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# IMPROVING STUDENTS' ABILITY IN EXPRESSING CRITICISM FOR TEXT RESPONSE THROUGH THE APPLICATION OF PROBLEM BASED LEARNING

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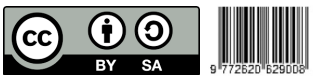

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**Abstract**

The background of the problems addressed include: (1) Students' understanding of the material being taught; especially on differentiating exemplum texts, critical responses are still low; (2) The ability of students to solve problems in Indonesian language learning is not optimal; And (3) active participation of students in learning is still weak. According to the problem, the effort to fix it is through: (1) Learning improvement activities with Collaborative Classroom Action Research (PTKK) 2 (two) cycles of Indonesian subjects; (2) Implementing innovative, creative, effective, and interesting learning by using the Problem Based Learning (PBL) learning model; and (3) carry out learning activities. Differentiating exemplum texts, critical responses by applying the expository method; question and answer; work in group; observation; discussion The results of CAR activities in Indonesian subjects can be stated to be carried out with the procedures and activity steps in 2 (two) cycles well. This is proven, among others: (1) almost all of the students or 94.74% obtained scores above the KKM (75) with an average value (Cognitive Mean of students) of 83.95; (2) Skill level of students according to KD almost entirely or 98.68% of students skilled in basic competencies. Differentiating exemplum texts, critical responses with very good qualifications. And (3) the level of active participation of students in learning reached 91.534% which was declared very high.

**Keywords:** *Exemplum text, critical response, Problem Based Learning, Classroom Action Research, Indonesian Language Lesson.*

## INTRODUCTION

In learning Indonesian, teachers in addition to educating theoretical skills, need to train students' abilities about differentiating exemplum texts, critical responses to challenges, and experimental recordings both orally and in writing. In fact, there are still many Indonesian teachers who tend to pursue curriculum targets, and teach less. Distinguishing exemplum texts, critical responses to challenges, and experimental recordings both orally and in writing in Indonesian language learning activities which are considered important in everyday life, especially in junior high school level.

As a result, students lack the ability to discriminate between exemplary texts, critical responses to challenges, and experimental recordings both orally and in writing. To overcome this problem, it will be investigated through classroom action research. From the results of temporary observations, it turns out that the problems in the critical response learning process at SMP Negeri 2 Rancaekek are less satisfactory than other classes. This matter needs to be taken seriously.

Based on the background of the problem above, the problem will be formulated as follows. (1) Can the Problem Based Learning (PBL) learning model improve students' mastery of differentiating exemplum texts, critical responses in class IX-B of SMP Negeri 2 Rancaekek; (2) Is the Problem Based Learning (PBL) learning model able to improve the ability of students in compiling exemplum texts, critical responses both orally and in writing in class IX-B of SMP Negeri 2 Rancaekek; and (3) Can implementing classroom action solve critical response learning problems in Indonesian subjects?
The purpose of this classroom action research is to. Applying predictable actions can solve learning problems about critical responses in Indonesian subjects.

## THEORETICAL FRAMEWORK

The subject matter of critical responses is one of the studies of teaching materials for Indonesian subjects in class IX SMP. knowledge of basic competencies 3.2 Distinguishing exemplum texts, critical responses to challenges, and experimental recordings both orally and in writing; and Prepare exemplum texts, critical responses to challenges, and experimental recordings according to the characteristics of the texts that will be made both orally and in writing, namely Distinguishing exemplum texts, critical responses to challenges, and experimental recordings both verbally and in writing.

Theoretically Language in response: The activity of giving an opinion is a form of response to something, either in the form of events, phenomena, words and actions, or in the form of works created by other people. Responses are personal, for example responding to a friend's poetry. The aspect that needs to be learned is how to respond, namely: Objectively, politely, and not hurting other people's feelings.

