

EFFORTS TO IMPROVE THE ABILITY TO IDENTIFY THE STRUCTURE AND LINGUISTIC ELEMENTS OF THE EXPLANATION TEXT USING THE PROBLEM BASED LEARNING (PBL) MODEL FOR VIII CLASS STUDENTS

Finondang Roselina Pangaribuan

¹SMP Negeri 2, Medan, Indonesia

¹Email: f.roselinapangaribuan222@mail.com

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ABSTRACT

This classroom action research aims to describe the increase in the ability to identify the structure and elements of the explanatory text language using the problem based learning (PBL) model for class VIII students of SMP Negeri 2 Parmonangan for the 2020/2021 academic year. Based on observations, the ability of students of SMP Negeri 2 Pamongan in terms of identifying structures and language elements is still low. This is evidenced by the specified minimum completeness criteria value of 75 which has not been achieved. Classically completeness with data that the final score of students from learning outcomes is still much below the minimum completeness criteria (KKM). If the percentage is not more than 70%. Based on the implementation in 3 cycles, the research hypothesis is obtained as follows "There is an increase in the skills to identify the structure and elements of the explanatory text language of students in class VIII SMP Negeri 2 Parmonangan Tapanuli Utara with a problem based learning (PBL) learning model." This can be seen in the results of data analysis on learning outcomes in each cycle that has increased. Cycle 1, the average value of 73.7 classical absorption of 73.7%, and classical learning completeness of 66.7%. Cycle II average value of 78.8, classical absorption. In cycle III, the average value is 80.5. This means that the students' learning completeness value at SMP Negeri 2 Parmonangan Tapanuli Utara increased.

1. INTRODUCTION

In the 2013 Curriculum, Indonesian language learning is integrated with a text-based approach, so that the basic competencies for Indonesian language subjects contain competencies related to several texts that students must achieve.

One of the basic competencies in learning Indonesian according to the 2013 curriculum for class VIII SMP semester 1 is K.D. 3.9.1 Identifying the structure and linguistic elements of a written explanatory text. (Kemendikbud 2013: 40). According to Mahsun (2013: 189), "An explanatory text is a text that is composed of a structure consisting of parts that pay attention to the general statement (opening), a line of explanation (content) and iteration / closing.

Based on the researcher's observations, in this case the Indonesian language teacher, the students' ability to identify language structures and elements in the explanatory text is still low. This is evidenced by the final scores of students from the learning outcomes are still much below the minimum completeness criteria (KKM). If the percentage is not more than 70% of students get a score above the KKM, which is 75.

The researcher observed that there were two factors that caused the students' ability to identify the structure and elements of the students' explanatory text language was low, namely (1) the teacher factor; and (2) student factors. The teacher still teaches traditionally with the lecture method, the teacher is more dominant in explaining the theory so that students only become listeners without being actively involved in learning. Teachers also tend to teach without following the scenario in the lesson plan (RPP). The teacher teaches without designing models and media that are in accordance with the subject matter. Student factor in this case is that students have difficulty in determining the structure and elements of the explanatory text language. This is because the teacher only explains explanatory text theories, without giving training in determining the structure and language elements of the explanatory text. Spelling error factors that make students' writing not in accordance with the General Guidelines for Spelling in Indonesian that are good and correct.

In the learning process based on a scientific approach, the realm of attitude takes the transformation of the substance or teaching material so that students "know why". The realm of skills is taking the transformation of the substance or teaching material so that students "know how". The domain of knowledge takes substance transformation or teaching material so that students "know what". The end result is an increase and balance between the ability to become good humans (soft skills) and humans who have the skills and knowledge to live properly (hard skills) from students which include aspects of competence in attitudes, skills and knowledge (Kemendikbud 2013).

In line with this, to overcome these problems, teachers must be able to choose a learning model that is in accordance with the scientific approach. One learning model that is compatible with the scientific approach is the Problem Based Learning (PBL) model. By using the Problem Based Learning model, students can focus on the problem of identifying the structure and elements of the explanatory text language.

