

**IMPROVED EXPOSITION TEXT READING ABILITY
BY USING PROBLEM BASED LEARNING STUDENTS IN SMP NEGERI 3 LAHEWA IN 2020**

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ABSTRACT

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Learning to Read Exposition Text with Problem Based Learning Model in Junior High School. This study aims to describe the process and results of learning to read exposition text using problem-based learning mode. Research designed with classroom action research. The data used in this study are data on the implementation process in the form of observations, field notes, and documentation, as well as evaluation data which includes the results of the reading test for the exposition text using a problem-based learning model. The data is sourced from grade VIII students of SMP Negeri 3 Lahewa. The results of this study indicate that the reading skills of the exposition text have increased significantly

1. INTRODUCTION

In Indonesian subjects, there are several subjects that require students to be able to understand the information contained in it, one of which is the exposition text. An exposition text is a form of writing that aims to describe a fact accompanied by an argument. In the exposition text provides information or information about a certain object without forcing the reader to accept the idea, but only adds insight. Exposition text is one type of response text which aims to make students give their opinion starting with thesis / opinion, argumentation, and reaffirmation of opinion. Exposition text learning provides many benefits for students in schools, including developing critical thinking skills, collecting and providing information based on their own opinions, and adding insight.

Based on this statement, it is fitting for reading learning to be fun learning in school. However, from the results of preliminary observations made by researchers on grade VIII students of SMP Negeri 3 Lahewa, it shows that there is a problem, both in the process and in the learning outcomes. The problems faced by students today, especially class VIII, namely the ability to read to identify the contents of the exposition text is still low, because the acquisition of the value of identifying the contents of the students' exposition text is below the minimum completeness criteria. This is because teachers are more active during the learning process and students are accustomed to receiving lessons from the teacher and most students only listen so they tend to be passive in the teaching and learning process. In addition, teachers only use conventional methods during the teaching and learning process without applying one of the learning models recommended in the 2013 Curriculum so that learning takes place monotonously (teaching and learning activities are always repetitive) and students feel bored which causes students to think less critically in solving problems that occur.

found in the learning material. In the learning process the teacher only focuses on one learning resource and the teacher does not make the most of the learning media and student learning assessments are only oriented to learning outcomes. Furthermore, the reason for the low ability of students in identifying exposition text information is also due to the students' low understanding of the basic concepts of the exposition text because students are not interested in asking questions related to the exposition text to the teacher. Students have difficulty finding ideas and difficulty choosing words to represent ideas as well as difficulty determining paragraph development patterns and lack of student motivation to find other learning sources. From these problems, it is necessary to improve and teach to identify information that is more intensive.

The learning model that researchers want to apply to solve these problems is the Problem Based Learning model. The Problem Based Learning Model is one of the learning models recommended in the 2013 Curriculum. The application of this model is intended to make students active and participate in the learning process. Problem Based Learning is a learning process that is oriented towards a real problem that takes place in the environment and students seek alternative solutions either individually or in groups to solve the problems at hand. The Problem Based Learning model can be applied to the subject of exposition text, because this model involves students in the learning process, both individually and in groups. In writing an exposition text, students are required to be able to find information in the form of arguments from various sources. By applying the Problem Based Learning model students can find facts or arguments from various sources to support the opinions expressed so that they become complete essays and in accordance with the structure of the exposition text. Based on these descriptions, the main focus of this research is to describe the planning, implementation process, and increasing the ability to read exposition text through the application of the Problem Based Learning model for grade VIII students of SMP Negeri 3 Lahewa. Indonesian Language Learning consists of 4 language skills, usually in an orderly sequence: first learning to listen to the language in childhood, then to speak, afterwards learning to read and write.

The four aspects of language skills have a very close and mutually supportive relationship which cannot be separated. A person can be said to be skilled when mastering the four aspects of these skills. Learning Reading Skills is an activity to see and understand the meaning of the content written on reading material (Suherman, 2011: 64). The ability to read cannot be acquired naturally. This is because this aspect of language skills is very complex or difficult which requires a long time and continuous practice to master it.

