

ENHANCEMENT OF RESENSI TEXT LEARNING USING THE PROBLEM-BASED LEARNING MODEL

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Abstract

This research is motivated by the curiosity of researchers regarding the ability of students to write review texts from the results of the pretest and posttest using the problem based learning model. The formulation of the problem in this study is 1) is learning using the problem based learning model suitable for the review text? 2) What are the results obtained by students regarding review text learning by using a problem based learning model? Based on the existing problem formulation, the purpose of this study is: 1) to find out learning using the problem based learning model suitable in the text of review. 2) to find out the results obtained by students regarding review text learning by using a problem based learning model. This research method is a quantitative descriptive method that will describe the results obtained by students. So, the model of problem based learning is suitable to be used in the study of reviewer texts because by using this model the results of a significant increase are 52% from the pretest to the posttest.

Keywords: Learning, reviewer text, problem based learning

Abstrak

Penelitian ini dilatarbelakangi keingintahuan peneliti mengenai kemampuan menulis teks resensi peserta didik dari hasil pretest dan posttest dengan menggunakan model problem based learning. Rumusan masalah pada penelitian ini adalah 1) apakah pembelajaran menggunakan model problem based learning cocok pada teks resensi? 2) Bagaimana hasil yang didapat oleh para peserta didik mengenai pembelajaran teks resensi dengan menggunakan model problem based learning? Berdasarkan rumusan masalah yang ada maka tujuan pada penelitian ini adalah: 1) untuk mengetahui pembelajaran menggunakan model problem based learning cocok pada teks resensi. 2) untuk mengetahui hasil yang didapat oleh para peserta didik mengenai pembelajaran teks resensi dengan menggunakan model problem based learning. Metode penelitian ini yaitu metode kuantitatif deskriptif yang nantinya mendeskripsikan hasil yang didapatkan oleh siswa. Jadi, model problem based learning cocok digunakan pada pembelajaran teks resensi karena dengan menggunakan model ini didapatkan hasil peningkatan yang cukup signifikan sebesar 52% dari pretest ke posttest.

Kata Kunci: Pembelajaran, teks resensi, problem based learning

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INTRODUCTION

The ability of students to understand the reviewer text is still lacking in terms of knowledge and skills. The ability to write is considered as one of the difficult abilities and tends to be people who don't like writing (Triyani, Romdon, & Ismayani, 2018). This difficulty can be seen from the text of the review made by students. There are still many students who do not understand the format that must be written. The format that must be included in the identity, structure, and rules of language. Many students consider a review text to be just a text of criticism. However, actually the review text regarding a work. The researcher chose the review text because there were still many mistakes between the review text and the critical text.

This research is motivated by the curiosity of researchers regarding the ability of students to write review texts from the results of the pretest and posttest using the problem-based learning model. Interesting learning becomes a hope for students, this spurs on a conducive atmosphere so that students are able to easily understand and understand what is conveyed by the teacher. One way that learning can be carried out conducive is to use the right model in the text that is learned or taught. In addition to using the right model, the teacher also needs to understand the character of each student in order to determine the right model. Each student also has a different ability to capture. Therefore, the teacher must have a way to make students more easily understand the message or information conveyed by the teacher. Likewise in the understanding of students about writing a review text. Appropriate methods are needed so that students can easily understand it.

Learning models can improve students' critical thinking skills in solving a problem (Dewi, 2010). The problem-based learning model was chosen so that researchers analyzed a more detailed process regarding the continuity of learning. Compared with approaches and methods, the model has more syntax about the process of teaching and learning activities.

Referring to the statement above, there are several formulations of the problems contained in this study, including 1) does learning using the problem-based learning model fit the review text? 2) What are the results obtained by students regarding review text learning by using a problem-based learning model? Based on these problems, the objectives of this study are 1) to find out learning using the problem-based learning model suitable in the text of review. 2) to find out the results obtained by students regarding reviewer text learning by using a problem-based learning model.

Kusmaniyah (2012) once carried out research on the review text, only this researcher used various STAD as a learning model used during learning. However, researchers used the concept sentence in the study. The results obtained by other researchers using various STAD models can be seen from the work of students in writing review texts that have exceeded the KKM as well as from journal entries of students and teachers and from the results of observations to students that learning takes place pleasantly.

