



## Improving Paragraph Writing Skills and Learning Activeness through a Collaborative Writing Relay Method in Elementary School

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**Abstract:** This study aims to improve students' activeness and paragraph writing skills through a straw media-assisted writing relay method in Grade VI B at Rangkang Bengkayang 09 Elementary School, West Kalimantan. The research employed Classroom Action Research (CAR) involving 26 students, consisting of 13 male and 13 female students. The research instrument was a performance test. Data were collected through observations of students' activeness and assessments of paragraph writing skills, and data analysis was conducted using a qualitative descriptive approach. The results show that students' paragraph writing skills in Cycle I reach 76.92%, with a class average score of 73.42. In Cycle II, paragraph writing skills increased by 23.08%, achieving a 100% mastery level with an average class score of 90.42. Students' learning activeness in Cycle I reaches 75% in the good category and increases to 100% in the very good category in Cycle II. These findings indicate that the straw media-assisted writing relay method effectively improves students' activeness and paragraph writing skills. This study contributes to elementary language education by providing empirical evidence on the effectiveness of combining collaborative writing strategies with simple, low-cost learning media. It also offers a practical instructional model that teachers can readily implement to foster active participation and enhance writing competence, particularly in resource-limited classroom contexts.

**Keywords:** relay writing, activeness, paragraphs, straws

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### Introduction

Paragraph writing skills are crucial for elementary school students because they are useful across subjects, not just Indonesian, particularly in helping them understand and explain concepts. The Merdeka Curriculum states that paragraph-writing skills also support reading comprehension, as through writing activities, students learn to construct coherent sentences, thereby improving their ability to read complex texts. By familiarizing students with writing paragraphs, it is hoped that they will become more creative and confident in expressing their ideas, while also strengthening their academic development.

The low paragraph-writing skills of elementary school students, particularly in grade VI at Rangkang 09 Elementary School, formed the basis of this research. Students tend to be passive, less engaged in the learning process, have difficulty expressing ideas, and face obstacles in organizing words into coherent sentences around the main idea. Low motivation and lack of cooperation in groups further exacerbate this condition, resulting in suboptimal learning outcomes in paragraph writing. The urgency of this research lies in the importance of paragraph-writing skills for elementary school students as a foundation for mastering various subjects and improving their literacy. In the context of the Independent Curriculum, paragraph writing not only supports language skills but also helps students understand complex reading texts and trains critical, creative, and communicative thinking. Therefore, innovative efforts are needed to apply the relay writing method, assisted by straws, as an alternative to improve both student activity and paragraph-writing skills.



The advantages of applying the relay writing method using straws as a medium in paragraph writing skills include enabling students to work in groups/teams (Fadlilah et al., 2019), increasing creativity by generating varied and creative ideas and suggestions, and reducing the workload because students work in teams/groups, making the tasks given feel light and quickly completed. The application of the writing relay method using straws can stimulate social interaction, help students think creatively, and develop their writing skills (White, 2011). In addition, Pramesti et al. (2018) found that the use of the writing relay method with straws can motivate students to be more active and reduce boredom during the learning process. Students can express their imaginations through writing without any pressure. Hasanah & Himami (2021) revealed that enjoyable and cooperative learning will improve learning outcomes. This writing series also employs an active learning approach, intended to make learning enjoyable for students. An effective model will significantly influence student learning outcomes, so the straw-assisted writing relay method is expected to help achieve the planned learning objectives and indicators, with results exceeding the action's success criteria. There has been extensive research on paragraph writing, including studies on the relay writing method (Amrullah et al., 2015; Denham et al., 2021; Islamiah et al., 2023) and on the use of straw media as a learning aid (Ahadianingsih, 2021; Melyati, 2012).

