Implementation of Active Learning in Improving Student's Exposition Writing Ability

Hajir Maimuri Karim[1]*, **Eny Dwi Marcela[2]**

[1,2]STKIP PGRI Bandar Lampung

*maimurikarim@gmail.com

Abstract: This study aims to determine the implementation of active learning in improving the ability to write exposition students of class VIII MTs Negeri 2 Bandar Lampung, so this research can be used as a reference for one of the learning methods that can be used to improve learning achievement. The method used to achieve this goal, the researcher uses a data collection method where the methods used by researchers to collect data are observing the variables to be studied using interviews, tests, observations, and questionnaires. The results of the study can be concluded that using the jigsaw cooperative learning method can improve learning achievement in Indonesian material about exposition texts in class VIII students of MTs Negeri 2 Bandar Lampung in the 2019/2020 academic year. This can be proven from the pre-cycle of students who completed as many as 12 students with a percentage of completeness of 37.5%. The first cycle of students who completed increased to 20 students with a percentage of completeness of 62.5%. The target of classical completeness criteria is with a percentage of 85% achieved in cycle II with a completeness percentage of 100% with 32 students who complete. Pre-cycle to cycle I an increase of 25%, while the first cycle to cycle II an increase of 37.5%. This Classroom Action Research was declared successful.

Keywords: implementation, writing exposition, active learning

INTRODUCTION

Learning is a series of activities that have been planned independently, with good planning will support the success of learning, so that learning planning efforts are pursued so that students have maximum abilities and increase motivation, challenges, and satisfaction so that able to meet expectations both by teachers as carriers of material and students as cultivators of language science (Wicaksono et al, 2015). This improvement can be implemented by implementing an active learning system. Silberman (2001: 15) states that active learning is a unified source of a collection of comprehensive learning learning. One of the efforts to improve language learning is by using active learning where most of the learning activities are

focused on students. Students use their brains to do their work, generate ideas, solve problems, and apply what they have learned (Wicaksono et al, 2015). Active learning is able to involve students actively through their mental processes and minimize differences between individuals, as well as minimize the negative effects that arise from competitive learning conditions (unhealthy learning competition).

The application of active learning can accelerate the acquisition of several core skills, such as cognitive skills, affective skills, critical thinking, and have an impact on measuring student achievement and attitudes. Active learning can also increase motivation, academic achievement, and tolerance (Surastina et al, 2019). Properly formulated and used questions are a powerful communication tool between teachers and students. Therefore, the teacher mastered various questioning techniques.

Teachers are required to use a variety of learning methods, not just using lectures. By using a variety of learning methods, it makes students more interested in the lessons being taught so that learning methods have a large enough share in teaching and learning activities. There are many learning methods that can be applied in learning activities. So the choice of strategy is very important to note because the method is one tool to achieve the goal by utilizing the method accurately so that the teacher will be able to achieve the lesson objectives. Learning that does not pay attention to the individual differences of children is based on the wishes of the educator, it will be difficult to be able to lead the educator's child towards the achievement of learning objectives. Conditions like this occur in conventional learning, especially what the author sees in the field, namely the learning process carried out by Indonesian language teachers at MTs Negeri 2 Bandar Lampung. Problems found in the classroom in the learning process include students who are slow to learn, low learning achievement, dependency, lack of response, and less active. The problem that will be discussed is the low learning achievement of students. The low learning achievement of students can be caused by: 1) psychological problems, 2) delivery of less interesting material, 3) less use of learning, learning methods and media to the fullest. Based on the explanation above, it is clear that the role of educators is not only teaching but is far from being responsible for the growth and development of students both spiritually and physically.

Active learning should be agile, fun, passionate and passionate. Zaini (2002:12) states that active learning is a learning process where students have the opportunity to do more learning activities, in the form of interactive relationships with subject matter so that they are encouraged to conclude understanding rather than just accepting the lessons given. With this they actively use the brain, both to find the main idea of the subject matter and solve

problems. In order to achieve learning objectives, every teacher is required to understand the learning strategies that will be applied. Raharjo Adisasmita (2008:302) argues that active learning requires the creativity of teachers to design learning processes that can stimulate student activities. A teacher must think about which strategies or approaches will be used in learning. The choice of strategy must be appropriate, namely in accordance with the situation and conditions faced so that it has an impact on the level of student mastery both cognitively, psychomotor and affective as well as student learning achievement. Based on the explanation above, it can be seen that the role of educators is very dominant, so that the efforts of educators in improving student learning achievement are really needed.

The teaching and learning process, especially at MTs Negeri 2 Bandar Lampung and the teaching staff are adequate and the material provided has been determined and adjusted according to the outlines of the applicable teaching program. However, in practice it has not shown success in receiving lessons. Especially in the field of Indonesian language education studies. The low learning achievement of these students can also be caused because the learning management used in teaching and learning activities has not been implemented optimally.

