

The Effectiveness of Writing Editorial Texts Learning with the Plural Partner Model A-21 Based on Vocation

Sri Wulandari^{1✉}, Ida Zulaeha², Wagiran Wagiran²

¹ Sekolah Menengah Kejuruan Perintis 29 Ungaran, Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

19 March 2020

Accepted:

22 June 2020

Published:

21 Agustus 2020

Keywords:

Editorial text, plural partner model A21, specialization

Abstract

Editorial text writing skills involve the students' abilities to collect references based on experience. Collaboration, communication, and critical and creative thinking activities are indispensable for learning in the 21st century. Plural Partner Model A-21 is used in learning activities to write editorial texts. This study aims to determine the effectiveness of learning to write editorial texts using the Plural Partner A-21 model based on the specialization of vocational students. The research design used was quasi-experimental with a population of XII grade students of SMK in the 2019/2020 academic year. Data collection techniques using test and non-test techniques. The test technique was carried out by measuring the skills of students in writing editorial texts, while the non-test technique was carried out by using questionnaire sheets, observation, and documentation. The data were analyzed using the T-test and analysis of variance (Anova). The results prove that the use of the Plural Partner A-21 model is effective in learning editorial text writing skills based on the specialization of vocational students. Research benefits provide theoretical and practical advantages. Theoretically, this study can enrich the theory of learning to write editorial texts using a combination of the Plural Partner model with 21st century learning skills. The importance of this research for educators to increase the sense of responsibility for the quality of education in an era of disruption.

✉ Correspondence address:

Leyangan, Kecamatan Ungaran Timur, Kabupaten Semarang,
Provinsi Jawa Tengah, Indonesia
E-mail: norinshah16@gmail.com

INTRODUCTION

Writing skill is the productive aspect of language skill that produce a writing that contains ideas, opinions, notions, and also feelings that are felt to others through written media. Zulaeha (2016) states that writing is a communication in the form of writing to inform and expression that certain intentions and goals, both imagination and reality. A writer is expected to be able to express his ideas, notions, thoughts, and feelings after conducting the learning process of writing skill, both fiction and non-fiction, hence, other people who read can understand the contents of the writing well.

The writing editorial text learning is more directed on how students' ability to express ideas, opinions, and notions that are appropriate with the topic, structure, and language rules. Students are also able to argue about issues that are developing that are appropriate with the factual reality in daily life, this is the same as expressed by Syaifudin (2012) that opinions, ideas, notions are essential in language skills. According to Zulaeha (2008) creativity is a way of respecting ourselves to overcome the various problems that we face based on the results of our thoughts.

An editorial text is an opinion that contains the statement and official attitude of a media as a publisher that publishes an actual, a phenomenal, and / or controversial issues that happens in society, Sumadiria (2009). Meanwhile, according to Kosasih (2014) editorial is a special column in a newspaper that contains criticism and comments from the editorial staff of the media concerned about an event that is being discussed.

Editorial text writing skill is one of the competencies that students must attain based on the 2013 curriculum. Writing skill is indispensable in 21st century learning; students are able to work together, communicate, think critically and creatively are the goals of education now days.

Muhammad Surya (2015) said that there are several aspect of skills that students must attain in the 21st century and one of them is critical thinking skill. In line with Surya's theory, Kemendikbud (2017) explains that 21st century education skills, including critical thinking and problem solving skill, communication skill, creative and innovative, and collaborative skills that are commonly called 4C skills.

The demands of learning development must be accompanied by changing to be a more modern way. Educators must be clever and creative in designing the learning process, especially writing editorial text skill. Things that can be used to improve the quality of learning and learning outcomes are innovative learning models according to the competencies and characteristics of students.

According to Zulaeha (2016), the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning goals and serves as a role for learning designers and teachers in the way planning and carrying out learning activities.

The plural-partner learning model is a learning model that adopts the think-pair-share model that combine with the 21st century learning skills objectives. This is a breakthrough for researchers to design writing editorial text learning so that students are more critical and creative to create innovative works.

