THE APPLICATION PROBLEM BASED LEARNING APPROACH WITH PICTURE MEDIA TO EXPLANATION TEXT WRITING LEARNING FOR JUNIOR HIGHSCHOOL STUDENT

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ABSTRACT

The purpose of this study is to describe problem-based learning steps with the help of image media in the learning of explantation writing and writing results before and after the implementation of learning in control and experiment classes.The research location was conducted at SMP Negeri 1 Bungursari Purwakarta in the 2019/2020 school year.The research method used is an experimental method with the design of a kuasi experiment.The research procedure is carried out with three stages, namely the implementation of the initial test of writing explantation text, the implementation of problem based learning with the help of image media in the experimental class while in the control class of problem based learning implementation only and the final test of writing explantation.The sampling technique used is purposive sampling based on the similarity of the student's cognitive level.The selected samples are grade VIII A students as experimental classes and grade VIII.B as control classes..Data analysis is done with quantitative data analysis with the help of SPSS 20.0 and Microsoft Excel 2013 programs. The results of the study show that the implementation of problem-based learning with the help of image media in learning can be done with the following stages, namely: 1) the introduction of learning with the delivery of the objectives of writing explantation learning; 2) formation of study groups; 3) providing explantation text stimulus facilitated by teachers by providing stimulus with image media; 3) identify problems with the explanations text in the image; 4) group and process data to answer questions; 5) convey the results of the discussion, and 6) conclude the learning.The results of writing were obtained that the improvement of writing ability of students whose learning using problem-based learning approach with the help of image media is better than those using problem based learning approach only.This is seen from the average difference test significance value below 0.05.

Keywords: problem based learning, writing, text explanation, media images

ABSTRAK

Tujuan penelitian ini untuk menguraikann langkah-langkah problem based learning dengan bantuan media gambar dalam pembelajaran menulis eksplanasi serta hasil menulis sebelum dan setelah implementasi pembelajaran di kelas kontrol dan eksperimen. Lokasi penelitian dilakukan di SMP Negeri 1 Bungursari Purwakarta tahun ajaran 2019/2020. Metode penelitian yang digunakan adalah metode eksperimen dengan desain kuasi ekperimen. Prosedur penelitiannya dilakukan dengan tiga tahapan yaitu pelaksanaan tes awal menulis teks eksplanasi, implementasi problem based learning dengan bantuan media gambar di kelas eksperimen sedangkan di kelas kontrol implementasi problem based learning saja dan tes akhir menulis eksplanasi. Teknik pengambilan sampel yang digunakan adalah *purposive sampling* dengan berdasarkan kesamaan tingkat kognitif siswa. Sampel yang dipilih yaitu siswa kelas VIII A sebagai kelas eksperimen dan kelas VIII.B sebagai kelas kontrol.. Analisis data dilakukan dengan analisis data kuantitatif dengan bantuan program SPSS 20.0 dan Microsoft Excel 2013**.** Hasil penelitian menungjukan bahwa implementasi problem based learning dengan bantuan media gambar dalam pembelajaran dapat dilakukan dengan tahapan sebagai berikut, yaitu: 1) pendahuluan pembelajaran dengan penyampaian tujuan pembelajaran

menulis eksplanasi; 2) pembentukan kelompok belajar; 3) pemberian stimulus teks eksplanasi yang difasilitasi oleh guru dengan memberikan stimulus dengan media gambar; 3) mengidentifikasi permasalahan mengenai teks eksplanasi dalam gambar; 4) berkelompok dan mengolah data untuk menjawab pertanyaan; 5) menyampaikan hasil diskusi, dan 6) menyimpulkan pembelajaran. Adapun hasil menulisnya di peroleh hasil bahwa peningkatan kemampuan menulis siswa yang pembelajarannya menggunakan pendekatan *problem based learning* dengan bantuan media gambar lebih baik daripada yang menggunakan pendekatan *problem based learning* saja. Hal tersebut dilihat dari nilai signifikansi uji perbedaan rata-rata dibawah 0,05.

Kata Kunci: problem based learning, menulis, teks eksplanasi, media gambar

INTRODUCTION

One of the activities of self-expression is to write. Activities expressive can be seen from the writing in to express and communicate ideas, feelings, messages, fantasies or desire in writing on other people. Semi (2012) stated that writing skills are skills that must be developed early to start from basic education by means of the methodical and systematic. Without coaching in a methodical and systematic difficult skills is owned. This is in accordance with the opinion of the Akhadiah & Sabarti (1999) writing is a skill of speaking is the most complicated. Whereas the skill of writing is very important in supporting the activities of life in this moment and at the time of entering the world of work. In addition, the most important factor in the formation of the human person is the education for childbirth students who are competent. The various subjects taught in school, including the indonesian language learning.