This is in line with the results of Andrianto's research (2014) in his thesis entitled "Improving Explanatory Text Writing Skills Using the" CIRC "Model Assisted by Natural Disaster Animation Video Media for Class VII C Students of SMP N 1 Bobotsari Purbalingga Regency," explaining the results of his research prove that there are an increase in the learning process of writing explanatory text, namely in the first cycle learning completeness reached 62.5% to 90.62% in the second cycle. This proves that the use of this model is very effective in learning to write explanatory text.

Therefore, the Problem Based Learning learning model is expected to improve the ability to identify the structure and elements of the explanatory text language of class VIII students of SMP Negeri 2 Parmonangan T. P 2020/2021.

Based on the background of the problem, the researcher is interested in conducting classroom action research with the title "Efforts to Improve the Ability to Identify the Structures and Elements of Explanatory Texts Using the Problem Based Learning (PBL) Model in Class VIII Students of SMP Negeri 2 Parmonangan Academic Year 2020/2021."

DISCUSSION

A. The Nature of Classroom Action Research

1. Definition of Classroom Action Research

Classroom Action Research is a teacher's strategy in applying learning by reflecting on his own experience or by comparison with other teachers. (Tahir 2012: 77). According to Bahri (2012: 8) classroom action research is an activity carried out to observe classroom events to improve learning practices so that they are of higher quality in the process so that learning outcomes are better.

2. Objectivities of Classroom Action Research (PTK).

Kunandar (2008: 63) in his book states that the purpose of Classroom Action Research is to solve problems, improve the quality of learning practices, increase the relevance of education, as training in service, which equips teachers, and teacher learning innovations.

3. Characteristics of Classroom Action Research

The main characteristic of classroom action research is the participation and collaboration between the researcher and the target group members. Classroom Action Research must show a change towards improvement and improvement in a positive way. Therefore, by taking certain actions must bring changes towards improvement.

B. The Nature of the Explanatory Text

1. Understanding Explanatory Text

Kosasih (2013: 85) also explains the meaning of explanatory text, namely texts that explain or explain natural and social processes or phenomena. Explanations can be said to be more complicated than other texts because they are a combination of various types of texts, such as descriptive, procedural and argumentative texts, such as exposition (Emilia, 2011: 127).

2. Explanatory Text Structure

The Ministry of Education and Culture (2014: 140) explains that the structure of the explanatory text consists of three parts in the form of a general statement (opening), a line of explanation (content), and interpretation / closing (not necessarily available).

3. Explanatory Text Language Rules

The text in the 2013 curriculum has language rules that compose it. The explanatory text also has language rules in it. The Ministry of Education and Culture (2013: 134) mentions three elements of language that need to be understood, namely, cohesion, conjunction, simplex sentences, before compiling explanatory text.

C. The essence of the Problem Based Learning Model

1. The essence of the Problem Based Learning Model

Problem Based Learning (PBL) is learning that is delivered by presenting a problem, asking questions, facilitating investigations, and opening a dialogue. Suprijono (2010: 67) explains that this learning is oriented towards the ability of students to process information. The problem-based learning model emphasizes the concepts and information described from academic disciplines. The problems studied should be contextual problems found by students in everyday life. (Sani, 2014: 27).

2. Benefits of Problem Based Learning Model

Learning using a problem-based learning model is very beneficial for students. This is in line with the opinion of Sani (2014: 60) explaining that problem-based learning will be able to help students to develop thinking and problem-solving skills, learn adult roles, and become independent learners.

2. RESEARCH METHODS

A. Research Subjects

The subjects of this study were eighth grade students of SMP Negeri 2 Parmonangan, North Tapanuli Regency, with a total of 30 students consisting of 15 boys and 15 girls. This classroom action research was carried out in October 2020.