Learning can be said to be the result of memory, cognition, and metacognition that affect one's understanding (Huda, 2014). As for Rahayu & Firmansyah (2018), revealing learning is the process of relations between students and the surrounding environment. According to the National Education System Law, Number 20 of 2003 states that learning is the process of interaction between students and educators and learning resources in a learning environment.

So, learning is an activity that affects cognitive, affectiv, and psychomotor power through the process of interaction in the learning environment.

According to Tarigan (2013), writing is a language skill that is used to communicate indirectly and not face to face with other people. Writing learning is an activity of interaction and communication conveying messages with media and written language to students (Dalman, 2016a). In addition, Mustika & Lestari (2016) explained that someone who has good writing skills will have good reading skills and vice versa. Related to writing Wikanengsih (2013) states that writing is a person's thinking activities related to reason. Therefore, writing is a language skill with written media as an increase in reasoning power for someone.

Text can be said as the use and exchange of language signs (Piliang, 2004). Meanwhile, according to Sholeh (2013), the text is a diversity of varied responses, starting with the way teaching and learning activities make children feel unencumbered so they can give opinions and defend their opinions. So, the text is the use of language signs to provide diverse opinions.

According to Dalman (2016b), a reviewer is a term used to assess whether a book is good or not. That is, what is assessed are the strengths and weaknesses of the book. Kosasih (2014) said that the review is an essay which contains a review of a work, both in the form of books, films, and song albums. The task of the reviewer gives an overview to the reader about work whether it is worth reading or not. Therefore, a reviewer is an assessment of work to find out the strengths and weaknesses, worthy or not of the work for the reader.

A model is a unit consisting of approaches, strategies, methods, techniques, and tactics in learning, the model is a description of the teaching and learning process presented by the teacher (Sudrajat, 2003). Rocmah (2012) revealed that the learning model is a concept to describe systematic and organized stages to provide learning experiences to achieve certain learning goals. Therefore, the learning model is a unity which is a description of the stages of the learning process to achieve certain learning goals.

According to Arends (Hosnan, 2014), the problem-based learning (PBL) model is a learning model using a learning approach to students on authentic problems. That way, students are able to compile their own knowledge, as well as develop higher skills of inquiry, empower students and increase self-confidence. Thus, the problem-based learning model is a learning model given to students by giving authentic problems, so students are able to compile knowledge independently.

Therefore, the researcher took the title "Improving review text learning by using a problem-based learning model in class XI" to find out the knowledge of students in the review of text learning. In addition, researchers want to know how far the ability of students in review text learning by using a problem-based learning model. The results obtained indicate the effectiveness or failure of the problem-based learning model in the review text.

METHOD

According to Sugiyono (2017), the research method is basically a scientific way to obtain data with specific purposes and uses. The Method is how to get data for a specific purpose (Aeni & Lestari, 2018). In this study, researchers used experimental research methods or commonly

known as quantitative methods. Quantitative research methods can be interpreted as research methods based on the philosophy of positivity, used to examine the population of two specific samples, collecting data using research instruments, analyzing quantitative or statistical data, with the aim of testing the hypothesis that has been applied (Sugiyono, 2017).

In this study, researchers will examine using the pre-experimental method in the form of one-group pretest-posttest design. In this design, before the experimental class is given treatment, the experimental class is given a test first in order to be able to compare with the situation before being treated. This design can be described:

$$O^1 \times O^2$$

O^1 = pretest experimental class

O^2 = posttest experimental class

X = treatment

The first activity carried out is by giving an initial test without giving any action beforehand. Then, the researcher gives an action in the form of reviewer text learning by using a problem-based learning model. After that, at the end of the meeting, the students were again given the final test regarding the text learning review. The instruments in this study were 10 items in multiple choices and one essay along with the assessment rubric. The aspect of identity assessment contained in the review text consists of:

1. book title,
2. publisher,
3. number of pages,
4. author, and
5. year of publication.

The assessment aspect of the review text structure consists of:

1. the title of the reviewer,
2. introduction,
3. fill in,
4. evaluation (weaknesses and strengths), and
5. cover.

