LEARNING TO WRITE EXPOSITION TEXT USING A PROJECT-BASED MODEL IN HIGH SCHOOL STUDENTS

Eneng Siti Martini[1], Teti Sobari[2]
[1,2]IKIP Siliwangi
[1] enengsitimartini92@student.ikipsiliwangi.ac.id, [2] sobariteti@gmail.com

Abstract

This study aims to describe: (1) effective project-based learning models used in learning to produce exposition text in class X students; (2) project-based models can improve the ability to produce exposition text in class X students; (3) differences in the ability to produce exposition text before and after using a project-based model in class X students. The project-based model is a learning model that stimulates students to be active in solving problems through project activities. The research method used is qualitative descriptive method. The research instruments used, namely lesson plans, tests, observation sheets, and questionnaires that have been analyzed and then concluded. Based on the results of research conducted by the author on class X students, amounting to 25 students before being given the treatment of project-based learning models students get an average value of pretest, which is 68.36. After getting the project-based model treatment the average post-test score was 85.88. It can be concluded that learning to produce exposition text using a project-based model in class X students has proven to be effective and can make students active and learning fun and varied. The observation sheet shows well and the response sheet shows students prefer to use a project based model

Keywords: exposition text, project based learning

Abstrak

Penelitian ini bertujuan mendeskripsikan :(1) pembelajaran berbasis proyek efektif digunakan dalam pembelajaran membuat teks eksposisi pada siswa kelas x; (2) model berbasis proyek dapat meningkatkan kemampuan memproduksi teks eksposisi pada siswa kelas x; (3) perbedaan kemampuan memproduksi teks eksposisi sebelum dan sesudah menggunakan model berbasis proyek pada siswa kelas x. Model berbasis proyek adalah model pembelajaran yang menstimulus siswa untuk aktif dalam memecahkan masalah melalui kegiatan proyek. Metode penelitian yang digunakan, yaitu metode deskriptif kualitatif. Instrumen penelitian yang digunakan, yaitu RPP, tes, lembar observasi, dan, angket yang telah dianalisis lalu disimpulkan. Berdasarkan hasil penelitian yang penulis lakukan pada siswa kelas x mipa yang berjumlah 25 siswa sebelum diberikan perlakuan model pembelajaran berbasis proyek siswa mendapatkan nilai rata-rata pretes, yaitu sebesar 68,36. Sesudah mendapatkan perlakuan model berbasis proyek nilai rata-rata postes menjadi 85,88. Dapat ditarik simpulan bahwa pembelajaran memproduksi teks eksposisi menggunkan model berbasis proyek pada siswa kelas x mipa terbukti efektif dan dapat membuat siswa menjadi aktif serta pembelajaran lebih bervariasi dan menyenangkan. Lembar observasi menunjukan baik dan lembar respon menunjukkan siswa lebih senang menggunakan pembelajaran model berbasis proyek

Kata Kunci: teks eskposisi, model berbasis proyek

INTRODUCTION

Producing activities are very important in expressing the feelings or messages to be conveyed. Mastery of the vocabulary in producing very determines the results of writings that are created or created. Lack of use of vocabulary in producing exposition text using newly acquired vocabulary so that the vocabulary that has been obtained is forgotten. Difficult to express ideas or choose interesting themes is also the reason why students consider it difficult to choose and arrange words in producing exposition texts. Producing an exposition is a text that presents opinions or ideas/ideas that are seen from the perspective of the author and serves to convince others that the arguments presented are true and based on facts (Kosasih, 2014).

Based on the above understanding, the exposition text is a form of essay aimed at expressing opinions, providing information, describing, analyzing a point of view, can expand one's knowledge and views. Writing exposition text that contains a variety of information must be followed by the selection of the right words so it is necessary to optimize the mastery of vocabulary in writing exposition text. Choosing the right vocabulary in producing exposition text can develop texts so that writing becomes more weighted in terms of the completeness of the information. Producing an exposition is very important because writing exposition text is widely used in scientific papers such as thesis reports, theses, dissertations, and others. The difficulties that must be overcome by using media or learning strategies that can improve the ability to produce exposition text.

If problems like this are not resolved it will negatively affect all four aspects of his Indonesian language skills. The four language skills are very closely related to the mastery of Indonesian vocabulary. The solution provided to facilitate students in mastering Indonesian vocabulary in producing exposition text is to use project based learning. It is expected that using this model can facilitate mastering vocabulary in the preparation and selection of vocabulary in producing exposition text. Other research results are in accordance with existing theories, where PBL models provide improved student learning outcomes better than direct learning models (Jagantara & Adnyana, 2014).

