



# Implementation Of The 4f Learning Model (Fact, Feeling, Finding, And Future) To Improve Students' Descriptive Text Writing Skills

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## ABSTRACT

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This study aims to improve the descriptive text writing skills of seventh-grade students through the implementation of the 4F learning model (Fact, Feeling, Finding, and Future). The research employed Classroom Action Research (CAR) conducted in two cycles, with data collected through observation, writing tests, documentation, and questionnaires. The data were analyzed using descriptive qualitative and quantitative techniques to measure both the learning process and students' writing achievement. The results indicate a significant improvement in students' average scores, increasing from 49.48 in the pre-test to 65.28 in Cycle I and 86.02 in Cycle II. The structured stages of the 4F model observing facts, expressing feelings, identifying findings, and formulating future expectations effectively guided students in organizing ideas into coherent descriptive texts, supported by audiovisual and visual media. Students also demonstrated highly positive responses, with an approval rate of 98.96%. These findings imply that the 4F learning model can serve as an effective and engaging instructional strategy to enhance students' descriptive writing skills at the junior secondary level.

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## INTRODUCTION

Writing skills play a crucial role in modern society because they enable individuals to communicate ideas, express feelings, and disseminate knowledge effectively in written form. As one of the four fundamental language skills listening, speaking, reading, and writing writing is considered a productive skill that requires complex cognitive and linguistic processes. Since the early stages of human civilization, writing has functioned as a medium to document historical events, preserve cultural heritage, and transmit knowledge across generations. In the contemporary digital era, writing has become even more essential due to the widespread use of social media, academic platforms, and professional

communication channels that demand clarity and coherence in written expression. According to Rusyana (in Elina Syarif et al., 2009), writing is the ability to use language patterns in written form to express ideas or messages effectively. Therefore, strengthening students' writing skills is not only important for academic success but also for their broader participation in social and intellectual life.

Despite its importance, writing remains one of the most challenging language skills for students at various educational levels. Writing requires mastery of ideas, organization, vocabulary, grammar, spelling, and punctuation simultaneously. Tarigan (in Pahrin, 2021) states that writing is the activity of producing graphic symbols that represent language so that they can be understood by others, indicating the need for both technical and conceptual competence. Suprayogi et al. (2021) emphasize that writing is closely related to the ability to organize ideas systematically, while Abbas (Hikmah & Mudarris, 2026; Holidi, 2025; Kusumawati, 2025; Manshur, 2026) highlights the importance of language accuracy, diction, and grammatical aspects. Furthermore, Nugroho (in Suprayogi et al., 2021) notes that writing involves mental processes beyond mere motor activity. However, many students struggle to integrate these aspects effectively, resulting in low writing achievement and limited ability to express thoughts critically and creatively.

This general problem is also evident in Indonesian language learning at the junior high school level, particularly in writing descriptive texts. Descriptive texts are intended to describe objects vividly so that readers can imagine them clearly (Hefniy & Alwahedi, 2025; Khofsah, 2025; Syafiih, 2025). However, based on classroom observations in class VII I at SMP PGRI 2 Denpasar, students' descriptive writing skills remain low. Many students are unable to structure their texts according to the required components, namely general description, part description, and conclusion. In addition, they demonstrate limited use of linguistic features such as synonyms, prepositions, and figurative language. These weaknesses are reflected in the students' average score of 49.48, which is below the expected standard. The problem is further influenced by low learning motivation and the predominance of monotonous teaching methods with minimal use of varied instructional media.

Previous studies have emphasized the importance of selecting appropriate learning models to improve writing skills. (Faisal, 2023; Masrum et al., 2023; Suroiyah & Wahyudi, 2023) argues that a learning model systematically describes learning procedures, environments, and instructional tools to ensure effective step-by-step implementation. Various instructional approaches have been developed to enhance students' writing competence, focusing on collaborative learning, media integration, and structured guidance. Suprayogi et al. (2021) underline that effective writing instruction should help students organize ideas coherently while considering language accuracy. Nevertheless, many existing

studies primarily focus on general writing improvement without specifically addressing structured reflection-based models that guide students from observation to meaningful text production. As a result, students often lack a systematic framework to transform experiences and observations into organized descriptive texts.