Aspects of the assessment of linguistic rules in the review text include temporal conjunctions, lighting conjunctions, causal conjunctions, suggestion sentences, and absorption words. Assessment aspects of writing include beauty, cleanliness, readability, suitability, and neatness. Processing data obtained on multiple choice aspects is 30% and essays are 70%. This is because the weight on multiple choice questions is smaller than the weight on essay questions. The weight contained in the multiple choice questions is 1 and the essay problem is 5.

RESULTS AND DISCUSSION

Results

In the results section and this discussion, the researcher will describe the score obtained by the XI IIK students. Scoring is seen from the three highest, medium, and lowest scores. Below is a table that states the comparison of initial values and final values.

Table 1. Value of Initial Tests and Student Final Tests

No.	Name	Initial Test Value	No.	Name	Final Test Value
1	SF	66,5	1	AY	87
2	DN	63	2	DN	87
3	SR	62,5	3	RR	86,5
4	MAD	59	4	AN	83,5
5	RR	56,5	5	RAN	83,5
6	RAN	56,5	6	DH	81
7	AR	56	7	JAB	80,5
8	DH	56	8	MAD	80,5
9	HM	56	9	NYP	80,5
10	SNM	56	10	SNM	80,5
11	TR	55,5	11	TR	80,5
12	AZF	53	12	AMI	80
13	MHA	53	13	SR	80
14	SFA	53	14	AR	77,5
15	WU	53	15	FNK	77,5
16	AMI	52,5	16	SF	77,5
17	FDAF	52,5	17	WU	77,5
18	JAB	52,5	18	HM	77
19	AY	50,5	19	AJ	74
20	NYP	50	20	RA	74
21	NZ	46	21	YSR	74
22	RA	45,5	22	AW	71
23	AN	43,5	23	FDAF	70,5
24	AL	43	24	AL	69,5
25	MDZ	41,5	25	AZF	65
26	MAA	40,5	26	NZ	64
27	AW	35,5	27	SFA	64
28	AJ	29,5	28	MHA	63,5
29	FNK	29,5	29	MDZ	60
30	YSR	20,5	30	MAA	54
	Average	49,6		Average	75,4

Discussion

Based on the table above, obtaining initial test scores from the three highest, medium and lowest as follows:

The assessment aspect of this study is 30% multiple choice and 70% essay. The score from the initial test results obtained by SF was 66.5 with multiple choices getting a score of 70. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. SF students get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspect, students get a value of 20 because there are only 4 aspects of the structural assessment indicators, namely identity, introduction, evaluation, and closing. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions,

lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence

“Cerpen ini sudah bagus karena isinya menarik untuk dibaca dan dapat dipahami, cuma di dalam cerpen ini banyak menceritakan seorang pengarangnya saja dalam kesehariannya hingga kisah cintanya.”(SF)

Conjunctions in the sentence above are causal conjunctions, except that students do not mention the word which is causal conjunction. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 65.

The score from the initial test results obtained by DN is 63 with multiple choices getting a score of 70. The assessment aspect of the essay covers aspects of identity, structure, language rules, and writing. DN students get an identity score with 15 results because there are 3 indicators of identity assessment including book titles, publishers, and a number of pages. In the structural aspect, students get a value of 20 because there are only 4 aspects of the structural assessment indicators, namely identity, introduction, evaluation, and closing. In the linguistic aspect of the learners have a score of 5, because they only write temporal conjunctions. This is in the sentence

“Dalam cerita ini kurang dimengerti karena bahasanya berbelit-belit.” (DN)

Conjunctions in the sentence above are causal conjunctions and students can mention conjunctions in the sentence. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 50.

The score from the results of the initial test obtained by SR was 62.5 with multiple choices getting a score of 80. The assessment aspects of the essay included aspects of identity, structure, linguistic rules, and writing. SR learners get an identity score with 20 results because there are 4 indicators of identity assessment including book titles, publishers, number of pages, and authors. In the structural aspects, students get a value of 15 because there are only 3 aspects of the indicator of structural assessment, namely identity, introduction, and evaluation. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. This is not written in any sentence in the review text. The writing aspect obtained by students is 20 because it covers 4 aspects of readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 55.