Understanding project-based learning is a model that can stimulate students through the learning process and the project-based learning model is a learning model involving students more actively in designing a learning goal to be able to produce a real product or project. According to other research on project-based models states that the average affective and psychomotor learning outcomes of students also reach indicators of success and respond well to project-based contextual learning (Proyek, 2013). Projects created by students can foster

various useful abilities, not only knowledge or technical problems, but also practical skills such as overcoming incomplete or inaccurate information, can set their own goals and with group collaboration (Sutirman., 2013).

This understanding of the use of PBL models can help the delivery of materials that will be given, including students can learn in real situations in everyday life. Students can observe the events that occur in daily life, as material to be part of a project that will be implemented to determine the cause and effect of a thing that can occur in the surrounding environment. Students get material and find references or real ideas in producing exposition text from PBL models. states that there are significant differences in learning that uses a cooperative model is more effective than conventional learning (Samsudin, 2012). Using a project-based learning model can make it easier for teachers in the learning process to produce exposition texts and make it easier for students to absorb what is conveyed by the teacher to facilitate the achievement of learning objectives. Writing skills can build displined, honest, responsible student characters (Sobari et al., 2020).

METHOD

Used in research is descriptive qualitative method. Descriptive method is a research method that aims to describe fully and deeply about social reality and various phenomena that occur in the community to be the subject of research so that it describes a characteristic, character, nature and model of the phenomenon (Sanjaya, 2013). Descriptive research intends to make a description (description) of the facts, the nature of the population, or a particular research subject is systematic, logical, factual, and accurate. Qualitative research methods are called new methods, often also referred to as naturalistic research methods because their research is carried out in natural conditions (Sugiono, 2011).

Based on the above theory, qualitative descriptive method research is more dominant in the explanations that describe the characteristics, characteristics, facts obtained from the process of collecting data in producing exposition texts and carried out with natural conditions, researchers plunge directly into the field of research understanding and investigating objects to achieve predetermined research objectives. Next, analyzed and drawn conclusions.

Table 1 Assessment Criteria Table Producing Exposition Text

Aspect	Score	Level	Indicator
Content	4	Very good	The contents of the exposition text are adequate in terms of completeness of the text information and in accordance with the theme and are actual in nature with the school environment.
	3	Good	The contents of the exposition text are inadequate in terms of the completeness of the text information but the contents are in accordance with the theme.
	2	Enough	The contents of the exposition text are not in accordance with the theme
	1	Less	The contents of the exposition text do not match the theme.
Diction	4	Very good	The choice of words used is appropriate or effective and can facilitate the reader to find the intent written by the author.
	3	Good	Using Standard word / phrase selection is sometimes wrong, but not annoying.
	2	Enough	Uses repeated or ineffective word selection.
	1	Less	Incorrect word selection.
Thesis, argumentation	4	Very good	Actual theses and arguments, creative, reflect about the environment in schools and have compatibility with the theme.
	3	Good	Theses and arguments are continuous and fit the theme.
	2	Enough	Thesis and argument are not appropriate or fact and opinion.
	1	Less	Thesis and argument are wrong.
Reaffirmation	4	Very good	Conclusions that reaffirm and match the contents.
	3	Good	There is a conclusion and not reaffirmed.
	2	Enough	There is an incorrect conclusion
	1	Less	There is no conclusion.

Sumber: (Nurgiantoro, 2010)

Table 2 Rating Format Table Producing Expository Text

No	Aspects Assessed	Scoring scale				Score	Value
		1	2	3	4		
1	Content					4	
2	Diction					4	
3	Thesis and argument					4	100
4	Reaffirmation					4	
	Jumlah Skor					16	

Rating Scale: 4 = Very appropriate 2 = Quite appropriate 3 = Appropriate 1 = Less appropriate

Penialing Formula: S = R

Note: S = score obtained by students R = number of correct answers

$$Score = \sum \frac{Student\ score}{Ideal\ score} \times 100$$

Source:(Nurgiantoro, 2010)

RESULTS AND DISCUSSION

Results

The average value obtained from the results of the processing of the pretest value of class X MIPA-3 students of SMAN 1 Cisarua is as follows.

