Learning Text Eksemplung In SMP

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Abstract   This study aims to: (1) describe the modeling of exemplum text; (2) describe the modeling of the exemplum text after the use of the *Moody's* learning model; (3) describe the effectiveness level of *Moody* model implementation in learning modeling of exemplum text. The design used is a quasi experimental research design. The population is the students of class IX.2 with a sample of 20 students. Sampling is done by cluster sampling. The technique used is pretest and postes. The data obtained were analyzed by descriptive and inferential statistical techniques. The results show that (1) Exemplum text modeling before using *Moody* Model is categorized as low, (2) Exemplum text modeling using *Moody* Model is categorized as high; (3) *Moody* Model is effectively applied in learning text modeling eksemplum with tcount> ttable or 11,88> 2,0414 at significant level 0,05. According to the results of this study, the suggestion is proposed: (1) The need for language learning and writing of Indonesia especially learning listening to writing is further enhanced by always providing training to students in modeling of exemplum text; (2) Teachers should use innovative and varied learning methods in learning modeling of exemplum text; (3) Students should be more active practicing eksemplum text modeling so that their ability can be improved.

Keywords: Moody Model, text exemplars, effective

1. INTRODUCTION

The study of writing at school so far, including in MTS / SMP, seems to be very weak indeed. This can be seen from the low interest in reading and the weakness of students' ability to appreciate the writing. Weak learning in school writing as well as complained teachers can be tracked from several aspects.

Condition of reality in the field based on the results of the initial survey of researchers with teachers of Indonesian Class IX.2 Class SMP Al Ishlah Maros Regency that teaches Indonesian, that the learning of this short story appreciation does not improve the creativity of students, because educators only use the methods and media Conventionally in a monotonous learning activity in the classroom, so the classroom atmosphere seemed rigid and dominated by the teacher. Furthermore, in the delivery of materials, teachers typically use lecture methods that cause students to just sit down and listen so that there is little opportunity for students to ask questions.

These facts require teachers to innovate and creativity in learning so that they are required to have the right techniques and methods used in teaching students. The learning method that gives hope for problem solving is a process-based method. Process-based learning will be more meaningful for students because students feel and experience direct learning. This method is better known as the *Moody* Model

According to Moody (1971, 36-37), there are six stages of presentation of teaching writing that can be applied to the appreciation of folklore, namely:

1. Preliminary assessment, this initial tracking stage becomes the task of the teacher to understand

the deeper about the ins and outs of writing to be taught.

2. Practical decission, the stage of determining the practical things to determine whether the writing is relatively simple or long, the language is easy to digest or not, ironic or other style, what aspects can be picked.

3. Introduction of the work, the introduction stage has begun to present the work of writing. This stage is an initial step to attract the interest of students.

4. Presentation of the work, the presentation stage begins with the reading of the writing by the teacher (for example).

5. Discussion, this stage is an important step for the understanding of a folktale. The teacher should be able to encourage the emergence of questions in a living situation.

6. Reinforcement (testing), the inaugural stage in question is a step of reinforcement.

.Moody (1971: 15-24) mentions that writing learning can; Assisting children's language skills, enhancing cultural knowledge, developing inventiveness and sense, contributing to the formation of character. It can thus be said that writing is the source of various tastes including moral and social tastes. Therefore, writing is worthy of being a learning resource for students. Students who study writing are expected to have high moral and social levels. Hi it is the desire of education.

The purpose of other writing lessons H.L.B. Moody in his *The Teaching of Literature* (1971). Moody's writing writing objectives are the "typical writing" objectives. What Moody proposes here only covers affective and cognitive areas.

1. Information. What is meant here is for students to have adequate information about what it is to write (prose, poetry, and or drama), what elements build, who

the author, when composed, including the author of which generation, and so on.

2. Concepts. The concept here means the basic notions of a thing.

3. Perspective. For example, how do students view a work of writing according to the perspective of his own mind. What is the attitude of the student if he becomes the author?