The score from the initial test results obtained by WU was 53 with multiple choices getting a score of 60. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. WU students get an identity score with 15 results because there are 3 indicators of identity assessment including book titles, number of pages, and authors. In the structural aspects, students get a value of 15 because there are only 3 aspects of the indicator of structural assessment, namely identity, introduction, and evaluation. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting

conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence

“Ia adalah sosok pria yang banya memiliki banyak penggemar, termasuk aku. Ya aku mengaguminya karena sifatnya yang ramah ada semua orang membuatku semakin mengaguminya, ya mengaguminya dalam diam.” (WU)

Conjunctions in the sentence above are illuminating and causal conjunctions, except that students do not mention the word which is illuminating and causal conjunctions. The writing aspect obtained by students is 20 because it covers 4 aspects of readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 50.

The score from the initial test results obtained by SFA is 53 with multiple choices getting a score of 60. The assessment aspects of the essay cover aspects of identity, structure, language rules, and writing. SFA learners get an identity score with 20 results because there are 4 indicators of identity assessment by including the book title, publisher, number of pages, and author. In the structural aspect, the students get a value of 10 because there are only 2 aspects of the indicator of structural assessment, namely identity, and evaluation. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. This is not written in any sentence in the review text. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 50.

The score from the results of the initial test obtained by AMI was 52.5 with multiple choices getting a score of 70. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. AMI students get an identity score with 10 results because there are 2 indicators of identity assessment by including the publisher and the number of pages. In the structural aspects, students get a value of 15 because there are only 3 aspects of the indicator of structural assessment, namely identity, introduction, and evaluation. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence.

“Sehingga mudah dibaca dan dipahami.”(AMI)

Conjunctions in the sentence above are causal conjunctions, except that students do not mention the word which is causal conjunction. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 45.

The score from the results of the initial test obtained by AJ was 29.5 with multiple choices getting a score of 40. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. AJ students get an identity score with 0 results because there are no indicators of identity assessment. In the structural aspects of the students get a value of 5 because there is only one aspect of the assessment indicators of the structure including the contents. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal

conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. This is not written in any sentence in the review text. The writing aspect obtained by students is 20 because it includes readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 25.

The score from the initial test results obtained by FNK was 29.5 with multiple choices getting a score of 40. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. FNK students get an identity score with 0 results because there is no indicator of identity assessment. In the structural aspects of the students get a value of 5 because there is only one aspect of the assessment indicators of the structure including the contents. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence

“Salah satunya aku ikut senang juga karena saya bisa menjadi wanita yang dibanggakan” (FNK)

Conjunctions in the sentence above are causal conjunctions, except that students do not mention the word which is causal conjunction. The writing aspect obtained by students is 20 because it includes readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 25.

The score from the results of the initial test obtained by YSR is 20.5 with multiple choices getting a score of 10. Assessment aspects of the essay include aspects of identity, structure, linguistic rules, and writing. YSR students get an identity score with 0 results because there are no indicators of identity assessment. In the structural aspects of the students get a value of 5 because there is only one aspect of the assessment indicators of the structure including the contents. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence

“Pradya adalah salah satu pria yang banyak memiliki penggemar, termasuk aku. Ya, mengagumi sejak kita sering bertemu saat pertandingan basket seperti ini terlebih juga sifatnya yang ramah pada semua orang yang membuatku semakin mengaguminya, ...” (YSR)

Conjunctions in the sentence above are illuminating and temporal conjunctions, except that students do not mention the word which is illuminated and temporal conjunctions. The writing aspect obtained by students is 20 because it includes readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 25.

Obtaining final test scores from the three highest, medium and lowest as follows:

The score from the results of the initial test obtained by AY was 87 with multiple choices getting a score of 80. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. AY students get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspects, students get 25 because

there are 5 aspects of the structural assessment indicators, namely identity, introduction, content, evaluation, and closing. In linguistic rules, students have a score of 20, because it includes 4 aspects, namely temporal conjunction, absorption words, illumination conjunctions, and causal conjunctions. This is in the sentence

“Namaku Rara, saat ini aku berjuang untuk menyandang gelar sarjana; Cukup dua sampai tiga jam saja, tapi terkadang jatah liburku tak mengizinkan aku untuk pulang belum lagi dari masuk kuliah aku disibukan oleh urusan organisasi yang sangat menyita waktu; Dia adalah seorang mahasiswa yang sangat merindukan mamahnya yang jauh dari dirinya; Oleh karena itu, para mahasiswa selalu mengharapkan diizinkan untuk pulang.” (AY)

In some examples, the sentence above does not have a suggestion sentence. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 90.

