



Improved Ability to Deliver Negotiated Texts Through Articulation Learning Model

Imansudi Zega^{1*}, Aprianus Zega², Noveri Amal Jaya Harefa³

¹²³Prodi Pendidikan Bahasa Dan Sastra Indonesia, FKIP, Universitas Nias, Indonesia

* Corresponding Author. E-mail: imansudizega1979@gmail.com

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Abstrak

Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa kelas X MIPA-I SMA Negeri 2 Gunungsitoli semester genap yang terdiri dari 36 orang untuk menyampaikan teks negosiasi melalui model pembelajaran Artikulasi. Untuk mencapai tujuan tersebut, peneliti melaksanakan Penelitian Tindakan Kelas dengan prosedur pelaksanaannya adalah (1) perencanaan, (2) tindakan, (3) observasi, (4) refleksi. Hasil analisis data dari tes pengetahuan pada siklus I mencapai rata-rata nilai 61,33 dengan nilai terendah 52 dan tertinggi 72. Nilai pengetahuan pada siklus II mencapai rata-rata nilai 84,33 dengan nilai terendah 72 dan nilai tertinggi 96. Hasil dari analisis data observasi aktivitas siswa pada siklus I pertemuan pertama dengan rata-rata 46,79% dan pertemuan kedua 52,35% (predikat “Kurang”) dan siklus II pertemuan pertama dengan nilai rata-rata 65,38% dan pertemuan kedua 80,55% (predikat “Baik”). Hasil observasi peneliti pada siklus I pertemuan pertama dengan nilai rata-rata 50% dan pertemuan kedua sebesar 68,75%. Sedangkan hasil observasi peneliti pada siklus II pada pertemuan pertama sebesar 81,25% dan pertemuan kedua sebesar 93,75%. Berdasarkan penjelasan di atas, maka disimpulkan bahwa: penggunaan model pembelajaran Artikulasi, maka dapat meningkatkan kemampuan menyampaikan teks negosiasi siswa kelas X MIPA-I SMA Negeri 2 Gunungsitoli. Adapun saran yang dianjurkan yaitu hasil penelitian ini dapat dijadikan sebagai pedoman dalam mengajarkan materi menyampaikan teks negosiasi.

Kata Kunci: teks negosiasi, artikulasi

Abstract

The purpose of this study was to improve the ability of the class X MIPA-I SMA Negeri 2 Gunungsitoli even semester consisting of 36 people to convey negotiating texts through the Articulation learning model. To achieve this goal, the researchers carried out Classroom Action Research with the implementation procedures were (1) planning, (2) action, (3) observation, (4) reflection. The results of data analysis from the knowledge test in the first cycle reached an average value of 61.33 with the lowest score 52 and the highest 72. The knowledge value in the second cycle reached an average value of 84.33 with the lowest score 72 and the highest score 96. The results of analysis of student activity observation data in the first cycle of the first meeting with an average of 46.79% and the second meeting 52.35% (predicate "Less") and the second cycle of the first meeting with an average value of 65.38% and the second meeting 80, 55% (predicate "Good"). The results of the researcher's observations in the first cycle of the first meeting with an average value of 50% and the second meeting of 68.75%. While the results of the researchers' observations in the second cycle at the first meeting was 81.25% and the second meeting was 93.75%. Based on the explanation above, it can be concluded that: the use of the Articulation learning model can improve the ability to convey negotiating texts for students of class X MIPA-I SMA Negeri 2 Gunungsitoli. The recommended suggestions are the results of this study can be used as a guide in teaching the material to convey negotiating texts.

Keywords: negotiation text, articulation

INTRODUCTION

Humans are social beings who cannot live by themselves. As a close means of connecting social relations, speaking conveys messages and establishes social relationships (Harefa & Laoli, 2021). Social action in communication is the act of exchanging experiences, expressing thoughts to each other, expressing feelings to each other, expressing and agreeing, and being understood by some people who are a complex society (Akhyar, 2017; Timor et al., 2020).