4. Appreciation. Understanding the appreciation here, the same as Bloom stated, including affective areas, if given a simple understanding then this word means: understanding, appreciation, enjoyment, and appreciation to the work of writing.

2. RESEARCH METHODS

The variable of this research consists of two, that is learning of *Moody* Model as independent variable (X) and modeling of eksemplum text as dependent variable (Y). To obtain accurate data according to this research problem is designed through experimental research. Thus, the research design used in this study is the design of quasi-expression research.

Population is the whole object to be studied. The population of this study is all students of Class IX.2 SMP Al Ishlah Maros amounted to 20 people. The nature and characteristics of the study population were similar (homogeneous) because students were taught by the same teacher, same method, and the same material during class IX. The sample is the representative chosen from the population and served as the subject of the study. The sample of this study was determined by Class IX.2 as many as 20 people as experimental class.

Instruments used to obtain research data that is observation, test, and RPP. Observations were made in order to obtain a preliminary overview of text learning in the studied class. Technique of test, that is exemplung text test to know student ability

in eksemplung text. Learning implementation plan is used as reference and learning guidance with *Moody* Model.

The techniques used to collect data are test and observation techniques. In the implementation, students are assigned text exemplung in accordance with the basic competence in KTSP class IX, that is eksemplung text. Lessons are held twice. The first meeting as a pretest, and the second meeting held treatment (action) and continued postes to students. Each meeting takes place within 2 x 40 minutes. Time spent is adjusted to the Indonesian language lesson at the school concerned.

The steps of research procedures, namely:

1. Initial Activity (Pretes). Preliminary activities were performed before treatment with the following steps: (1) Researchers do learning without using Moody Model in learning text eksemplung and (2) Students assigned text eksemplung. This learning activity is done as much as one meeting.
2. Treatment (Treatment) as Postes. The lessons were conducted during two meetings. The steps, namely researchers do the learning by providing explanations and instructions on learning *Moody* Model. Test data obtained from correction work, generally still in a state of uncertainty. To facilitate the analysis, it is necessary to arrange the frequency distribution which can facilitate further calculation.
3. Inferential Statistics Analysis. Inferential statistical analysis is used to test the research hypothesis by using the t-test. However, prior to testing hypothesis, first tested normality and homogeneity.

The normality test used is kolmogorov-smirnov to find out whether the data following the population is normally distributed. The criterion used is the result of learning data is said to follow the normal distributed population if the value of p-value> = 0.05. While for testing homogeneity test of homogeneity of variance is used to determine whether the second variance of homogeneous data. Learning result data obtained are said to be homogeneous if p-value> $\alpha = 0.05$.

Hypothesis testing to answer the research hypothesis that has been proposed. Testing is done by using t-test but this test is used with the help of computer that is program of SPSS.

3. RESULT AND DISCUSSION

3.1. Descriptive Statistics Analysis

3.1.1. Preview Result of Exemplum Text Modeling (O1)

Student learning outcomes in learning listening to elements prior to the application of the *Moody* Model (pretes), illustrated through descriptive statistical analysis. Descriptive statistical analysis illustrates the acquisition of student grades from the highest to the lowest. From the data analysis of eksemplum text modeling data before the application of *Moody* Model of Class IX.2 students of SMP Al Ishlah Maros (pretes), with 20 students analyzed, the highest score is 72 and the lowest score is 46.

The highest score obtained by students is 72 obtained by two students, while the lowest score of 46 is obtained by one student. Obtaining the student scores from the highest score to the lowest grade in sequence can be described as follows: the highest score obtained by students, that is 73 obtained by two students (10.0%); A sample that received a score of 68 as many as two students (10.0%); A sample that received a score of 66 for one student (5.0%); A sample of 65 students (15.0%); Samples that got a score of 63 as two students (10.0%); Samples that received a score of 62 for one student (5.0%); Samples that scored 59 as many as one student (5.0%); A sample that received a score of 53 as three students (15.0%); Samples that received a score of 50 for one student (5.0%); Samples that

received a score of 46 as one student (10.0%).

