The Effect of PNP Learning Model and Diction Mastery on The Ability to Write Exposition Texts in Junior High School Students

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Abstract: The purpose of writing this article is to determine the effect of the picture and picture learning model and diction mastery on the ability to write expository texts for Class VIII SMP Negeri 3 Penawartama students. The method used in this research is experimental with treatment by level design. This experimental method is used to examine whether there is a causal relationship by giving treatment to the experimental group whose results are compared with the results of the control group. The research method designed to determine the magnitude of the effect between different variables by looking at the magnitude of the difference with the Analysis of Variance (ANOVA) technique. In this study, the ability to write expository text was given treatment with the picture and picture learning model, the population was class VIII students at SMP Negeri 3 Penawartama. The total sample is 68 students who are spread out in class VIII A as the experimental class and class VIII B as the control class. The results show that the average ability to write exposition texts using the picture and picture learning model that has high diction mastery (A1B1) = 74, 90 If we compare the use of the two learning models to students who have low diction mastery. In students who are taught with the picture and picture learning model with low diction mastery (A1B2) the average is 71, 37. Thus the average ability to write exposition texts of students who use the picture and picture learning model is higher than the average writing ability exposition text that uses conventional learning models in each different diction mastery.

Keywords: mastery of diction, PNP learning model, writing expository text

INTRODUCTION

Knowledge is something that continues to develop and requires people as language users to be able to use language both spoken and written. Learning to write at school requires students to be able to express their ideas or ideas into written language based on the material that has been delivered by the teacher. Knowledge about writing skills is obtained through activities in learning in the form of a plan or pattern that is used as a guide in planning

classroom learning carried out by students containing systematic procedures or patterns in which there are strategies, techniques, methods, materials, media, and learning tools others who have a role as a basis for carrying out learning activities (Weigle, 2002).

According to Law Number 20 of 2003 concerning the National Education System Article 1 point 19 writes that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain goals. The 2013 curriculum is a competency-based curriculum in the form of a learning system or learning approach that involves several disciplines to provide meaningful and broad experiences to students. Indonesian language learning in the 2013 curriculum is presented with a text-based approach (Maba & Mantra, 2018). This requires students to master language skills, one of which is writing skills.

Writing is a creative process of expressing an idea, opinion, opinion in the form of written language to convey something to the reader (Grabe & Kaplan, 2014). Writing skill is one of the complex language skills. Knowledge and skills are two things that must be mastered in writing skills. Even in writing a simple piece of writing, a writer must master writing techniques and be able to meet the basic requirements. Likewise with complex writing activities, the initial step taken in writing activities is for a writer to choose a topic which is then developed into an idea and present it in logically arranged sentences and paragraphs. Text is interpreted as a unit of language that expresses meaning contextually.

Based on the 2013 curriculum, learning to write exposition texts is one of the basic competencies that must be achieved by junior high school students to the fullest. Learning to write exposition texts is in basic competence 4.6 Presenting ideas, opinions in the form of exposition texts in the form of popular scientific articles (environment, social conditions, and/or cultural diversity, etc.) orally and in writing taking into account structure, linguistic elements, oral aspects). Expository text writing skills are taught to students with the aim that students are able to write expository texts in good and correct language, coherent according to the characteristics of the text. However, it can be said that learning that takes place in schools today has not succeeded in making students skilled in writing expository texts, and has not even been able to make students interested in writing (Prihantoro, 2015).

Expository text is a type of writing that must be introduced to students and mastered by an Indonesian teacher. Expository text is one of the forms of writing that explains and describes a main idea or thought in the form of discussion that can broaden the views and knowledge of the reader. Expository texts are usually presented to present knowledge or knowledge,

definitions, methods and processes for the occurrence of something and explain things or objects clearly. The structure of exposition text is very important to be taught to students because by understanding the structure of the text, students can easily interpret the contents of a text (Taylor & Beach, 1984).

