

## PEMBELAJARAN MENGONVERSI TEKS PANTUN MENJADI TEKS DIALOG DENGAN METODE *GROUP INVESTIGATION* (GI)

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### *Abstract*

This research is motivated by the difficulty of students learning to convert pantun texts into dialog texts. The purpose of this study are: (1) to know the activities of teachers and students when learning. (2) knowing student responses when learning. (3) knowing the difference in learning outcomes converting pantun text into dialogue text between the experimental class and the control class. The compiler wants to know the effectiveness of the Group Investigation (GI) method in learning to convert pantun text into dialog text. The study was conducted at Mahardhika Vocational School West Bandung 2016/2017 academic year. The research method used in this study is the experimental method. The experimental design used in this study was Quasi Experimental Design (Quasi Experimental Design). This study used the control class and the experimental class. The sample used in this study were students of class XI TKR1 and TKR class XI 2 students, each class amounted to 26 people. Based on the results of the analysis it can be concluded (1) teacher activities can be carried out as much as 90% and 91.7% students, (2) The response of students in learning to convert pantun texts into dialog texts with the 92.2% Group Investigation (GI) method, 3) Results the posttest value of the experimental class with the control class is different. The number of values obtained by the experimental class is 2,081 with an average value of 80.04, while the number of values obtained in the control class is 1,349 with an average value of 51.88.

**Keywords:** *Convert Learning, Panty Text, Dialog Text, Group Investigation (GI)*

### **PRELIMINARY**

Learning is a process of getting information. In learning activities in the world of education, a standardization is established which aims to improve the quality of students and teachers. The standardization is in the form of learning objectives or learning indicators. Learning indicators are adjusted to Basic Competence (KD) in a curriculum. In learning Indonesian there are several abilities that must be mastered by students. One of those abilities is writing. According to Tarigan (2013, p. 3) "Writing is a language skill that is used to communicate indirectly, not face to face with other people".

Writing is indeed one of the skills used by someone to communicate. Communication carried out in writing is indirect or not face to face. This is evidenced by the existence of written works which become information for the readers. Aside from being a communication tool, writing is also believed to be able to hone students' thinking skills in reasoning. This is in line with the theory expressed by Wikanengsih (2013, p. 117). "Writing is a thinking activity related to reasoning. The use of language in writing is an embodiment of thinking activities that will affect the activity of acting".

Writing activity can be used as a benchmark for someone in his knowledge. But writing activities can be done by anyone. Remembering writing is a skill. In the 2013 curriculum writing skills are linked to several aspects or Basic Competencies (KD). One of them is to convert. According to the Ministry of Education and Culture Team (KBBI, 2016), "Conversion is a change from a knowledge system to another system". The statement is in line with one of the abilities that must be achieved by students in Indonesian language subjects in the 2013 curriculum, which is to convert pantun texts into dialog texts. The pantun text is an old poem that has not been influenced by western poetry. Pantun is an old form of literature that is bound by stanzas (lines) and is bound by rhyme or rima (sound) (Rizal, 2010, p. 9). In the era of globalization now Indonesian language learning is not only focused on language activities, but also literary activities. Mustika (2015, p. 234).

Text dialogue is a conversation in a literary work between two or more characters; essays that speak conversations between two or more characters. Text dialog is usually in the text drama. Based on the results of interviews with class XI students conducted by researchers before the study. Dialogue Students who have difficulty in converting text to text. This can be caused by several factors, on the contrary: students lack training in the learning; and the learning methods used to solve student problems do not work well.

Based on the above problems, writing learning must be as attractive as possible so students are motivated in the learning process. In this case, the role of the method is very important. A good method will support important in supporting the creativity and mindset of students in supporting the goals of learning and reaching students. The method used must be able to support the smooth learning. The method that is suitable to be used in learning to convert pantun text into dialog text is the method of Group Investigation (GI).

The method of Group Investigation (GI) is the method first developed by Sharan and Sharan (1976). This is one of the complex methods in group learning involving students who use intelligence (Huda. 2014, p. 292). In its implementation, this method emphasizes the cooperation of heterogeneity groups.

Based on the background above, the researcher formulated the problem as follows: (1) How do the activities of the teacher and students process the text to convert the pantun into a text of dialogue with the Group Investigation (GI) method? (2) How do students' responses when converting pantun texts into dialog texts with the method of Group Investigation (GI)? (3) Is there a difference in the results of converting pantun text into dialog text in the experimental class using the Group Investigation (GI) method with the control class without using the Group Investigation (GI) method?.

