LEARNING PRODUCING NEGOTIATION TEXT USING PROJECT-BASED LEARNING METHODS IN X CLASS VOCATIONAL SCHOOL

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ABSTRACT

This research is entitled "Learning to Produce Negotiated Texts Using Project-Based Learning Methods in Class X Students of the 2019/2020 Academic Year". This research is motivated by learning to produce negotiation text in SMK. In general, not all students can produce negotiating texts. Only a few students can write negotiation texts, this is because students have different levels. Students find it very difficult to say what to write in producing a negotiating text. Therefore, students need production skills by grouping, making plans for completing project assignments and explaining material to produce negotiating texts by the teacher. The author formulates the following problems: 1) Is the project-based learning method effective in producing negotiating text for class X students? 2) Can project-based learning methods improve the ability of class X students in learning to produce negotiation texts? 3) Are there differences in students' learning abilities before and after using project-based learning methods in producing negotiating text in class X students? The method used in this research is the experimental method. The experimental method is used to determine the effectiveness of using project-based learning methods in learning to produce negotiating texts. The type of method used in this research is Quasi-Experimental (Quasi-Experimental) in the form of Nonequivalent control group design, where the effect or effect of a treatment is decided based on the differences in the results of the pretest and posttest on the experimental class and the control class. The research technique used in this research is a literature study, observation, and testing. The results of the difference in the mean value of the pretest and posttest proved an increase in the ability of the experimental class students by 78.55 in the initial test and the average score of the final test was 85.16 in producing negative texts. While the control class using the assignment method obtained an average score of 68.71 in the initial test and an average value of 71.61 in the final test. The data were processed using the Kolmogorov-Smirnov statistical test with the help of MINITAB 14 software. Based on the results of the study, there were differences in students' abilities before and after using the method, meaning that the project-based learning method was more effective than learning using the assignment method.

Keywords: Produce, Text Negotiation, Based Learning Project

ABSTRAK

Peneltian ini berjudul **"Pembelajaran Memproduksi Teks Negosiasi dengan Menggunakan Metode Pembelajaran Berbasis Proyek pada Siswa Kelas X Tahun Ajaran 2019/2020".** Penelitian ini dilatarbelakangi oleh pembelajaran memproduksi teks negosiasi di SMK. Pada umumnya tidak semua siswa mampu untuk memproduksi teks negosiasi. Hanya beberapa siswa yang mampu menuliskan teks negosiasi, ini karena siswa mempunyai taraf yang berbeda-beda. Siswa sangat sulit mengemukakan apa yang

harus ditulis dalam memproduksi teks negosiasi. Maka dari itu, siswa membutuhkan keterampilan memproduksi dengan cara pengelompokan, membuat rencana penyelesaian tugas proyek, dan penjelasan materi memproduksi teks negosiasi oleh guru. Penulis merumuskan masalah sebagai berikut : 1) Efektifkah metode pembelajaran berbasis proyek dalam pembelajaran memproduksi teks negosiasi terhadap siswa kelas X ? 2) Apakah metode pembelajaran berbasis proyek dapat meningkatkan kemampuan siswa kelas X dalam pembelajarann memproduksi teks negosiasi? 3) Apakah terdapat perbedaan kemampuan belajar siswa sebelum dan sesudah menggunakan metode pembelajaran berbasis proyek dalam pembelajaran memproduksi teks negosiasi pada siswa kelas X ? Adapun metode yang digunakan dalam penelitian ini adalah metode eksperimen. Metode eksperimen digunakan untuk mengetahui efektivitas penggunaan metode pembelajaran berbasis proyek dalam pembelajaran memproduksi teks negosiasi. Jenis metode yang digunakan dalam penelitian ini adalah *Quasi Eksperimental* (Kuasi Eksperimen) dalam bentuk *Nonequivalent control group design*, yaitu pengaruh atau efek suatu *treatment* diputuskan berdasarkan perbedaan hasil *pretest* dan *posttest* terhadap kelas eksperimen dan kelas kontrol. Teknik penelitian yang digunakan dalam penelitian ini adalah studi kepustakaan, observasi, dan tes. Hasil perbedaan nilai rata-rata *pretest* dan *posttest* membuktikan adanya peningkatan kemampuan siswa kelas eksperimen sebesar 78,55 pada tes awal dan nilai rata-rata tes akhir adalah 85,16 dalam memproduksi teks negosaisi. Sementara kelas kontrol dengan menggunakan metode penugasan di peroleh nilai rata-rata tes awal sebesar 68,71 dan nilai rata-rata tes akhir adalah 71,61. Data diolah menggunakan uji statistik *kolmogrov-smirnov* dengan bantuan *software* MINITAB 14. Berdasarkan hasil penelitian bahwa terdapat perbedaan kemampuan siswa sebelum dan sesudah menggunakan metode tersebut, artinya metode pembelajaran berbasis proyek lebih efektif dari pada pembelajaran dengan menggunakan metode penugasan.

