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Application Of Problem Based Learning Model To Improve Negotiation Text Writing Skills In Class X AKL 1 SMK Negeri 1 Duduksampeyan

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Abstract

In learning Indonesian in class X SMA/SMK/MA, there are activities to write negotiating texts. According to the results of observations made by researchers, the ability to write negotiating texts for class X students at SMK Negeri 1 Duduksampeyan is still relatively low. Thus, it is necessary to apply a learning model, namely a problem-based learning model to overcome these problems. This study aims to (1) improve negotiating text writing skills, (2) describe student activities, (3) describe teacher activities, and (4) describe student responses. This research is qualitative by using Classroom Action Research (CAR). The subjects of this study were students of class X AKL 1 SMKN 1 Duduksampeyan. The research instruments were learning outcomes tests, observation sheets, and student questionnaires. Collecting data with test results, student observation sheets, and student response questionnaire sheets. The technique used is the descriptive qualitative data analysis technique. Based on the results of the study, it is known that the increase in learning outcomes of negotiating texts obtained from the first cycle obtained an average score of 78.78% until the second cycle became 82.15%.

Keywords: problem-based learning, writing skills, negotiating text, teacher activities, student activities.

Abstrak

Dalam pembelajaran bahasa Indonesia di kelas X SMA/SMK/MA terdapat kegiatan menulis teks negosiasi. Menurut hasil observasi yang dilakukan peneliti, kemampuan menulis teks negosiasi siswa kelas X di SMK Negeri 1 Duduksampeyan masih tergolong rendah. Oleh karena itu perlu diterapkan suatu model pembelajaran yaitu model pembelajaran berbasis masalah untuk mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk (1) meningkatkan keterampilan menulis teks negosiasi, (2) mendeskripsikan aktivitas siswa, (3) mendeskripsikan aktivitas guru, dan (4) mendeskripsikan respon siswa. Penelitian ini bersifat kualitatif dengan menggunakan Penelitian Tindakan Kelas (PTK). Subyek penelitian ini

adalah siswa kelas X AKL 1 SMKN 1 Duduksampeyan. Instrumen penelitiannya adalah tes hasil belajar, lembar observasi, dan angket siswa. Pengumpulan data dengan hasil tes, lembar observasi siswa, dan lembar angket respon siswa. Teknik yang digunakan adalah teknik analisis data deskriptif kualitatif. Berdasarkan hasil penelitian diketahui bahwa peningkatan hasil belajar teks negosiasi yang diperoleh dari siklus I memperoleh skor rata-rata sebesar 78,78% hingga siklus II menjadi 82,15%.

Kata Kunci: pembelajaran berbasis masalah, keterampilan menulis, teks negosiasi, aktivitas guru, aktivitas siswa.

Introduction

According to Poerwadarminta in [1], education is an activity that is systematically arranged to develop one's abilities. Through education, it is expected to be able to develop abilities, attitudes, and behavior for the better. Education is a process of changing one's attitude through teaching. Based on this, it can be seen the importance of education in an effort to develop abilities, attitudes, and behavior in order to achieve certain goals. Learning activities are not only sourced from the teacher, but also the surrounding environment and other learning resources. Learning activities sourced from teachers are carried out using various ways, one of which is by applying an approach, where the approach used by the teacher must lead to meaningful learning. Meaningful learning can provide experiences for students, so that through learning that has a full impression of experience, students do not easily forget what they have learned in the lesson. Meaningful learning needs to be applied by all teachers in every subject, especially in learning that uses competence-based writing skills.

Writing is one of the media in communication. There are elements in the activity, namely: writer, content, media. and speakers [2]. Writing skills are the most widely used activity in Indonesian language lessons, one of which is negotiating text material. Negotiation is the process of reaching an agreement in the exchange of goods/services between two or more parties. In this activity, students are expected to be able to write negotiation texts correctly. However, the problem that often occurs today is that students cannot understand more deeply what a negotiating text is, its characteristics, linguistic rules to its structure. This problem also occurs in SMK Negeri 1 Duduksampeyan, especially for class X students. According to the results of observations that have been made, it is known that the ability to write

negotiating texts is still low. This is the impact of conventional learning models that are still used, so that learning is monotonous and boring, especially for students. Based on these problems, the authors took the initiative to apply a learning model that involves students actively in following the learning process, so that students feel happy and do not feel bored. With such conditions, it is hoped that it will be able to increase students' interest in learning in participating in learning, especially in learning to write negotiating texts.

The learning model proposed by the researcher is a problem-based learning model, namely a learning model using real problems through the learning process through memory and critical thinking skills. This learning model is able to attract students in writing negotiating texts by encouraging students to solve problems. Problem based learning is a learning model that tends to solve problems in the real world. The PBL model has a direct direct impact on learning through understanding, transfer of knowledge, thinking skills in solving problems, and the ability to communicate.

Based on this description, the researcher tries to find a solution so that each negotiating text material taught can be delivered optimally, so that students are able to achieve competence in writing explanatory texts, one of which is by submitting a research entitled Application of Problem Based Learning Learning Models to Improve Negotiation Text Writing Skills in Students. Class X AKL 1 SMK Negeri 1 Duduksampeyan.

