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Comparative Study of Procedural Text Writing Skills of Grades 4 and 6 Students at SD Al Hikmah Surabaya

Bambang Bambang, Wasino Wasino, Muzakki Bashori

Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: cakbee@students.unnes.ac.id

Abstract. Writing skills are one of the basic competencies that must be mastered by students, especially in the context of writing procedural texts. Writing procedural texts involves the ability to devise clear and structured steps in completing a task or activity. At the basic education level, this skill is very important because it helps students in understanding and organizing information systematically. This study aims to analyze the differences in procedural writing skills between 4th and 6th grade students at SD Al Hikmah Surabaya. The reason for choosing grade 4 and grade 6 as the object of research is because the two levels have the same learning topic, namely writing procedural texts. This study uses a quantitative method with a descriptive approach, where data is collected through procedural writing tasks given to 4th and 6th grade students. This assignment requires students to write down procedures related to daily activities such as how to make food or how to clean tools. The results showed that grade 6 students had better ability to write procedural texts compared to grade 4 students, especially in terms of clarity of steps, use of appropriate language, and the ability to explain the details of the procedure. This difference can be influenced by age factors, learning experience, and the level of cognitive understanding of students. This research is expected to provide insight for teachers in designing more effective learning to improve students' procedural writing skills at the elementary level.

Keywords: comparative studies; procedural texts; grade 4; grade 6

INTRODUCTION

Writing skills are one of the basic skills that are very important for students to master at the elementary school level. In the context of learning Indonesian, writing procedural texts is one of the skills that must be taught. Procedural texts teach students to devise clear and structured steps to complete a particular task or activity, Sulviana, S. (2022). This involves the ability to convey information systematically and easily understood by others. Procedural texts also help students understand the sequence of events and the importance of each step in a process, Nasution, A. K. R. (2019).

Writing theories state that writing is not just a technical skill, but also involves the ability to think critically and creatively. According to Flower and Hayes (1981), writing is a cognitive process that involves planning, writing, and revising. Students who are able to write procedural texts well will demonstrate the ability to think systematically and be able to organize information logically. In addition, in the theory of constructivism developed by Piaget and Vygotsky, writing is considered a means to develop conceptual understanding and communication skills.

Within the framework of the Independent Curriculum, procedural text writing skills are not only seen as the process of compiling texts, but also include an understanding of the learning outcomes to be achieved, clear learning objectives, learning methods used, and assessments applied to measure student success. Learning outcomes are indicators that describe the level of students' mastery of the material taught, while learning objectives are the goals to be achieved in each learning activity. Therefore, measuring students' procedural text writing skills also requires an understanding of these factors.

A number of similar studies have been conducted to assess procedural text writing skills at the primary school level. Research conducted by Rahmawati (2020) in several elementary schools in Jakarta shows that the application of project-based learning methods can improve students' ability to write procedural texts. The research emphasizes the importance of student involvement in the learning process that involves practical activities, which can help students understand concepts better. In addition, research by Sugiharto (2018) shows that the use of authentic assessments in learning to write

procedural texts is able to provide a more accurate picture of students' ability to compose procedural texts.

Research by Syamsuri (2021) also revealed that the use of technology in learning procedural texts can help students understand the sequence of steps in the process more visually, thereby improving their understanding. Another study by Utami (2019) assessed the application of a problem-based approach in procedural text learning that has been proven to be effective in improving students' ability to write and understand more complex procedures. Along with that, research by Prasetyo (2017) shows that procedural text-based learning can improve students' analytical skills and critical thinking skills, because they are required to think logically and systematically in composing texts.

Research by Nuraini (2020) also emphasizes the importance of learning procedural writing as a tool to train students' communication skills, where students not only write steps but must also be able to convey information clearly and structured. This study aims to analyze the comparison between learning outcomes, learning objectives, learning methods, and assessments in writing procedural texts between 4th and 6th grade students at SD Al Hikmah Surabaya. Students in grades 4 and 6 have different levels of cognitive development, which will certainly affect the way they write procedural texts. Therefore, it is important to know how these differences are reflected in learning outcomes and the application of methods and assessments in learning to write procedural texts.

