



Improving the Ability to Compare Content of Various Reviews to Find a Systematic Review Using the Problem Based Learning Model Private Vocational School 1 Mamuju

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ABSTRACT

This study aimed to determine the Increased Ability to Compare the Content of Various Reviews to Find the Systematics of a Review Using the Problem Based Learning Model. The population in this study were all students of class XI at SMK Negeri 1 Mamuju. The data consisted of data on student learning outcomes through learning achievement tests in each cycle and data on student activities in learning based on observations made. Student learning outcomes test data were analyzed using the mean while student learning activity data were analyzed using descriptive analysis. The results showed that the ability to compare the contents of various reviews to find the systematics of a reviewer increased in each cycle. Based on data on pre-cycle, there is 1 student who is in the complete category with a score of 75 and above with a percentage of 4%, cycle I 15 students who are in the complete category with a percentage of 60%, cycle II 18 students who are in the complete category with a percentage of 72% and cycle III 25 students in the complete category with a percentage of 100%. Based on the results of the data analysis, it was concluded that the use of the Problem Based Learning model could improve the ability to compare the contents of various reviews to find the systematics of class XI student reviews at SMK Negeri 1 Mamuju.

Keywords: Systematic review, Problem Based Learning learning model

BACGROUND

Research on reviews conducted focuses on material comparing the contents of various reviews to find the systematics of a review as stated in the syllabus in the basic competence section. Comparing the contents of various reviews is very useful for students because by comparing two review texts given by the teacher, students must first know the systematics or elements of a review so that they can compare the contents of the review in terms of the systematics of the review.

To carry out learning to compare the contents of various reviews, the thing that must be done first is to read and understand the reviews.

A review can be done when someone has previously read the whole book to be reviewed. Many students do not know and understand what a review is, even though the material regarding reviews is one of the materials that must be understood and mastered by students.

Apart from being related to material, learning activities in schools are also related to the use of learning models. Based on previous researchers who succeeded in improving students' learning abilities using the Problem Based Learning model.

METHOD

The type of research used in this study was Classroom Action Research (CAR), which was carried out in 2018. Classroom Action Research is research that actively involves the role of teachers and students in various actions. Classroom Action Research is research that describes the causes and effects of the treatment, as well as describes what happened when the treatment was given, and describes the entire process from the beginning of giving the treatment to the impact of the treatment.

The subjects of this study were students of class XI at SMK Negeri 1 Mamuju which consisted of purposive sampling taking into account the heterogeneity of students' ability levels.

1. Cycle Implementation

This research was conducted in three cycles. The each cycle is as follows:

a. Cycle I

The implementation plan for cycle 1 is divided into 4 stages according to the class action assessment criteria, namely; Action planning,

Action implementation, Observation, Reflection.

1) Planning

- a) Designing activities during research includes implementing learning and observing student activities.
- b) Compile RPP comparing the contents of various reviews to find the systematics of a reviewer.
- c) Prepare learning media such as: review text.
- d) Prepare resources, namely Indonesian language books for class XI SMA/MA.
- e) Prepare an evaluation tool in the form of student worksheets to test students' skills in presenting the results of comparing the contents of various reviews to find the systematics of a review. Prepare observation sheets to observe student activities in learning and observation sheets to determine class conditions in the learning process.
- f) Prepare an assessment sheet to determine students' skills in presenting the results of comparing the contents of various reviews to find the systematics of a review.

1) Cycle implementation

- a) Cycle 1 was held in two meetings. The first meeting was held for the teaching and learning process and the second meeting was for testing. The steps for implementing the action are:
- b) At the first meeting (2 x 45 minutes)
- c) The teacher opens with greetings and prays to start learning.
- d) Checking student attendance as a disciplinary attitude.
- e) Prepare students physically and psychologically in starting learning activities and conveying learning objectives.
- f) Students receive an explanation of the material comparing the contents of various reviews to find the systematics of a review
- g) The teacher motivates students to engage in problem solving activities
- h) The teacher divides students into groups
- i) The teacher gives a novel review text to each group.
- j) The teacher instructs students to look for the contents of the elements or review systematics in the given novel review text. The teacher encourages students to collect the information

needed, carry out experiments and investigations to get explanations and solve problems. The teacher and students reflect and make conclusions about the material that has been taught then close the lesson and convey the next lesson and pray together and say hello.