Response expressions can be divided into the following types of expressions. (1) Expression of response that strengthens or agrees with the thoughts of the writer or the proponent of the idea; (2) Response expressions that reject or disagree with the author's thoughts; (3) Response phrases that express the other person's point of view. (4) Response expressions that describe conclusions from other people's data; (5) Response expressions using smoothing language style/figurative language; (6) Response expressions using numbers or sequences of information (Zabadi, 2015: 99-100).

The Problem Based Learning (PBL) learning model is a Problem Based Learning (PBL) learning model according to the Ministry of Education and Culture of the Republic of Indonesia, 2015. That Problem Based Learning is a learning model designed so that students gain knowledge that makes them proficient in solving problems, and has their own learning model. and have the ability to participate in a team. According to Ginting (2012:210) the Problem Based Learning learning model, the acronym PBL is often used, learning and learning are oriented to solving various problems, especially those related to the application of subject matter in real life. Sujana, (2014: 134) states "PBL is a learning that presents various authentic and functioning problematic situations for students, so that these problems can be used as a springboard for conducting investigations and research."

The characteristics of the Problem Based Learning (PBL) learning model were put forward by Hosnan, (2014: 300) the characteristics of PBL there are 5 things as characteristics of problem-based

learning, namely: "Proposing problems or questions; Relationships with various disciplinary problems; Authentic research; Produce and exhibit results/works; And collaboration," (Hosnan, 2014: 300).

The steps for implementing the Problem Based Learning (PBL) learning model were put forward by the Ministry of Education and Culture of the Republic of Indonesia, 2015. which stated that the 2013 Curriculum established a Problem Based Learning learning model with the following steps (Syntax): (1) Basic Concept; (2) Defining the Problem (Defining the Problem); (3) Self Learning (Independent Learning); (4) Exchange knowledge (Exchange of Knowledge); and (5) Authentic Assessment (Problem Solving Process Analysis and Evaluation) CAR is research that requires action to overcome problems in the field of education and is carried out in a classroom or school area with the aim of improving data or improving the quality of learning. Classroom Action Research (CAR) is one of the efforts of teachers or practitioners in the form of various activities carried out to improve and or improve the quality of learning in the classroom" (Kasbolah, 2001: 13).

Classroom action research is an activity that is directly related to the task of the teacher in the field. In short, classroom action research is practical research that is carried out in the classroom and aims to improve existing learning. As according to Iskandar, (2015: 2) CAR must be done by the teacher with the problems encountered in the class where he teaches on a daily basis and of course according to the subject matter being taught. Thus, it can be argued that classroom research or often called CAR is a practical research conducted in the classroom as one of the teacher's efforts to improve and or improve the quality of learning which is directly related to the teacher's duties in the field.

CAR as one of the types of scientific writing as a means to develop methods, media, and learning models. Iskandar, (2015: 10) CAR as one of the types of scientific writing has a fundamental function, namely being a means to develop methods, media, and learning models.

The main purpose of CAR is to improve the learning process and learning outcomes. As stated by Arikunto. (2006:21). The purpose of action research is to solve problems through a real action, not just looking at the phenomenon in question. In simple terms in this study, the purpose of CAR refers to the opinion of Kasbolah, (2014:21) which states "The ultimate goal of CAR is to improve (1) the quality of learning practices in schools, (2) the relevance of education; (3) the quality of educational outcomes; (4) education management deficiency.

The hypothesis of this class action research according to the problem is determined as follows: "The ability of students to distinguish exemplum texts, critical responses and compose exemplum texts, critical responses both verbally and in writing can increase, if applied with the Problem Based Learning (PBL) learning model".

**METHOD**

The procedure for classroom action research on Indonesian language learning through Problem Based Learning (PBL) at IX-B SMP Negeri 2 Rancaekek will be carried out for up to 2 (two) cycles. In each cycle, there are two meetings. Each cycle has four phases which include (1) planning CAR, (2) implementing CAR, (3) observing, and (4) reflecting. The four phases are planned and implemented

to improve student learning outcomes in learning Indonesian by using the Problem Based Learning (PBL) learning model.