Learning Indonesian Language is used as a vehicle to express their feelings, thoughts and character education for students. The importance of writing can be felt by everyone, so also by the students in junior high School (SMP). One of the learning material stating the importance of writing activities for students as indicated in the syllabus is to write text ekplanation. Writing is one aspect of the skills that must be mastered between the four language skills. According to Zainurrahman (2013) that writing is one of skills that are not controlled by any person, let alone write in an academic context, such as essay writing, scientific papers, research reports, and so on.

Similarly, skills such as language, writing demands experience, exercise in the pouring of the idea of critical thinking and creative. One of the difficulties in

writing the text of the explanation according to the Heart (2016) due to the learners difficulty determining the topic of the paper so that the process of pouring the mind or an idea does not fit the structure.

Based on the results of interviews with teachers Indonesian Language subjects in the target schools (Secondary Schools) located in the Department of Education of the District of Purwakarta stated that in writing and text explanation learners are still difficulties in the pouring of the idea or the idea, the message, the purpose of which is to be written into a text explanation', as well as influenced also by the model of learning used by teachers less varied, do not use the approach that is recommended in accordance with the mandate.

It causes most students consider writing activities boring and monotonous so they wrote carelessly and learning outcome was not as expected. Given the text of the explanation is of type text contains a presentation of a process or event, which demand that students can discuss and practice creative thinking and critical. According to the Kosasih (2018) that the text of the explanation is a text which describes an event whether it be natural events, social events and cultural, or personal events.

One of the problems of education is a learning model that is less precise, then the teacher should be good at drawing up a strategy with a model that is effective and fun. Ngalimun (2012) explains the problem-based learning is one of the innovative learning model that can provide the conditions of active learning to the students. Problem-based learning is a learning model that involves a student to solve a problem through the stages of the scientific method so that students can learn the knowledge related with the problem and at the same time have the skills to solve problems.

One alternative to overcome the problems in the learning activities of writing the text explanation using the approach of problem based learning with the help of the media of the image. Komalasari (2013) suggested that problem-based learning using real-world problems as a context for students to learn about critical thinking and problem solving skills, as well as obtaining participate directly in the investigation to solve the problems that integrate skills and concepts from a variety

of subject matter content.

The use of media images as an alternative to stone tools to stimulate students in the ideas or ideas, the message and purpose that you want to write in preparing the text of the explanation. Arsyad (2017) states "one of the main functions of the learning media is as a tool for teaching that also influence the climate, conditions, and learning environment that is styled and created by teachers". Based on the above problems, the authors wish to study more by doing the study, titled" The application problem based learning approach with picture media to explanation text writing learning for junior high school student".

METHOD

Research method is a scientific way to get a valid way for the purpose to be found, developed, and proven for certain knowledge (Sugiyono, 2016). This research uses experiment method. According to Arikunto (2017) experimental research is a study that aims to know the consequences of something given treatment. The method used in this study was a quaration of experiments, in which the authors took two groups, namely the experimental group and the control group and each sample received a different treatment.

In the class group of learning experiments using methode problem based learning approach with the help of image media, while in the class of learning control using problem based learning approach only, the object of research is grade VIII students of Junior High School 1 Bungursari Purwakarta.The sampling technique chosen is purposive sampling with categories and criteria for sampling based on the results of the teacher's interview and student characteristics. The research process was initially conducted with the initial test of writing explanation text, the implementation of problem-based learning and the final test of writing the explanation text.

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RESULTS AND DISCUSSION

Results

The following is the syntax of learning using problem based learning hrough image media.

