The Effectiveness of Learning to Produce Exposition Texts with Project Based Models in Vocational High Schools, Based on Specialization Department

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Article Info

Abstract

Curriculum 2013 explains the increase in student competency in the affective, social skills and skill thinking is the main goal of learning. Curriculum 2013 explains the increase in student competency in the affective, social skills and skill thinking is the main goal of learning. The purpose of this study was to analyze the effectiveness of learning to produce exposition texts with project-based models in Vocational High Schools based on specialization department. The research method uses an experimental method with design pre-post test control group. The research method used an experimental method with a control group pre-post test design. The technique of collecting data uses tests, questionnaires, and documentation. The data analysis technique uses descriptive statistics and inferential statistics with an average difference test and Anova. The results of this study are project-based models that effectively improve the skills of producing text exposition of Vocational High School students, who has a special interest in light vehicle engineering. The results of these study benefit students, teachers, and schools in improving the quality of learning in Bahasa Indonesia. For students, this study is to improve mastery of learning material and improve the ability to produce text. For teachers, it can provide broad insight into the project-based learning model. For schools, it can use as a reference in making policies about improving the quality of learning in schools. (t_{value} = 10.464 p < 0.01).

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INTRODUCTION

Curriculum 2013 graduate competencies are spelled out in three dimensions, namely attitudes, skills, and knowledge. Graduates' competencies in the dimensions of attitude are intended for students to have a person who is faithful, noble, confident, and responsible in interacting effectively with the social environment, the environment, and the world and civilization. (Rudhiani, and Wagiran, 2015).

Curriculum 2013 increasing competency in the affective, and social skills and thinking skills dimensions was the primary goal achieved through learning using scientific approaches and models that familiarized students with critical, skilled, and noble morality. (Zulaeha, 2014).

Meanwhile in the world of education in the global era students are expected to have life skills (life skills), the ability to overcome problems in everyday life, and make products that be a benefit for the environment/society. To fulfill this demand, the teacher can use a project-based learning approach or problem based learning to facilitate the learning process of students.

Goldstein (2016) study of the Project Based Learning Approach in Teaching Science (Physics) in Elementary School Teacher has found that the Project Based Learning approach (PjBL) built on essential learning and collaborative skills, interpersonal reinforcement, and intercultural interactions among students. The results of the study indicate that the application of Project Based Learning (PjBL) contributes to students' understanding and behavior during learning.

Wekesa, and Ongunya (2016) project-based learning on students' performance in the concept of classification of secondary schools in Kenya, has found that the use of project-based learning facilitates a higher level of learning and understanding of the concept of classification of organisms that leads to increasing academic achievement, and project-based learning techniques become student-centered approaches, changing students' attitudes towards positive classifications that contribute to improving academic achievement.

Some of the studies that have conducted in line with this study are the study of Dewi, Sutama, Sriasih (2015) about "*Analisis Penerapan Model Pembelajaran Problem Based Learning Dalam Pembelajaran Menulis Teks Laporan Hasil Observasi Kelas X IIS.1 SMA Negeri I Mendoyo*". In the study, it concluded that the application of the problem-based learning method in class X IPS 1 of Public High School I Mendoyo was classified as good and successful when viewed from the fulfillment of the criteria for the implementation of the learning steps and also the scores produced by students during the learning process.

The difference between this study and the study of Dewi, Sutama, Sriasih (2015) is producing exposition text as a dependent variable with a project-based model, while the study of Dewi, Sutama, Sriasih (2015) dependent variable is writing report text on observation with problem-based learning.

Study by Hasani, Hendrayana, and Senjaya (2017) about "Using Education Article Project Based Learning in Writing: An Experience Report" in Universal Journal of Educational Research, has concluded that one of the learning strategies to develop writing skills is project-based learning where students are encouraged to do reflection thinking that is useful for increasing student competence. Also, this strategy emphasizes writing articles practically under the supervision of the teacher. The difference in this study is the competence of exposition text writing in Vocational High School students based on specialization department.

Sihombing, Adisaputera, and Solin (2018) study of the development of teaching material of Writing Exposition Text-based Problem on X Grade Student of Public Vocational School 7 Medan Indonesia in the International Journal of Education, Learning and Development, concluded that teaching materials write exposition text developed using problem-based learning methods can improve the student learning outcomes. The difference between this study and Sihombing, Adisaputera, and Solin (2018) study is about using learning methods. This study uses a project-based model, while

Sihombing, Adisaputera, and Solin (2018) study uses problem-based methods.

The choice of the learning model is also influenced by the characteristics of the material to taught. Selection of learning models made so students can take lessons easily, so that classroom learning can take place smoothly, orderly, comfortable, and pleasantly without pressure. Learning like this there is no pressure from the teacher or the compulsion of students in participating in classroom learning.

Language learning according to its activity is divided into receptive and productive skills. Writing is a productive and expressive activity. Writing skills are one of the four aspects of language skills that have a critical role in human life in society (Noor, and Mulyani, 2016). In this writing activity, the writer must be skilled in utilizing graphology, word structure, and vocabulary. Writing skills will not come automatically, but must go through much practice and practice regularly. (Syukron, Subyantoro, and Yuniawan, 2016)

Text-based learning applied in Curriculum 2013 encourages learners to produce meaningful texts. In the basic competencies of the psychomotor realm, students are required to produce text, review and edit it, revise it, and make text reconstruction (Yuniawan, and Mardikantoro, 2018).

The purpose of this study was to analyze the effectiveness of learning to produce exposition text with a project-based model in Vocational High School students based on specialization department.

The results of this study are expected to be useful to add to the scientific repertoire of Indonesian language learning in material producing exposition texts.

METHODS

This study uses a quantitative approach with the experimental method. The research design used was one group of pre-test – post-test design, the treatment given to one group which used as the study sample that is in the form of a project-based learning model.