- k) At the second meeting (2x45 minutes)
- l) Do the opening with opening greetings and pray to start learning.
- m) Checking student attendance as a disciplinary attitude
- n) Prepare students physically and psychologically in starting learning activities
- o) The teacher conveys the learning objectives
- p) Students return to their original group, namely the group at the first meeting.
- q) The teacher gives two novel review texts to each group.
- r) The teacher instructs students to compare the contents of the two novel review texts which are different from the previous meeting based on review systematics.
- s) The teacher encourages students to collect the information needed, carry out experiments and investigations to get explanations and solve problems.
- t) The teacher and students reflect and make conclusions about the material that has been taught then close the lesson and convey the next lesson and pray together and say hello.

2) Observation:

In addition to being carried out by researchers, observations will also be assisted by observers, namely 2 observer friends in cycle I and cycle II. All events are recorded by both observers and researchers using the format that has been made. Then do the final test in cycle I after following the teaching and learning process.

3) Reflexion

At the final stage of the cycle, reflection or activities are held to reiterate what has happened to the results that have been obtained both from the results of the cycle I tests, notes and observations from observers. The results of cycle I are used as a reference for implementing and planning cycle II so that what is achieved next is as expected better than cycle I. However, before making improvements, discussions are held with observers or teachers, interviews with students.

b. Cycle II

1. Cycle II Action Planning.

In cycle II, researchers will return to make preparations including:

- a) Compile RPP comparing the contents of various reviews to find the systematics of a reviewer.
- b) Prepare learning media such as: review text
- c) Prepare sources, namely Indonesian language books for class XI SMA/MA.
- d) Prepare an evaluation tool in the form of student worksheets to test students' skills in presenting the results of comparing the contents of various reviews to find the systematics of a review.
- e) Prepare observation sheets to observe student activities in learning and observation sheets to determine the state of the class in the learning process.
- f) Prepare an assessment sheet to determine students' skills in presenting the results of comparing the contents of various reviews to find the systematics of a review.

2. Action implementation:

The plan for implementing the actions in cycle II is the same as in cycle I by emphasizing matters that must be addressed or repaired based on cycle I's reflections. Cycle II was held in two meetings. The first meeting was held for the teaching and learning process. Then, the second meeting was held to conduct the test. The steps for implementing the learning are:

At the first meeting (2x45 minutes)

- a) The teacher opens with greetings and prays to start learning.
- b) Checking student attendance as a disciplinary attitude
- c) Prepare students physically and psychologically in starting learning and provide motivation to students.
- d) The teacher conveys the learning objectives
- e) The teacher asks students to remind them of the previous material
- f) Students are directed to return to their original group.
- g) The teacher gives 2 different novel review texts in cycle I.
- h) The teacher instructs students in each group to

compare the contents of the 2 novel review texts given based on the review systematics.

- i) The teacher encourages students to collect the information needed, carry out experiments and investigations to get explanations and solve problems.
- j) Students who are less active in cycle I are encouraged to be more active later in the cycle II test.
- k) The teacher and students reflect and make conclusions about the material that has been taught then close the lesson and convey the next lesson and pray together and say hello

At the second meeting (2X45 Minutes)

- a) The teacher opens with greetings and prays to start learning
- b) Checking student attendance as a disciplinary attitude
- c) Preparing students physically and psychologically in starting learning activities and providing motivation to students.
- d) The teacher conveys the learning objectives.
- e) Students receive an explanation of what to do, namely students will be given the task of comparing the contents of two different novel review texts.
- f) The teacher gives two novel review texts to each student.
- g) The teacher instructs students to compare the contents of two different novel review texts according to the systematic review.
- h) The teacher encourages students to collect the information needed, carry out experiments and investigations to get explanations and solve problems.
- i) The teacher and students reflect and make conclusions about the material that has been taught then close the lesson and convey the next lesson and pray together and say hello.

3. Observation:

The observations that will be made are the same in cycle I. During the learning process, the researcher carries out observations according to the observation format and collects student data in the form of a final test in cycle II.

4. Reflexy:

The reflection that will be carried out in cycle II is in the form of an evaluation of learning based on the results of student tests and the results of observations made by the observer. The researcher asked for student responses regarding the learning process comparing the contents of various reviews to find the systematics of a review using the Problem Based Learning learning model.

