IMPROVING THE ABILITY OF WRITING SHOWS USING THE SCIENTIFIC LEARNING MODEL IN CLASS X STUDENTS OF SMK N 2 HILISERANGKAI

Eperiani Mendrofa[1+]

[1,] *Universitas*
Fakultas Pendidikan Bahasa dan Sastra Indonesia
[1]*Email:* binasadarmawatitelaumbanua@gmail.com.

(+ Corresponding author)

ABSTRACT

Review text is a text that results from an analysis of various things. Analysis can take the form of books, novels, news, reports or fairy tales. The text provides responses or analyzes related to the setting, time, place, and characters in the text. Basically, the review text is a book review or summary. The purpose of this study was to improve the students' ability to write text reviews using the Concept Sentence learning model. This classroom action research activity was carried out in two cycles using data collection techniques, observation sheets and assessment sheets. The subjects of this study were students of class VIII-1 SMP Negeri 2 Tuhemberua in the even semester, totaling 26 students, with 15 boys and 11 girls. The results of this study indicate that there is an increase in the ability to write reviewed texts through the concept sentence learning model. Cycle I with an average value of 62.11 the lowest score is 50, the highest score is 80, while in the second cycle with an average value of 80 the lowest score is 75 the highest score is 90. Students who complete the first cycle are 9 people with an average percentage 34.6% while the students who completed the second cycle were 26 people with an average percentage of 100%. The results of student observations in the first cycle of the first meeting were 76.15% and the second meeting was 79.23%, whereas in the second cycle the first meeting was 85.38% and the second meeting was 93.46%. The results of observations on the performance of researchers in the first cycle of the first meeting were 57.89% and the second meeting was 72.36%, while the second cycle of the first meeting was 81.57% and the second meeting was 88.15%. Based on the results of the study, the researchers concluded that: using the Concept Sentence learning model can improve the ability to write review texts in class VIII-1 students of SMP Negeri 2 Tuhemberua in the Learning Year. Suggestions from these results, the researchers suggest that: 1) for students it is expected to be able to increase interest in writing review texts, 2) for teachers of SMP Negeri 2 Tuhemberua, this research can enrich the knowledge of teachers in the field of study in solving problems related to teacher efforts. in improving the skills of SMP Negeri 2 Tuhemberua.

1. INTRODUCTION

Language learning includes four aspects of language skills, namely listening skills, speaking skills, reading skills and writing skills. Writing skills are a part of language skills that are no less important than other skills. These four things get the same position and are carried out in an integrated manner with the aim that students understand the symbols of writing, obtain information and understand the contents of the writing. Therefore, the development of children's writing skills in the learning process must receive very serious attention from educators (teachers, parents or families) because writing skills are not abilities that are passed down from generation to generation, but are the result of a person's learning process and perseverance, thus the development of writing skills can be observed through the writing of a child.

The results of writing cannot be obtained without the training and desire that exists within a person, to learn to string words into sentences, arrange sentences into paragraphs and finally become a writing that can be understood by others. So writing is

one of the language skills which is an important aspect to master because by writing a person can express his thoughts and feelings in various forms of writing.

According to Tarigan (2008: 3) "Writing is a language skill that is used to communicate indirectly, not face to face with other people". Furthermore, Dalman (2015: 3-4) says: "Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium". Writing can also be said to be an activity of arranging letters into words or sentences to be conveyed to others, so that other people can understand them.

Based on the above opinion, it can be concluded that writing skills are activities to express ideas / ideas through thoughts and sentence structure using written language as a medium of delivery, so the abilities possessed by everyone need to be developed as early as possible because the acquired abilities can change the mindset someone becomes progress.

Based on observations and the results of interviews conducted by researchers with teachers and students at SMP Negeri 2 Tuhemberua, it was found that the minimum completeness criteria (KKM) that had been set at SMP Negeri 2 Tuhemberua was 70, while the ability of students in writing review texts was still lacking due to lack of practice in writing activities, students are less able to understand the structure of the review text, students are less able to use appropriate language principles for writing review texts, the school library is incomplete so that references are limited. Meanwhile, from the teacher the model used in the learning process of writing still uses a less varied learning model. Based on the above problems, the researcher needs to provide a solution by applying one of the learning models, namely the Concept Sentence learning model. Istarani (2011: 192) suggests the Concept Sentence model is "The delivery of teaching material through the provision of short and dense key words but includes all the material to be taught". This learning model is one of the learning models in which students are formed in heterogeneous groups and make sentences with at least 4 keywords according to the material presented.