The 4F model (fact, feeling, finding, future) offers a reflective learning sequence that encourages students to identify facts, express feelings, discover meanings, and formulate future expectations. Although reflective models have been widely applied in experiential learning contexts, limited research has examined the effectiveness of the 4F model in improving descriptive writing skills at the junior high school level, particularly in Indonesian language classrooms. Moreover, previous research rarely integrates the 4F stages with audiovisual media to enhance students' observational and imaginative abilities. This indicates a research gap concerning the application of a structured reflective model combined with media support to improve students' descriptive writing competence. Addressing this gap is important to provide an innovative and practical instructional strategy for teachers.

The novelty of this study lies in integrating the 4F reflective learning model with audiovisual media specifically to improve seventh-grade students' descriptive text writing skills. Unlike conventional approaches that emphasize final products, this study focuses on guiding students through sequential stages of observing facts, expressing personal responses, identifying meaningful findings, and projecting future expectations before composing a complete descriptive text. This structured process is expected to bridge the gap between observation and written expression, fostering both cognitive and affective engagement. By combining reflective stages with visual stimulation, the study presents a state-of-the-art instructional approach that enhances students' creativity, organization skills, and motivation simultaneously.

Based on the identified problems and research gap, the main research problem is: How can the implementation of the 4F learning model improve the descriptive text writing skills of seventh-grade students? This study argues that the 4F model provides a systematic and meaningful framework that helps students generate ideas, structure descriptions coherently, and express thoughts more confidently. Through the stages of fact, feeling, finding, and future, students are guided to transform observations into organized written texts. Therefore, it is hypothesized that the application of the 4F learning model, supported by audiovisual media, can significantly improve students' descriptive writing achievement and provide a practical contribution to Indonesian language learning practices.

## RESEARCH METHODS

This study employed a qualitative Classroom Action Research (CAR)

design using the spiral model developed by Kemmis and McTaggart, which consists of four cyclical stages: planning, action, observing, and reflection. The qualitative approach was chosen because this research aimed to understand and improve the learning process in a real classroom context, focusing on changes in students' behavior, participation, and writing performance during the implementation of the 4F learning model. Classroom Action Research was considered appropriate as it allows teachers to identify instructional problems and implement reflective improvements in a systematic manner. According to Payadnya et al. (2022), classroom action research is intended to solve real problems that arise in everyday learning practices through continuous cycles of improvement. The spiral model enables ongoing evaluation and refinement of teaching strategies until the predetermined indicators of success are achieved. The research was conducted in class VII I of SMP PGRI 2 Denpasar, involving 39 students (15 male and 24 female), selected based on preliminary findings indicating low achievement in descriptive text writing.

Data were collected through observation, tests, and questionnaires to obtain comprehensive information regarding both the learning process and learning outcomes. Observation was conducted systematically during each cycle to monitor teacher performance, student engagement, classroom interaction, and the implementation of the 4F stages (fact, feeling, finding, future). Writing tests were administered to measure students' descriptive text writing skills before the intervention (pre-test) and after each cycle, enabling the researcher to identify improvements in structure, language use, and content organization. In addition, questionnaires distributed via Google Form were used to gather students' responses toward the implementation of the 4F model, particularly in terms of motivation, interest, and perceived effectiveness. The combination of these techniques allowed for data triangulation to enhance the credibility of the findings.

The data were analyzed using qualitative and quantitative descriptive approaches following the interactive analysis model, which includes data condensation, data display, and conclusion drawing/verification. Data condensation (data reduction) involved selecting, focusing, and simplifying relevant information obtained from observations, tests, and questionnaires to highlight significant patterns related to students' writing improvement and classroom dynamics. Data display was carried out by organizing the reduced data into tables, score recapitulations, and descriptive narratives to facilitate interpretation of changes across cycles. Finally, verification or conclusion drawing was conducted by interpreting the displayed data to determine whether the implementation of the 4F model successfully improved students' descriptive writing skills based on the established success indicators. Quantitative analysis