After that, the researcher collected all the data obtained starting from cycle I to cycle II and then made a conclusion that the difficulty in comparing the contents of various reviews to find the systematics of a review can be overcome by using the Problem Based Learning learning model, so that student achievement can be increased again.

c. Cycle III

1. Action Plan

- a) In cycle III, researchers will return to make preparations including:
- b) Compile RPP comparing the contents of various reviews to find the systematics of a reviewer.
- c) Prepare learning media such as: review text
- d) Prepare resources, namely Indonesian language books for class XI SMA/MA.
- e) Prepare an evaluation tool in the form of student worksheets to test students' skills in presenting the results of comparing the contents of various reviews to find the systematics of a review. Prepare observation sheets to observe student activity in learning and observation sheets to find out the state of the class in the learning process.
- f) Prepare an assessment sheet to determine students' skills in presenting the results of comparing the contents of various reviews to find the systematics of a review.

2. Action Plan

The action plan in cycle II is the same as in cycle I by emphasizing matters that must be addressed or improved based on the reflections of cycle I and cycle II.

Cycle III was carried out for two meetings. The first meeting was held for the teaching and learning process then the second meeting was held for testing. The steps for implementing the action:

At the first meeting (2x45 minutes)

- a) The teacher opens with greetings and prays to start learning.
- b) Checking student attendance as a disciplinary attitude
- c) Preparing students physically and psychologically in starting learning activities and providing motivation to students.
- d) The teacher conveys the learning objectives.
- e) Doing Apperception, namely recalling previous learning regarding the reviewer.
- f) Students are divided into several groups, namely two people in one group.
- g) The teacher gives two novel review texts to each group.
- h) The teacher instructs students to compare two different novel review texts based on review systematics.
- i) The teacher encourages students to collect the information needed, carry out experiments and investigations to get explanations and solve problems.
- j) The teacher and students reflect and make conclusions about the material that has been taught then close the lesson and convey the next lesson and pray together and say hello.

At the second meeting (2x45 minutes)

- a) The teacher opens with greetings and prays to start learning
- b) Checking student attendance as a disciplinary attitude
- c) Prepare students physically and psychologically in starting learning activities
- d) The teacher gives motivation to students

- e) The teacher conveys the learning objectives
- f) Students receive an explanation of what will be done, namely students will be given the task of comparing the contents of two different novel review texts.
- g) The teacher gives two novel review texts to each student.
- h) The teacher instructs students to compare the contents of two different novel review texts based on the review systematics.
- i) The teacher encourages students to collect the information needed, carry out experiments and investigations to get explanations and solve problems.
- j) The teacher and students reflect and make conclusions about the material that has been taught then close the lesson and convey the next lesson and pray together and say hello.

2. Observation:

The observations to be made are the same in cycle I and cycle II. During the learning process, the researcher made observations by holding an observation format and collecting student data in the form of a final test in cycle III.

3. Reflexion:

The reflection that will be carried out in cycle III is in the form of learning evaluation based on the results of student tests and the results of observations made by the observer. The researcher asked for student responses regarding the learning process comparing the contents of various reviews to find the systematics of a review using the Problem Based Learning learning model. After that, the researcher collected all the data obtained starting from cycle I to cycle II and cycle III, then made a conclusion that the difficulty of comparing the contents of various reviews to find the systematics of a review can be overcome by using the Problem Based Learning learning model, so that student achievement can be improved again.

RESULTS AND DISCUSSION

Based on the results of observations on the pre-

cycle, it is known that the readiness of the students as well as the attention, seriousness, enthusiasm of students in participating in learning compares the contents of various reviews to find the systematics of a review. This also affects the results of students' understanding of novel review texts so that student achievement results also vary. As for the advantages of the Problem Based Learning model which can affect the increase in student learning outcomes, namely: Problem Based Learning is a learning model that exposes students to real world problems to start learning and is one of the innovative learning models that can provide learning conditions active to students.

1. Results of Cycle I

Using the Problem Based Learning model increases the ability to compare the contents of various reviews to find the systematics of a reviewer. It is known that students who score in the range of 85-94 are in the good category, namely 10 students with a percentage of 40%, with a value range of 75-84 in the moderate category, namely 5 students with a percentage of 20%, with a score range of 65-74 in the less category, namely 4 students with a percentage of 16%, then with a range of 0-64 in the very lacking category, namely 6 students with a percentage of 24%. From all students, the acquisition of the percentage of student work was obtained from assessing the ability of students to compare the contents of various reviews to find the systematics of a review in cycle I. The acquisition of student scores was obtained based on the assessment criteria used to assess student work in comparing the contents of various reviews to find systematics a review.