Based on the description above, the researcher is interested in raising the title in the form of Classroom Action Research about "Increasing the Ability to Write Review Texts through the Concept Sentence Model for Class VIII-1 Students of SMP Negeri 2 Tuhemberua"

Discussion

Concept Sentence Learning Model

Istarani (2011: 192) suggests the Concept Sentence model is "The delivery of teaching material through the provision of short and dense key words but includes all the material to be taught". This learning model is one of the learning models in which students are formed in heterogeneous groups and make sentences with at least 4 keywords according to the material presented. Furthermore, Shoimin (2014: 37) says that the Concept Sentence learning model is a learning model that begins with conveying competencies, presenting material, forming heterogeneous groups, teachers preparing keywords according to teaching material, and each group making sentences based on keywords.

Based on the above opinion, it can be concluded that the Concept Sentence model is a learning model that contains keywords to make sentences, which are then compiled into a paragraph. At least four sentences are made for each keyword.

According to Istarani (2011: 192) suggests the steps for the Concept Sentence learning model, namely:
a) Prepare key words to be presented in the learning process.
b) The teacher conveys the competencies to be achieved.
c) The teacher delivers sufficient material.
d) Teachers form heterogeneous groups of 4 or more members.
e) The teacher presents several key words as presented.
f) Each group is asked to make several sentences using a minimum of 4 keywords per sentence.
g) The results of group discussions are discussed again in plenary which is guided by the teacher.
h) Conclusion.

Furthermore, Shoimin (2014: 38) suggests the steps for the Concept Sentence learning model, namely:
a) Delivering objectives, the teacher conveys the competency objectives to be achieved.
b) Presenting information, the teacher presents sufficient material.
c) Forming groups, teachers form groups of about 4 members heterogeneously.
d) Presentation of the second information, the teacher presents several key words according to the material presented.
e) Each group is directed to make several sentences using some of the keywords given.
f) The results of group discussions are discussed again in plenary, guided by the teacher.
g) The teacher concludes the learning outcomes.

From some of the opinions above, it can be concluded that the steps for the Concept Sentence learning model are:
a) The teacher conveys the competence to be achieved, namely that students are able to write a text review by paying attention to the structure and rules of language.
b) The teacher delivers the material to write a review text.
c) The teacher asks students to form groups of four people heterogeneously, meaning that a teacher divides students into groups of four per group.
d) The teacher presents several key words according to the material presented.
e) Each group makes several sentences using a minimum of 4 keywords per sentence.
f) The results of group discussions are discussed again in plenary which is guided by the teacher.

2. Methodology

Based on the objectives to be achieved, this research was carried out with classroom action research (PTK). Classroom action research is part of action research, and action research is part of research in general. According to Kemmis (in Sanjaya 2010: 24) said: "Class action research is a form of reflective and collective research conducted by researchers in social situations to improve their social practice reasoning". Furthermore, according to Kunandar (2010: 45) suggests that classroom action research is action research carried out with the aim of improving the quality of learning practices in the classroom.

Based on the above opinion, it can be concluded that classroom action research is a research that is carried out systematically on various actions or actions taken by teachers or actors ranging from planning to assessing real actions in the classroom in the form of teaching and learning activities to improve learning conditions. done. The subjects of this study were students of class VII-1 SMP Negeri 2 Tuhemberua who were registered in

the 2020/2021 learning year with a total of 26 students. 15 men and 11 women. This research is a type of classroom action research (Classroom Action Research). In this study, two cycles were planned, the learning activities were carried out in the first cycle, and the second was carried out with an action procedure of 4 stages: (1) the planning stage, (2) the implementation or action stage, (3) the observation or observation stage, (4) the reflection stage .

3. RESULT AND DISCUSSION

Based on the results of tests conducted by researchers on class VIII-1 students of SMP Negeri 2 Tuhemberua in learning to write review texts using the Concept Sentence learning model, the following results were obtained:

1) The average value of students' abilities in the first cycle is 62.11. The highest score was 80 and the lowest score was 50 with a total score of 1625. Students who completed were 9 people with a percentage of 34.61% and students who did not complete were 17 people with a percentage of 65.38%.