It is interesting to study what causes low learning achievement. The author interviewed students, partly due to the students' assumption that Indonesian language subjects were not in the national exam, thus making students feel less interested in Indonesian lessons, in addition to the learning process that was less varied and boring so that students were less active in following the learning process (Lestari, et al, 2018). From the results of the pre-survey at MTs Negeri 2 Bandar Lampung in the learning process using active learning, but in the classroom it still looks monotonous and does not live in learning. In carrying out active learning requires a longer time allocation, and as a supporter, educators must maximize the use of existing learning media.

METHOD

This research is a classroom action research with several cycles, namely the stages of planning, implementation, observation and reflection. The subjects of this study were students of class VIII I at MTs Negeri 2 Bandar Lampung in the 2019/2020 school year. The subjects of this study were very heterogeneous in their abilities, ie there were some students who had high, medium and low abilities. Data collection methods are the methods used by researchers to collect data. Meanwhile, collecting data according to Suharsimi Arikunto (2006: 237) is observing the variables to be studied using interviews, tests, observations, questionnaires, and so on. In this study, the researcher uses two validitys, namely, the first, democratic validity, this validity is achieved by

the involvement of all subjects involved in the study. Includes teachers, students, researchers in the learning process in the classroom, in this case from all research participants, namely the ability to write expositions of class VIII MTs Negeri 2 Bandar Lampung students (Yuwono et al, 2019). Then the second is, process validity. This validity is applied to measure the trustworthiness of the research implementation process from all research participants.

RESULTS AND DISCUSSION
Results

Indonesian language learning by using the *jigsaw* has an influence on student achievement in exposition writing material. This can be seen from the acquisition of pre-cycle, the values of the first cycle and the second cycle values have increased.

Table 1. Recapitulation of Pre-Cycle Values, Cycle I and Cycle II

Cycle	Category	Total	Percentage
Pre-Cycle	Completed	12	37.5%
	Uncompleted	20	62.5%
Cycle I	Completed	20	62.5%
	Uncompleted	12	37.5%
Cycle II	Completed	32	100%
	Not Complete	0	0 %

Based on the table above, it can be seen that there is an increase in student achievement in each cycle. In the pre-cycle of 32 students who were declared complete were 12 students or 37.5%. In the first cycle of the 32 students who were declared complete were 20 students or 62.5%. In the second cycle there was an increase from 32 students who were declared complete, which were 32 students or 100%. This can be illustrated by a graph as follows:
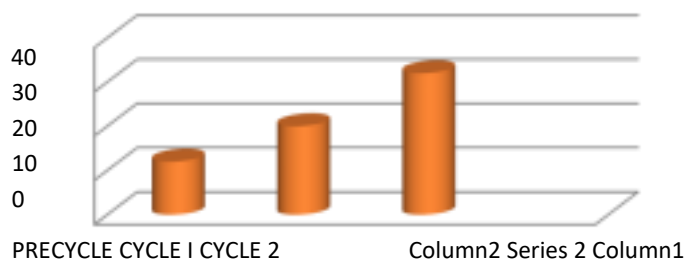
Figure 1
Pre-Cycle, Cycle I and Cycle II

The graph shows that student achievement increases after the implementation of the *Jigsaw*. The results above indicate that there is an increase in learning achievement from cycle I to cycle II.

Discussion

The results obtained through classroom action research (Classrom Action Research) with the application of the jigsaw cooperative learning model in Indonesian subjects with exposition text material need to be applied to increase willingness and motivation, student activities, student learning outcomes, and student enjoyment in learning. Based on the results of this classroom action research, there are several things that need to be discussed, namely, the application of the jigsaw cooperative learning model has a positive impact on student learning outcomes, in the sense that the process and student learning outcomes increase. The application of the jigsaw cooperative learning model in learning can be used as a reference to find out the depth of understanding and mastery of the exposition text material by students. This is supported by Zaini (2008:76) which states that in cooperative learning students learn together as a team and complete group tasks to achieve common goals, so each group member has the same responsibility for the success group. Jigsaw cooperative learning is one type of cooperative learning that consists of several members in one group who are responsible for mastering the learning material section and are able to teach that section to other members in the group.

The jigsaw type of cooperative learning model that is implemented needs to be equipped with a well-designed student activity sheet. Not all materials are suitable for the jigsaw cooperative learning model, therefore choose material that is in accordance with the character of the jigsaw cooperative learning model. If implementing the jigsaw cooperative learning model, it is necessary to know the characteristics of the students, the jigsaw cooperative learning model can be used as a means to reduce students' conceptual understanding errors in the Indonesian language learning process for exposition text material.

CONCLUSIONS

Based on the research, it can be concluded that using the jigsaw cooperative learning method can improve Indonesian language learning achievement in terms of exposition text. Based on the data above, the things that need to be considered by teachers, schools, and students are trying to implement learning using the cooperative jigsaw method, especially in Indonesian subjects so that student learning achievement can continue to increase. Carry out learning using new methods which are of course adapted to

the material to be studied, in order to aim to train students to be able to think actively, creatively and innovatively in learning. Teaching should involve actively so that students do not tend to be passive and students in receiving learning do not feel bored.

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