The results of the assessment of 25 research samples/subjects were based on assessment criteria in comparing the contents of various reviews to find the systematics of a reviewer being assessed, namely; a) Title, b) Book Identity, c) Introduction, d) Content/Core of the Review, e) Book Advantages, f) Book Deficiencies, g) Closing, h) Similarities and Differences.

From the results of student work that 15 students who obtained scores from determining the title of the reviewer with a score of 10 and were categorized as very capable, said to be very capable because students were very able to

determine the title in the review text given in this cycle well as in this text quote "Title: Dealova", students who get scores from determining book identity are 10 students who get a score of 15 and are categorized as able to determine book identity well such as "Book identity; Author : Ryan Nuranindya, Year Published : 2006, Publisher : PT. Gramedia Pustaka Utama, City of Publication: Jakarta, Number of Pages: 504 pages, Book Thickness: 20 cm, Price: 54,500" should still be added at the beginning, namely "Book title: Dealova", students who get scores from the preliminary determination are 2 students who get a score of 7 and categorized quite capable of determining the introduction in the text of a novel review that is given quite well such as "The author chose this novel because the plot in this novel is very easy to predict.

The theme of the story is "marketable" just like the youth stories in general that are found on television soap operas. It should include introducing the author and the purpose of the author of the book and others. The correct text is "This novel was beautifully written by Dyan Nuranindya who is the younger of two siblings. This woman who was born in Jakarta on December 14, 1985 has the nickname "dichiel", which means little Dyan.

With his writing skills, this novel is packaged in a neat way and is very familiar with the lives of today's teenagers. Apart from that, there are also many interesting things in this novel, the lacking category, no students who get the less category, but what is obtained is the very lacking category, namely 21 students who score with a score of 5 categories are very lacking in determining comments about similarities and the difference between the two novel review texts given is that the answer is not written on the answer sheet but still has a point value of 5 based on the existing assessment criteria and the correct answer text should be "Response/comment; difference: the difference between text 1 and text 2 is that in text 1 it tells about the love story of Dira and Karra which ends with the death of Dira and finally after a downturn Karra opens his heart to Ibel his best friend who loves him from the past while in text 2 it tells about the dreams or aspirations of a boy who different, similarities: the similarity of the two texts is that both are fiction novels.

In this cycle, student learning outcomes are measured from the evaluation test given after comparing the contents of various reviews to find the systematics of a review using Problem Based Learning. From the frequency distribution table for cycle I, it is known that the ability to compare the contents of various reviews to find the systematics of a reviewer has increased by 56% from pre-cycle.

2. Cycle II results

In cycle II, there were 2 students who scored with a range of 95-100 in the very good category with a percentage of 8%, with a score range of 85-94 in the good category, namely 12 students with a percentage of 48%, with a value range of 75-84 in the moderate category namely 4 students with a percentage of 16%, with a value range of 65-74 in the less category, namely 7 students with a percentage of 28%. From the frequency distribution table for cycle II it is known that the ability to compare the contents of various reviews to find the systematics of a reviewer has increased well where the increase from cycle I to cycle II was 12%.

The results of the assessment of 25 research samples/subjects were based on assessment criteria in comparing the contents of various reviews to find the systematics of a reviewer being assessed, namely: a) Title, b) Book Identity, c) Introduction, d) Content/Core of the Review, e) Book Advantages, f) Book Deficiencies, g) Closing, h) Similarities and Differences.

From the results of student work that 23 students who obtained scores from determining the title of the reviewer with a score of 10 and were categorized as very capable, said to be very capable because students were very able to determine the title in the review text given in this cycle well as in this text quote "Title: The Fading Enchantment of Cleopatara and the faded koala", students who obtained scores from determining book identity were 17 students who obtained a score of 15 and were categorized as able to determine book identity well such as "Book identity; Book title: The Fading of Cleopatra's charm, Author: Habiburrahman El Shirazy, Year of Publication: 2005, Publisher: Republika, City of Publication: Jakarta, Edition: Soft Cover, Book size/thickness: 13.5 cm / VII + III Pages in text 1

and on the text 2. Identity of the reviewer; Title: Koala kumal, Author: Raditya Dika" in text 2 the writing of the identity of the book is not complete according to what is in the review text and the correct answer is "Book Identity; Title: Koala Kumal, Author: Raditya Dika, Publish Date: January 17 2015, Publisher: Media Initiative, Page Thickness: 250 pp.