2) The student mastery interval can be described as follows: students who get very good grades are 0%, students who get good grades are 1 person with a percentage of 3.84%, students who get sufficient grades are 8 people with a percentage of 30.76%, There were 17 students who got poor grades with a percentage of 65.38%.

Table 1
Mastery Level of Class VIII-1 Students of SMP Negeri 2 Tuhemberua
Writing Poetry Review Text through Concept Sentence Learning Model in Cycle I

Percentage Interval Mastery Level	Change Value Scale of Ten	Information	The amount that students earn	%
86 – 100	4	A (Very good)	-	-%
76 – 85	3	B (good)	1 person	3,84%
56 – 75	2	C (Enough)	8 person	30,76%
10 – 55	1	D (Less)	17 person	65,38%
Amount			26 person	100%
The average value of the students' ability in cycle I			62,11	

From the table above, a graph can be made of the level of students' ability to write text reviews with the Concept Sentence learning model in cycle I. For more details, we can see in the graph below.
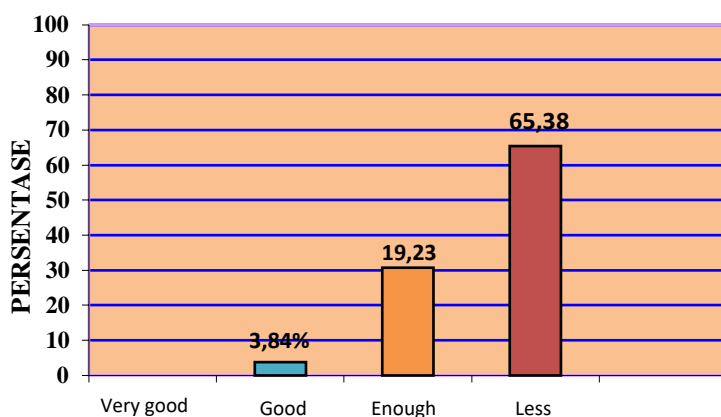
Based on the results obtained in cycle I with an average student score of 62.11 not reaching the KKM of 70, it can be concluded that the ability of students to write review texts through the Concept Sentence learning model for class VIII-1 students of SMP Negeri 2 Tuhemberua is still not successful. Therefore, researchers need to continue learning in the second cycle.

After the analysis is carried out to describe the results obtained in learning to write review texts using the Concept Sentence learning model, the following test results are obtained:

1. The average score of students' ability in cycle II is 80. The highest score is 90 and the lowest score is 75 with a total value of 2080. Students who complete are 26 people with a percentage of 100% and students who do not complete are 0%.
2. The student mastery interval can be described as follows: students who get very good grades are 3 people with a percentage of 11.53%, students who get good grades are 12 people with a percentage of 46.15%, students who get sufficient grades are 11 people with the percentage of 42.30%, students who get less than 0%.

Table 2
Mastery Level of Class VIII-1 Students of SMP Negeri 2 Tuhemberua
Writing Poetry Review Text through Concept Sentence Learning Model in Cycle II

Percentage Interval Mastery Level	Change Value Scale of Ten	Information	The amount that students earn	%
86 – 100	4	A (very good)	3 person	11,53%
76 – 85	3	B (good)	12 person	46,15%
56 – 75	2	C (enough)	11 person	42,30%
10 – 55	1	D (Less)	-	-%
Amount			26 person	100%
The average value of the students' ability in cycle II			80	

From the table above, a graph can be made of the level of students' ability to write text reviews with the Concept Sentence learning model in cycle II. For more details, we can see in the chart below:
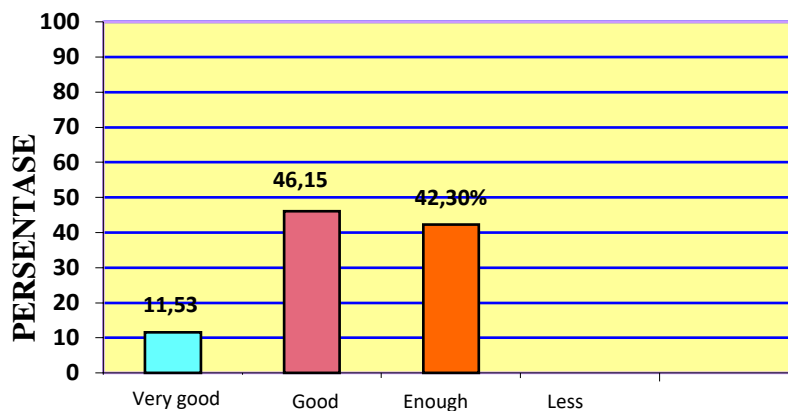
After conducting a test on the students' ability to write text reviews through the Concept Sentence learning model in class VIII-1 of SMP Negeri 2 Tuhemberua in cycle I with an average value of 62.11 then, it still has not met the predetermined target. Therefore, the researcher continued the action in cycle II with an average value of 80 belonging to the good category. Therefore, it can be concluded that the action in cycle II was discontinued in the next cycle because in cycle II it had fulfilled the KKM 70 set at SMP Negeri 2 Tuhemberua and was said to be successful in student learning outcomes, student and researcher observation sheets.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of research findings and the results of previous data analysis, the results obtained per cycle, namely cycle I and cycle II are as follows:

