow learners' result in narrative writing before and after conduct treatment.

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