Students who get a value from the preliminary determination are 16 students who get a score of 7 and are categorized as quite capable of determining the introduction in the novel review text given in text 1 such as "Introduction: This novel tells about a man who becomes my character as the main character in story. My character is arranged for an arranged marriage with a woman named Raihana who is also the daughter of her mother's friend. The woman is a little more mature than him, that is, 2 years older", it should include introducing the author and the purpose of the author of the book and so on. The text is correct, namely "Habiburrahman El Shirazy describes the story in the novel as if it were so alive that the holy verses of the Qur'an make an affirmation of a statement making it more powerful and authentic. The storyline is also not as long as novels in general and the straightforward language style makes it easy for readers to understand the contents of the story in the novel.

There were 2 students who scored less in 6 categories in determining the lack of books as in the review text of the novel Clopatra's Fading of Enchantment review "Weaknesses: the language style is less attractive" should be "book shortages: more shown to adult readers, and the language is less attractive", 7 students who get a score with a score of 5 categories are very lacking in determining comments about the similarities and differences of the two novel review texts given, namely the answer is not written on the answer sheet but still has a point value of 5 based on the existing assessment criteria and the correct answer text should be "Response /comment; Difference: the difference between text 1 and text 2 is that in text 1 it tells about the "regret" of a husband while in text 2 it tells about a broken heart accompanied by comedy, similarities: the similarity of the two texts is that they are both fictional novels.

In this cycle, student learning outcomes are measured from the evaluation tests given after completing the material. The results of the descriptive analysis of student learning completeness were obtained after comparing the contents of various reviews to find the systematics of a reviewer using the Problem Based Learning model.

3. Results of Cycle III

There were 2 students who obtained grades ranging from 95-100 in the very good category with 8% completeness, with 21 students obtaining grades ranging from 85-94 in the good category with 84% completeness, then 2 students obtained grades ranging from 75-84 in the adequate category with completeness 8%. From the test results and based on the table it can be stated in general that it has increased, this is a good achievement because it has been able to compare the contents of various reviews to find the systematics of a review.

The results of the assessment of 25 research samples/subjects were based on assessment criteria in comparing the contents of various reviews to find the systematics of a reviewer being assessed, namely; a) Title, b) Book Identity, c) Introduction, d) Content/Core of the Review, e) Book Advantages, f) Book Deficiencies, g) Closing, h) Similarities and Differences. From the results of student work that 21 students who obtained scores from determining the title of the reviewer with a score of 10 and were categorized as very capable, said to be very capable because students were very able to determine the title in the review text given in this cycle well as in this text quote "Title: A Little Letter to God and Dilan: He Was My Dilan in 1990".

Students who get scores from determining book identity are 17 students who get a score of 15 and are categorized as able to determine book identity well such as "Book identity; Author : Agnes Danovar, Year Published : 2008, Publisher : Inandra Published, Printing : Jakarta, September 2011, Edition : -8th, Thickness : VII+232, Price : Rp. 38,000", in text 2 the writing of the identity of the book is not complete according to what is in the review text and the correct answer is that in the identity section of the book at the beginning the title of the book is

written "Book identity; Book Title: A Little Letter To God".

There were 17 students who received a score of 7 and were categorized as quite capable of determining the introduction in the novel review text given in text 1 such as "Introduction: This novel tells about the struggle of teenage girls against malignant cancer, Rabdomiosarkoma (soft tissue cancer). She is Gita Sesse Wanda Cantika, we know her as a former child artist in 1998. This little girl is the main character in the novel A Little Letter to God who is sentenced to have malignant cancer and is predicted to live only 5 days left", it should introduce the author and the purpose of the author of the book and etc. The correct text is "Agnes Danovar is a phenomenon in the world of Indonesian literature. He started his career as an amateur writer on a blog, then quickly developed into a writer who is willing to learn to give birth to five online novels and 42 short stories that are so attached to all readers of his personal website, one of the novels written is a small letter to God which tells the struggle of a girl adolescents in the fight against malignant cancer. Agnes was born in Jakarta on October 8, while Danovar was born in Jakarta on August 7", the category lacking in the text of the given novel review was not found by students who received this score, 4 students who scored with a score of 5 categories were very lacking in making comments about similarities and differences from the two novel review texts given, the answer is not written on the answer sheet but still has a point value of 5 based on the existing assessment criteria and the correct answer text should be, namely "Response/comment; Difference: The difference between text 1 and text 2 is that in text 1 it tells about "the struggle for life" while in text 2 it tells about teenage love. Equation: the similarity of the two texts is that they both tell about the lives of teenagers.