The characteristics of the plural-partner model A-21 can be used in learning to write editorial text. The students' skills developed in the plural partner A-21 process is to propose a statement or problem, discuss / communicate about what students think, and share ideas, notions. This model was chosen because it is suitable to be applied in writing editorial text learning, because the text contains ideas, opinions based on data and facts about problems that develop in society, political, social, economic, and cultural issues.

Research on the think pair share model had been conducted by Akmal (2016) states that this model has been shown to contribute significantly to improve students' writing skill in learning to compile procedural texts. Meanwhile, Elpha (2019) explains that learning with paired activities can improve higher-order thinking skills than non-group; students are more creative and critical in receiving learning. In addition, this model also trains students to be more courageous in arguing, Sunarsih (2012).

In the Vocational High School (*SMK*) learning, each student has an independency to determine the type of vocations that appropriate with the expertise that they have and relatable with the job required needs. After graduated, *SMK* students are expected not only to attain knowledge, but also have to attain skills that are appropriate with their respective vocations. To make vocation in majors is adjusted to students' talents and interests, Suningsih, (2018).

The type of vocation as an object of this study in this article is a vocation in Accounting and Financial Institutions and a vacation in Fashion. The purpose of this study was to determine the effectiveness of learning to write editorial texts using the Plural Partner A-21 model based on the kind of vocations of vocational students. The significance of this study provides theoretical and practical advantages. Theoretically, this study can enrich the theory of writing editorial texts learning by using a combination of the plural-partner model with 21st century learning skill.

METHOD

This study uses a quasi-experimental method. The population in this study was the writing skill of editorial text for vocational high school XII grade in the 2019/2020 academic year in Semarang Regency. The technique sampling in this study was purposive sampling. The example in this study is the editorial text writing skills of

students in XII grade with a specification in Accounting and Financial Institutions at *SMK Widya Praja Ungaran* and XII grade with a specification in Fashion Design at *SMK Islam Sudirman 1 Ambarawa*.

The variables in this study were divided into three, namely the writing skill of editorial texts as the dependent variable, the Plural-Partner A-21 learning model as the independent variable, and vocation as the moderator variable. Test and non-test instruments were used in the research data collection. Editorial text writing-skill's tests are used to collect preliminary and final data regarding the ability to write editorial texts of Vocational High School students, which are completed with student worksheets and assessment rubrics. Non-test instruments include kinds of vocations' document study, observation guide for writing editorial text learning by using the Plural Partner A-21 model. The data analysis technique used is the average similarity test (T-test) and then using analysis of variance (Anova).

RESULTS AND DISCUSSION

Writing editorial text learning by using the Plural Partner A-21 model is a set of activities in implementing the learning phases contained in the learning model. The effectiveness of learning editorial text writing skills using the Plural Partner A-21 model based on specification or vocation in classroom experiments can be seen through the learning process according to the syntax in the learning model during the learning process and the results of students can be known after the learning process.

The learning process of writing editorial text using the Plural Partner A-21 model based on specification is carried out with the phases of the ability to work in pairs, think critically and creatively, and communicate. These phases in this syntax are combined with 21st century learning goals. Thus, a learning process is created to be

appropriated with the objectives of learning skills in the industrial revolution era 4.0.

The results of the study of kinds of vocations documents are used as materials for

determining the specification that are used as research's object that can be seen in table 1.

Table 1. The Vocational Document

School	<i>SMK Widya Praja Ungaran on 2017/2018 academic year</i>						<i>SMK Islam Sudirman 1 Ambarawa on 2017/2018 academic year</i>	
Vocation	AKL	OTKP	TB	JB	TBSM	MM	AKL	TB
Amount of Acceptance	61	47	53	33	35	26	56	71
Percentage	23.92	18.43	20.78	12.94	13.72	10.19	44.09	55.90

Table 1 is a table for the study of PPDB documents for the 2017/2018 academic year that study of these students was at level XII grade at the time. The table shows that the highest number of students interested in *SMK Widya Praja Ungaran* is Accounting and Financial Institutions or *Akuntansi dan Keuangan Lembaga (AKL)*, which is 23.92% and followed by other vocation in Fashion Design or *Tata Busana*

(*TB*) is 20.78%. Students' interest at *SMK Islam Sudirman 1 Ambarawa* for Accounting and Financial Institutions (*AKL*) is 44.09% and Fashion Design (*TB*) is 55.90%. Researchers take research samples use the students' high interests in competition.