Most research on the relay method focuses more on narrative writing skills, while studies on descriptive, expository, and general paragraph writing skills in sixth grade elementary school students are still rare. On the other hand, the use of straws as a supporting medium for writing activities—not just as pre-writing or art activities—has not been widely explored, especially in combination with the relay writing method. Furthermore, research that simultaneously assesses student activity through observation and writing skills quantitatively using a Classroom Action Research (CAR) design is also still limited. This study aims to fill these three gaps by simultaneously assessing activity and paragraph writing skills through the application of the relay writing method assisted by straws in sixth grade elementary school students. Based on this, the novelty of this study lies in the unique combination of the relay writing method and straws, focusing on paragraph writing skills (not just narrative), and the simultaneous evaluation of student skills and activity in the CAR design.

The implementation of the relay writing method uses the help of straw media because learning media that uses straws is very easy to find around us so it can be an interesting, fun, and creative approach for students during learning (Rachmah, 2022). In learning, students need a pleasant atmosphere, so their minds are open to understanding the teaching material. Furthermore, Wahidah (2021) revealed that the use of straws can improve students' fine motor skills so that it can encourage students' activeness, skills, creativity, and imagination in completing their assignments. Creativity, skills, activeness, and imagination can be formed in good collaborative methods, for example through this relay writing method. Collaborative methods such as relay writing can help students overcome difficulties in completing assignments because in working together students will get a lot of input and suggestions from friends to overcome difficulties in writing the next paragraph, learning will feel very meaningful and enjoyable. Therefore, it is very appropriate if this relay writing method is assisted by straw media, namely working together to write paragraphs with creativity and imagination in a fun and meaningful atmosphere without pressure. Without pressure, students will easily think/imagine to come up with ideas or thoughts in writing paragraphs.

Based on the problems that have been described previously, the formulation of the problem of this research is how to improve the activity and skills of writing paragraphs through the relay writing method assisted by straw media in class VI B students of Rangkang Bengkayang 09 Elementary School West Kalimantan. Meanwhile, the purpose of this research is to improve the activity and skills of writing paragraphs through the relay writing method assisted by straw media in class VI B students of Rangkang Bengkayang 09 Elementary School West Kalimantan.

This research contributes to providing an alternative innovative learning strategy to improve paragraph writing skills and the activeness of elementary school students through the application of the writing relay method assisted by straw media. Its theoretical contribution lies in enriching the study of collaborative methods in language learning, especially since most previous studies have focused more on narrative texts, while this study examines general paragraph writing skills in grade VI. From a practical perspective, this research offers a learning model that is simple, inexpensive, and easy to implement by teachers in various school contexts, including in areas with limited facilities. Meanwhile, the empirical contribution of this research is seen from the evidence that the combination of the writing

relay method with concrete media can improve students' activeness as well as the quality of their writing, so that it can be used as a reference in developing Indonesian language learning at the elementary school level.

### Methods

The research method employed is Classroom Action Research (CAR), a type of *individual action research*. Research Design by Kemmis and McTaggart with the scenario as shown in Figure 1.