1. In the first cycle, the increase in the ability to write text reviews of poetry through the Concept Sentence learning model is: the lowest score is 50 and the highest score is 80 with an average value of 62.11. While in cycle II the lowest value is 75 and the highest value is 90 with an average value of 80.

2. In the first cycle the results of the observations of researchers at the first meeting were 57.89% and the results of observations of researchers at the second meeting were 72.36%. While the results of observations of researchers in the second cycle of the first meeting were 81.57% and the results of observations of researchers in the second meeting were 88.15%.

3. In the first cycle the results of student observations in the first meeting were 76.15% and the results of student observations in the second meeting were 79.23%. While the results of student observations in cycle II of the first meeting were 85.38% and the results of observations of students in the second meeting were 93.46%.

4. Through the Concept Sentence learning model, it can improve the ability to write review texts in class VIII students of SMP Negeri 2 Tuhemberua in the 2018/2019 Learning Year.

Suggestions that can be given by researchers based on the research findings are:

1) For the Principal of SMP Negeri 2 Tuhemberua, the results of this study should be developed especially for Indonesian language subject teachers to carry out learning that emphasizes active, creative, innovative and fun students, especially in learning to write review texts.

2) For teachers of Indonesian language and literature subjects at SMP Negeri 2 Tuhemberua, research should use a model that teachers can use in learning to write review texts.
3) For students at SMP Negeri 2 Tuhemberua, this study can motivate students to write review texts.
4) For future researchers, the results of this study can be a reference and support for research to be carried out, especially those related to writing review text skills.

5. REFERENCES

Artati, 2007, *Gemar Membaca dan Menulis,* Yogyakarta, PT Macanan Jaya Cemerlang.

Dalman, 2015, *Keterampilan Menulis,* Jakarta, PT. Rajagrafindo Persada.

Istarani, 2011, *58 Model Pembelajaran Inovatif*, Medan, Media Persada.

Kemendikbud, 2017, *Bahasa Indonesia, SMP/MTS Kelas VIII*, Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, Jakarta.

Kemendikbud, 2014, *Bahasa Indonesia Wahana Pengetahuan, SMP/MTS Kelas VIII*, Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, Jakarta.

Kunandar, 2010, *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*, Jakarta, PT Rajagrafindo Persada.

Lase, 2017, *Peningkatan Kemampuan Menulis Teks Berita dengan menerapkan Model Pembelajaran Concept Sentence siswa Kelas VIII SMP Swasta Masyarakat Damai Tahun Pembelajaran 2016/2017.*

Nurgiantoro, 2010, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi,* BPFE, Yogyakarta

Tarigan, 2008, *Menulis Sebagai Suatu Keterampilan Berbahasa,* Bandung, Angkasa.

Sanjaya, 2010, *Penelitian Tindakan Kelas,* Jakarta, Kencana.

Shoimin, 2014, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013,* Yogyakarta, Ar-Ruzz Media.

Suparno dan Yunus, 2010, *Keterampilan Dasar Menulis,* Universitas Terbuka, Jakarta.

Supriyadi, 2013, *Evaluasi Pembelajaran Bahasa Indonesia,* UNG Press Gorontalo, Gorontalo.

Waruwu, Fa'ahakhododo, 2015, *Upaya Meningkatkan Kemampuan Menulis Memo dengan Menggunakan Model Concept Sentence Siswa Kelas VII SMP Negeri 1 Mandrehe Barat Tahun Pembelajaran 2014/2015.*