Kata Kunci : *Memproduksi, Teks Negosiasi, Pembelajaran Berbasis Proyek*

INTRODUCTION

In essence, learning languages is learning to communicate. Therefore, language learning is directed to improve students' skills in communicating with Indonesian which is learned verbally and in writing. Language does play a very important role in social life. Language covers all fields of life, because something that is lived, observed, and felt by someone can be understood by others if it has been expressed in both oral and written language. One of the language skills that must be mastered in communication is the ability to express and develop ideas in written form, ideas or ideas are then developed in the form of a series of sentences. Moreover, in the preparation or writing of negotiating texts, students are required to understand and interpret the structure, rules, and meaning of negotiating texts, comparing and producing negotiating texts by the learning

objectives found in the 2013 curriculum. Writing skills are one of the important aspects of the communication process. According to Tarigan (1994: 19), that by writing we can convey our ideas or feelings that we can pour into writing. Through writing, we can express various kinds of expressions that we feel such as feelings of pleasure, sadness, disappointment, despair, surrender, or others. Writing is a representation of part of the unity of language expression (Tarigan, 1994: 21). This reinforces that writing is not as easy as we imagine, with the idea to write but when it is poured into a piece of paper sometimes we find difficulties. There is a feeling of fear of being wrong, fear of being uncomfortable when it is heard to others, monotonous language is the reason someone is afraid to start writing.

Alwasilah (2005: 42), also revealed that writing is not as simple and as easy as turning the palm. Writing doesn't just pour words or words. That is, writing is not the same as utterance. Writing involves hard work. Writing ability is not something that can be taught through description or explanation alone. Students will not gain writing skills just by sitting, listening to the teacher's explanation, and taking notes. Writing learning can be successful if done by practicing the ability of students to make a writing by observing objects directly so that inspiration can arise that can be used as an idea or ideas. Thus the ability of students to write more is obtained from repeated experiences through practice. From the problems above, appropriate methods and learning are needed to improve negotiating text writing skills for students. In determining the learning method requires a deep understanding of the material to be delivered and knowledge of appropriate learning methods.

Akhadiah (Abidin 2012: 181) views writing as a process, namely the process of pouring ideas or ideas into a written language which in practice the writing process is realized in several stages which constitute an integrated system. Furthermore, Gie (in Abidin 2012: 181) states that writing has the same meaning by writing, that is, all one's activities express ideas and convey them through written language to the reader to be understood. So the notion of writing from the above quote is pouring ideas or ideas through written language.

According to KBBI (2008: 1103), producing is producing and releasing results. One of the language skills that must be mastered in communication is the ability to express and develop ideas in written form. In the 2013 curriculum, there are basic competencies in producing negotiating texts both orally and in writing. Here the author will discuss the process or how to produce negotiating texts through writing. Therefore, the writer draws from various theories according to Kosasih (2014: 98-99) that to step into writing or producing negotiating texts we must understand the structure and rules of negotiation. In terms of writing, negotiating texts are arranged in the form of dialogue. In the text, the names of the characters and their conversations are always presented. The names of the characters and their conversations are separated by two dots (:) and the conversation is enclosed in double quotation marks ("..."). also, negotiations can be arranged in writing in the form of a letter. For example in a commercial activity, that is known as a request letter, offer letter and the like. So that the negotiation process goes well and the results are by expectations, it is better than before writing or producing the negotiating text we make several preparations, as follows.