The results of the pre-test of editorial text writing skills of two different kind of vocation from two different schools can also be seen in table 2.

Table 2. The Result of Pre-test in Plural-Partner A-21 class

No	Category	Range	Frequency	Total	Percentage	Mean
1	Excellent	85-100	0	0	0	
2	Good	70-84	20	1490	43.47	
3	Adequate	60-69	26	1693	56.52	69.21
4	Inadequate	0-59	0	0	0	
Total			46	3183	100	Adequate

Table 2, there are 20 students in the 70-84 score range with good categories, 26 students in the 60-69 score range with adequate category, participants in the 0-59 value range with inadequate categories. The lowest score was 60, while the highest score was 81. The average pretest score was 69.21.

Based on the average learning outcomes that have not reached the minimum passing grade (*KKM*), students are treated by the Plural-Partner A-21 model with three meetings to get the result of editorial text writing skill. The followings are the results of the final tests that can be seen in table 3.

Table 3. The Result of Post-test in Plural-Partner A-21 class

No	Category	Range	Frequency	Total	Percentage	Mean
1	Excellent	85-100	12	1042	26.08	
2	Good	70-84	34	2643	73.91	
3	Adequate	60-69	0	0	0	80.10
4	Inadequate	0-59	0	0	0	
Total			46	3685	100	Good

Table 3, the number of students who obtained a value range of 85-100 with a excellent category, there were 12 students, a value range of 70-84 with a good category was obtained by 34 students. The average value obtained after receiving the Plural Partner A-

21 model treatment is 80.10 with a good category. The following table presents a comparison table of the acquisition of pretest and posttest values from the two kinds of vocations that can be seen in table 4.

Table 4. The Comparison Between the Pre-test and Post-test Result in the Plural-Partner A-21 Class on Accounting and Finance Institution and Fashion Design

Test	Score				Mean			
	High		Low		Pretest		Posttest	
	TB	AKL	TB	AKL	TB	AKL	TB	AKL
Pretest	80	81	60	60				
Posttest	92	92	71	75	68.82	69.60	79.39	80.82

Based on table 4, the mean of pre-test results in the major class in Fashion Design are 68.82, while in Accounting and Finance Institution is 69.60, the two vocational classes from the two different schools are still under the Minimum Passing Grade (KKM), which is 75. Then, after given treatment with

the Plural Partner A-21 model through the final test (post-test), the highest score for Fashion Design is 92 and the lowest is 71, while for Accounting and Financial Institution the highest score is 92 and the lowest score 75. The next step is to conduct a normality test which can be seen in table 5.

Table 5. The Normality Test of Pre-test dan Post-test Plural Partner A-21 Class

Calibration	Asymp.sig	Sig.	Information
Pretest Plural Partner A-21	.928	.05	Normally distributed data
Posttest Plural Partner A-21	.553	.05	Normally distributed data

Normality test of the pre-test data and the post-test for the Plural Partner A-21 class, the researcher uses SPSS so that the results are more efficient in calculating normality. Kolmogorov-Smirnov test table, the initial normality test significance value is 0.928>0.05 and the final normality test

significance value is 0.553>0.05. Based on the significance value, it can be concluded that the pre-test and post-test data for the Plural Partner A-21 model are normally distributed. The next step is the homogeneity test, which can be seen in table 6.

Tabel 6. The Result of Homogeneity Test of Plural Partner A-21 Model

Levene Statistic	df1	df2	Sig.
.345	1	44	.560

Table 6 shows that the data in the experimental class 2 (Plural Partner A-21) between each specification is the same, the significance value is $0.560 > 0.05$, which means that the data is declared homogeneous or there is no difference in data variance. The next test is the Anova test, which is carried out to determine the effectiveness of writing editorial text learning based on specialization. Anova test can be seen in table 7.

Table 7. The Result of *One Way Anova Comparison* of Plural-Partner A-21 Group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.674	1	23.674	.881	.353
Within Groups	1182.783	44	26.881		
Total	1206.457	45			

Based on table 7, it can be seen in the significance column shows a value $0.353 > 0.05$, which means that there is no significant difference in the mean of learning outcomes between major of Accounting and Financial Institution and Fashion Design. To conclude this statement about that specification, it can be seen from the descriptive test in table 8.