The score from the results of the initial test obtained by DN is 87 with multiple choices getting a score of 80. The assessment aspect of the essay covers aspects of identity, structure, linguistic rules, and writing. DN students get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspects, students get 25 because there are 5 aspects of the structural assessment indicators, namely identity, introduction, content, evaluation, and closing. In linguistic rules, students have a score of 20, because they cover 4 aspects, namely temporal conjunctions, sentence suggestions, illumination conjunctions, and causal conjunctions. This is in the sentence

“Sejak ia berkuliah ia hanya bisa pulang ke rumahnya satu semester hanya satu atau dua kali; Banyak ia rindukan yaitu ibu, bapak, dan sanak keluarganya; Menggunakan bahasa yang mudah dipahami, kerana menggunakan bahasa sehari-hari; Cerita ini baik untuk kalangan remaja (terutama mahasiswa).” (DN)

In some examples, the sentence above does not have an absorption word. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 90.

The score from the initial test results obtained by RR was 86.5 with multiple choices getting a score of 90. The assessment aspects of the essay included aspects of identity, structure, language rules, and writing. RR learners get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspects, students get 25 because there are 5 aspects of the structural assessment indicators, namely identity, introduction, content, evaluation, and closing. In linguistic rules, students have a score of 20, because they cover 4 aspects, namely temporal conjunctions, sentence suggestions, illumination conjunctions, and causal conjunctions. This is in the sentence

“Malam itu ia menelepon ibunya; Ceritanya monoton oleh karena itu pembaca cepat bosan; Sebaiknya buku ini untuk remaja.” (RR)

In some examples, the sentence above does not have an absorption word. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 90.

The score from the results of the initial test obtained by AR is 77.5 with multiple choices getting a score of 60. Assessment aspects of the essay include aspects of identity, structure, linguistic rules, and writing. AR learners get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspects, students get a value of 20 because there are 4 aspects of the structural assessment indicators, namely identity, introduction, content, and evaluation. In linguistic rules, students have a score of 20, because they cover 4 aspects, namely temporal conjunctions, illumination conjunctions, suggestion sentences, and causal conjunctions. This is in the sentence

“Saat kebahagiaan itulah, ketika ibu memelukku erat dan menawarkan banyak hal kepadaku, berusaha memanjakannya bak seorang putri; Karena baginya rumah adalah tempat melepas keluh kesah dan ia sangat merindukan rumah, merindukan...; Cerita ini cocok untuk yang sering membaca cerita-cerita tentang kisah kasih denga keluarga” (AR)

In some examples, the sentence above does not have an absorption word. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 85.

The score from the initial test results obtained by FNK was 77.5 with multiple choices getting a score of 60. The assessment aspects of the essay included aspects of identity, structure, linguistic rules, and writing. RR learners get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspects, students get a value of 20 because there are 4 aspects of the structural assessment indicators, namely identity, introduction, content, and evaluation. In linguistic rules, students have a score of 20, because they cover 4 aspects, namely temporal conjunctions, sentence suggestions, absorption words, and illumination conjunctions. This is in the sentence.

“Oleh karena itu, pada malam tepatnya pada pukul 23:00 aku cape, lesu sekali rasanya ku ingin pulang sekarang juga akhirnya aku telepon mamah; Jadwal kuliahku padat ditambah aku mengikuti organisasi makin susah aku untuk pulang; Bagiku rumah itu adalah segalanya, kita bisa merasakan hangatnya keluarga dan indahnya kebersamaan melepas keluh kesah.” (FNK)

In some examples, the sentence above does not have a suggestion sentence. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 85.

The score from the initial test results obtained by SF is 77.5 with multiple choices getting a score of 60. The assessment aspect of the essay covers aspects of identity, structure, language rules, and writing. SF students get an identity score with 20 results because there are 4 indicators of identity assessment by including the publisher, number of pages, author, and year of publication. In the structural aspects, students get 25 because there are 5 aspects of the structural assessment indicators, namely identity, introduction, content, evaluation, and

closing. In linguistic rules, students have a score of 20, because it includes 4 aspects, namely temporal conjunction, absorption words, illumination conjunctions, and causal conjunctions. This is in the sentence.