The experimental subjects were given pre-test first, with the aim of knowing the ability to produce exposition text before being treated. Then the subject was treated with a project based model on learning to produce exposition text, then given post-test. The researcher then tested the difference in the two average results of the treatment. The comparison is intended to find out the effect due to treatment and measurable results. Thus it can be seen the effect of project-based models on vocational secondary students based on their specialization in producing exposition texts.

This type of study is experimental, and the type of data obtained is in the form of numbers, therefore the analysis used is by statistical analysis which in its implementation uses the SPSS program (Statistical Package for Social Sciences) version 17.0 for Windows.

Data analysis was carried out with qualitative descriptive based on the results of the questionnaire and observation. Quantitative analysis is carried out on the results of tests of students' ability to produce exposition texts. This study aims to examine the use of project-based learning in improving the skills of producing exposition text as well as to examine the relationship between departmental specialization and producing exposition text because it is by the formulation of the problem proposed analysis technique is Analysis of Variance technique. In this study, researchers used several data collection, namely: the results of the answers to instruments about the ability to produce text were carried out using the test method, data from the questionnaires of student motivation were collected using questionnaires and observations by using attitude scales, data on student responses to project-based learning (PjBL).

Before data collection is carried out, the instrument is analyzed first with validated and empirical validation in constructs that have been made validated using judgments carried out by experts, namely academic advisers or supervisors, while empirically the instruments are carried out quantitatively validated to see validation, and instrument reliability.

Enforcement in the experimental class with a project based model held four times. The first meeting, the implementation of first learning to determine themes, key ideas, and explanatory ideas. The second meeting, the implementation of other learning compiled the main ideas and explanatory ideas into whole exposition texts according to the structure and characteristics of language. The third meeting, the implementation of third learning evaluates the results of producing exposition texts by other groups, then presents the best work results. The fourth meeting, the implementation of fourth learning produces text independently.

RESULTS AND DISCUSSION

The initial test (pre-test) was carried out in the experimental class before being given a project-based model treatment, the results obtained the highest value of 66.70, the lowest score was 45.80, and an average of 59.92. The number of respondents in the experimental class 34 with treatment based on the project and the aspects assessed were six aspects including unity, coherence, completeness, paragraph, spelling, and accuracy of exposition.

After the initial test (pre-test), the final test (post-test) was carried out after getting project based treatment. Post-test results obtained the highest value data 83.30, the lowest value was 58.30, and the average value was 69.35.

The data used in this study is the result of producing exposition text in the Muhammadiyah Vocational School of Bulakamba with project-based learning. The general description of the results of the study data can be seen in Table 1.

Table 1. Pre-test and Post-test Results

	Pre-test	Post-test
N	34	34
Mean	59.927	69.356
Std. Deviation	4.709	6.232
Minimum	45.800	58.300
Maximum	66.700	83.300

Based on the table above, it obtained information that the average yield of producing exposition text given traditional learning is 59.927 with a standard deviation of 4.709 with a maximum value of 66.7 and a minimum value of 45.8. The average of producing exposition text given project-based learning is 69.36 with a standard deviation of 69.356 maximum value 83.3 and a minimum value of 58.30

The normality test is done to determine what statistical test is suitable to be used in answering the research hypothesis, the results of the calculation of the normality test presented in table 2.

Table 2. Normality Test of Research Data

	Pre-test	Post-test
N	34	34
Kolmogorov-Smirnov Z	1.211	1.049
Asymp. Sig. (2-tailed)	0.107	0.221

a. Test distribution is Normal

Based on the calculation obtained the sig value of pre-test data 0.107 > 0.05, the sig value of the post-test data is 0.221 > 0.05, so it can conclude that the study data normally distributed. Hypothesis testing in this study was conducted to determine whether there were differences in the results of producing exposition text on respondents who given project-based learning.

Table 3. Hypothesis Testing

Group	Average	dk	t_{value}	t_{table}	sig	Criteria
Post-test	69.3559	34	10.469	2.034	0.000	There is a difference
Pre-test	59.9265					

Based on the analysis of output data obtained the following results. The différence test between two average experimental data between pre-test data and post-test data using the following hypothesis:

H_0 : There is no difference in the results of producing exposition text between before and after being given project-based learning.

H_1 : There are differences in the results of producing exposition text between respondents who use project-based learning with respondents who use conventional learning.

Acceptance criteria for H_0

With a confidence level = 95% or (α) = 0.05

Number of samples = 34 obtained t_{table} = 2.034

H_0 is accepted, if $-t_{table} \leq t_{value} \leq t_{table}$ or

H_0 is rejected, if $t_{value} < -t_{table}$ or $t_{value} > t_{table}$

Based on the results of t-test calculations obtained by t_{value} = 10.469 > 2.034 with sig 0.000 so H_1 is accepted, it can conclude that there are differences in the results of producing exposition text between before and after being given project-based learning.

Analysis of the differences in the increase in the results of producing exposition text was conducted to find out how much treatment in the experimental group was able to distinguish the results of producing exposition text. The results of the calculation of increasing the yield of producing exposition text can be seen in table 4.

Based on the effectiveness of the table above, it can be seen that the differences in the results of producing exposition texts for the experimental group 1 were 15.74%.

Table 4. Increased Yields On Producing Exposition Texts

Group	Average value		Increase	Increase (%)
	Pre-test	Post-test	Pre-test – post-test	Pre-test – Post-test
Eksperimen 1	59.93	69.36	9.43	15.74

CONCLUSION

Based on the results of study and discussion can be concluded, learning produces exposition text with a useful project-based model with different test results, namely the results of the post-test is higher than the pre-test results and there is no interaction between the learning model with specialization department.

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