Based on the results of observations made at SMP Negeri 3 Penawartama in 2012, it can be seen that writing skills need special attention because it is indeed difficult to cultivate writing traditions or habits. On the other hand, because we live in an oral tradition, students' listening and speaking training gets quite a lot of opportunities and stimulation outside the classroom. The tradition of writing cannot be expected from society. Writing is not an easy thing to do. Sometimes people can talk, but can't write back what was said. Conversely, there are people who are good at writing, but cannot talk about their writing. However, there are also people who are good at speaking and writing. Specifically regarding the ability to write expository texts, the obstacle experienced was the pouring of ideas in the form of writing the first word to start writing. Sometimes in writing, questions always arise: what to write, how to write it, and whether it is appropriate to be called writing. Although in fact the idea can be obtained from anywhere, for example from one's own experience; from other people's stories; natural events; or from our imagination, writing is still considered not easy (Graham & Hebert, 2011).

Many factors influence students' ability to write expository texts, both internal and external factors (Westby et al., 2010). Internal factors include: mastery of diction, mastery of vocabulary, mastery of sentences, motivation to write, talent, achievement in learning Indonesian, mentality, and so on. External factors, for example: learning methods, teachers, completeness of books in schools, environment, curriculum. This means that mastery of diction is important to learn and apply in writing. So in writing students must be able to express their ideas and language variations by writing varied vocabulary. In addition, socio-cultural and family economic factors also influence students' writing activities. Once the importance of writing, as an educator must be able to provide examples and provide support to students to write frequently. Taking at least an hour a day to write is a good habit for students to start developing themselves.

The problems faced by students are: (1) it is difficult to determine a theme; (2) limited information due to lack of references; (3) feeling lazy or bored; (4) poor mastery of rules. The obstacles faced by students in writing expository essays are that students find it difficult to get inspiration, the inability to choose words, sentences, and students' difficulties in starting to write exposition paragraphs. In order to improve the quality of student learning, efforts can be made to improve the quality of the learning model.

Thus to achieve efficiency and effectiveness of learning outcomes it is necessary to develop learning strategies that are appropriate to the learning conditions. From several learning models, there is an interesting learning model and can trigger an increase in students' reasoning, namely the picture and picture learning model. The picture and picture learning model is a learning model that uses pictures and is paired or sorted into a logical sequence (Black, 2017). This learning model relies on images as a medium in the learning process. So that before the learning process the teacher has prepared the images to be displayed. Class VIII Indonesian language learning at SMP Negeri 3 Penawartama is in accordance with the curriculum or content standards. Teachers have prepared annual programs, semester programs, analysis of Learning Program Plans. Indonesian language learning is inseparable from student learning readiness, interaction between students, interaction between students and teachers, responsibility and understanding of tasks.

Based on the background above, the researcher is interested in conducting research with the title: "The Effect of PNP Learning Model and Diction Mastery on The Ability to Write Exposition Texts in Junior High School Students"

METHOD

The method used in this research is a quantitative method. Researchers used quantitative methods with experimental research types with treatment by level design. This experimental research is used to examine whether there is a causal relationship by giving treatment to the experimental group whose results are compared with the results of the control group. While this type of research is designed to determine the magnitude of the influence between different variables by looking at the level of difference with the technique of Analysis of Variance (ANOVA).

The population is a number of individuals who are the subject of research. In this study, the population was class VIII students at SMP Negeri 3 Penawartama. The author in carrying out the research used a sample of the total sample population, namely 68 students spread across class VIII A, totaling 34 students as the experimental class and class VIII B, totaling 34 students as the control class. Collecting data in this study the authors used a test technique for students' diction mastery, the test technique used was in the form of an objective test, namely multiple choice. Meanwhile, to collect writing ability data using tests in the form of performance tests.

RESULT AND DISCUSSION

The experimental design applied was a treatment by level 2 X 2 design for data analysis or hypothesis testing which was proposed using two-way analysis of variance (ANOVA) followed by the Dunet T test.

Table 1. Results of Variance Analysis

Source of variation	db	JK	RJK	F_{count}	F_{table} 0,05	0,01
Between A	1	2761,437908	2761,4379	17,409	3,99	7,01
Between B	1	1905,882353	1905,8824	12,015	3,99	7,01
Interaction of AB	1	847,0588235	847,05882	5,340	3,99	7,01
In	64	10151,63399	158,61928			
Total	67	15666,01307				

From the results of the calculations performed (attached), a summary of the analysis of variance is obtained as follows

Differences in the Ability of Groups of Students Learning between the Contextual Approach and the Conventional Model

From the ANOVA table for the A1 interaction, it is known that Fcount = 5.340 while from table F for a significant level of 0.05 and 0.01 it is known that Ftable = 3.99 and 7.01. This shows that at a significant level of 0.05 there is an average difference in the ability to write exposition texts between those who use the picture and picture learning model and those who use the conventional model.