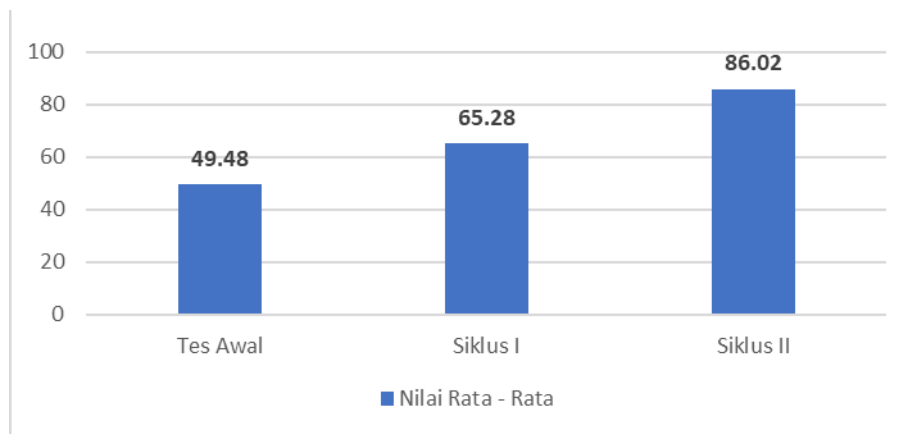
supported this process by calculating students' average scores and the percentage of questionnaire responses, thereby strengthening the validity of the qualitative findings.

## RESULTS AND DISCUSSION

This study was conducted in two cycles, each consisting of the stages of planning, action, observation, and reflection. The implementation of the 4F model (facts, feelings, findings, and future) proved to be effective in improving the descriptive text writing skills of seventh-grade students at SMP PGRI 2 Denpasar. The improvement can be seen from the test results obtained by students in each cycle. The results of the initial test (pre-test), which involved 39 students, showed that students' descriptive text writing skills were still below the Minimum Mastery Criterion (MMC) of 80, with an average score of 49.48 categorized as low. The score distribution indicated that 2 students were in the very low category, 33 students were in the low category, and 4 students were in the nearly sufficient category. These results served as the basis for implementing the action in Cycle I through the application of the 4F model.

In Cycle I, the students' average score increased to 65.28, categorized as sufficient. The score distribution showed that 4 students were in the nearly sufficient category, 34 students were in the sufficient category, and 1 student was in the good category. Although there was improvement, most students had not yet reached the MMC; therefore, improvements were made in Cycle II. The improvements in Cycle II included re-explaining the descriptive text material, utilizing audiovisual media in the form of a video about pets, and using pictures as supporting materials in students' worksheets. As a result, the average score increased significantly to 86.02, categorized as very high, and all students achieved the MMC.

This improvement indicates that the 4F model is effective in enhancing students' descriptive text writing skills. The indicators of success were achieved, as evidenced by the increased average scores, higher levels of active participation during the learning process, and better quality of descriptive texts supported by the use of video and picture media.



**Figure 1. Comparison of Average Scores: Pre-Test, Cycle I, and Cycle II**

Based on the research results, there was a consistent improvement in the descriptive text writing skills of seventh-grade students at SMP PGRI 2 Denpasar at each stage of the action. The students' average score on the initial test (pre-test) was 49.48, indicating that their writing skills were still in the low category and had not yet met the Minimum Mastery Criterion (MMC) of 80. After implementing the 4F model in Cycle I, the average score increased to 65.28, categorized as sufficient. Although not all students had reached the MMC, this improvement demonstrated a significant development in writing skills compared to the initial condition. In Cycle II, the students' average score increased significantly to 86.02, surpassing the MMC. This indicates that the actions taken in Cycle II were able to address the shortcomings of the previous cycle and meet the research success indicators.

The improvement in students' descriptive writing skills was closely related to the systematic stages implemented in the 4F model (facts, feelings, findings, and future). In the facts stage, students were guided to observe objects directly or through audiovisual media and to record relevant factual information. This initial step helped students construct a concrete foundation of ideas before beginning to write. By engaging in focused observation, students were able to gather specific details about the object, which later supported the development of accurate and vivid descriptions. This stage minimized students' confusion in generating ideas and reduced their tendency to produce overly general statements in their writing.