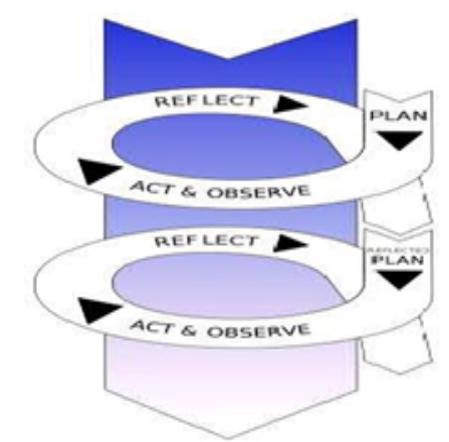


Figure 1. Classroom Action Research Design Drawings

Pahleviannur et al. (2022) argued that action research was a scientific method for collecting data to identify problems and solutions to improve working conditions, whereas Vogrinc and Zuljan (2009) revealed that action research was a stage of teacher professional development in which teachers presented their findings to improve school learning practices. This research was conducted at Rangkang 09 Elementary School, Bengkayang Regency, West Kalimantan, in the 2024–2025 school year with 26 students of Class VI B (13 boys and 13 girls). The research instrument was a performance test assessing paragraph writing skills, including appropriate main and supporting sentences, correct spelling and punctuation, sentence coherence, proper hyphen use, and alignment with library observation results. Indicators of student activity included attention, activeness in asking and answering, courage to express ideas, seriousness, ability to present results, teamwork, responsibility, and activeness in discussing sentence cohesion. Instrument validation involved expert judgment, data collection was carried out through observation and assessment in cycles I and II, and data were analyzed using qualitative descriptive techniques.

### Results and Discussion

#### Results

##### Pre-Actions

This classroom action research began with pre-action activities to determine the initial condition of paragraph writing skills of grade VI B students at Rangkang 09 Elementary School. The results of observation and paragraph-writing tests indicated that although most students had high learning motivation, their writing skills remained relatively low. Students tended to have difficulty generating ideas, organizing them into effective sentences, and connecting them into coherent paragraphs. Errors in the use of punctuation, spelling, and the use of conjunctions were still common. In the pre-action, only nine out of twenty-six students (34.62%) successfully achieved learning mastery, while seventeen students (65.38%) did not complete the task. The average class score at this stage was only 60.15, and student activeness in learning activities was recorded at around fifty percent. The results of this pre-action became the basis for researchers to carry out actions in the first cycle by applying the relay writing method assisted by straws as a medium.

**Cycle 1**

In cycle I, the planning stage involved developing a learning schedule, preparing teaching modules, and designing the steps for implementing the relay writing method. The teacher prepared keywords placed in straws, then distributed the straws to students so that each student would receive a keyword to write a sentence. The learning objective in this cycle was for students to be able to write a descriptive paragraph based on observations made during a visit to the school library. Furthermore, the teacher prepared various resources, including laptops, HVS paper, and observation sheets. The learning process consisted of initial, core, and closing activities. In the initial activities, the teacher opened the lesson with a greeting, prayer, attendance check, presentation of learning objectives, and an apperception session by asking students about their prior knowledge of the library. The core activities focused on the collaborative writing process. The teacher first explained the meaning of an observation report and its writing framework, then distributed straws containing keywords to students. Armed with these keywords, students visited the library to observe relevant materials. Afterward, students wrote sentences based on their observations and combined these sentences into a group paragraph. In the closing activity, the teacher and students together reflect on the learning process, conclude the material, and close the activity with a prayer.

Observations of student activity in cycle I showed an improvement compared to pre-action, although not yet optimal. Of the eight observed indicators of activity, six were achieved. Students began to show full attention to learning, actively write, and work together in groups. However, the courage to ask questions and presentation skills were still low. Overall, the student activity score reached 75 percent, categorized as good. The results of the paragraph writing skills test also showed an improvement. A total of 20 students (76.92%) achieved completion, while 6 students (23.08%) did not. The class average score increased to 73.42. However, no students were able to achieve the highest score, and errors in sentence writing were still common. Indicators that were not achieved included coherence between sentences, use of punctuation, and spelling (Table 1).

**Table 1.** Completion of Paragraph Writing Skills

No.	Indicator	Completeness
1	The paragraph has a main sentence that fits the theme.	Groups 1-3 complete
2	The paragraph has an explanatory sentence that supports the main sentence.	Groups 1-3 complete
3	In writing paragraphs, spelling and punctuation are in accordance with EYD.	Group 2 is complete, groups 1, and 3 are incomplete
4	The sentences written are arranged coherently/ interconnected so that they form a good paragraph.	Groups 1-3 are incomplete
5	The use of the hyphen is appropriate so that it can form a good paragraph.	Groups 2, and 3 are complete, group 1 is incomplete
6	The content of the paragraph describes the results of observations/visits to the school library.	Groups 1-3 complete