The average ability to write exposition texts of students using the picture and picture learning model (A1) = 73.14. While the average ability to write exposition texts of students using the conventional model (A2) = 60.39. Thus, the average ability to write exposition texts of students who use the picture and picture learning model is higher than the average ability to write exposition texts of students who use conventional models.

The Influence of Contextual Interaction and Mastery of Diction on Competence in Writing Expositional Texts

From the ANOVA table for AB interactions, it is known that Fcount = 5.340 while from table F for a significant level of 0.05 it is known that Ftable = 3.99. This shows that at a significant level of 0.05 Fcount > Ftable then H0 is rejected or there is a significant interaction effect using picture and picture and conventional learning models on the competence of writing exposition texts. From the hypothesis testing above, it is known that there is an interaction effect of using the picture and picture learning model on the competence of writing exposition texts. Therefore, hypothesis testing is continued with further tests testing the T dunet. Test to find out the average difference in the ability to write exposition texts for students who have high diction mastery

and also low diction mastery, between those who use the picture and picture learning model and those who use the conventional model.

Differences in the ability to write exposition texts of students having high diction mastery between the picture and picture learning model and the conventional model

From the results of the calculation of the follow-up test with the T dunet test (attached) for differences in A on B1, it is obtained t (A1B1-A2B1) or tcount = 1.316 while from the t table for significant levels of 0.05 and 0.01 it is known that ttable = 1.7 and 2.46. This shows that at a significant level of 0.05 and 0.01 tcount <ttable, H0 is accepted or the average ability to write exposition texts of students who have high diction mastery using the picture and picture learning model is not higher than those using the conventional model. Thus there is no significant difference in the average ability to write exposition texts for students who have high diction mastery between those who use the picture and picture learning model and those who use the conventional model.

Differences in the ability to write expository texts Students have low diction mastery between the picture and picture learning model and the conventional model

From the results of the calculation of the follow-up test with the T dunet test (attached) for differences in A on B1, it is obtained t (A1B1-A2B2) or tcount = 4.584 while from the t table for significant levels of 0.05 and 0.01 it is known that ttable = 1.7 and 2.46. This shows that the significant level is 0.05 or 0.01 tcount > ttable, then H0 is rejected or there is a very significant difference in the average ability to write exposition texts of students who have low diction mastery between those who use the picture and picture learning model and those who use the conventional model. Thus there is no significant difference in the average ability to write exposition texts for students who have high diction mastery between those who use the picture and picture learning model and those who use the conventional model. The average ability to write exposition texts using the picture and picture learning model (A1B2) = 71.37 while the average ability to write exposition texts using the conventional model (A2B2) = 51.57, thus the average ability to write exposition texts students who have low diction mastery using the picture and picture learning model are higher than the average ability to write exposition texts using conventional models.

DISCUSSION

From the results of testing the hypothesis it is known that there is a very significant difference in the average ability to write exposition texts of students between those who use the picture and picture learning model and use the conventional model. This shows that there is an effect of using the picture and picture learning model on the competence of writing exposition texts. The average ability to write expository texts using the picture and

picture learning model is higher than that using the conventional model. Thus the use of the picture and picture learning model can improve the competence of writing exposition texts.

There are differences in the ability to write expository texts between students and students who have low diction mastery. Meanwhile, for students with high learning styles, the use of picture and picture learning models did not have a significant difference in average results with learning using conventional models. However, this does not mean that the use of the picture and picture learning model has the same impact as the use of conventional models. This further indicates that these results cannot be generalized. Given the results of hypothesis testing which shows that there is an interaction effect of using the picture and picture learning model and mastery of diction on the ability to write significant exposition texts.

The use of picture and picture learning models has a better impact when compared to the use of conventional models in learning to write. This is indicated by the results of hypothesis testing which shows that there is an interaction effect of using the picture and picture learning model and mastery of diction on the ability to write a significant exposition text.
Likewise, if we refer to the difference in average scores that appear when we compare learning using picture and picture learning models with learning using conventional models. Learning that uses the picture and picture learning model yields better average scores compared to the average value that uses conventional models.

