

Learning of Explanation Text through Assure Model for Viii Class Students of SMP

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Abstract:

Background: Learning models that are used properly can increase fun teaching and learning activities in the classroom. Some problems that can occur in the classroom such as lack of teacher skills, low interest and enthusiasm of students in learning require solutions. There are many learning models that can be used in the classroom, including the ASSURE learning model. The problem in this research is how to learn explanatory text through the ASSURE model in class VIII SMP students. This lesson to describe step of explanatory texts use the ASSURE model in class VIII SMP students.

Materials and Methods: The research method used is descriptive qualitative. The population used in this study was class VIII junior high school students.

Results: The results of this study indicate that explanatory text learning through the ASSURE model in class VIII SMP students is classified as very good with 90% learning completeness. Explanatory text learning through the ASSURE model for class VIII junior high school students can increase students' interest in learning and enthusiasm. This is known by the increase in learning outcomes from the first meeting to the second meeting. The first meeting of learning completeness is 60%. 18 students have successfully completed their studies and 12 of them have not yet completed. At the second meeting, the learning completeness was 90%. 27 students have completed in learning and 3 students are not complete in learning. Learning outcomes increased by 30% from 60% to 90%.

Conclusion: The point of this study indicate that explanatory text learning through the ASSURE model can improve student learning outcomes, interest and enthusiasm.

Keyword: Learning; Explanation text; Assure model; Junior high school.

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I. Introduction

The success of learning in the classroom is determined by the participation of teachers and students, the availability of facilities and the selection of models, approaches, strategies, methods and learning techniques that are tailored to the objectives.

Sudjana (2012: 28) explains that learning is a deliberate effort by educators that can cause students to carry out learning activities. Learning activities support the material being taught. Explanatory text material can add insight to students about a natural phenomenon or the process of something happening that is presented in text form. Studying explanatory texts can be done by relating the processes that occur in everyday life.

One of the efforts that can be done to optimize explanatory text learning is choosing a learning model. The teacher can determine the learning model that will be used. One of the learning models that can be used is the ASSURE learning model. The ASSURE learning model has a series of processes starting from the stage of analyzing student characteristics, setting goals and objectives of learning, choosing the use of media to be used, determining learning methods and materials, preparing teaching materials to be used, involving students in the learning process in class, and conducting evaluation and revision.

II. Materials and Methods

Learning

Sagala (2011) reveals that studying is educated students to use educational principles and learning theories, which are the main determinants of educational success. Sudjana (2012: 28) explains that learning is a deliberate effort by educators that can cause students to carry out learning activities. Hermawan (2013: 9) explains that studying is essentially a reciprocal reaktional communication process, between teachers and students, as well as between students and other students, to arrive at the final goal that has been set.

Oemar Hamalik (2003:54) explains that studying means also collaboration some of the among others, human elements or self-conditions, available facilities, existing equipment, and procedures used to support and influence each other to achieve the objectives of the learning itself. Based on some of these opinions the author refers to the theory that learning is a combination composed of human elements, facilities, equipment, and procedures that influence each other to achieve the objectives of learning.

Learning model

The learning model describes the mindset. The model generally describes a whole concept that is interrelated. The model is also considered as an effort to realize a theory as well as an analogy and representation of the variables contained in the theory (Pribadi, 2009: 86).

The ASSURE model has been proposed by Heinich, et al. Since the 1980s, and continues to be developed by Smaldino, et al. Until now. One thing that needs to be observed in the ASSURE model, learning strategies are developed through the use of methods, the availability of media, teaching materials and the participation of students (Prawiradilaga, 2009:47).

1. Analyze Learner

The first step in applying this sample is to identify or recognize the feature of students who will carry out learning activities in class. An understanding of the characteristics of students will be very helpful in achieving maximum learning objectives. The things analyzed cover several aspects; namely general feature, specific competencies that have been previously owned and student learning styles (Pribadi, 2009:113).

2. State Objective

The next stage is to determine specific learning objectives. This learning objective can be obtained from the syllabus or curriculum that has been prepared and comes from the information contained in the textbook or formulated by the designer himself. Learning objectives are formulations that describe or describe the science, skills and attitudes obtained by students after taking a predetermined learning process.

3. Select Method, Media and Materials

Options of methods, media and materials should be made to facilitate the application of the process.

Selecting the method used, media and materials that are adapted to the explanatory text. These three things are influential to help students achieve the learning objectives to be achieved.

Determination of appropriate and good methods, media preparation and teaching materials will be able to maximize learning achievement and make it easier for students to achieve learning competencies.