The data collection techniques used in this CAR are as follows. Documentation techniques, observations, interviews, questionnaires, trials, and test techniques. The quantitative data analysis technique used in this research is to find the difference in the results of the second cycle of the second meeting minus the results of the first cycle of the first meeting. "The test results of the second cycle of the second meeting are posttest and the results of the first cycle of the first meeting are pretest. The difference between the two is the result of learning." (Arikunto, 2012:84) The criteria for success are increasing mastery of the material, and the ability of students in concepts.

Determination of cognitive criteria using a reference from Arikunto (2010: 246) with a range of values as follows. Criterion (A) Score 86 -100 very good qualification; Criterion (B) Score 71 - 85 good qualification; Criteria (C) Value 56 - 70 sufficient qualification; Criterion (D) Less score 40 - 55 less qualification.

## RESULT AND DISCUSSION

### 1) Quantitative Data on Student Learning Outcomes Cycle I

Quantitative data from cycle I can be stated as follows.

First, the class average (mean) of 72.37 (below the KKM 75) is reflected in not achieving minimum completeness in Indonesian subjects. However, the grades of class IX-B students who achieved scores above the KKM were 22 students or 57.89%, it was reflected in the learning outcomes that had not yet reached the 75% level of completeness.

Second, the results of the analysis of the achievement of abilities/skills on each indicator by the entire group can be explained that the total average score that has been achieved by all indicators is 79.33. When compared with the KKM score (75), there is an excess score of 4.33 scores.

Learners about Compiling exemplum texts, critical responses to challenges, and experimental recordings according to the characteristics of the text that will be made both orally and in writing in Cycle I CAR can be declared to have exceeded the KKM. The explanation shows that there has been success in achieving the KKM score. Qualification skills reach the good category.

Third, the results of the observation of attitudes in the first cycle based on the mode of qualification of the attitudes of students can be explained by the average value (mean) of attitudes in following the learning process of 75.6578947368421, and the level of development of attitudes is 80%, so it can be reflected in the attitudes of students in the learning process critical response was stated mostly good.

Thus, the students of class IX-B of SMP Negeri 2 Rancaekek have not yet achieved the completeness of learning Indonesian subjects on basic competencies. Distinguishing exemplum texts, critical responses to challenges, and experimental recordings both orally and in writing. So it is necessary to take action in cycle II as an effort to repair it.

**2) Quantitative Data on Understanding Achievement in Cycle II**

Based on the results of CAR in Cycle II, quantitative data can be stated as follows.

First, the average grade (mean) of 82.89 (above the KKM 75) is reflected in having achieved minimum completeness in Indonesian subjects. Thus, the grades of students in class IX-B who reach grades above the KKM are 34 students or 89.47%, which is reflected in the learning outcomes that have reached a grade completeness level of 75%. Thus, students in class IX-B of SMP Negeri 2 Rancaekek have achieved mastery in learning Indonesian subjects about basic competencies. Differentiating exemplum texts, critical responses to challenges, and experimental recordings both orally and in writing.

The results of the analysis of the achievement of abilities/skills on each indicator by all groups can be explained that the total average score achieved by all indicators is 88.67. When compared with the KKM score (75), there is an excess of 13.67 scores. Thus, the skills of students about compiling exemplum texts, critical responses to challenges, and experimental recordings according to the characteristics of the text that will be made both orally and in writing in CAR cycle 2 can be stated to have exceeded the KKM. This explanation shows that there has been success in achieving the KKM score. Skill qualifications reach the very good category.

The results of the observation of attitudes in the first cycle based on the mode of qualification of the attitudes of students can be that the average value (mean) of attitudes in following the learning process is 86.71, and the level of attitude development is 91.54%, it can be reflected in the attitudes of students in the learning process critical responses are stated almost all Very good.

Based on the description of the data found in cycle 2 above, it can be reflected that: understanding and ability of students in learning Indonesian, can be qualified very well, there is an increase in understanding, describing abilities, and developing attitudes in critical responses.