In the feelings stage, students were encouraged to express their impressions, emotions, or personal responses toward the observed objects. This process enriched their descriptive texts by incorporating subjective nuances, making the writing more lively and meaningful rather than merely informative. Subsequently, in the findings stage, students identified interesting aspects, unique characteristics, or implicit meanings related to the object that could be

elaborated into more detailed paragraphs. Finally, in the future stage, students formulated hopes, plans, or expectations associated with the object. These four interconnected stages created a structured thinking framework that enabled students to compose complete descriptive texts according to the appropriate structure. These findings are consistent with Anam F. (2023), who revealed that the 4F model significantly improves theoretical knowledge, professional competence, and fosters a student-centered learning environment.

The effectiveness of the 4F model was also evident in the way it provided clear and systematic guidance for students throughout the writing process. Students no longer experienced significant difficulties in initiating their texts, organizing main ideas, or composing coherent conclusions. The structured reflective sequence helped students move step by step from observation to expression and organization. This finding aligns with the research of Hidayah Fajriyatul et al. (2024), which states that the 4F model enhances students' abilities through a systematic and structured reflective process. Through reflection, students became more aware of their own thinking processes while composing texts, which contributed to improved coherence and depth in their writing.

In addition to the model implementation, the integration of audiovisual media and images played a significant role in supporting learning improvement. Videos and pictures enabled students to gain clearer and more concrete representations of the objects they were describing (Hadi & Masuwd, 2025; Kulsum, 2025; Maisuroh & Jamil, 2024; Sa'diyah & Suhermanto, 2024). The presence of visual stimuli stimulated students' imagination and facilitated idea generation, particularly for those who previously struggled to describe objects in detail. The use of such media also created a more engaging classroom atmosphere, reducing boredom and increasing students' focus during learning activities.

This result is supported (Hafiduddin et al., 2024; Khosi'in et al., 2024; Rahmatillah & Andayani, 2025), who state that visual media such as images and videos can create a more dynamic, interactive, and meaningful learning environment. With the assistance of audiovisual media, students were able to develop richer vocabulary, provide more specific descriptions, and organize their texts more effectively. The combination of reflective stages in the 4F model and stimulating media support strengthened both cognitive and affective aspects of learning, thereby contributing to better writing performance.

Furthermore, students' responses toward the implementation of the 4F model were overwhelmingly positive. Questionnaire results showed that 65.38% of students strongly agreed and 33.58% agreed with the application of the model in descriptive text writing lessons, with no significant negative responses recorded. This positive perception indicates that students felt more actively

involved, reflective, and creative during the learning process. Increased participation and engagement became clear indicators of successful implementation. Overall, these findings are in line with the studies of Hidayah Fajriyatul et al. (2024), Rematobi Rahel (2024), and Barokah Widuroyekti et al. (2024), which also demonstrate the effectiveness of the 4F model in improving students' learning abilities across various contexts. Therefore, the 4F model can be considered an effective alternative instructional strategy for enhancing descriptive text writing skills at the junior high school level.

## CONCLUSION

Based on the findings, the most significant insight of this study is that the structured and reflective stages of the 4F model (facts, feelings, findings, and future) effectively guide students in transforming observations into coherent descriptive texts. The gradual improvement in students' average scores from 49.48 in the pre-test to 65.28 in Cycle I and 86.02 in Cycle II, with all students achieving the Minimum Mastery Criterion (MMC) demonstrates that systematic and reflective learning steps can substantially enhance writing competence. The key lesson derived from this research is that writing instruction becomes more meaningful when students are not only asked to produce texts but are also guided through stages of observing, reflecting, interpreting, and projecting ideas. The positive student response rate of 98.96% further indicates that the 4F model fosters active participation, critical reflection, and creativity, making the learning process more engaging and student-centered.

In terms of academic contribution, this study strengthens the theoretical and practical understanding of reflective learning models in improving descriptive writing skills at the junior high school level. By integrating the 4F model with audiovisual media, this research offers an innovative instructional alternative that bridges cognitive processes and affective engagement in writing activities. However, this study is limited to one class in a single school context and focuses specifically on descriptive texts, which may restrict the generalizability of the findings. Future research is recommended to apply the 4F model in different educational settings, grade levels, and text genres, as well as to explore its long-term impact on students' broader writing proficiency and critical thinking skills.

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