1. Determine the purpose of the negotiation, For example, to get a salary increase.
2. Determine the parties that need to be contacted, namely the staffing department.
3. Choosing a strategy that is seen as effective in dealing with talking partners, both in terms of time and place. For example, at work after lunch.
4. Thinking about rational reasons that can convince Mira to speak on behalf of that interest. For example, because the work period is long, the workload is heavier, the UMR has increased.

It can be concluded, that producing negotiating texts is producing a negotiating text through an understanding of the structure and rules of the negotiating texts first. Structure negotiations are orientation, submission, bidding, approval, and closing.

Project Based Learning is innovative learning that focuses on contextual learning through complex activities. CORD (in Sutirman 2013: 43). Project Based Learning is "a method of systematic teaching that involves students in learning knowledge and skills through structured processes, real experiences and meticulously designed to produce products". *Buck Institute for Education* (in sutirman 2013: 43).

According Warsono & Hariyanto (2013: 153) simply project-based learning is defined as a teaching that tries to link technology with everyday life problems that are familiar with students, or with a school project. Meanwhile Bransfor & Stein (Warsono & Hariyanto 2013: 153) defines project-based learning as a comprehensive teaching approach that engages students in cooperative and ongoing inquiry activities. Project-based learning methods, basically are learning methods that provide opportunities for teachers to manage learning in the classroom by involving project work. Thomas, et al (Wena 2011: 144). From the various meanings above the writer can conclude that project-based learning is a way for students to increase student motivation in learning so that students can design a goal to produce a product.

According to *The George Lucas Educational Foundation* (in Sutirman 2013: 46), the steps for *Project-Based Learning* are as follows.

1. Start with essential questions. Learning begins with essential questions, namely questions that encourage students to do an activity.

2. Make a project plan design. Students with the teacher's assistant design the project plan that is done. The project plan is determined by students themselves referring to the essential questions that have been raised before.

3. Make schedule. Teachers and students collaboratively arrange a schedule for implementing learning activities. Activities at this stage include: (1) creating a *timeline* for completing the project, (2) creating a project completion *deadline*, (3) directing students to plan new ways, (4) directing

students when they make ways that are not related to the project, and (5) asking students to give reasons about the method chosen.

4. Monitor students and project progress. The teacher is responsible for monitoring student activities while completing the project to find out the progress of the project implementation and to anticipate obstacles faced by students.

5. Assess the results. The assessment is carried out to measure the achievement of standards, evaluate the progress of each student, provide feedback about the level of understanding that has been achieved, and be taken into consideration in developing the next learning strategy.

6. Reflection. At the end of the lesson, the teacher and students reflect on the activities and results of the projects that have been carried out. The reflection process is carried out individually or in groups.

Wena (2011: 108) divides the learning phase of project-based vocational practices into three stages, namely the planning stage, the implementation phase, and the evaluation phase. The project learning planning stage includes the activities of formulating project objectives; analyze student characteristics; formulate learning strategies; create a *job sheet*; designing learning resource needs; designing evaluation tools. The implementation phase includes the activity of preparing the necessary learning resources; explain project assignments; group students according to their assignments, and work on the project. The evaluation phase is carried out to determine the achievement of learning objectives by students. The results of the evaluation become input for students and for the teacher to design the next learning. If you pay attention to the learning stages expressed above, then the project-based learning steps can be concluded to be the motivation stage, project design, implementation, evaluation. The first stage of motivation is the stage where the teacher motivates students to carry out learning activities about the objectives to be achieved and explain the activities carried out. At the motivation stage, the teacher gives questions about the activities to be carried out. Second. The project design phase is the stage where students determine the project plan refers to the questions submitted by the teacher before

designing the project to be made. At this stage students also make a schedule of activities to complete the project.