B. Research Procedure

This classroom action research was selected using a spiral model from Kemmis and Taggart (in Arikunto, 2006: 16) which consists of three cycles. Each cycle consists of four stages, namely planning, implementing or acting, observing or observing, and reflecting.

C. Data Collection Techniques

The data collection techniques used in this study were the observation method, the documentation method and the test method.

To find out the learning outcomes of students, a cognitive score list is used. According to Daryono (2008: 35), data analysis techniques obtained in each cycle are analyzed descriptively by calculating percentages correction, with the following formula.

D. Success Indicators

This classroom action research is said to be successful if there is completeness of the learning outcomes of students, namely at least 85% of the total number of students who complete learning, namely obtaining a value greater than or equal to 75.

With the application of the Problem Based Learning learning model, it is hoped that the ability of students to identify the structure and elements of the explanatory text language, can be increased from the Minimum Completeness Criteria (KKM) which is set at 75 at least 85% of the total number of students who complete their learning by obtaining a value greater than or equal to 70. The measuring tool is by analyzing the percentage of students' learning completeness from the cycle tests that have been done.

3. RESULT AND DISCUSSION

A. Implementation Description

The implementation of this CAR is carried out in 3 cycles. The first cycle will be held on Monday, September 28, 2020, the second meeting on October 1, 2020, and the third cycle on Saturday, October 3, 2020. Each cycle is allocated 2 x 40 minutes of lesson time. The competence studied is to identify the structure and linguistic elements of the explanatory text.

B. Research Action Report

1) Results Of Cycle Analysis I

The learning process that is carried out has a big influence on the final results of students, namely the ability to identify the structure and elements of the explanatory text language. The results of the implementation in cycle 1 obtained an average value of 73.7 and classical learning completeness of 66.7. Based on these results, it can be said that the grade VIII students of SMP Negeri 2 Parmonangan have not completed and are not sufficient for the KKM of 75.

Based on the data from the results of the assessment in the first cycle, of the 30 students who took part in the learning process, only 20 people were able to achieve the score (75-100). And the remaining 10 students who have not succeeded in achieving grades (grades less than 75).

2) Results Of Cycle Analysis II

The results of the scores in cycle II obtained an average value of 78.8 and classical learning completeness of 80. Based on these results, it can be said that the grade VIII students' grades. SMP Negeri 2 Parmonangan Tapanuli Utara is already in a good category, but there will still be improvement in the improvement in cycle 3. Based on the data from the results of the assessment in cycle II, of the 30 students who took part in the lesson there were 24 students who achieved complete scores (75-100), the remaining 6 students has not reached the complete score (score less than 70).

3) Results Of Cycle Analysis III

Based on research in cycle III, the results of teacher and student observations about the skills to identify the structure and elements of the explanatory text of the eighth grade students of SMP Negeri 2 Parmonangan Tapanuli Utara showed that the students' abilities were categorized as high.

In cycle III, the percentage of students' abilities has increased compared to cycles I, and II. The increase has reached a success indicator of over 75%. The average percentage of students' ability in identifying the structure and linguistic elements of explanatory text in the third cycle was 80.5%. This means that the average student's ability has reached indicators of success.

4. CONCLUSION

Based on the results of research from cycles I, II and III, it can be concluded that the ability of class VIII.SMP Negeri 2 Parmonangan Tapanuli Utara Academic Year 2020/2021 in identifying the structure and elements of explanatory text language through the problem based learning (PBL) learning model can increase.

This can be seen in the results of data analysis on learning outcomes in each cycle that has increased. Cycle I, classical learning completeness was 66.7%. Cycle II completeness 78.8. In the third cycle, the completeness value was 80.5. This means that the learning completeness value has met the minimum limit of learning completeness at SMP Negeri 2 Parmonangan Tapanuli Utara. The application of problem-based learning can also improve the quality of the process of identifying the structure and elements of the explanatory text language of students in class VIII SMP Negeri 2 Parmonangan, namely increasing the quality of teacher activities, and the quality of student activities.

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