“Rara adalah seorang mahasiswa yang tinggal di Karawang harus cape sejak pulang pergi ke Bandung demi untuk berjuang gelar sarjananya; Ia tak pernah menyempatkan waktu ke rumahnya karena terlalu sibuk dengan tugas-tugas dan organisasi di kampus; .”(SF)

In some examples, the sentence above does not have a suggestion sentence. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 85.

The score from the results of the initial test obtained by MHN was 63.5 with multiple choices getting a score of 60. The assessment aspects of the essay included aspects of identity, structure, linguistic rules, and writing. MHN students get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and year of publication. In the structural aspects, students get a value of 20 because there are 4 aspects of the structural assessment indicators, namely identity, introduction, content, and evaluation. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence.

“Keesokan harinya aku bergegas untuk pulang menuruti mamahku. Mamahku begitu karena beliau mengkhawatirkanku.” (MHN)

Conjunctions in the sentence above are temporal conjunctions and causes, only students do not mention the word which is temporal conjunction and cause. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 65.

The score from the initial test results obtained by MDZ is 60 with multiple choices getting a score of 60. The assessment aspect of the essay covers aspects of identity, structure, language rules, and writing. MDZ learners get an identity score with 25 results because there are 5 indicators of identity assessment including book titles, publishers, number of pages, authors, and published year. In the structural aspects, students get a value of 15 because there are 3 aspects of the structural assessment indicators, namely identity, introduction, and content. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence.

“Rara adalah tokoh utama pada cerpen itu, Ia sangat merindukan suasana di dalam rumahnya dikarenakan sudah lama dia tidak pulang ke rumah.”(MDZ)

Conjunctions in the sentence above are illuminating and causal conjunctions, except that students do not mention the word which is illuminating and causal conjunctions. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 60.

Scores from the results of the initial tests obtained by MAA were 54 with multiple choices getting a score of 40. The assessment aspects of the essay included aspects of identity, structure, linguistic rules, and writing. MAA students get an identity score with 25 results because there are 5 indicators of identity assessment by including the publisher, number of pages, author, and year of publication. In the structural aspects, students get a value of 15 because there are 3 aspects of the structural assessment indicators, namely identity, content, and evaluation. In the language rules aspect students have a score of 0 because they do not mention the language rules contained in the review text which consist of temporal conjunctions, lighting conjunctions, causal conjunctions, absorption words, and suggestion sentences. Learners write the rules of language as in the sentence.

“Cerita ini menunjukkan bahwa orang tua itu segalanya.”(MAA)

Conjunctions in the sentence above are illuminated conjunctions, except that students do not mention the word which is illuminated conjunction. The writing aspect obtained by students is 20 because it covers 4 aspects, namely readability, neatness, compatibility, and beauty. Therefore, the total score in the essay gets 60.

Based on the table above, it can be seen that the average initial value is 49.6 and the final test value is 75.4. Based on the data obtained from the table above shows that by using the problem-based learning model students are able to improve cognitive and psychomotor power in writing review texts. The increase in the initial test average score and the final test of the students is around 52%. This proves that the problem-based learning model is quite effective.

Based on the table above it can also be seen that there is a very significant increase in the value of 53.5 points, namely YSR students were able to get the initial test results of 20.5 and final tests 74. However, there were also students who experienced a less significant increase of 11 points, namely SFA students who get the initial test 53 and the final test 64. However, none of the students whose values are fixed or experience a decline in value.

CONCLUSION

Based on the results of the data obtained, it is known that learning using the problem-based learning model is suitable to be used in learning the review text because an understanding of the reviewer text is reached. This can be seen from the understanding of students who increased from the results of the pretest with an average of 49.6 to the posttest result is 75.4. So, the increase in the average value of the pretest and posttest of the students is around 52%. Then, from the data obtained shows that by using the problem-based learning model students are able to improve cognitive and psychomotor power in learning to write texts. This is seen when students work on essay questions about identity, structure, and linguistic rules in the review text. This proves that the problem-based learning model is quite effective.

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