Tabel 1 Problem based learning steps with the help of image media in explanations writing learning

No.	Learning Steps	Teacher's Activity	Student's Activity
1	orientation	convey the learning objectives to be achieved	note the pin points submitted by the teacher regarding the learning objectives of the
2	Giving Aperception	associating the creative process of explanations writing with real life	Associates his experience in writing texts
3	Reference	provide examples of explanations texts and explain them	asking about things that are not yet understood about the readiness to learn to write explanations
4	Stimulus through images	the teacher provides a stimulus of the explanations text and what it will learn	respond with questions that are not yet understood
5	Stating Problems in pictures	instruct and guide students to identify problems	discussions within his group to identify problems in the picture
6	Group and discuss	facilitating students with accessible learning resources	collecting data on the process of writing explanations
7	Processing data to answer problems	uiding students in processing data to write explanations texts	write explantation text based on the data obtained
8	Delivering results	facilitate students to submit their explanations results	conveying the results of group discussions in the form of explanations texts
9	concluded	guiding and evaluating things that are lacking in understanding the explanations text	conclude about writing explanations texts
10	reflection	conveying the evaluation of learning	evaluate things that are still not understood

Discusions

Introduction to Learning

Introduction begins with greetings, praying and checking the student attendance list. Next, prepare the students' physical and psychic in learning. After that, the teacher conveyed the learning objectives to be achieved regarding writing explantation. Teachers associate learning with a life that corresponds to the student's learning experience. The preliminary learning activities ended with the formation of a study group.

Core Learning Activities

(1) Students Observe Problems in Pictures

After students observe the problems of the explanations text contained in the projector impressions, students carry out the second step in the learning, namely asking questions, asking questions about the content of the explanations text that is not understood from what is observed from the projector impressions and obtaining information to develop creativity, curiosity and the ability to formulate questions to form critical thoughts.

(2) Students Orient Problems Through Image Media

Next students form groups (learning communities) Students learn to manage learning and solve problems in a team that is useful to understand the problems that exist in lks or package books so that they can analyze and get solutions.In the observations of each teacher in his group, still relying on students who are smart in analyzing the problems contained in the explanations text based on projector impressions this attitude is influenced by the previous student's style in groups.So in the problem based learning approach students are required to work together to solve problems.With problem based learning approach, students are active and pouring ideas into each other to answer problems.

(3) Processing Of Data That Has Been Obtained

Further the data that has been collected together then by to get back in the analysis and projected into writing the explanations text.This is so that the answer to the problem can be written in detail.Evaluation of the data processing is the result

of the writing of the text of the student's explanations based on how to write the explanations from the data obtained and analyzed.

(4) Conveying the results of this activity.

Students can submit the results that have been processed based on the data obtained.The data is in the form of a step to write an explantation and its product is the text of the explantation itself.The teacher guides and directs students to make the process of proving the data run effectively and efficiently.

(5) Making Conclusions Regarding Writing Student Explantation

With his group draws conclusions from the discussion that has been analyzed together with a joint evaluation of the explanations text he has made this so that the results of the discussion are easier to understand in general.

Closing Activities Learning

The stage of reflection at the end of learning is a form of introspect to the learning process that has been implemented. Conclusions, inputs, criticisms and suggestions are indicators contained in reflection activities. The teacher instructed one of the student representatives to provide conclusions on the material providing constructive input and criticism. In addition, teachers also provide opportunities for students to convey things outside the context of the material and learning process. This is as an appreciation to students who have undergone a good learning process.

Analysis Of The Results Of The Test Write A Text Explanation

1. Data From Pretest The Ability To Write Text Explanation

Normality test used to determine whether the data from the Initial Test of the experimental class and the control class is derived from the sample normal distribution or not. Test of normality against these two classes Through statistical tests Kolmogorov-Smirnov with significance $\alpha=0.05$, because the data used in this research, ordinal scale. Hypothesis of the normality test in this study is as follows:

Ho : the Sample comes from a population that is normally distributed

Ha : the Sample comes from a population that is not normally distributed

Criteria:

(a) If the significance of ≥ 0.05, then Ho is accepted

(b) If significance < 0.05, then Ho is rejected

Tabel 3 Normality of Pretest Written Text Explanation

Class		Kolmogorov-Smirnov		
		Statistik	Df	Sig.
Pretest of Written	Eksperiment	0,962	30	0,456
Text Explanation	Control	0,911	30	0,200

Based On Table 3. seen that the significance value of the experimental class class 0,456 > 0.05, which means that the normal distribution of data. So also with the control class 0,200 > 0.05, which means the normal distribution. Because the second class of the normal distribution, then continued test homogeneity.