Based on Table 1 and the analysis of writing skills above, three indicators remain incomplete: the fourth indicator was not completed by all groups. Therefore, further action is needed. Reflections on cycle I revealed several challenges that needed improvement. Study groups were too large, with eight to nine students, making discussions less effective and causing some students to not actively participate. Furthermore, some students were still playing around while observing in the library. Students' self-confidence during presentations was also low, resulting in poor communication of group discussion results. Technical errors in writing, particularly capitalization, punctuation, and sentence cohesion, were still quite prevalent. The teacher was also deemed to have failed to provide detailed examples of effective sentences, resulting in students still having difficulty producing good sentences. Based on these challenges, the researcher planned several improvements for cycle II, including reducing the number of group members to four to five students, adding instructional videos to provide clearer illustrations, providing examples of correct, effective sentences, and implementing a scientific approach to better direct students' observation, questioning, reasoning, experimenting, and communicating.

**Cycle 2**

The second cycle was implemented by considering the results of the reflection on the first cycle. The planning involved dividing students into small groups, preparing a video about the library visit, developing a teaching module with a scientific approach, and preparing more complete facilities. The teacher also ensured that each student had the opportunity to write sentences and contribute to the group's paragraph development. In the implementation phase, the initial activity began with a prayer, greeting, checking attendance, and conveying the learning objectives. The teacher then showed a learning video about the library. The main activity began with students observing the video, noting important information, and connecting it with the keywords obtained. The teacher provided examples of effective sentences as a reference for students. Next, students discussed in small groups, wrote sentences based on the keywords, and then combined them into paragraphs. Each group presented their results to the class, followed by a question and answer session between groups. In the closing activity, the teacher provided reinforcement, guided students in summarizing the learning, and closed with a prayer.

Observations in cycle II showed a significant increase in student engagement. All indicators of student engagement were achieved successfully. Students demonstrated full attention to the lesson, actively asked and answered questions, expressed their opinions, took their writing seriously, engaged in discussions, and were confident during presentations. The engagement score reached 100 percent, which is considered excellent. This engagement demonstrates a significant change from the initial situation, where students tended to be passive, to becoming more enthusiastic and participatory.

**Table 2. Completion of Paragraph Writing Skills.**

No.	Indicator	Completeness
1	The paragraph has a main sentence that fits the theme.	Groups 1-5 completed
2	The paragraph has an explanatory sentence that supports the main sentence.	Groups 1-5 completed
3	In writing paragraphs, spelling and punctuation are in accordance with EYD.	Groups 1-5 completed
4	The sentences written are arranged coherently/ interconnected so that they form a good paragraph.	Groups 1-5 completed
5	The use of the hyphen is appropriate so that it can form a good paragraph.	Groups 1-5 completed
6	The content of the paragraph describes the results of observations/visits to the school library.	Groups 1-5 completed

Based on Table 2 and the analysis of the paragraph writing skill indicators above, each group successfully completed all six indicators. Indicator 4, which was not completed by all groups in the first cycle, was successfully completed in the second cycle. The paragraph writing skills test in cycle II also showed encouraging results. All students achieved 100 percent completion. The class average score increased significantly to 90.42. The distribution of scores showed that nine students scored in the 83–85 range, twelve students in the 92–94 range, and five students in the 98–100 range. All writing skill indicators were achieved, from writing main sentences and explanatory sentences, using correct spelling and punctuation, cohesion and coherence between sentences, to presenting coherent paragraph content. Obstacles that initially emerged in cycle I were successfully overcome. Small groups allowed each student to actively contribute. Learning videos facilitated understanding, while examples of effective sentences helped reduce technical errors. The scientific approach encouraged students to be more focused on critical thinking, while the straw media continued to make writing activities more enjoyable.