Table 3 Frequency of Pretest Value Producing Exposition Text

Value	Frequency	Amount
50	6	300
56	2	112
63	3	189
69	4	276
75	2	150
81	4	324
88	3	264
94	1	94
Amount	**25**	**1709**

Based on the above table of 25 students there were 15 people who had not yet reached 75. The scores obtained varied from 50 to 94. The total score achieved in this pretest was 1709. The average value obtained from the results of the processing of the pretest value of class X MIPA-3 students of SMAN 1 Cisarua is as follows.

Table 4 Frequency of Posttest Value Producing Exposition Text

Value	Frequency	Amount
50	0	0
56	0	0
63	1	63
69	2	138
75	3	225
81	5	405
88	4	352

94	6	564
100	4	400
Amount	**25**	**2147**

Based on the table above it is known that the lowest score on the final test is 63 and there are 3 students who get the lowest score. While the highest score of the final test is 100 there are 4 students who get the highest score. This PBL model has been done a lot on learning that is not exposition text. Based on research according to Wijayanti that the results of the study indicate authentic assessment on a project-based basis using a scientific approach that has been developed to improve skills in scientific thinking effectively. Every aspect of students' scientific thinking abilities has increased (Wijayanti, 2014).

Pretest and Posttest Value Result Data

In order to find out the increase in students' ability to produce exposition text using a project-based model, the author will present a comparison of the pre-test and post-test scores for producing student exposition texts. The following table compares the pretest and posttest values producing exposition text.

Table 5 Comparison of Average Pretest and Posttest Value for Producing Exposition Texts Comparison of Pretest and Posttest Value

Pretest			Postest		
Value	Frequency	Amount	Value	Frequency	Amount
50	6	300	50	0	0
56	2	112	56	0	0
63	3	189	63	1	63
69	4	276	69	2	138
75	2	150	75	3	225
81	4	324	81	5	405
88	3	264	88	4	352
94	1	94	94	6	564
100	0	0	100	4	400
Jumlah	**25**	**1709**	**Jumlah**	**25**	**2147**
Average		**68.36**	**Average**		**85. 88**

Based on the table above it is known that the average pretest value is 68.36 after treatment with a project-based model in learning to write exposition text, the average value increases to 85.88. Project-based models are also effectively used in increasing critical thinking for students. It is seen from a number of studies according to the literature that there are differences in understanding of concepts and skills in critical thinking between students who have

participated in Project-Based Learning Models and students who follow Conventional and Learning Models (Sastrika et al., 2013).

Discussion

The first meeting was held on February 9, which held a pretest to measure students' initial abilities regarding producing exposition text. At this first meeting students have not been given treatment or treatment of project-based learning models. Students producing this initial test exposition text rely solely on the knowledge they have about the exposition text. Pretest conducted in class X MIPA-3 which amounted to a sample of 25 students. The second meeting was held on February 14, at this second meeting students were given a project-based model treatment in producing exposition text. The third meeting was held on February 16 at this 3rd meeting used to carry out the final test or post-test aimed at measuring the ability of students in making an exposition text using a project-based model in class X MIPA-3 students with a sample of 25 students who have been treated project based model.

After getting the results of producing exposition texts that have been made by students, the composer analyzes the results of the pretest skills of producing exposition texts based on the assessment guidelines determined by the researcher. Pretest was conducted to determine the ability of students in producing exposition text without being treated. The results of producing exposition text in this pretest numbered 25 students of grade X MIPA-3 of SMA Negeri 1 Cisarua. In other research journals about the effectiveness of the project-based model states that the application of the project-based learning model is effectively applied to learning to write exposition text in class X students of SMA Negeri 2 Sungguminasa (Thahir, 2017). Not only in exposition learning, but the project-based model is also effectively carried out in the study of observational reports according to research Mugianto stated that Product development in the planning of learning to write text reports on observations using a project-based learning model is very effective in improving student learning outcomes (Mugianto et al., 2017).

After getting the results of producing exposition texts that have been made by students, the composer analyzes the results of the posttest skills of producing exposition texts based on predetermined assessment guidelines. Posttest was conducted to determine the students' ability to produce exposition texts after being given a project-based model treatment. The results of producing exposition text in this post test totaled 25 students of class X MIPA-3 of SMA Negeri 1 Cisarua.

In producing learning research using a project-based model the researcher makes observations on the activities of educators and students. The results of the teacher's observation analysis in carrying out the learning carried out at the pretest, then implementing the learning using the project-based model, and the posttest activities all activities run smoothly. The total score is 22.1 from the overall score of 25. Researchers in teaching are already in the good category.