To communicate properly and correctly, we must be skilled at speaking. To be able to talk, we must first learn a certain language (Asyani, 2017). Speaking is the skill of conveying messages through spoken language or the ability to pronounce speech

sounds and express, state, and voice messages to others. Speaking is the ability to pronounce articulation sounds or words to express, state, or convey thoughts, ideas, and feelings.

Language skills are divided into four aspects that students must know: listening, speaking, reading, and writing. Each skill has a close relationship with one another. Speaking skill is one of the productive skills because students are required to be active in learning activities (Huda, Turahmat & Azizah, 2018). One of the speaking activities that involve several people is speaking in front of the class, which requires correct vocalization skills, a good mastery of the material, and, most importantly, great self-confidence. Some of these things inhibit students' speaking skills, causing students to become less confident in appearing

in front of the class (Lavita, Suniasih & Suadnyana, 2019; Zagoto, Yarni & Dakhi, 2019).

One of the speaking skills listed in the 2013 Curriculum is conveying submissions, offers, approvals, and closings in negotiating texts. In the 2013 Curriculum for Indonesian Language subjects, one of the KI and KD studied is Core Competency 3: understanding, applying and analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and science (Ndruru, Harefa & Harefa, 2022). Humanities with insight into society, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems (Telaumbanua, Zega & Bawamenewi, 2022; Waruwu, 2022). Basic competence 4.10: Submitting submissions, offers, approvals, and closings in negotiating texts orally or in writing with the minimum completeness criteria (KKM) set, namely 68. The indicators that must achieve are being able to reveal how to submit, offer, and reach an agreement in negotiations.

Based on observations in class X SMA Negeri 2 Gunungsitoli and supported by the results of interviews conducted by researchers with Indonesian language teachers, there are several problems faced by students, including students are not able to be good communicators when negotiating, students less able to be good communicators (Ornellas et al., 2019; Uzer, 2020). Good, students are less able to understand messages when negotiating, students are less able to know the effect of messages when negotiating, and students are less able to use media in delivering messages when negotiating.

In terms of speaking, the weakness of the teacher is that the teacher still uses conventional learning models, so they have not been able to solve the problems faced by students according to the material being studied, namely being able to submit submissions, offers, approvals, and closings in negotiating texts.

METHOD

This type of research is called Classroom Action Research (CAR). The type of action studied (object of the action) in this study aims to improve students' speaking skills in negotiating activities with the Articulation model. The subjects in this study were students of class X MIPA-I SMA Negeri 2 Gunungsitoli, totaling 36 people, 15 men, and 21 women. In conducting research, there are four types of activities that must be carried out in classroom action research: planning, action, observation, and reflection. Researchers used research instruments to collect data

in this study, namely observation sheets, oral tests, field notes, and documentation. Data analysis techniques used in this research are quantitative data analysis techniques and qualitative data analysis techniques.

RESULTS AND DISCUSSION

Based on the results of research that researchers have carried out, the Articulation learning model is a learning model that can improve students' ability to convey negotiating texts. Research findings and discussions are based on the results obtained in the field, which is intended to pay attention to the suitability of what has been stated in theory with the technical implementation carried out during the research.

The discussion of the findings of this study remains guided or based on the research objectives, literature review, and the steps taken in implementing classroom action research (CAR). The following discussion is inseparable from the main research problems, providing answers to the formulation of the problems in question, analysis, interpretation of findings in the field, comparison of findings with theory, and limitations and interpretations of findings.

1. Main Problem

Based on the description in Chapter I, this study's main problem is students' ability to convey negotiating texts through the Articulation learning model.

The formulation of the problem in this study is how the Articulation learning model can improve the ability to convey negotiating texts for class X MIPA-1 students of SMA Negeri 2 Gunungsitoli in the 2021/2022 academic year.

In connection with the problems above, the authors try to solve these problems by conducting classroom action research (CAR) on the material of delivering negotiating texts through the Artikuasi learning model in class X MIPA-I SMA Negeri 2 Gunungsitoli in the 2021/2022 academic year.

