Using the Pair Check to Improve the Ability to Determine the Structure of Exposition Texta of Class VIII Students of SMP Negeri Wajo

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ABSTRACT

This research aims to improve the ability of class VIII students at MTs Pesantren Mizanul 'Ulum Sanrobone in learning to determine the structure of exposition text using the *pair* checks model, totaling 14 students. Data collection was carried out using test techniques. The money data obtained was analyzed using descriptive methods. This type of research is classroom action research which consists of two cycles, namely cycle I and cycle II. Which aims to describe the increase in the ability to determine the structure of exposition text using the *pair* checks model. Researchers only focused on class I with 14 students. The learning outcome for determining the structure of exposition text in cycle I was 65 and the student learning outcome for cycle II was 87.14.   Based on the research results , it can be concluded that the learning outcomes of determining the structure of exposition text for class VIII SMP Negeri 2 Wajo can be improved by using the *pair check model*.

Keywords: improvement, determining the structure of exposition text, *pair checks* model
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INTRODUCTION

Indonesian language learning aims to guide students' continuous language development through four types of language skills, one of which is writing skills. The development of writing skills in the 2013 curriculum is text-based. One of the texts taught is exposition text. Expository text writing skills are contained in KI 4, namely trying, presenting and reasoning in the real domain (using, parsing, assembling and modifying, and creating) and the abstract domain (writing, reading, calculating, drawing and composing) based on teaching in schools and other sources in point of view/theory. And KD 4.6, namely presenting ideas and opinions in the form of expository text of popular scientific articles (environment, natural conditions, and/or cultural diversity, etc.) orally and in writing, taking into account the structure, linguistic elements and oral aspects. .

Writing skills are part of writing skills that are very important to learn because they can develop a person's intelligence and creativity in thinking and expressing thoughts in written form. Writing activities can also be used to interact and communicate. Therefore, being able to convey ideas, thoughts, feelings or to interact can not only be done directly but can also be done or expressed in writing. According to Nurhayati & Nurbaya (in Ramadhona, 2017: 245) by writing people can communicate, express ideas, both from within and outside themselves, and enrich their experiences. This activity can provide benefits for everyone, for themselves and others.

Tarigan (in Sardila, 2015: 113) states that writing can be defined as the activity of expressing ideas or ideas with the help of written language as a medium for conveying it. In an international journal by Anderson et al. (2015) stated that writing can improve students' learning when they are less focused on the lesson. Based on this opinion, learning to write is the activity of expressing ideas into written form which can improve students' learning when they lack focus.

In the 2013 curriculum, students are more required to master writing skills, especially when learning Indonesian. One way to learn to write in Indonesian is writing expository texts. In the Indonesian language syllabus contained in the 2013 curriculum, expository text learning material is taught in class VIII of Junior High School, in KD. 4.6 prepare ideas or opinions in the form of expository texts in the form of written works, for example articles (environment, social conditions and cultural diversity and others) either verbally or in writing based on existing structures as well as linguistic elements and oral aspects.

Expository text is one type of text studied by class VIII semester 1 in the 2013 curriculum with the 4th Core Competency (KI), namely "Trying, managing and presenting in a concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and subtracting) in accordance with what is learned at school and other sources with the same point of view/theory." With Basic Competency (KD) 4.6, namely "presenting ideas and opinions in the form of expository text of popular scientific articles (environment, social conditions, and/or cultural diversity, etc.) orally and in writing by paying attention to the structure, elements language, and oral aspects". Based on the KI and KD, it can be concluded that the skill of writing expository text is one of the main materials that students must learn and master.

The use of a learning model that is suitable for learning to study exposition texts, namely the pair checks model. The

pair checks learning model is a type of cooperative learning in pairs (sequence groups) aimed at giving students an understanding of the material being presented. Students are also required to be more independent in solving problems given and also practice cooperation between students with each other. This learning model can also train students' social sense, cooperation and ability to provide assessments.

The pair checks learning model is a learning model where pairs work together and solve the problems given (Herdian, 2009). In the pair checks type cooperative learning model, the teacher acts as a motivator and facilitator of student activities. This learning model also trains students' social attitudes, cooperation and ability to provide assessments. This model aims to improve students' ability to express their ideas, thoughts, experiences and opinions correctly. With the pair check strategy, it is possible for students to exchange opinions and give each other suggestions. Based on researchers' observations at SMP Negeri 2 Wajo, information was obtained that the average ability to determine the structure of expository texts was still carried by an average score that had not yet reached the graduation standard or the student's score was still carried by kkm, namely 72. One of them was in determining the structure of expository texts, so that the resulting text becomes less understandable.