Based on the results of normality test data from the pretest data analysis continued with the test of homogeneity of the two variances between the final test data of the experimental class and the control class. Test the homogeneity of the ata used to determine whether the data have a variant of the same (homogeneous) or not. As for hypothesis testing in this research is as follows:

Ho : Both classes have the same variance (homogeneous)

Ha : the Second class has varinas different (not homogeneous)

Testing criteria as follows:

a) If the significance value < 0.05, then Ho is rejected

b) If the significance value ≥ 0.05, then Ho is accepted

Here are the results of the calculation of the homogeneity test pretest write the text of the Explanation presented in table 4. Following

Tabel 4 The Homogeneity of The Pretest Ability to Write Text Explanation

Uji Homogenitas Varians			
Levane Statistic	Df1	Df2	sig
,967	1	58	,200

Based on table 4. the above shows that the value of significance 0,200 > 0.05 then the variance of the second sample is homogeneous. Because both the data have the same variance-be homogeneous, the next will be a test of the difference of two averages of the Independent Samples T Test.

The second class of the normal distribution and the variance is homogeneous, then performed a test of the similarity of the two mean with t-test the two parties.

The test using the formula t-test (independent sample t-test). The hypothesis in this test is formulated in the form of a statistical hypothesis test both sides according to Sugiyono (2011)as follows:

$H_o : \mu_1 = \mu_2$: There is no difference in the ability of the beginning of writing the text explanation Junior high school students who are learning using problem based learning method with the help of the media of the image by using the learning problem learning course.

$H_a : \mu_1 \neq \mu_2$: There are differences in initial ability to write text explanation junior high school students who are learning using problem based learning method with the help of the media of the image by using the learning problem learning course

The criteria according to Uyanto (2006) as follows:

1)If the significance of ≥ 0.05, then Ho is accepted.

2)If significance < 0.05, then Ho is rejected.

Tabel 5 T Test The Ability To Write Text Explanation

t-tes for Equality of Means			Kesimpulan
T	**df**	**Sig. (2-tailed)**	
6,611	58	,200	Ho accepted

Based on the data in Table 5. above, the values obtained sig. (2-tailed) 0,200 or more than 0.05, then H0 is accepted that there is no difference in the ability of the beginning of writing the text explanation junior high school students who are learning using problem-based learning method with the help of the media of the image by using the method of problem-based learning course.

Data Analysis Posttest Ability To Write Text Explanation

Normality test used to determine whether the data posttest experimental class and the control class is derived from the sample normal distribution or not. Test of normality against these two classes using a statistical test of Kolmogorov-Smirnov with significance α=0.05. With hypotheses as follows:

Ho : the Sample comes from a population that is normally distributed

Ha : the Sample comes from a population that is not normally distributed

The criteria according to Uyanto (2006)

(a) If the significance of ≥ 0.05, then Ho is accepted

(b) If significance < 0.05, then Ho is rejected.

Tabel 5 Posttest Write A Text Explanation

Class		Kolmogorov-Smirnov		
		Statistik	Df	Sig.
Posttest Write A	Experiment	0,982	30	0,411
Text Explanation	Control	0,984	30	0,001

Based on table 5 shows that the value of the significance of the experimental class class 0,411> 0.05, which means that the normal distribution of data. While for the control class of 0.001 is less than 0.05 which means that the distribution is not normal. Because one of the sample is not normally distributed, then the testing continued test the average difference Mann-Whitney.

Because one class has data that is not normally distributed, then the next step is to test the Mann-Whitney. The hypothesis in this test is formulated in the form of a statistical hypothesis test of two parties according to Sugiyono (2016) as follows;

$H_o : \mu_1 = \mu_2$: There is no difference in the ability to write text explanation junior high school students who are learning using the method of problem based learning method with the help of the media of the image by using the learning problem learning course

$H_a : \mu_1 \neq \mu_2$: There are differences in the ability to write text explanation junior high school students who are learning using the method of problem based learning method with the help of the media of the image by using the learning problem learning course

As for the testing criteria according to Uyanto (2006) as follows:

a) If the significance of ≥ 0.05, then Ho is accepted

b) If significance < 0.05, then Ho is rejected.

Tabel 6 Uji T The Final Test Of The Ability To Write Text Explanation.

Test Statistics[a]	
	Postest
Mann-Whitney U	462,000
Wilcoxon W	916,000
Z	-1,211
Asymp. Sig. (2-tailed)	,001

Based on the data in table 6 above, the values obtained sig. (2-tailed) 0.001 or < 0.05 then H0 is rejected, meaning that there are differences in the ability of the end of the write the text explanation JUNIOR high school students who are learning using problem-based learning method with the help of the media image than the method of problem-based learning course.

CONCLUSION

Based on the explanation above, the feeding can be concluded that problem-based learning with the help of image media effectively for learning to write the text explanation. It is seen from the test of the difference in the average final test showed that the experimental class is better than that of class control. The use of media images become into the innovation of learning, especially in Language learning.

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