This is evidenced by the understanding aspect reaching a class completeness level of 89.47%. The skill aspect reaches the class completeness level, which is 88.78%, if qualified, it has exceeded the class completeness. In addition, from the aspect of individual student abilities, it appears that they achieved an average score of 79.61, or almost entirely (97.37%), which can be reflected in very high qualifications. Likewise, the level of attitude development is 91.54% with a level of qualification almost entirely Very good. So that the CAR for Indonesian subjects is completely reflected in cycle 2 only.

From all aspects of the implementation of classroom action research on Indonesian subjects, it can be concluded as action research in class IX of SMP Negeri 2 Rancaekek which was carried out with 2 cycles of action activities to solve problems in Indonesian language learning, through a learning process using the Problem Based Learning (PBL) learning model. The learning improvement process can be stated to be running well and has a high CBSA level in accordance with innovative, interactive and creative learning steps in meaningful learning.

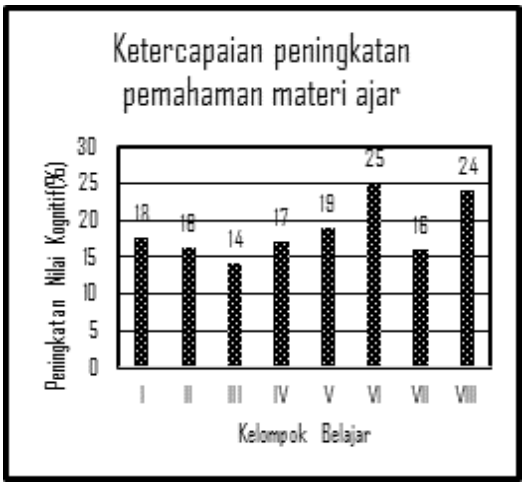
This is evidenced by: The procedure for the preparation of classroom action research is in accordance with the plan and stated that 92.5% of the qualifications are very good. The implementation was stated that 95% of the qualifications were very good, and had followed the correct CAR procedures and the steps (Syntax) of the Problem Based Learning (PBL) learning model were carried out

correctly. Cognitive achievement Learners achieve completeness 89.47%. Skill level reached 88.72% with excellent qualification.

**Table 1** Obtaining the understanding value of cycles I and II

| kelompok | Pre-tes | siklus 1 | siklus II | Selisih | peningkatan |
|---|---|---|---|---|---|
| I | 65 | 71 | 83 | 18 | 26.9 |
| II | 63 | 71 | 79 | 16 | 26.0 |
| III | 68 | 72 | 82 | 14 | 20.6 |
| IV | 62 | 69 | 79 | 17 | 27.4 |
| V | 65 | 75 | 84 | 19 | 29.2 |
| VI | 57 | 72 | 82 | 25 | 43.9 |
| VII | 72 | 75 | 88 | 16 | 22.2 |
| VIII | 62 | 73 | 86 | 24 | 38.7 |
| Jumlah | 513.5 | 578.5 | 662.3 | 148.8 | |
| Rata2 (Mean) | 64.2 | 72.3 | 82.8 | 18.6 | 29.0 |
| Ketuntasan | 23.7 | 57.9 | 89.5 | | % |

Table 1 above shows: (1) The difference between the average score of the pretest and the average value of the second cycle of group I is 17.5 or there is an increase in learning outcomes of 26.92%; (2) The difference in the average score of group II is 16.25 or an increase of 26%; (3) The difference in the average score for group III is 14 or an increase of 20.59%; (4) The difference in the average score of group IV is 17 or an increase of 27.42%; (5) The difference in the average score of group V is 19 or an increase of 29.23%; (6) The difference in the average score of group VI is 25 or an increase of 43.86%; (7) The difference in the average score of group VII is 16 or an increase of 22.22%; (8) The difference in the average score of group VIII is 24 or an increase of 38.71%. The average increase in the understanding of learning outcomes is 82.78 minus 64.19 which is 18.59 or an increase of 28.97%.