Table 8. The Result of the Vocational Descriptive Test in Plural-Partner A-21 Class

	N	Mean	Std. Deviation	Std. Error	99% confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
AKL 1/ Plural Partner A-21	23	80.8261	4.67734	.97529	78.8035	82.8487	73	90
TB 1/ Plural Partner A-21	23	79.3913	5.64671	1.17742	76.9495	81.8331	71	92

Table 8 shows the descriptive test between specifications in the Plural Partner A-21 experimental class, that there is no significant difference in the average learning outcomes between Accounting and Finance Institution on 80.82 and Fashion Design is 79.39. So, these values are considered the same or have an average value of learning outcomes that is not much different.

Based on these data, it can be concluded that writing editorial text learning use the Plural Partner A-21 model is effective in improving students' learning outcomes.

The use of the 21st Century Plural Partner model in the learning process can increase in attaining of knowledge and skills creatively, innovatively. Besides, it teaches social interaction with mutual respect and complementarily, cooperation and

interdependence of students in the form of the ability to understand and be sensitive to feelings, intentions, motivation, character, sensitivity to facial expressions, voices, cues from other people as well as building relationships and communication to develop a good self-concept.

The plural partner model A-21 in learning to write editorial texts emphasizes influencing the interaction students' partners in developing thinking skills both pairs and groups; and sharing opportunities for students to develop thinking skills. The design of the learning model must be highly thought out by the teacher, plural partner A-21 is needed in the whole group discussion setting and it has procedures to give students plenty of time to think critically, creatively, and innovatively, respond to, and collaborate with each other. Related with the learning objectives of the 21st century this model,

it can train students to collaborate with other students in learning independence activities.

The determination of the effectiveness of this learning model is 1) there is a significant difference between the student's pre-test and the post-test of editorial text writing skills using the Plural Partner A-21 model with a significant t-test of 0.000; 2) the mean value obtained after implementing the Plural Partner A-21 model from each specification increases. The major of Accounting and Financial Institution, the mean value increased from 69.60 to 80.82. The mean value of specialization in Fashion Design increased from 68.82 to 79.39; 3) the mean value of the merger of the two majors after the implementation of the Plural Partner A-21 model has increased.

Research conducted by Chen-Hong Li (2017) in an international journal entitled *The Use of a "Think-Pair-Share" Brainstorming Advance Organizer to Prepare Learners Listen in the L2 Classroom*. The results reveal that pairing activities increase learners' self-confidence, make connections and life experiences, and incorporate new thinking.

The results of this study are also relevant to Noveria's research (2016) with the journal title "*Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Terhadap Keterampilan Menulis Naskah Drama Satu Babak Siswa Kelas VIII SMP Negeri 30 Padang*". The results of the study explained that there was an influence on learning to write a one-act drama script using the think pair share model.

Relevant research was also carried out by Shih (2015) entitled *Teaching Adolescents EFL by Integrating Think-Pair-Share and Reading Strategy Instruction: A Quasi-Experimental Study*. The results showed that think-pair-share combined with reading strategy instruction became an alternative to the English reading learning design for students in ELF Taiwan.

CONCLUSION

The conclusion of this study is the use of the Plural Partner A-21 model for editorial text

writing skill based on the specification at Vocational High School students is effective as evidenced by the difference in the average score of the pre-test and the post-test, from 69.21 to 80.10 with details. for each specialization, Accounting and Financial Institution, the pre-test score was 69.60 to 80.82. While in the specification major, the initial test score was 68.82 to 79.39. Thus, the learning activity of writing editorial text by using the Plural Partner A-21 model is effective used by students who have specification in Accounting and Financial Institution and Fashion Design.

Suggestions are given for further research that will be related to the use of the dependent variable that matches the independent variable, besides that further researchers can integrate with 21st century skills with other learning models.