Theoretical Basis

1. Problem Based Learning Model

According to [3], states that Problem Based Learning is an approach in learning that is oriented to real world problems as a learning tool to cultivate critical thinking patterns in solving problems. Through PBL, it is expected that students can construct knowledge from the information they get, so that students' thinking skills can be really trained.

2. The Advantages Of The Problem Based Learning Model

According to [4] the advantages of PBL are as follows.

a. Provide challenges to students' abilities and provide satisfaction to build new knowledge.

b. Able to increase student activity in learning.

c. Helping students to process their knowledge in understanding real-life problems.

d. Develop students' new knowledge and exercise their sense of responsibility towards Learning done.

e. Knowing the mindset of students in the process of receiving knowledge through problem based learning models.

f. PBL is considered an interesting activity so that students like it.

g. Develop critical thinking patterns and adapt students' abilities to new knowledge.

h. Provide opportunities for students to apply their knowledge in the real world in learning.

i. Develop student interest on an ongoing basis so that students continue to learn even though formal education has been completed.

Thus, it can be concluded that PBL learning begins with awareness of real world problems such as social inequality, teachers guide students to have awareness of these problems. At this stage students determine the gap that is happening.

3. Disadvantages Of The The Problem Based Learning Model

According to [5], the shortcomings of PBL include:

a. Not all teachers are able to lead students to problem solving.

b. It is expensive and time consuming.

c. Student activities outside of school are difficult to reach.

From the shortcomings of the PBL model above, it can be seen that Problem Based Learning takes a long time. So we need books to support learning understanding, especially making questions.

4. Steps Of The Problem Based Learning Model

Based on the opinion of [6], the PBL model is implemented in the following steps.

a. Be aware of the problem;

b. Identify problems;

c. Formulate hypotheses;

d. Collecting data.

e. Test the hypothesis.

f. Determine the solution.

All the steps of the PBL learning model above will be used as guidelines in this research with the hope that students can work together in a group so that students' social aspects can develop.

5. Writing Skills

Writing skill is one of the skills to pour ideas into written form [7]. This is often considered difficult by most people, they think ideas are easier to put into oral form. Writing skills are often abandoned because they find it difficult, so they prefer to put it in oral form. Regarding this assumption, it is necessary to improve as a basis for pouring ideas and ideas into written form so that writing skills continue to develop.

6. Benefits of Writing

According to [8], writing has many benefits including:

a. Can improve intelligence,

b. develop creativity,

c. grow courage,

d. Encourage willingness and ability to gather information.

Based on the opinion above, it can be seen the importance of writing skills, especially in learning Indonesian. Writing skills need to be improved as a basis. To facilitate the pouring of ideas and ideas in written form. So that it can foster creativity and increase one's interest or ability in gathering information.

7. Negotiation Text

According to the Ministry of [9], a text is a text containing the original words of the author or a quote from the holy book. Meanwhile, negotiation is a process of reaching an agreement between two or more parties [10]. Thus, it can be concluded that the negotiation text is a form of text in which it contains a conversation between several parties to obtain a mutually beneficial agreement.

8. Negotiation Text Type

According to [11], negotiations are classified into two types, including:

a. Formal Negotiations

Negotiation features problem. In line with Barron's opinion in formal:

1) It was previously planned;

2) Have written documents;

3) is binding;

4) usually on behalf of the institution and financed by the relevant institution.

b. Informal Negotiation

In contrast to formal negotiations, formal negotiations have the following characteristics of informal negotiations.

1) Usually unplanned; and

2) is not binding.

9. Learning To Write Negotiation Texts With A Problem Based Learning Model

Learning to write negotiating texts using problem-based learning strategies aims to make students aware of problems in the real world. Here students must be able to provide solutions from a [12] that the characteristics of PBL are orientation to real-world problems and their solutions.

The following are the learning steps using the PBL learning model according to Mohamad Nur [13]. (1) Organizing students It means: the teacher informs the learning objectives, and motivates students to participate actively in the problem solving activities they choose. (2) Organizing students to learn related to the material (3) Assisting independent and group investigations. (4) Develop and present the work and exhibitions, the teacher assists students in preparing the work (5) Evaluating the problem solving process. Here the teacher provides reflection on the learning that has been done. The steps of the researcher in this case are as follows: (1) namely the researcher and the teacher formulate learning strategies for writing negotiating texts. (2) prepare lesson plans. (3) At the learning stage, the teacher opens the lesson and explains the learning steps. The teacher divides the students into groups of 2-3 students. Here the teacher acts as a facilitator when students discuss the material being studied. The last stage is, (4) students independently practice writing negotiating texts. Initially, students were guided by the teacher to look at the problems that existed in the surrounding environment. The teacher helps students by presenting videos related to the theme. After students determine the theme, the next step is to make a negotiating text.