Indonesian Language Learning Based on Text According to Mahsun (2014: 112), the ultimate goal of text learning is to be a learner who understands and is able to use text in accordance with the social goals of the texts he is learning. Furthermore, making Indonesian a mandatory language in the introduction of various sciences will facilitate the dissemination of knowledge to the general public, both those taking formal and non-formal education. A change in the educational paradigm in the 2013 Curriculum which defines the teaching and learning process, has an impact on increasing self-confidence in the Indonesian nation of its existence as the country's official language.

Text In the Big Indonesian Dictionary (2008: 1655), text is a text in the form of the original words of the author; quotations from scripture for the base of the teachings or reasons; written materials for the basis of giving lessons, giving speeches, and so on.

Exposition

Exposition text is a type of text that functions to express ideas or propose something based on strong arguments. This text is different from the discussion text which contains two sides of the argument; The exposition text contains only one side of the argument: the supporting or rejecting side. The text structure is a statement of opinion (thesis), argumentation, reaffirmation of opinion (Kemendikbud, 2013: 122).

Learning Models in the 2013 Curriculum

The implementation of the 2013 Curriculum based on a scientific and thematic approach will face a number of challenges. These challenges will relate to teachers, time, teaching materials, assessment, media, and learning models. Furthermore, with regard to the scientific approach in the 2013 Curriculum, there are three recommended learning models, because students are required to be more active in the learning process. These models, namely (1) Discovery Learning, (2) Project Based Learning (Project Based Learning), and (3) Problem Based Learning (Problem Based Learning).

Problem Based Learning Model

According to Kamdi (in <http://fatkhan.web.id/pengentuk-dan-langkah-langkah-model-problem-based-learning/> 2007: 77), "Problem Based Learning (PBL) is a curriculum model that deals with world problems. real students. The Problem Based Learning Model is a learning model with a student learning approach to authentic problems so that students can compile their own knowledge, develop higher skills and inquiry, independent students and increase self-confidence (according to Arends <https://www.dosenpendidikan.co.id/en/problem-based-learning/> in Abbas, 2000: 13).

2. RESEARCH METHOD

In connection with the main objective of this study, namely to describe the planning, implementation process, and increasing the ability to read exposition text through the application of the Problem Based Learning model to class VIII students of SMP Negeri 3 Lahewa, this research can be categorized as classroom action research. The variables in this study were the improvement of the ability to read the exposition text by applying the Problem Based Learning model to class VIII students of SMP

Negeri 3 Lahewa and the process of implementing the Problem Based Learning model in learning to read the exposition text. The research design used by the researcher, namely the Kurt Lewin model which begins with planning, action, observation, and reflection. Figure 1. Kurt Lewin's model research flow The population in this study were all students of class VIII, while the sample of this study were 21 students of class VIII SMP Negeri 3 Lahewa in the 2020-2021 school year.

The sampling technique in this study was purposive sampling. The research instruments used in this study were the observation sheet and the test sheet. The data obtained in this study are process and outcome data. To obtain data in this study, observation sheets and assignments were used. The research data analysis technique was carried out using qualitative and quantitative descriptive analysis to measure the students' ability to read the exposition text based on the data obtained, namely the process and outcome data. Process data were analyzed by describing the activities of teachers and students in learning, while data on student learning outcomes were analyzed quantitatively. The indicator of the success of this study is if the percentage of student learning completeness reaches 85% collectively which is marked by the specified minimum completeness criteria, namely 65.

3. Research Results And Discussion

Based on the background, problem formulation, research objectives, research benefits, literature review, and research methods that have been described previously, this section will explain the research results by applying the Problem Based Learning model or based learning. problem as an effort to improve the reading skills of the eighth grade students of SMP Negeri 3 Lahewa.

Research Results Cycle I

a. Planning

The preparation of a learning implementation plan (RPP) is based on core competencies, basic competencies, and achievement of indicators and learning objectives in the 2013 curriculum. Determination of competencies and achievement of competency indicators is based on the material being taught. Therefore, the formulation of teaching materials is of course related to the indicators of competency achievement. The basic competence and achievement of competency indicators carried out in class VIII SMP Negeri 3 Lahewa, namely 4.5. Conclude the contents of the exposition text (popular scientific articles from newspapers and magazines) that are heard and read. Furthermore, the indicators in this study are 4.5. exposition text.