REFERENCES

- Akhadiah, Sabarti dkk. (2014). *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- Arikunto, Suharsini. (2006). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Akmal, R.M., Ratna, A., dan Zulfikarni. (2016). "Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Berbantuan Media Gambar Terhadap Keterampilan Menulis Teks Prosedur". *Jurnal Pendidikan dan Sastra Indonesia*, 5(2): 313-320.
- Elpha, F. P., Arief, E., Zulfirkani. (2019). "Pengaruh Penggunaan Model Pembelajaran Kooperatif Tipe Think Pair Share Terhadap Keterampilan Menulis Teks Eksplanasi Siswa Kelas VIII SMPN 29 Padang". UNP: *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(8): 98-105.
- Hong Li, et.el (2017). "The Use of a "Think-Pair-Share" Brainstorming Advance Organizer to Prepare Learners to Listen in the L2 Classroom". *International Journal of Listening*, 0(0):1-14.

- Kemendikbud. (2017). *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan untuk Sekolah Menengah Atas*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.
- Kusri, Andi Muhammad. (2016). "Pengaruh Layanan Informasi Peminatan Terhadap Kemantapan Pilihan Sekolah Lanjutan". *Jurnal Psikologi Pendidikan dan Konseling*. Vol.2 No 1.
- Kosasih, E. (2014). *Jenis-Jenis Teks: Analisis Fungsi, Struktur, dan Kaidah serta Langkah Penulismannya*. Bandung: Yrama Widya.
- Marques, J.P.F., dan Alverne, C.M. (2019). "What are Newspaper Editorials Interested In? Understanding the Idea of Criteria of Editorial-Worthiness". *Article Reuse Guildelines, Federal University of Paraná, Rua General Carneiro*, 00(0): 1 -19.
- Mohamad Surya. (2015). *Strategi Kognitif dalam Proses Pembelajaran*. Bandung: Alfabeta.
- Rifai, Ahmad. (2012). "Pengembangan Teknik Berpikir Berpasangan Berbagi Pembelajaran Menulis Teks Drama yang Bermuatan Nilai-Nilai Pendidikan Karakter pada Mahasiswa Pendidikan Bahasa dan Sastra Indonesia". *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2): 150-156.
- Sari, T.P., Dawud, Andajani, K. (2019). "Hubungan Kemampuan Berpikir Kritis dengan Kemampuan Menulis Teks Editorial Siswa Kelas XII". *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 4(1): 51-55.
- Sumadiri, H. (2009). *Menulis Artikel dan Tajuk Rencana: Panduan Praktis Penulis dan Jurnalis Profesional*. Bandung: Simbiosis Rekatama Media.
- Sugiyono. (2006). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sunarsih, Sri. (2012). "Pembelajaran Keterampilan Berbicara Model Kooperatif Teknik Mencari Pasangan dan Teknik Kancing gemerincing pada Siswa Introver dan Ekstrover di SMP". *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(1): 35-39.
- Suningsih. (2018). "The Effectiveness of Learning to Produce Exposition Texts with Project Based Models in Vocational High Schools, Based on Specialization Department". *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(3): 300-305.
- Shih, Y.C., Reynolds, B.L. (2015). "Teaching Adolescents EFL by Integrating Think-Pair-Share and Reading Strategy Instruction: A Quasi- Experimental Study". *RECL Jurnal*. 46(3) 221– 235.
- Syaifudin, A. (2012). "Pengembangan Model Pembelajaran Menulis Argumentasi Siswa SMA Melalui Dukungan ICT". *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(1): 40-44.
- Wasilah, Syahrul, dan Noveria. (2016). "Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Terhadap Keterampilan Menulis Naskah Drama Satu Babak Kelas VIII SMP Negeri 30 Padang". *Jurnal Pendidikan Bahasa Indonesia*, 5(1): 8-16.
- Zulaeha, Ida. (2008). *Kebutuhan pendidik, Peserta didik, Materi Ajar, dan Strategi dalam Pengembangan Pembelajaran Menulis Kreatif Konteks Multikultural*. *Jurnal of Education Research Lemaran Ilmu Pendidikan (LIK)*, 37(2):126-133.
- Zualeha, Ida. (2016). *Teori, Model, dan Implementasi Pembelajaran Menulis Kreatif*. Semarang: Unnes Prees.