From the frequency distribution table for cycle III it is known that the ability to compare the contents of various reviews to find the systematics of a reviewer has increased by 28% from cycle II to cycle III.

1. Results of Cycle I, II, and III Improvement

Increased ability to compare the contents of various reviews to find the systematics of a review

using the Problem

Based Learning model for class XI students of SMK Negeri 1 Mamuju which compares the results of the acquisition of scores before the implementation of the cycle with the results of the acquisition of student scores after the implementation of cycle I, cycle II, cycle III obtained a distribution comparison frequency and percentage of pre-cycle scores, namely: there was 1 student who scored 75-84 with a percentage of 4%, there were 3 students who scored 65-74 with a percentage of 12% and 21 students who scored 0-64 with a percentage of 84%. In cycle I, there were 10 students who scored 85-94 with a percentage of 40%, 5 students who scored 75-84 with a percentage of 20%, 4 students who scored 65-74 with a percentage of 16%, and 6 students who scored 0-64 with a percentage of 24%. In cycle II there were 2 students who scored 95-100 with a percentage of 8%, with 12 students who scored 85-94 with a percentage of 48%, 4 students who scored 75-84 with a percentage of 16%, 7 students who scored 65-74 with percentage of 28%, while in cycle III there were 2 students who scored 95-100 with a percentage of 8%, 21 students who scored 85-94 with a percentage of 84%, 2 students who scored 75-84 with a percentage of 8%.

Based on this description, it was concluded that the ability to compare the contents of various reviews to find the systematics of a class XI reviewer at SMK Negeri 1 Mamuju increased after applying the Problem Based Learning model. The value achieved is based on the pre-cycle percentage of 4%, the first cycle is 60%, the second cycle is 72%, and the third cycle is 100%. The increase in student scores from pre-cycle to cycle I was 56%, cycle I to cycle II was 12% and cycle II to cycle III was 28%. So, the increase from pracycle to cycle III is 96%.

CONCLUSION

The ability to compare the contents of various reviews to find the systematics of a reviewer has increased after applying the Problem Based Learning model in this case it can solve problems found in class XI students of SMK Negeri 1 Mamuju in comparing the contents of various reviews to find the systematics of a review. The process of activities in learning compares the contents of various reviews to find the systematics of a review using the Problem Based Learning model which has increased in the planning, implementation, observation and reflection

stages as shown by the activeness of students in all learning steps by looking at changes in percentage values, namely increasing student scores from pre-cycle to cycle I was 56%, cycle I to cycle II 12% and cycle II to cycle III 28%. So, the increase from pracycle to cycle III is 96%.

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Profil Penulis

The first author named Ansar, was born in Karungbannang on November 11 1985. The author started his education at the elementary school level starting in 1992 at SDN. 18 Lombok, Tinambung District.. Then, in 1998 he continued his education at Tinambung 4 State Junior High School and completed his education at the school in 2001. Furthermore, in the same year, the author continued his education at Majene 2 State High School and graduated in 2004.

In 2004, the writer tried to continue his education again and enrolled in one of the well-known universities in Eastern Indonesia, namely Makassar State University. The author was finally accepted and registered as a student of the Indonesian and Regional Language and Literature Study Program, Faculty of Languages and Arts, Makassar State University in Makassar. His education period at Makassar State University finally ended after approximately five years in 2009 to be precise. Then, in 2011 the author returned to continue his education at Makassar State University by taking the Masters Program in Language Education and finished in 2014. Since 2014, the author has served and was appointed as a permanent lecturer at Tomakaka Mamuju University until now.

The second author is Rahmat Hidayat. He started his education at a tertiary institution in Makassar by taking the Indonesian Language Department and completing his education at that college. After completing his studies at the bachelor's degree program (S-1), he then continued his education at a higher level, namely Master's Degree (S2) at Makassar State University in the Department of Language Education until he finished well. Then in 2021, he tried to register or apply to become a Lecturer at Tomakaka University and was accepted as a permanent Lecturer. Until now, he is actively teaching as a lecturer at the Indonesian Language and Literature Study Program.