This study aims to analyze the comparison between learning outcomes, learning objectives, learning methods, and assessments in writing procedural texts between 4th and 6th grade students at SD Al Hikmah Surabaya. Students in grades 4 and 6 have different levels of cognitive development, which will certainly affect the way they write procedural texts. Therefore, it is important to know how these differences are reflected in learning outcomes and the application of methods and assessments in learning to write procedural texts.

The main focus of this study was to explore how these factors learning outcomes, learning objectives, methods, and assessments affect students' procedural text writing skills at two different grade levels. By comparing these two grade levels, this research is expected to provide insight for teachers in designing and adjusting more effective learning strategies according to the level of student development.

METHODS

This study uses a qualitative approach to analyze and compare learning outcomes, learning objectives, learning methods, and assessments in writing procedural texts between 4th and 6th grade students at SD Al Hikmah Surabaya. The qualitative approach was chosen because it allows researchers to understand the phenomenon in depth by exploring more detailed and comprehensive information about the experiences, processes, and perceptions of students and teachers in learning to write procedural texts, Oranga, J., et al. (2023).

To collect data, this study combined several techniques, namely classroom observation, interviews with teachers, and analysis of learning documents, Rohmi, F., et al. (2023). Classroom observation was carried out with the aim of directly monitoring the learning interaction between teachers and students and to see how the process of teaching procedural texts took place in the two classes studied. This observation is focused on certain aspects, such as the application of learning methods, the way teachers explain the material, and how students interact with the learning materials and instructions provided.

Interviews with teachers are an important part of this study to delve deeper into teachers' perspectives regarding learning outcomes, learning objectives, methods applied, and assessments used in learning to write procedural texts, Fan, X. (2022). The interviews were conducted in a semi-structured manner with some open-ended questions, which allowed the teachers to provide a detailed explanation of the learning practices they were undertaking, as well as the challenges they faced in teaching procedural text writing skills to students in grades 4 and 6.

In addition, document analysis is also carried out to examine learning objectives, learning outcomes, and assessments listed in official learning documents used in grades 4 and 6, Mahdiansyah, M. (2018). The documents analyzed include lesson plans (RPPs), syllabus, and assessment instruments applied by teachers in learning to write procedural texts. The analysis of this document aims to see the compatibility between the theory taught and practice in the field and how the achievement of learning objectives is measured through assessment.

After the data was collected, the researcher conducted a qualitative descriptive analysis, by comparing findings from classroom observations, interviews with teachers, and document analysis. The data obtained will be categorized and analyzed

to find differences and similarities between learning outcomes, learning objectives, methods, and assessments applied in grades 4 and 6. The results of this analysis are expected to provide an overview of how these factors affect students' procedural text writing skills.

Here is a chart illustrating the flow of the research in Figure 1.

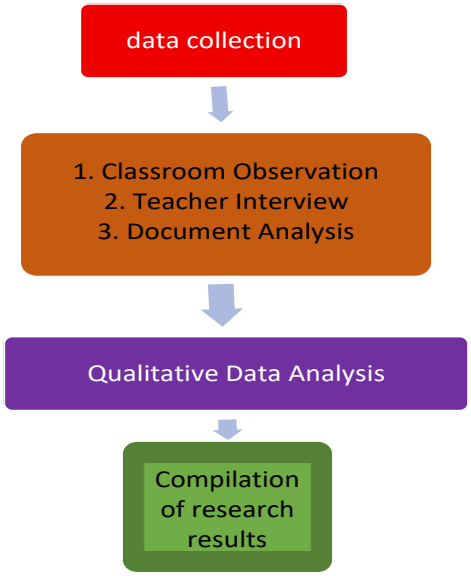

Figure 1. Research Flow

Creswell (2013) stated that in qualitative research, researchers focus on an in-depth understanding of the phenomenon being studied using various data collection methods such as interviews, observations, and document analysis. In the context of this study, a qualitative method is used to reveal the learning process of writing procedural texts in grades 4 and 6. Through interviews, observations, and document analysis, this study reveals how factors such as learning objectives, learning outcomes, methods, and assessments interact with each other and affect the development of students' writing skills.