b. Action

The implementation of the application of the Problem Based Learning model in learning to read the exposition text in the first cycle lasted 2 meetings, each meeting lasting 2 x 40 minutes. At this stage, actions are taken as arranged in the lesson plan. The implementation is carried out for one week as many as two meetings or 4 hours of lessons. At this stage the learning process is carried out in accordance with the learning implementation plan (RPP) that has been made

c. Observation and Evaluation

Teacher activity during learning is less than optimal. This happens because the learning process is less varied and the teacher dominates the learning process. The results of teacher observations in cycle I showed that of the 10 descriptors observed the average percentage of activities carried out by the teacher was 57.96% while the results of student observations in cycle I showed that of the 10 descriptors observed the average percentage of student activity was 57.52%.

Based on the results of the evaluation, it can be concluded that the level of ability to read exposition text of the VIII grade students of SMP Negeri 3 Lahewa after applying the Problem Based Learning model in the first cycle obtained an average score of 68.71, an ideal score of 100, the highest score of 78, and the lowest score of 47. In Cycle I, the percentage of student completeness was 38%, that is, 9 of the 26 students were in the complete category, while 61%, namely 17 of the 26 students were not in the complete category, meaning that there were still students who needed improvement, in this case it would be endeavored in the next learning cycle.

d. Reflection

Learning activities by applying the Problem Based Learning model in learning to read exposition text have not been successful. This happens because the teacher's observation sheet shows that the Problem Based Learning model is not applied systematically and the teacher does not provide opportunities for students to ask questions and does not provide motivation to students to present their work. In addition, teachers do not provide opportunities for students to conclude the subject matter. The results of observations of students during the learning process showed that some students did not understand the steps in learning activities. In addition, students have difficulty collecting information or data that is

appropriate to the learning topic because of the limited learning resources. This makes it difficult for students to develop the ability to gather information to get an explanation of the problems at hand.

Results of Cycle II Research

a. Planning

Research in cycle II was carried out as in cycle I. This included a lesson plan (RPP), compiling and preparing the material to be taught. In this case, activities during the learning process that were not carried out in cycle I will be carried out based on the learning implementation plan (RPP) that has been made based on the results of reflection in cycle I. The observation guidelines and observation sheets used in cycle II are the same as the existing guidelines in the cycle. I.

b. Action

At this stage, the implementation of the action is the same as the implementation in cycle I, which takes place for 2 meetings by observing all teacher and student behavior in each meeting based on the observation sheet that has been made. The time allocation for each meeting is 2 x 40 minutes and is divided into three activities, namely preliminary activities, core activities, and closing activities.

c. Observation and Evaluation

Observations carried out on the implementation or application of the Problem Based Learning model in learning to write text in class VIII students of SMP Negeri 3 Lahewa were carried out by observing the activities of teachers and students using a format that had been made by checking the activities carried out. The following are the results of observations of teacher and student activities. The results of teacher observations in cycle I showed that of the 11 descriptors observed the average percentage of activities carried out by the teacher was 57.97% and increased to 90% However, in the second cycle it was considered complete because it met the criteria for the success indicator of learning outcomes students.

d. Reflection

After reflecting on the results of the implementation of cycle I, a description of the actions that will be carried out in cycle II is obtained as an effort to improve the actions taken in cycle I. After making improvements based on the results of observation and evaluation during the learning process, it can be stated that the students' reading activity and ability, especially the exposition text, are satisfactory or maximal. This can be seen in the teacher's observation sheet when applying the steps of the Problem Based Learning model systematically according to the steps of the Problem Based Learning model and being able to master the situation in the classroom as well as giving assignments quite firmly and thoroughly. On the student observation sheet, students appeared to be active during the learning process and their motivation to learn and seek information was also good so that it affected the desire to take part in learning.

With the improvement of learning in teaching and learning activities optimal student learning outcomes in class VIII SMP Negeri 3 Lahewa there is a significant increase in reading exposition text results from 9 students or 39% who completed in cycle I increased to 24 students or 90% who completed. Discussion In cycle I, the process of implementing the Problem Based Learning model in the planning stage, researchers and teachers discuss to discuss problems or constraints experienced by teachers and students and will be resolved by applying the Problem Based Learning model. After that, the researcher reviews the curriculum or syllabus and schedules that apply in the classroom and makes a lesson plan as a guide in the implementation of learning to read the exposition text by applying the Problem Based Learning model and preparing assessment instruments related to the material being taught. One of the learning models chosen by the researcher to improve the reading skills of the eighth grade students of SMP Negeri 3 Lahewa was Problem Based Learning.