**Graph 4.3** Achievement of increased understanding of teaching materials

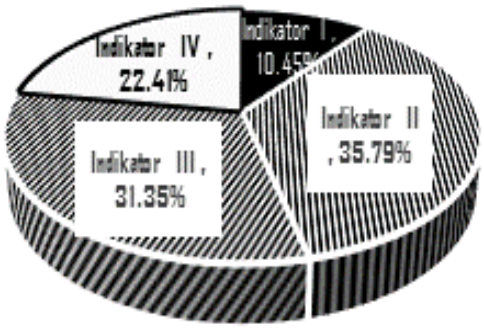
The following is an analysis of the results of the data analysis on the achievement of the ability to compose exemplum texts, critical responses both orally and in writing from each group of students in the first cycle of the first meeting and the second cycle of the second meeting in the table below.

**Table 2** Average Skills Cycle I & II

| Kemampuan | Siklus I | Siklus II | Selisih | Peningkatan (%) |
|---|---|---|---|---|
| Indikator 1 | 95 | 99 | 3.91 | 4.09 |
| Indikator 2 | 72 | 86 | 13.38 | 18.48 |
| Indikator 3 | 71 | 83 | 11.72 | 16.48 |
| Indikator 4 | 78 | 87 | 8.38 | 10.69 |
| Rata-rata | 79 | 89 | 9.34 | 11.78 |

The table above shows: (1) The difference between indicators 1 Cycle 1 and Cycle 2 is 3.91 or an increase of 4.09%; (2) The difference between indicators in Cycle 1 and Cycle 2 is 13.38 or an increase of 18.48%; (3) The difference between indicators 3 Cycle 1 and Cycle 2 is 11.72 or an increase of 16.48%; . Globally, the difference between the Cycle 1 average and the Cycle 2 average is 9.34 or an increase of 11.78%.

Furthermore, the comparison of the achievement of all indicators through the level of achievement is as follows. The comparison of the achievement of each indicator between indicator 1: indicator 2: indicator 3: indicator 4 is 3.91: 13.38:11.72: 8.38 a total of 37.38. Then each achievement number for each indicator is divided by 37.38 and then multiplied by 100. The result of processing these numbers is a comparison of the achievement of indicator number 1: 2: 3: 4 is 10.45% : 35.76% :31.35% : 22.41% Total 100%




**Graph 4.6** Comparison of the achievement of capacity building for each indicator

Based on the discussion of the results of the analysis above, it can be shown that the hypotheses in this classroom action research are: "The ability of students to distinguish exemplum texts, critical responses and compose exemplum texts, critical responses both verbally and in writing can increase, if applied with a learning model Problem Based Learning (PBL). “proved quite significant.

**CONCLUSION**

Based on the results of the class action research on Indonesian subjects that have been carried out, several conclusions and suggestions have been made as research inputs to be recommended and followed up. The conclusions and suggestions are as follows:

1) There has been an increase in students' understanding of differentiating exemplum texts, critical responses. This is evidenced by the CAR results, namely: The average value of understanding in the

second cycle is 82.78, and the difference with the pretest score (64.19) is 18.59 or an increase of 29.97% which is a significant increase in learning outcomes.

2) There has been an average increase in the overall ability of student learning outcomes regarding the skills of compiling exemplum texts, critical responses both verbally and in writing as evidenced by the average value of ability in the first cycle of 79.33 and the average value of ability in the first cycle II of 88.67, the difference is 9.34, or the percentage increase of 11.78% is a significant increase in the ability of learning outcomes.

3) The implementation of classroom action research using the Problem Based Learning (PBL) model can solve problems in learning Indonesian. This is evidenced by: The preparation procedure is stated to be 92.5% with very good qualifications. The implementation is stated to be 95% with very good qualifications. And the level of active participation of students in learning reaches 91.54% which is stated to be very high.

**Suggestion**

It is recommended that the Problem Based Learning (PBL) learning model can be used in contextual teaching materials by using adequate media according to the needs for developing the potential of students and carried out in an adequate time, accompanied by indicators of measuring the level of success that are more accurate to obtain results. more significant.

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