## **METHOD**

This study uses an experimental method that is by looking at what happened to a particular group after being given treatment. The experimental design used in this study was Quasi Experimental Design (Quasi Experimental Design). According to Sugiyono (2012, p. 72) "experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions. The research techniques used in this study are through several things, including the following: (1) data collection techniques; (2) population and sample; (3) research procedures; (4) Research instruments. Data collection techniques used in this study were in the form of teacher and student observation sheets, student questionnaires, and pretest and posttest.

### **Data analysis technique:**

The data collected from the results of the study is through tests conducted before the learning process pretest and after posttest in either the experimental class or the control class. The results obtained will be calculated by calculating statistics using the SPSS V.22 application. the calculation is used to determine the normality of data, homegrown, and hypothesis testing.

## **RESULT AND DISCUSSION**

### **RESULT**

The results of the ability test to convert pantun text into dialog text were obtained through pretest and posttest in the experimental class and the control class. The experimental class is used as a proof class for the learning method used in the research, namely Group Investigation

(GI). While the control class is used as a comparison class of the experimental class. In learning the control class uses conventional methods.

The following is the acquisition of student scores at the posttest stage in the experimental class and the control class which is used as a comparison. The posttest results of students who got the excellent category were 16 people with a percentage of 61.54% in the experimental class, students who got a good category of 6 people with 23.08% presentase in the experimental class, students who got enough categories as many as 4 people with a percentage of 15.38%, and there are no students who get less and very less categories. Meanwhile, students who got the excellent category in the control class were 5 people with a percentage of 19.23%, students who got the good category did not exist, students who got enough categories as many as 5 people with a percentage of 19.23%, students who got the less category as many as 16 people with a percentage of 61.53%, and students who get a very less category do not exist. The acquisition of this percentage is obtained from the total value obtained by all students in each class, divided by the number of students then multiplied by 100%.

So, the number of student grades has a difference in the experiment and control classes. This difference can be seen from the very good category. The difference seems significant. Even good categories experience significant differences. In quite a category there are few differences. It's just that in the less category the difference returns to be seen significantly. In the very less category there are no differences because of everything get a percentage of 0%. In addition to looking at the ratio of student scores in percentage. The comparison can be seen from the number of values and the average number.

The following is a table of comparison of total values and averages:

Table 1.2  
Comparison of the number of values and the average number

Result	Posttest_eksp	Posttest_kontr
Quantity	2.081	1.349
Average	80.04	51.88

The data in the table above shows that the number of posttest scores in the experimental class is 2,081 while the posttest value in the control class is 1,349. from the acquisition of the amount above, if calculated by the average value then the average value in the posttest stage of the

experimental class is 80.04, while the value at the posttest stage of the control class is obtained at 51.88. It can be concluded that overall the posttest mean values in the experimental class and control class experienced a difference of 29.

Based on statistical tests that have been done through the calculation of SPSS V.22, the value of sig <0.05 is obtained, which means that there are differences, indicating that H1 is accepted and H0 is rejected. So, learning to convert pantun texts into dialog texts with the Group Investigation (GI) method, can improve students' ability to convert pantun texts into dialog texts.

### **Teacher and Student Observation Sheet**

The activities contained in the teacher's observation sheet on learning to convert pantun texts into dialog texts have 18 activities. These activities can be carried out properly. There are two things that the teacher did not do in this activity. First the teacher does not direct students to pray before carrying out learning. Learning is done not at the beginning of teaching and learning hours so that the teacher does not carry out this activity.

Based on the data from the teacher observation sheet that has been carried out, it can be concluded that 90% of teachers have carried out all activities. This is in line with the design of the learning plan that has been prepared.

The activity of the observation sheet of student activities when learning converts pantun texts consists of 24 activities. These activities can be carried out well. It's just that there is one activity that is not implemented. The activity in question is students do not carry out prayer activities together when starting learning. This is in line with the activities of the teacher's observation sheet.

Based on the data from the observation sheet of student activities when learning converts pantun text into dialog text. Students follow or carry out 23 activities well. Judging from the data above, it can be concluded that 95.8% of students participated in the activities of the student activity observation sheet.

### **Questionnaire Sheet**

The dissemination of this questionnaire was conducted on the eleventh grade students of Vocational High School totaling 26 people with 10 questions, 5 positive and 5 negative questions. The purpose of disseminating the questionnaire is to see students' responses to learning to convert pantun texts into dialog texts using the Group Investigation (GI) method.