RESULTS AND DISCUSSION

The results of observations conducted in grades 4 and 6 showed that there was a difference in the learning approach applied by teachers and the level of student independence. Learning in both classes refers to the creation of procedural texts, but the methods and interactions between teachers and students are very different. Grade 4 students need more mentoring and intervention from teachers, while grade 6 students are given more freedom to work independently. This difference is related to the level of cognitive development and skills possessed by students at each level, Sya'diah, K., et al. (2025).

In learning in grade 4, teachers intervene more with students, especially during the practice of making soy milk. This intervention can be seen in the form of direct assistance provided by the teacher to each student. The teacher provides step-by-step instructions on how to make soy milk, ensuring that each student understands the sequence and procedure to be performed. This suggests a more structured approach and direct guidance, which is in line with the cognitive abilities of 4th grade students who still need more intensive direction in completing tasks.

On the other hand, learning in grade 6 looks more independent, where students are given the opportunity to work individually in front of their respective laptops. Their task was to create animations using the Canva app, which required students to manage the animation creation process independently. The teacher only gives initial instructions on how to use the app, but students have the freedom to explore the features and compose animations according to the procedures they create. This approach provides space for students to develop their technical skills and creativity, which is more appropriate for the level of cognitive development in grade 6.

The significant difference between grade 4 and grade 6 in this learning process lies in the level of teacher involvement in learning activities. In grade 4, teacher intervention is needed to ensure students can follow the correct steps in making soy milk, while in grade 6, students are given more freedom to manage their own learning process. This reflects the differences in the level of independence and technological mastery that students have in both classes, with grade 6 focusing more on technology-based learning and higher creativity.

Based on the results of the study of curriculum documents and teacher interviews, the following data was obtained. In learning to write procedural texts in grades 4 and 6, there are significant differences in the level of complexity and type of activities carried out. In grade 4, students focus more on basic writing skills, such as composing simple procedural texts with diverse sentences and detailed information about daily activities, such as the process of making soy milk. This learning aims to introduce students to simple linguistic rules, such as the use of denotative vocabulary and writing with upright letters in a row. Assessments

Table 1. Writing Learning Aspects in Grade 4 and Grade 6

Aspects	Grade 4	Grade 6
Learning Outcomes (CP)	Write simple texts with a series of diverse sentences, information about interesting things in the surrounding environment. Using new linguistic rules and vocabulary that have denotative meanings. Write with upright letters in succession.	Present ideas, observations, and experiences in a logical, systematic, effective, creative, and critical manner. Presenting imagination creatively.
Learning Objectives (TP)	Write procedural texts with diverse sentences, detailed and accurate information, with upright letters in a row.	Create systematic and detailed reports on how to create animations in the canva app.
Learning Process	Observe and write the process of making soy milk.	Create animations in the Canva app and communicate the creation procedure.
Assessment	Presentations (oral and written).	Write down the animation creation procedure in the canva application.

are carried out through oral and written presentations to assess students' ability to compile and communicate the procedures they write.

Meanwhile, in grade 6, learning to write procedural texts involves a higher level of complexity, where students are not only asked to write procedures but also create systematic and detailed reports on how to create animations using the Canva app. This learning process involves the use of technology, where students work independently in front of a laptop to create animations and devise the animation creation procedures. Assessment in grade 6 is carried out by writing down the procedure for making animations, which test students' skills in composing procedural texts in a more complex and creative way, according to a more mature level of cognitive development. Thus, these learning differences reflect the differences in the level of students' thinking abilities and skills between the two levels.

