

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

Aswin Dwi Nurfadhilah¹, Lulu'diah Sri Purwati², Eli Syarifah Aeni³, Dida Firmansyah⁴

^{1,2,3} IKIP Siliwangi

¹ aswindnf001@gmail.com, ² luludiah35@gmail.com, ³ elnawa7@gmail.com,

⁴dfirmansyah86@gmail.com

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

How to Cite: Nurfadhilah, A.D., Purwati, L.Sri., Aeni, E.S., Firmansyah, D. (2019). Enhancement Of Resensi Text Learning Using The Problem-Based Learning Model. *JEE*, 2 (2), 75-88.

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.