4. Utilize Materials

All needs that have been selected and prepared properly are used according to the study plan. Next is to prepare classes and class support facilities needed to use the selected methods, media and teaching materials (Pribadi, 2009:114-115).

5. Requires Learner Participation

In the process of learning activities, of course, requires active student participation in the material and content being studied. One example is by providing exercises by involving students' mental activities or the participation of students in class with the material being taught.

Active students will easily learn a material. Treatment by giving feedback in the form of science about learning outcomes will motivate students to achieve learning achievement (Pribadi, 2009:114).

Evaluate

The next learning activity is evaluating. The evaluation stage in this specimen is carried out to assess the effectiveness, achievement, improvement and also student learning outcomes. The process of evaluating all components or stages of learning will to be carried out in order to obtain a clear picture of the quality of a learning program (Pribadi, 2009:116).

The following are the advantage of the ASSURE learning model:

1. homely and overall easy to apply in the learning process.
2. This learning model can be developed by teachers to achieve learning objectives based on student characteristics.
3. The learning components and teaching and learning activities are complete.
4. Students can play an active role in the preparation of learning and teaching and learning activities in the classroom. (Prawiradilaga, 2009:48).

Research methods: This study uses a qualitative approach with a descriptive method. The researcher's task is to collect data, analyze it, and conclude it. The author is expected to provide input or opinion on the data that has been analyzed. This descriptive method is in accordance with the research objective, namely to describe the learning of explanatory text study through the ASSURE model in class VIII SMP students.

Data source: The sources of data in this study were class VIII students of SMP Annida in the 2019/2020 school year.

Population: Researchers carried out activities involving all students of class VIII SMP Annida Junior High School for the 2019/2020 academic year whose first meeting 96 was into three classes, VIII R1, VIII R2, VIII R3.

Data collection technique: Data collection is the methods used to collect research data. The data collection technique used in this research is non-test, namely performance and questionnaire.

Data analysis technique: The data analysis technique used in the research is to describe the results of the description or photograph the real situation in the field. This process is repeated until it becomes a hypothesis so that it can be concluded whether the hypothesis can be accepted or not.

The data obtained in this study were then analyzed in the form of descriptive data. Miles & Huberman (1984), opini that activities in field research data analysis were carried out interactively and connected continuously until they were completed, so that the data was saturated, activities in data analysis were in the form of data reduction, data display, and conclusion (Sugiyono, 2010: 337). For quantitative analysis used percentage numerical analysis.

Data Presentation

Presentation of explanatory text learning data through the ASSURE model obtained the results of observations of respondents (students) supported by supporting data in the form of interviews, observations, documentation, and measurement of learning outcomes tests.

Data Exposure

Observation, before this research was conducted, the researcher held a meeting with the principal and Indonesian language subject teachers at Annida Jati Agung Junior High School. In the meeting, the researcher conveyed the purpose of carrying out research in the school. The school principal and Indonesian language teacher gave permission to conduct the research. Researchers give tests to determine the characteristics of students so that the learning process can be carried out properly and make it easier for students to learn. The researcher and Indonesian teacher discussed the research plan to be carried out and it was agreed that class VIII of SMP Annida was the source of research data.

Planning at First Meeting

- 1) The researcher determines the Indonesian language subject matter, namely the study of the Explanatory text and the material is in the even semester.
- 2) Researchers prepare teaching materials for the study of explanatory texts.
- 3) Researchers make lesson plans.
- 4) The researcher makes an instrument in the form of an objective test, namely Multiple Choice.
- 5) Researchers make observation sheets.

III. Result

1. Learning Outcomes of Class VIII Students Cycle 1

No	Student's name	KKM	Score	Information	
				Complete	Not yet Complete
1	X	70	75	√	
2	Y	70	60		√
3	Z	70	78	√	
4	AA	70	62		√
5	AB	70	80	√	
6	AC	70	75	√	
7	AD	70	75	√	
8	AE	70	75	√	
9	AF	70	72	√	
10	AG	70	62		√
11	AH	70	75	√	
12	AI	70	60		√
13	AJ	70	80	√	
14	AK	70	63		√
15	AL	70	75	√	
16	AM	70	78	√	
17	AN	70	75	√	
18	AO	70	55		√

19	AP	70	75	√	
20	AQ	70	70	√	
21	AR	70	60		√
22	US	70	75	√	
23	AT	70	60		√
24	AU	70	75	√	
25	AV	70	60		√
26	AW	70	75	√	
27	AZ	70	85		√
28	BA	70	60		√
29	BB	70	60		√
30	BC	70	75	√	