Problem-Based Learning (PBL) or Problem-Based Learning (PBM) is a teaching method characterized by real problems as a context for students to learn critical thinking and problem-solving skills, and to acquire knowledge (Duch, 1995). Finkle and Torp (1995) in (<https://gayahidupalami.wordpress.com/pendidikan/problem-based-learning/>) state that PBM is a curriculum development and teaching system that simultaneously develops problem-solving strategies and the basics of knowledge and skills. by placing students in an active role as solving daily problems which is not well structured. The two definitions above mean that PBL or PBM is any learning atmosphere that is directed by a daily problem.

The implementation of the application of the Problem Based Learning model in learning to read the exposition text in the first cycle lasted two meetings, each meeting lasting 2 x 40 minutes. At this stage, actions are taken as arranged in the lesson plan. The implementation is carried out for two weeks, consisting of two meetings or 4 lesson hours. Furthermore, the learning process is carried out in accordance with the learning implementation plan (RPP) that has been made.

Furthermore, observations or observations carried out on the implementation or application of the Problem Based Learning model in text reading learning in class VIII students of SMP Negeri 3 Lahewa were carried out by observing the activities of teachers and students using a format that had been made by checking the activities carried out. From the observations it was found that the teacher's activity during the learning process was less than optimal. This happens because the learning process is less varied and the teacher dominates the learning process and some of the steps for applying the learning model are not applied. The results of teacher observations in cycle I showed that of the 10 descriptors observed the average percentage of activities carried out by the teacher was 58.97%. In addition, the classroom atmosphere during the learning process was not conducive because some students seemed to be playing, such as sleeping in class, disturbing friends who were serious about studying, going out and about in class, not focusing on learning and so on. In addition, there are still students who do not understand and seem confused by the steps in the learning model applied and the limited learning resources.

The students' ability to write exposition text in cycle I was not maximal or did not meet the minimum completeness criteria or indicators of success. The reading results of the students in the first cycle showed that the accuracy of content aspects, text elements, paragraph development patterns, and adequate text types. In cycle I, students who achieved mastery learning based on the minimum completeness criteria set were only 9 or 39% of students who reached these criteria. This is because students have difficulty identifying the exposition text information, text elements, paragraph development patterns and text types. According to Dalman (2014: 134) the steps of compiling an exposition are (1) determining the topic (theme), (2) determining the objective, (3) getting data that is in accordance with the topic, and (4) make the outline of the essay, and (5) develop the framework into an exposition essay. This needs to be done so that the resulting writing has a better value.

Identifying text is recognizing and reading a text more carefully. The trick, read the text in depth. The goal is that the text can be known for its structure, meaning, and language of writing. In addition, the shortcomings and strengths of the text can also be recognized, thus reading the exposition text, which is a text whose structure consists of a thesis, argument, and reaffirmation as well as an understanding of the development pattern and the type of exposition text will be very useful in identifying the text.

Based on the results of the analysis obtained, it can be stated that both the process and the learning outcomes in cycle I can be declared not optimal. This can be seen in the teacher and student activity observation sheets during the learning process by applying the Problem Based Learning model in the first and second cycle meetings which have not been carried out optimally and the results of reading the students' exposition text are still in sufficient category. Less optimal implementation of this learning is because as previously explained that students are not used to applying the Problem Based Learning model and students seem confused by the steps of the learning model.

In cycle II, research planning in this cycle is carried out as in cycle I. This includes the lesson plan (RPP), compiling and preparing the material to be taught. In this case, activities during the learning process that were not carried out in cycle I will be carried out based on the learning implementation plan (RPP) that has been made based on the results of reflection in cycle I. The observation guidelines used in cycle II are the same as the observation guidelines in cycle I.