The third stage is the implementation (core activities), namely students working on projects that have been previously designed, according to the schedule that has been arranged. Then the teacher monitors student activities while completing the project. The fourth, ie the evaluation stage teacher assessment of students to assess the activities and results of the project. So the teacher can design and implement the next learning strategy.

METHOD

According to Syamsuddin (2011: 14), the research method is a way to solve research problems that are carried out in a planned and meticulous manner to obtain facts and conclusions so that they can understand, explain, predict, and control the situation. The method used in this study is the *Quasi-Experimental Design* method. In this study, two classes will be used, namely the experimental class and the control class. The two classes are not the result of a new grouping but the researcher accepts the subject's condition as it is. The experimental class is a class that gets learning using a realistic approach while the control class is a class that gets regular learning.

All students in both classes are given a *pretest* and a *posttest*. The questions for the *pretest are the* same as the questions for the *posttest*. The questions given must be able to represent or illustrate students' learning abilities.

RESULT AND DISCUSSION

Result

The data presented is the result of class X learning in producing a negotiation index. Below presented a description of the results of *the pretest* and *posttest* the experimental class and control class:

Table 1 Description Results Pretest and Posttest in Class Experiment

Class Control

		P BP	PB
Pretest t	N	3 1	3 1
	Maximum	9 0	85
	At a minimum	50	35
	Average	78.55	68.71
	Standard Deviation (StDev)	9,848	10,24
Posttest t	N	3 1	3 1
	Maximum	1 00	90
	At a minimum	45	45
	Average	85.16	71.61
	Standard Deviation (StDev)	11,80	10,44

Information:

P BP : an experimental class whose learning uses project-based learning methods

PB : control class whose learning uses the usual approach.

Discussion

1. Learning producing negotiating text by using effective project-based learning methods applied in class X TP A. Evidently with average *pretest* 78.55 and an average *posttest* 85.16.

2. Learning to produce negotiating texts using project-based learning methods can increase the ability to produce class X TP A students. This is consistent with the highest score *pretest* is 90 and the highest-rated *posttest* is 100.

3. There are differences in the results of the ability to produce negotiating texts on students already and before learning by using a project-based learning method for class X students.

The following are the results of *2 sample t-test* data for the *posttest of* the experimental class and the control class. Using the MINITAB 14 application help. From the test results obtained the *P-Value* is 0,000. Because the *P-Value* <0.05 then H O is rejected and H A is accepted so that it can be concluded that there is a significant difference in the ability of students to produce negotiating texts between those learning using project-based learning methods and those using the usual approach.

CONCLUSION

1. Learning produces negotiating texts using project-based learning methods effectively used. This can be seen from the teacher observation results by 100% while the student observation results are 95%. This can also be seen from the difference in the average initial test obtained by the experimental class of 78, 55 and the average value of the final test is 85, 16. This means that the experimental class experienced a difference in the ability to produce negotiating texts. The control class using the assignment method obtained an average initial test score of 68, 71, and a final average score of 7 1.61. This proves that the control class has not increased significantly but there is a change in value.

2. There is an increase in students' learning ability in producing negotiating text by using project-based learning methods to the experimental class is class X. This is in line with the highest score *pretest* t is 90 and the highest-rated *post-t-test t* is 100.

3. There are differences in the learning abilities of students in the experimental class before and after carrying out learning to produce negotiating texts using project-based learning methods. This is evident from the results of the static calculation through the Minitab application 14. From the test results obtained the *P-Value* is 0,000. Because the value of *P-Value* <0.05 then H O is rejected and H A is accepted so that it can be concluded that there are differences in the ability of students to produce negotiating texts significantly between learning using project-based learning methods and using the

assignment method, in other words, that using Project-based learning methods are better than using the assignment method.

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