2. Learning Outcomes of Class VIII Students in Cycle 2

No.	Student's name	KKM	Score	description	
				finished	Not finished yet
1	X	70	78	√	
2	Y	70	76	√	
3	Z	70	80	√	
4	AA	70	70	√	
5	AB	70	80	√	
6	AC	70	80	√	
7	AD	70	70	√	
8	AE	70	70	√	
9	AF	70	70	√	
10	AG	70	75	√	
11	AH	70	80	√	
12	AI	70	64		√
13	AJ	70	75	√	
14	AK	70	64		√
15	AL	70	75	√	
16	AM	70	75	√	
17	AN	70	78	√	
18	AO	70	80	√	
19	AP	70	80	√	
20	AQ	70	70	√	
21	AR	70	62		√
22	US	70	75	√	
23	AT	70	78	√	
24	AU	70	80	√	
25	AV	70	80	√	
26	AW	70	78	√	
27	AZ	70	85	√	
28	BA	70	75	√	
29	BB	70	80	√	
30	BC	70	80	√	

3. Improving Student Learning Outcomes Cycle 2 Class VIII SMP Annida Explanation Study Material

No.	The number of students	Pre cycle		Cycle 2	
		Complete	Not Completed	Complete	Not Completed
1	30	18	12	27	3
2	Total score	2.105		2.263	
3	Average value	70		75	
4	Mastery learning	60%		90%	

IV. Discussion

The results of the observations that the author made at SMP Annida are:

At the first meeting, students were able to take part in the lesson but the students' interest and enthusiasm had not increased. The value of student learning outcomes of class VIII SMP before applying the ASSURE learning model there are still many students who have not achieved the predetermined mastery. At the second meeting, the ASSURE model was used in classroom learning and showed a significant increase in learning outcomes. Student learning outcomes increased from each learning meeting, at the first meeting students who achieved completeness were 18 students, students who did not complete were 12 students. At the second meeting the number of students who achieved completeness were 27 students, students who did not complete were 3 students.

Implementation of the First Meeting

At the first meeting, students do learning according to the lesson plan that has been set. Learning explanatory text material is taught with apperception activities at the beginning of the material then the core is then closed.

First Meeting Reflection

The use of learning at the first meeting with explanatory text material went quite well and it was obtained that in general the implementation of learning at this first meeting had been carried out but had not yet achieved complete learning maximally. At the first meeting as many as 18 students had completed and 12 students did not complete. Students who do not complete have low interest in learning and are less enthusiastic.

Planning at the Second Meeting

To improve and maintain the success that has been achieved at the first meeting, in the second meeting the following plans can be made:

- 1) Applying the ASSURE learning model.
 - a. Researchers analyzed the characteristics of students.
 - b. Researchers set learning objectives.
 - c. Researchers select media.
 - d. Researchers determine methods and materials.
 - e. Researchers use teaching materials (using media (Adobe Flash)
 - f. Researchers involve students in learning activities.
 - g. Researchers evaluate and revise.
- 2) Clarify the steps of the ASSURE model so that students better understand and can concentrate more on the explanations that have been given.
- 3) Motivate students that they can be more active and foster student interest and enthusiasm.

Implementation of the Second Meeting

Implementation at the second meeting of the teacher applied the ASSURE model to the process. The application of the ASSURE learning model is carried out by utilizing Adobe Flash materials. during the process of learning activities the researchers involved students actively in the use of media. After that, evaluation and revision are carried out.

Second Meeting Reflection

Learning at the second meeting was carried out well. Students become enthusiastic in learning and enthusiastic. Enthusiasm and enthusiasm for learning can be seen in students' participation in using the media and being active in question and answer activities. In addition to the emergence of enthusiasm and enthusiasm in learning, learning outcomes also increased by 30%. 27 students were declared complete and 3 of them were incomplete.

Research output and criticism

The output of the observations that the author made at Annida Junior High School are:

At the first meeting, students were able to take part in the lesson but the students' interest and enthusiasm had not increased. The value of student learning outcomes of class VIII SMP before applying the ASSURE learning model there are still many students who have not achieved the predetermined mastery. At the second meeting, the ASSURE model was used in classroom learning and showed a significant increase in learning outcomes. Student learning outcomes increased from each learning meeting, at the first meeting students who achieved completeness were 18 students, students who did not complete were 12 students. At the second meeting the number of students who achieved completeness were 27 students, students who did not complete were 3 students. Student learning outcomes increased by 30%, from 60% to 90%.

V. Conclusion

Based on the research results obtained, the application of the ASSURE learning model to the explanatory text material is interesting and become better student learning outcomes in class VIII SMP with very good results. with student learning completeness reaching 90%. ASSURE learning model can be recommended to improve students' results, enthusiasm and interest in learning.

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