The results of observational analysis of learning activities carried out by researchers towards students showed an increase in student learning activities in terms of enthusiasm in participating in learning with very good grades, activeness with good grades, seriousness with good grades, participating in pretest activities and following project-based activities with good grades, and participated in posttest activities with very good grades

The study was completed with a questionnaire for students to see how students responded to learning to produce exposition texts using project-based models. Based on the results of a questionnaire analysis containing 10 statements related to producing exposition text using a project-based model, students are interested in project-based models, and are able to build cooperation between students so that they are excited in producing exposition text.

CONCLUSION

Based on the results of research and data processing and analysis, the author can conclude a number of things about learning to produce exposition texts in class X MIPA-3 students of SMA Negeri 1 Cisarua, as follows.

1. Project-based models are effectively used in learning to produce exposition texts in class X MIPA-3 students of SMA Negeri 1 Cisarua. This is evident from the results of the pretest and posttest values that have been implemented. In addition, the writer also found that learning by using a project-based model can stimulate students in searching vocabulary for objects found or vocabulary that they want to use in writing through project activities that are carried out.

2. Project-based models improve students' ability to produce exposition texts. It was based on the results of students' abilities which increased by 438 or 17.52%. These results prove that using a project-based model can improve students' abilities in producing exposition text.

3. There is a difference in the ability before and after being given treatment producing exposition text using a project-based model from the results of the average pretest value

Journal of Language Education Research

of 68.36 and for the average post-test score increased to 85.88. This proves that there are differences in the ability of students to produce exposition texts before and after using project-based models.

REFERENCES

I Made Wirasana Jagantara, Putu Budi Adnyana, N. L. P. M. W. (2014). Pengaruh Model Pembelajaran Berbasis Proyek (Project Based Learning) Terhadap Hasil Belajar Biologi Ditinjau Dari Gaya Belajar Siswa Sma. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi IPA*, *4*(1), 1–13.

Kosasih. (2014). *Jenis-jenis Teks: Analisis Fungsi, Struktur dan Kaidah serta Langkah Penulisannya.*

Mugianto, Ridhani, A., & Arifin, S. (2017). Pengembangan Perencanaan Pembelajaran Menulis Teks Laporan Hasil Observasi Model Pembelajaran Berbasis Proyek Siswa Kelas X SMA. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni Dan Budaya*, *1*(4), 353–366.

Nurgiantoro, B. (2010). *Penilaian pembelajaran bahasa berbasis kompetensi*.

Proyek, K. B. (2013). Pengembangan Pembelajaran Ipa Smk Dengan Model Kontekstual Berbasis Proyek. *Innovative Journal of Curriculum and Educational Technology*, *2*(1). https://doi.org/10.15294/ijcet.v2i1.1261

Samsudin, A. (IKIP Si. (2012). Peningkatan Kemampuan Menulis Eksposisi Berita Dan Menulis Eksposisi Ilustrasi Siswa Kelas V Melalui Model Pembelajaran Kooperatif Terpadu Membaca Dan Menulis. *Penelitian Pendidikan UPI*, *13*(2), 1–11.

Sanjaya, W. (2013). *Penelitian Pendidikan*.

Sastrika, I. A. K., Sadia, I. W., & Muderawan, I. W. (2013). Pengaruh model pembelajaran berbasis proyek terhadap pemahaman konsep kimia dan keterampilan berpikir kritis. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, *3*(2), 194–204.

Sobari, T., Mustika, I., Sinaga, O., Sobari, T., Mustika, I., Learning, T., & Techniques, C. (2020). *Learning Model of Report Writing Skill Based on Problem Through Learning Cycle Technique as Media of Students ' Character Building*. *17*(5), 214–234.

sugiono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*.

Sutirman. (2013). *Media dan model-model pembelajaran inovatif*.

Thahir, A. (2017). Efektivitas Model Pembelajaran Berbasis Proyek Dalam Pembelajaran Menulis Teks Eksposisi Peserta Didik Kelas X Sma Negeri 2 Sungguminasa. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, *20*(2), 188–201. https://doi.org/10.24252/lp.2017v20n2i5

Wijayanti, A. (2014). Pengembangan autentic assesment berbasis proyek dengan pendekatan

saintifik untuk meningkatkan keterampilan berpikir ilmiah mahasiswa. *Jurnal Pendidikan IPA Indonesia*, *3*(2), 102–108. https://doi.org/10.15294/jpii.v3i2.3107