**Table 3. Results of Observations of Student Activeness**

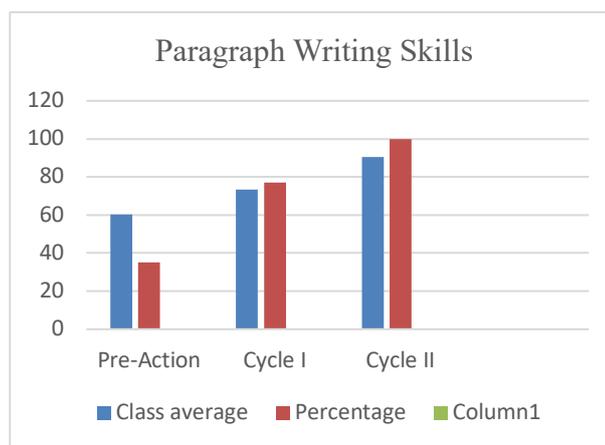
No.	Stages	Percentage
1	Pre-Actions	50%
2	Cycle I	75%
3	Cycle II	100%

Based on Table 3, when compared with the pre-action and cycle I, the results in cycle II showed a very significant jump. In terms of activeness, students increased from 50% in the pre-action, to 75%

in cycle I, and reached 100% in cycle II. In terms of paragraph writing skills, students' completeness increased from 34.62 percent in the pre-action, to 76.92 percent in cycle I, and reached one hundred percent in cycle II. The average class value also increased from 60.15 in the pre-action, to 73.42 in cycle I, and increased again to 90.42 in cycle II. This increase shows that the implementation of the relay writing method assisted by straw media has a real impact on student learning outcomes.

**Table 4.** Comparison of Writing Skill Completion

No.	Action	Graduation		Class average	Percentage
		TT	T		
1	Pre-Actions	17	9	60.15	34.62%
2	Cycle I	6	20	73.42	76.92%
3	Cycle II	0	26	90.42	100%



**Figure 2.** Diagram of Paragraph Writing Skill Improvement

In Table 4 and Figure 2, the improvement of each action taken on students' paragraph writing skills can be seen in table 12 and diagram 12. The level of student learning success as proposed in this research report of 83% has been achieved, where students have completed everything in the second cycle. The completion reached 100% with a class average of 90.42.

With all research targets achieved, both in terms of activity and writing skills, cycle II marked the end of this classroom action. The teacher and researcher agreed that the applied method successfully improved the quality of paragraph writing learning in class VI B of Rangkap 09 Elementary School. These results also demonstrate that creative, collaborative learning supported by innovative media can overcome student learning obstacles while fostering a more active and enjoyable learning atmosphere.

**Discussion**

A very difficult skill for students, according to the preliminary study of the researcher, as a result of observations and interviews, is the skill of writing paragraphs. This can be seen from the very low results of the pre-cycle, where the percentage only reaches 34.62%, or as many as 9 students with the sufficient category. The number of students who did not pass was 17 people, or equivalent to 65.38%. The conventional teaching process (lectures) still tends to be applied where teachers have not optimally utilized media, learning resources, and technology-based learning tools/videos. Sunarsih (2021) revealed that the learning model that is dominated by lectures only in delivering subject matter conditions students in low levels of interest and writing skills

In the first cycle, applying the steps of the writing relay method (chain writing), assisted by straw media, to improve paragraph-writing skills and activeness was ineffective. It is evident that the criteria for the success of the action in the first cycle are 76.92%, and the class average is 73.42. These results do not meet the criteria for the success of the action as proposed in this study. The application of this learning method has not utilized teaching resources or facilities that are in line with the character of students. Jannah et al. (2021) revealed that students will experience difficulties if the application of teaching media is not in accordance with the students' character. In addition, the observation results

showed that teachers had not provided examples and explanations of sentence writing in detail, and had not conducted effective group divisions for discussion, so that teachers had difficulty in arousing students' motivation to learn when writing paragraphs.