Method

This research is a Classroom Action Research using qualitative methods. According to the PGSM Team in [14], Classroom Action Research (CAR) is a form of action to improve rational stability in performing tasks and evaluating actions taken, and making

efforts to improve conditions in which learning practices are carried out. Qualitative research is research that aims to understand the phenomena experienced by objects.

This research consists of four stages, namely the stages of planning, implementation, observation, and reflection. The research subjects were students of class X AKL 1 of SMK Negeri 1 Duduksampeyan, totaling 33 students. The data research instruments were learning outcomes tests, observation sheets, and student questionnaires which were then analyzed using qualitative descriptive data analysis techniques.

Results And Discussion

1. Student Learning Outcomes

The application of the Problem Based Learning learning model was declared effective to improve negotiating text writing skills in class X AKL 1 SMK students as evidenced by the acquisition of student learning outcomes which increased by 3.37% from cycle I to cycle II. In the cycle obtained 78.78%, then in the second cycle increased to 82.15%. The improvement achieved occurred in each aspect which is presented as follows.

Orientation aspect, in this aspect has increased by 0.43. In the first cycle, the average score was 13.60, in the second cycle it rose to 14.03. The assessment criteria on the orientation aspect get sufficient criteria if students are able to write the orientation or opening in the negotiation text. Aspects of demand, in this aspect increased by 0.27% from the first cycle obtained an average score of 13.12, and in the second cycle I increased to 13.39. The criteria for writing on the request aspect are stated to be sufficient if the request relates to an item or information sought.

The fulfillment aspect, in this aspect, increased by 0.17% from the first cycle which obtained an average score of 18.75%, and in the second cycle it rose to 19.58. The writing criteria on the fulfillment aspect are stated to be sufficient if the request of the first party is fulfilled by the second party. The supply aspect, in this aspect, increased by 0.95% from the first cycle, the average score was 16.57%, and in the second cycle, the second cycle rose to 17.52%. The criteria for writing the bidding aspect are stated to be sufficient if the offer of goods submitted by the first party is approved by the second party.

Aspects of approval, in this aspect an increase of 0.7% from the first cycle obtained an average score of 7.69%, and

in the second cycle it rose to 8.39%. The criteria for writing approval or purchase are stated to be sufficient if the transaction process of both parties is mutually beneficial. The closing aspect, in this aspect, increased by 0.21% from the first cycle, the average score was 9.03%, and in the second cycle it rose to 9.24%. The criteria for writing the closing aspect are stated to be sufficient if the process at the end of the negotiation text is closed.

2. Student Activities

Based on the results of observational research on student activities carried out in two cycles, it has shown a significant increase. As evidenced by the acquisition in the first cycle with a value of 66,67%, then in the second cycle it reached a value of 87,87%.

Aspects that experienced a significant increase were in the aspect of listening to the presentation and responding to the teacher's answers in scoring learning outcomes. Based on the calculation results, it can be concluded that the student activities for each aspect are effective. This is in line with the opinion of [15] that learning is said to be effective if students participate actively, constructively, and are able to plan something. In this case, students have been able to search, find, and apply the knowledge that has been obtained.

3. Teacher Activities

The teacher's activities during the two cycles of learning have shown an increase. This is indicated by an increase from cycle I to cycle II. In the first cycle obtained a percentage value of 70%, then in the second cycle it has reached a percentage value of 93.93%. This increase in percentage results is caused by researchers who always evaluate after the learning process, especially when the teacher conveys learning objectives, conducts evaluations, guides students, encourages students to ask questions. Based on the percentage value of teacher activity obtained, it can be concluded that the teacher's activity in the learning process by using a problem based learning model to improve students' writing skills is good.

4. Student Response

The learning response was carried out to find out how students responded to learning negotiating texts with the Problem Based Learning (PBL) learning model. Response/questionnaire data collection was carried out at the end of the lesson to see the responses obtained from student questionnaires.

The effectiveness of problem based learning is also measured through student questionnaire responses to the learning that has been done. On the response sheet students got a good response. The learning process with this problem-based learning model makes students feel happy when they understand or understand what the teacher is saying. Students are good enough in this writing activity by using the Problem Based Learning learning model. Based on the results of the data analysis, the students' responses got a percentage score of 79.96%, many of them were happy with this learning model.

Conclusion

The results of the study are divided into 4 subjects which are described as follows.

1. Increased learning outcomes by 3.37% from the first cycle with an average score of 78.78 and in the second cycle to 82.15.
2. Increased student activity by 21.1% from the first cycle with a percentage value of 66.67%, while in the second cycle it has reached a percentage value of 87.87%.
3. The results of teacher activities are 23.93% from the first cycle with a percentage value of 70%, while in the second cycle the percentage value is 93.93%.
4. The results of student responses got a percentage score of 79.96%, many of them were happy with this learning model

Based on the results of the research above, it shows that the use of the problem based learning model is effective in improving the writing skills of negotiating texts for students in class X AKL 1 SMK N 1 Duduksampeyan in terms of improving learning outcomes, student activities, teacher activities, and student responses.

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Endnotes

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