The data can be said that learning converts pantun text into dialog text using the Group Investigation method (GI, can encourage students to be enthusiastic in the learning process. It is evident from the number of students who answered "yes". If it is presented, 92.2% is almost close to the value perfect that is 100%.

Based on the above data, it can be concluded that overall the students of class XI SMK can understand well the learning to convert pantun texts into dialog texts using the Group Investigation method (GI and student responses to learning are also very good. Evidently from the answers most students show attitude positive for learning to convert pantun text into dialog text using the Group Investigation method (GI.

## **DISCUSSION**

The Group Investigation (GI) method is a method that is suitable for use in learning to convert pantun texts into dialog texts because this method emphasizes students using high thinking skills. "The Group Investigation (GI) method which was first developed by Sharan and Sharan (1976) is one of the complex methods in group learning that requires students to use high-level thinking skills." (Huda. 2014, p. 292).

In its implementation, this method emphasizes heterogeneity in group collaboration. Learning using the Group Investigation (GI) method is intended to optimize the potential of students in learning to convert pantun texts into dialog texts. This method is also expected to be able to keep students' attention focused on the learning process.

In the activity of converting text, there are steps that must be done sequentially. According to Kurniawati (2014, p. 15) the steps are as follows.

1. Read the text to be converted in this case the pantun text.

2. Determine the form of conversion, in this case the pantun text becomes the text of the dialogue.
3. Find data or meanings from pantun texts which will then be described in dialog or drama texts.
4. Determine the characters who will be used as actors in the dialog text.
5. Compile dialog text and its kramagung based on pantun text illustrations.

The GI method is a method that emphasizes group work which requires each group member to have the ability to think critically and be able to identify each problem. In addition, students are also able to find solutions to each of these problems. This method was first developed by Sharan and Sharan (Huda, 2014, p. 292). Furthermore Huda explained that this method is one of the complex methods in group learning that requires students to use high-level thinking skills. In the context of cooperative learning, the GI method still emphasizes heterogeneity and collaboration between students. According to Huda (2014, p. 293), the syntax of the GI method is as follows.

#### Stage 1: Selection of Topics

The students choose various subtopics from a common problem area that is usually described first by the teacher. They are then organized into task-oriented groups (task oriented groups) of 2 to 6 people. The group composition should be heterogeneous, both in terms of gender, ethnicity, and academic ability.

Stage 2: Cooperation Planning. Students and teachers plan a variety of specific learning procedures, assignments, and general objectives that are consistent with the various topics and subtopics that have been selected in the previous step.

Stage 3: Implementation. The students carry out the plan formulated in the previous step. Learning must involve a variety of activities and skills with wide variations. At this stage, the teacher must encourage students to conduct research by utilizing various sources, both those inside and outside the school. The teacher continuously follows the progress of each group and provides assistance if needed.

Stage 4: Analysis and Synthesis. The students analyze and synthesize various information obtained in the previous step and then try to summarize it into an interesting presentation in front of the class.

Stage 5: Presentation of Final. Results All groups present their presentations on topics that have been studied so that all students in the class are involved and reach a broad perspective on a particular topic. Group presentations are coordinated by the teacher.

Stage 6: Evaluation. Students and teachers evaluate the contribution of each group to class work as a whole. Evaluation can be done on each student individually or in groups, or both.

## **CONCLUSION**

Based on the research results that have been obtained can be concluded as follows.

1. The activities of teachers and students in learning to convert pantun texts into text dialogues can be carried out. Teacher activities can be carried out by 18 activities with a percentage of 90%. While the activities of students can be carried out 23 activities with a percentage of 95.8%. With these results, it can be said that the activities of teachers and students at the time of learning to convert the pantun text into the text of the dialogue went well and smoothly.
2. The response of students in learning to convert pantun texts into text dialogues with the excellent Group Investigation (GI) method. It is seen from the data obtained through student responses questionnaire as much as 92.2%. Students respond well to learning to convert pantun texts into text dialogues with the Group Investigation (GI) method.
3. The results obtained by the posttest value in the experimental class with the control class are different. This can be seen from the data obtained. The number of values obtained in the

experimental class is 2,081 with an average value of 80.04, while the number of values obtained in the control class is 1,349 with an average value of 51.88.

Based on statistical tests that have been obtained through the calculation of SPSS V.22, sig values <0.05, which means there are differences. This shows that H1 is accepted and H0 is rejected. So, learning to convert pantun texts into dialog texts with the Group Investigation (GI) method, can improve students' ability to convert pantun texts into dialog texts

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