RESEARCH METHODS

This type of research is Classroom Action Research (PTK). Kemmis and Targath (in Subyantoro 2009: 8) state that it is a form of study or inquiry through self-reflection carried out by participants in certain activities in social situations (including education) to improve the rationality and truth of (a) existing social or educational practices. they do themselves, (b) their understanding of these practices, and (c) the situation in which the practices are carried out.

This research was carried out at SMP Negeri 2 Wajo, the school was used as a research location because it was based on the results of the researcher's observations. The subjects of this research were 14 class VIII students. The subjects were chosen based on their low ability to determine the structure of exposition text.

This classroom action research consists of two continuous stages. In each cycle, planning, implementation, observation and reflection are carried out to determine the effectiveness of actions. If class actions result in a decrease in the learning process, then this is where the teacher takes the solution to make improvements and implement the following learning stages:

1). Cycle I

a. Digestion
   1. Researchers found research problems based on the results of initial observations.
   2. Prepare a learning implementation plan (RPP) that uses the *pair checks model* (pairs check)
   3. Create an assessment format to measure students' ability to determine the structure of expository text
   4. Develop data collection instruments that will be used in classroom action research as follows:
   a. The teacher's activity observation sheet in the classroom learning process is in accordance with what has been planned in the Learning Implementation Plan (RPP) using the *pair* checking model.
   b. Observation sheet of student activities in the learning process using the *pair* checking model.

b. Implementation of Actions

At this stage the researcher refers to the Learning Implementation Plan (RPP), namely:

1. The teacher conveys the learning material presented
2. The teacher forms groups consisting of 2 students in one group
3. The teacher invites students to sit with members of their respective groups
4. The teacher reads an expository text in front of the class
5. The teacher gives assignments to students to determine the structure of expository text
6. The teacher invites you to read the results of the exposition text structure text in front of the class
7. The teacher invites other students to provide comments on the assignments given
8. The teacher provides conclusions from the learning results
9. The teacher evaluates the activity by providing comments as well as providing an assessment regarding how to determine the structure of the exposition text.

c. Observation

In observation activities, researchers and teachers collect and compile data obtained from the learning process. The research focus is as follows:

1. Teacher activities in the learning process

The teacher's activity in this lesson is carrying out observations in the form of student observation worksheets which have been planned and arranged in such a way.

2. Student activities in the learning process

Observations of student activities were carried out using student activity observation sheets that had been prepared by researchers during the learning process.

d. Reflection

The results of the observations that have been carried out are then analyzed and reflected on to find out the results of the learning process that has been carried out in cycle I. The stages carried out in the reflection stage are, namely, the test result data determines the structure of the exposition text, the teacher activity observation sheet, and the student activity observation sheet in the process. learning takes place.

2). Cycle II
a. Planning

The initial activity carried out by the researcher in the planning stage in cycle II was making a learning plan based on reflection and the results of the analysis carried out in cycle I. The steps carried out by the researcher were as follows:

1. Develop a Learning Implementation Plan in cycle II by paying attention to the shortcomings and obstacles that occurred in cycle I.
2. Preparing a learning model *for pair* checks in determining the structure of exposition text
3. Prepare student evaluation questions as research on learning outcomes
4. Create an assessment format and prepare facilities that can support the learning process.
   a. Compile observation sheets of teacher activities in the

classroom learning process using the *pair checks model* (pairs checking)

b. The observation sheet for student activities in the learning process uses the *pair* checking model.

c. Determine the criteria for successful learning in research with a completeness score of 72 (KKM) so that it can be said to be successful.

b. Implementation of Actions

The teacher implements the Learning Implementation Plan (RPP) in accordance with the plan that has been made as follows:

1. The teacher conveys the learning material presented
2. The teacher forms groups consisting of 2 students in one group
3. The teacher invites students to sit with members of their respective groups
4. The teacher reads an expository text in front of the class
5. The teacher gives assignments to students to determine the structure of expository text
6. The teacher invites you to read the results of the exposition text structure text in front of the class
7. The teacher invites other students to provide comments on the assignments given
8. The teacher provides conclusions from the learning results
9. The teacher evaluates the activity by providing comments as well as providing an assessment regarding how to determine the structure of the exposition text.

c. Observation

In observation activities, researchers and teachers collect and compile data obtained from the learning process. The focus of the observations made by researchers is as follows:

1. Teacher activities in the learning process
Observing teacher activities in the classroom learning process uses teacher activity observation sheets that have been prepared during the learning process.