The action stage is the same as the implementation in cycle I, which takes place for two meetings by observing all teacher and student activities in each meeting based on the observation sheet that has been made. The time allocation for each meeting is 2 x 40 minutes and is divided into three activities, namely preliminary activities, core activities, and closing activities. Meanwhile, at the observation and evaluation stage carried out on the implementation or application of the Problem Based Learning model in learning Reading text in class VIII students of SMP Negeri 3 Lahewa is carried out by observing the activities of teachers and students using a format that has been made by checking the activities carried out and showing a significant increase. The results of teacher observations in cycle I showed that of the 11 descriptors observed, the average percentage of activities carried out by the teacher was 58.97% and increased to 87.18% of teachers carrying out the activities observed in cycle II. The average percentage of student activeness from the results of student observations in cycle I was 58.52% and increased to 77.78% in cycle II.

The reading results of students in cycle I showed the accuracy of content aspects, text elements, paragraph development patterns, and text types were sufficient, but in cycle II students' reading results increased and showed the accuracy of content aspects, text elements, paragraph development patterns, and the type of text has increased from sufficient to good category. The increase in student learning outcomes occurs because the application of the Problem Based Learning model is applied systematically so that students can develop learning motivation, collect data, and information from various sources. The

goal that PBL wants to achieve is the ability of students to think creatively, analytically, systematically, and logically to find alternative solutions to problems through empirical data exploration in order to foster scientific attitudes.

Furthermore, the results of the test of the ability to read students' exposition text by applying the Problem Based Learning model showed that the students experienced an increase in scores, both on student completeness and the average value obtained by students. Students who completed in cycle I by 50% increased to 90%, while the average score of students in cycle I, namely 69 increased to 87 in cycle II. The increase in student completeness scores from cycle I to cycle II occurs due to improvements in each cycle. Corrective action includes teaching materials, learning resources, learning models, and giving rewards and punishments to students.

No	Nama Siswa	Siklus 1	Siklus 2
1	Abe Denego Zai	64	70
2	David Lahagu	64	80
3	David Anugrah Zalukhu	60	80
4	Desman Ifanema Lase	63	85
5	Esterani Lase	65	85
6	Erniati Zalukhu	60	80
7	Ester Juita Zebua	64	85
8	Nasrani Zalukhu	70	100
9	Noniati Zalukhu	70	85
10	Pianto Gea	64	80
11	Putri Yuwita Zalukhu	72	85
12	Randi Gunawan Zalukhu	64	85
13	Vince Lahagu	67	85
14	Wiwin Fernando Gea	67	100
15	Windi Lase	72	85
16	Yafarlin Lase	75	85
17	Yerfita Syukur Lase	82	100
18	Yemima Lase	77	80
19	Yuli Karni Wati Lase	85	100
20	Yanto Rius Zalukhu	75	90
21	Yustince Lase	64	95
	Total	1.444	1.820
	Average	69	87

Based on the results of the research, it shows that the students' reading ability can be increased through the application of the Problem Based Learning model, students can improve the ability to read the exposition text which includes aspects after taking action in cycle I and cycle II. This shows that the Problem Based Learning model shows a significant increase in improving the ability to read exposition text for students. This learning model is problem-oriented and students are required to develop thinking skills, solve problems, and find solutions to problems faced both individually and cooperatively.

Increasing the students' ability in reading the exposition text is an implication of the implementation of the Problem Based Learning model that is applied. This shows that the teacher has a very important role in the delivery and selection of a learning model in accordance with the material to be taught. The influence of the ability of a teacher who has experience and good language skills has an impact on student learning outcomes so that in the process of delivering learning, students are more responsive to the material being taught.

4. Conclusion and Suggestion

Based on the results of the analysis and discussion of this classroom action research, it can be concluded that the application of the Problem Based Learning model can actually improve the reading skills of the eighth grade students of SMP Negeri 3 Lahewa. This is shown from the planning, implementation, observation, and evaluation results of reading the exposition text in cycle I and cycle II. Based on the results of the discussion and conclusions, the researchers provide the following suggestions:

1. For teachers, they should apply the appropriate learning model according to the students' interests and ability levels in receiving lessons;
2. For students, they should be more active during the learning process and always practice writing to broaden their knowledge of knowledge, especially Indonesian; and
3. For Indonesian language researchers, the results of this study can be used as a reference and comparison for further research development, especially in the realm of attitudes and developing opinion statements, arguments, and restatements of opinions

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