The average ability to write exposition texts of students who use the picture and picture learning model for those who have high diction mastery (A1B1) = 74.90 while the average ability to write exposition texts using conventional approaches to those who have mastery of diction (A2B1) = 69.22. Thus, if we compare the use of the two approaches to students who have low diction mastery, the average for students taught using the picture and picture learning model with low diction mastery (A1B2) is 71.37. Meanwhile, students who were taught using conventional models with low diction mastery (A2B2) averaged 51.57. Thus the average ability to write exposition texts of students using the picture and picture learning model is higher than the average ability to write exposition texts using conventional models at each different level of diction mastery. The results of testing this hypothesis indicate that there is an effect of using the picture and picture learning model on students' ability to write exposition texts. the average ability to write exposition texts in learning using the picture and picture learning model is higher than that using the conventional model. While the conventional model is an approach that is generally applied by teachers today. Thus the use of the picture and picture learning model has a positive effect or can improve students' ability to write exposition texts.

The process with the picture and picture learning model will be able to make the learning process more interesting when compared to the conventional approach. Using the picture and picture learning model can make students' enthusiasm better in learning. With these learning conditions, even though students have low diction mastery, if they are taught with the picture

and picture learning model, the ability to write exposition texts will be better when compared to those taught with conventional models. However, this is not the case with students who have high diction mastery, showing that the ability to write expository texts is not different between students who are taught by the picture and picture learning model and those who are taught by the conventional model. This means that by mastering diction students are quite helped by their ability to write expository texts. Learning that uses a contextual approach can increase student enthusiasm to be better at learning. Their passion when doing the steps that must be done before writing, while writing, and after writing.

In learning to write using the picture and picture learning model students can easily remember and criticize a written description, because the steps in the picture and picture learning model can lead them to make writing activities easier and more enjoyable. As has been done by the author for class VIII students of SMP Negeri 3 Penawartama by using the picture and picture learning model it can also make it easier for teachers to teach learning, especially learning to write exposition texts. In addition, student scores can also increase more when compared to learning that uses the conventional approach that is often used by teachers.

From all the analysis results that have been described both by descriptive analysis and by inferential analysis, it is very reasonable to say that the use of picture and picture learning models is more effective in improving the ability to write exposition texts compared to the use of conventional approaches. In applying the picture and picture learning model, it is necessary to pay attention to the characteristics of students based on their learning interests, because this model provides more effective results for groups of students who have high diction mastery. This is proven by the very significant difference in the ability to write exposition texts produced by groups of students who have mastery of autotorial diction and those who have low diction mastery. Paying attention to the description above, gives us confidence that by using the picture and picture learning model in learning, it affects students' writing competence which results in student learning outcomes accompanied by high diction mastery will be better than using conventional models. Based on the opinion above, it can be ascertained that using the picture and picture learning model will greatly affect the ability to write exposition texts as learning outcomes. This means that the use of the picture and picture learning model will have a positive interaction with students' diction mastery and affect the competence of writing exposition texts.

CONCLUSION

Based on the results of data analysis and hypothesis testing that has been done, it can be concluded that there is a difference in the average ability to write exposition texts of students in learning using the picture and picture learning model and those using conventional models. The average ability to write exposition texts of students who use a contextual approach is higher than the average ability to write exposition texts of students who use conventional models. Thus there is a positive effect of contextual learning on

the ability to write exposition texts for class VIII students of SMP Negeri 3 Penawartama.

Second, there is an interaction effect of applying the picture and picture learning model and mastery of diction on students' ability to write exposition texts. This shows that the use of the picture and picture learning model and mastery of diction together influence or improve students' ability to write exposition texts in in class VIII students of SMP Negeri 3 Penawartama. Third, the average writing ability of students who have high diction mastery who use the picture and picture learning model is not significantly higher than those who apply the conventional model. Thus for students who have high diction mastery, there is no effect of using the picture and picture learning model on the ability to write exposition texts for class VIII students of SMP Negeri 3 Penawartama.

Fourth, the average ability to write expository texts for students who have low diction mastery using the picture and picture learning model is significantly higher than those using the conventional model. Thus for students who have low diction mastery, there is an effect of using the picture and picture learning model on the ability to write expository texts in class VIII students of SMP Negeri 3 Penawartama. From the four conclusions above, it can be said that the use of the picture and picture learning model in class VIII students of SMP Negeri 3 Penawartama has a positive effect or can improve students' ability to write exposition texts.

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