Furthermore, the percentage of graduation increased significantly, with the student graduation rate reached 100%, with a graduation rate of 26 students in the second cycle. The increase in the graduation rate is caused by: 1) the application of the straw-media-assisted writing relay method in grade VI of Rangkang 09 Elementary School, which utilizes learning videos in the learning process takes place effectively and has been proven to increase students' activeness and paragraph writing skills. Su & Chiu (2021) revealed that the use of interactive videos can affect students' attractiveness to be active in the learning process. In line with Suyuti et al. (2023) revealed that the use of technology, such as learning videos can increase activeness and learning outcomes if applied in the learning process. Jannah & Atmojo (2022) revealed that the use of learning video-based learning resources can improve students' abilities. Suryansah & Suwarjo (2016) also explained that students' motivation and learning outcomes can be improved with the existence of learning video media; 2) the application of the straw-media-assisted writing relay method by utilizing learning videos makes students skilled in writing main sentences and explanatory sentences because they have been helped to develop relevant information obtained through clear learning media, especially after watching learning videos (Fauzi, 2020). Students will get used to it if they are trained continuously to formulate the main sentence and support it with detailed explanatory sentences through the information they obtain through learning videos so that the paragraphs written describe the results of the observations made; 3) the application of the straw media-assisted writing relay method through group divisions on a small scale consisting of 4-5 people in groups is able to encourage collaboration and joint thinking in compiling sentences written from each given keyword into coherent paragraphs. Asmani (2016) revealed that small-scale discussion activities (4-5 people) in learning can encourage students to make optimal use of the opinions and views of discussion partners in the group (synergy). Chen & Yu (2019) revealed that writing collaboratively is considered beneficial for improving writing skills and providing opportunities to bring ideas together. Prata et al. (2019) also revealed that the cooperative method can improve argumentative writing skills. Students take advantage of the input and suggestions given by their friends to improve sentence writing and combine the sentences into coherent paragraphs. This process creates a learning process that is more meaningful, effective and fun. Pangestu & Santi (2016) explained that a fun and meaningful learning process is learning that provides opportunities for students to be creative. Likewise, the number of group members formed must be efficient so as to encourage students to be enthusiastic, active, and joyful in writing so that their paragraph writing skills can also improve; and 4) giving examples, explanations and continuous practice in writing effective sentences can help students become able to use punctuation, hyphens (cohesion) and the correct use of spelling in sentences. Churiyah (2011) revealed that to achieve skilled quality in writing, students must have adequate knowledge about good writing methods and need to practice continuously in writing. In the learning process with the relay writing method (chain writing) assisted by the media of straws, students are guided and trained and get encouragement in writing sentences into a paragraph. So that the paragraphs written are in accordance with the results of the observations made that are easy to understand by others.

### **Conclusion**

Based on the findings and previous discussions, this study can be concluded as follows: 1) the application of the relay writing method (chain writing) assisted by straw media increases student activity in lessons. The level of student activity at the time of observation was 50% of the medium category, 75% of the good category in cycle I, and 100% of the very good category in cycle II, all based on activity observation data; 2) the application of the relay writing method (chain writing) assisted by straw media improves students' paragraph writing skills. The study results showed that at the time of observation, the percentage of students who passed was 34.62%, with an average score of 60.15. In the first cycle, the percentage of graduation increased by 42.30% with a graduation rate of 76.92% and an average class score of 73.42. In the second cycle, the graduation rate increased by 23.08%, reaching 100%, and the average class score was 90.42.

Based on the findings of the research, the recommendations of this study are as follows: 1) using

the relay writing method (chain writing) with the help of straw media to improve paragraph writing skills and paragraph writing activity in Indonesian lessons in other schools; 2) applying good practices from this research using the relay writing method (chain writing) assisted by straw media to improve the skill and activeness of paragraph writing at higher education levels; 3) Develop learning tools for the relay writing method (chain writing) assisted by straw media for Indonesian teachers in elementary schools, junior high schools, high schools, and universities; and 4) encourage Indonesian teachers at the elementary, junior high, high school and university levels to study theoretically and practically the relay writing method (chain writing) assisted by straw media.

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