2. General Answers to Main Research Problems

The results that have been obtained in research with efforts to improve student learning outcomes in the learning process in Indonesian subjects, especially in conveying negotiating texts, are known by using several research instruments, namely observation sheets for a teacher/researcher, observation sheets for students, and skills research rubrics. , manuscripts about knowledge assessment and documentation retrieval as evidence of research implementation.

As a general answer to the main problem in this research, there is an increase in the ability to convey negotiating texts through the Articulation learning

model for class X MIPA-I students at SMA Negeri 2 Gunungsitoli in the 2021/2022 academic year and also student activities in participating in this learning process. Students are very actively participating in teaching and learning activities well.

3. Analysis and interpretation of Research Findings

a. Analysis of Research Findings

Based on the results of the analysis of research findings in Cycle I and also cycle II and also following the implementation of the stages of Classroom Action Research, the results of the findings can be described below:

- 1) The results of students' ability to convey negotiating texts through the Articulation learning model are:
 - a). In Cycle I, the lowest score was 52, the highest score was 72, with an average score of 61.33%, and
 - b). In cycle II the lowest score is 72, and the highest score is 96, with an average value of 84.33%.
- 2) The researcher's observation sheet results consist of two cycles: a). Cycle I, namely: (1). The results of the researcher's observations of the first meeting that were carried out were 50%, and those that were not carried out were 50%, (2). The results of the researcher's observations of the second meeting that were carried out were 68.75%, and those that were not implemented were 31.25%, and b). Cycle II, namely: (1). The results of the researcher's observations of the first meeting that were carried out were 81.25%, and those that were not carried out were 18.25%, (2). The results of the researcher's observations of the second meeting that were carried out were 93.75%, and those that were not carried out were 6.25%.
- 3) The results of the student observation sheet consist of two cycles, namely: a). Cycle I, namely: (1). The result of active students at the first meeting was 46.79%, and students who were not active were 53.20%, (2). The results of student activity at the second meeting were 52.35% and students who were not active were 47.64%, b). Cycle II: (1). The result of active students at the first meeting was 65.38%, and students who were not active were 34.61% (2). The result of active students at the second meeting was 80.55% and students who were not active were 19.44%.

b. Interpretation of Research Findings

The interpretation of the research findings includes all objects of action carried out by researchers in class X MIPA-I SMA Negeri 2 Gunungsitoli through the Articulation learning model. Based on the results of observations during learning to deliver negotiating texts in class X MIPA-I SMA Negeri 2

Gunungsitoli, at first, there were still students who were less able to convey negotiating texts. It can be seen in the first Cycle results with an average student ability of 61.33% or only achieving the predicate "Enough."

Based on these results, the researchers reviewed the learning by reflecting on the material for delivering negotiating texts in cycle II so that students obtained 84.33% results or achieved the predicate "Good," so the Articulation learning model for learning to convey negotiating texts can be said to be successful.

4. Comparison of Findings With Theory

As previously explained, the results of this study indicate that (1) there is an increase in the ability to convey negotiating texts through the Articulation learning model for class X MIPA-I students at SMA Negeri 2 Gunungsitoli in the 2021/2022 academic year and (2) student activities in participating in the learning process. The Articulation learning model increases because this learning involves students actively participating in teaching and learning activities. It is because the author applies to learn steps as much as possible with full preparation in the learning process.

5. Limitations of Analysis Results and Interpretation of Findings

The limitations of research findings in the field are not absolute. It is due to the limitations of researchers in this scientific research. To address the limitations of this study, the authors humbly reveal the limitations on the aspects of analysis and interpretation of the research findings.

Based on the above, the following are the limitations of the study so that readers have a common perception of the author, namely:

- a. The application of the Articulation learning model in the learning process is likely not all teachers can apply it.
- b. The Artikuasi learning model can improve students' ability to convey negotiation texts in class X-MIPA SMA Negeri 2 Gunungsitoli. If other methods or approaches are used in learning to convey negotiating texts, it is possible to get different learning outcomes.

CONCLUSION

Based on the results of this study, it can conclude that the Articulation learning model can improve the ability to convey negotiating texts for class X MIPA-I students of SMA Negeri 2 Gunungsitoli in the 2021/2022 academic year.

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