2. Student activities in the learning process
Observing student activities in the learning process in class uses student activity observation sheets that have been prepared in the learning process.

d. Reflection

The research reflects on the implementation of cycle I and cycle II and analyzes to draw conclusions or implement the *pair* checks (pairs checking) learning model in an effort to improve the results of the ability to determine the structure of exposition texts using the *pair checks* (pairs checking) model for class VIII MTs Pesantren Mizanul 'Ulum Sanrobone.

The research instruments used in this research are text and observation sheets to determine the structure of the exposition text. This test is used to measure students' ability to determine the structure of expository text. This research instrument was chosen because this research focuses on the results after carrying out the action, namely increasing the ability to determine the structure of exposition text using the *pair* checks model.

Data collection techniques are the methods used to collect data related to this research. The data collection techniques used in this research are documentation techniques, observation techniques, interview techniques, and text analysis techniques (exercises).

1. Documentation techniques
Documentation techniques are carried out by collecting data and storing data or information from various sources related to this research.

2. Observation and interview techniques
    Observation techniques are used to see all student activities when carrying out learning and conduct interviews with teachers and students regarding the learning process.
3. Test analysis techniques
    Test analysis techniques are carried out to see the ability to determine the structure of exposition text.

Data analysis techniques used in this research

a. The results of students' learning assignments were analyzed using comparative descriptive, namely comparing the assignment scores from cycle I to cycle II.
b. The results of assignments from cycles I and II resulted in an analysis that the research tests from cycle I and cycle II had both differences and similarities. Researchers can see the comparison results using descriptive analysis.

RESEARCH RESULTS AND DISCUSSION

This research was carried out at SMP Negeri 2 Wajo using the *pair* checking model. This research was carried out in two cycles, the implementation of each cycle consisted of four steps, namely planning, implementation, observation and reflection. The results of this research achieved good results, increasing the ability to determine the structure of exposition text using the *pair* checking model for class VIII students using two cycles.

In cycle I the actions are described as follows: in cycle I start preparations by making a learning implementation plan (RPP) in accordance with the Basic Competencies using the *pair* checking model, then making teacher and student observation sheets during the learning process.

At the implementation stage, learning is carried out in accordance with the plans that have been established in the planning cycle. Teaching and learning activities are carried out as usual, but students lack focus and pay less attention to learning cycle I. This can be seen that students are not able to provide an understanding of the learning process, students also pay less attention and answer the learning process in groups. This is a challenge for researchers to find solutions so that students focus more on the teacher when learning is in progress and until learning ends and students can learn well.

Research in cycle II is described as follows: Cycle II is carried out in the same way as in cycle I. Cycle II is carried out in two meetings with a focus on improving deficiencies and obstacles in cycle I.

Student success presentations in cycle II were at 87% with an average student score of 72. This shows that the improvement in the ability to determine the structure of expository text for class students at SMP Negeri 2 Wajo was carried out according to expectations.

Based on the results of observations made on student activities during the learning process, it turns out that in cycle I there were 6 criteria that were not implemented out of the 9 criteria analyzed, namely students who paid less attention to the teacher's explanation, students who acted as trainers composing questions, making answer keys and students who served as partners. answering questions from the trainer, students changing roles, students collecting the results of questions and answers, students taking notes and listening to the teacher's explanation, and students reporting the results to the teacher. The activities carried out by students were only 6 criteria out of 9 activities observed by students in the teaching and learning process, which means that learning activities

in general only reached 33%. The level of student activity in using the *pair* checks model is at the "Very little" level between the range >50.

Based on the results of observations made on group learning activities carried out by teachers during the learning process using the *pair checks model* in cycle II. The criteria that the teacher is unable to fulfill is that the teacher is unable to exchange the roles of the students as a whole. Almost all activities in cycle II were fulfilled with 8 out of 9 indicators of teacher activity in teaching. Teacher activity is at the level of 89%. The classification level is "Very Good". Between the 75-100% range.

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