The results of this study provide insight into the differences in the learning approach to writing procedural texts between 4th and 6th grade students, which are influenced by the level of cognitive development, writing skills, and the use of technology. Based on observations and interviews with teachers, it was found that 4th graders needed more mentoring from teachers to complete procedural text writing tasks, while 6th graders were more independent and able to manage their own learning process, especially in using the Canva app to create animations. These differences reflect more mature cognitive development in 6th graders, which allows them to work more independently and be more creative. This is in line with Piaget's theory of cognitive development, which states that children at the age of 11-12 years (6th grade) are at the formal operating stage, where they are able to think abstractly and logically, while children at 9-10 years old (4th grade) are still at the concrete surgery stage, which requires more guidance in learning.

In the context of learning theory, this distinction also indicates the application of different learning approaches in accordance with Vygotsky's theory of constructivism, which emphasizes the importance of social interaction and support from teachers (scaffolding) to help students develop their skills. In grade 4, scaffolding from teachers is indispensable in the process of making soy milk, an activity that requires a step-by-step understanding. On the other hand, in grade 6, with the use of technology and applications such as Canva, students are given more freedom to explore and find solutions independently, which is in line with the principles

of project-based learning emphasized by constructivist theory. Project-based learning allows students to work independently and develop critical thinking and creative skills.

In addition, the results of this study are also in line with research conducted by Rahmawati (2020) which emphasizes that the use of project-based methods, such as creating animations, can improve students' ability to write procedural texts, especially in older students or in higher grades. This is also in line with Sugiharto's (2018) research, which shows that the use of technology in writing learning, such as graphic design applications, can help students develop creative and systematic thinking skills, as well as improve their ability to organize information. Thus, this study reinforces the argument that the improvement of students' procedural writing skills depends not only on hands-on teaching and understanding of the text, but also on the use of technology that is relevant to students' cognitive development and interests.

This research has several aspects that distinguish it from previous research related to learning to write procedural texts in elementary schools. First, this study specifically compares learning outcomes, learning objectives, learning methods, and assessments between 4th and 6th grade students at SD Al Hikmah Surabaya, which is a more detailed focus than most other studies that only assess one grade level or one learning method in general. This approach allows for a deeper understanding of how the difference in levels of cognitive development between two different grade levels affects procedural text writing skills.

Second, this research not only explores the use of traditional learning methods such as writing assignments, but also emphasizes the role of authentic assessments and technology-based learning that are more relevant to the needs of students in today's digital age. Technology-based learning, especially in the context of 6th grade using the Canva app, provides a new dimension that allows students to develop procedural writing skills in a more creative and independent way, in contrast to conventional approaches that are more structured and require more teacher intervention.

In addition, this study integrates learning theories such as Vygotsky and Piaget's constructivist theories, which are more often applied in general, with practical approaches in the classroom that are directly related to the learning material of writing procedural texts. Thus, this research not only makes a theoretical but also practical contribution in designing more effective learning strategies based on differences in class levels and students' cognitive development. This research is expected to provide new insights for educators in adjusting appropriate learning strategies and methods to improve students' procedural writing skills at the elementary school level.

CONCLUSION

In conclusion, this study highlights the differences in procedural text writing between 4th and 6th graders, shaped by their cognitive development and technology use. 4th graders focus on basic writing skills with teacher guidance, while 6th graders work independently on more complex tasks, such as creating animation procedures using tools like Canva. This aligns with Piaget's theory, where younger students need structure and older students can think abstractly. Vygotsky’s constructivist theory is also evident, with 4th graders requiring scaffolding and 6th graders benefiting from project-based learning. The use of technology enhances creativity and critical thinking, offering insights for educators to adjust teaching strategies based on students' developmental stages.

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