Based on the results of the analysis the data can be transformed into the classification of the students' exemplary text modeling prior to the application of the *Moody* Model. For more details can be seen in Table 1 below:

Table 1. Classification of Exemplum Text Modeling
Before *Moody* Model Implementation

No.	Value Internal	Level Ability	Frequency	Percentage (%)
1.	90 – 100	Very high	0	0,00
2.	80 - 89	High	0	0,00
3.	70 - 79	Medium	2	10,00
4.	40 - 69	Low	18	90,00
5.	0 - 39	Very low	0	0,00
Total			20	100

Source: Processed from Primary Data, 2017

Based on Table 1 it can be illustrated that the acquisition values for the above classification indicate that the very high group has a value of 90-100, the high group has a value between 80-89, the intermediate group has a value between 70-79, the low group has a value between 40- 69, and the very low group has values below 39 down. The classification of learning modeling of exemplum text prior to the application of the *Moody* Model shows that none of the students who obtained the classification was very high, high and very low. For this pretest, students are only on the classification being obtained by two students (10.00%); Low classification of 18 students (90.00%).

The result of descriptive statistic analysis related to learning value of modeling of eksemplum text before application of *Moody* Model (pretes) above can be seen in Table 2 below:

Table 2. Description of Students' Learning Value on Learning Modeling of Exemplum Text Before Application of *Moody* Model (Pretes)

Statistics	Value Statistics
Sample	20
Range	26,00
The lowest value	46,00
The highest score	72,00
Ideal value	100,00

Average (mean)	62,50
Sum	1220,00
Standard deviation	7,17
Variance	51,368

Source: Processed from Table 1, 2017

Based on Table 2 it can be illustrated that from 20 students who were sampled for the study of modeling of exemplum text prior to the application of *Moody* Model, generally have low student learning outcomes. This can be seen from the average score obtained by students is 61.00.

Criteria mastery of student learning outcomes at SMP Al Ishlah Maros Regency, especially the subjects of Indonesian language that students must get the value 70. So, the results of student learning before the application of *Moody* Model can be grouped into two categories, the category of complete and not complete. So, obtained the frequency and percentage values as shown in Table 3. below:

Table 3. Distribution and Percentage of Learning Result Criteria

No.	Value	Category	Frequency	Percentage (%)
1.	≥ 70	Tuntas	2	10,00
2.	< 70	Tidak Tuntas	18	90,00
Jumlah			20	100

Source: Processed from Table 2, 2017

Based on Table 3 above, it can be seen that the frequency and percentage of the modeling value of text exemplum of Class IX.2 students of Junior High School Al Ishlah Maros Regency before the application of *Moody* Model (pretes), is a student who gets ≥ 70 as much as two students (10.00 %) Of the total sample while students who scored <70 as many as 18 people (90.00%) of the sample size.

Based on the above description it can be concluded that, 2 students have met the Minimum Exhaustiveness Criteria (KKM) and 18 students do not reach the Minimum Criteria of Completeness (KKM). Students who are in the incomplete category are far more numerous than the number of students who achieve mastery learning. The average value of learning outcomes obtained by students is 61.00. Thus, students who were taught prior to the adoption of the *Moody* Model did not achieve classical mastery.

3.1.2. Postes Result Exemplum Text Modeling (O2)

The result of data analysis of eksemplum text modeling after the application of *Moody* Model of Class IX.2 students of SMP Al Ishlah Maros Regency, with 20 students analyzed obtained picture, that is: no student can get 100 value as maximum value. The highest score is 91 obtained by one student and the lowest score obtained by two students is also 78.

The achievement of the students' scores from the highest to the lowest values in sequence can be described as follows: the highest score obtained by the students, ie 91 obtained by one student (5.0%); Samples that scored 88 as many as three students (15.0%); The sample that got the value 85 as many as six students (30,0%); A sample that received a score of 82 as many as six students (30.0%); A sample that received a score of 79 as two students (10.0%); A sample that received a score of 78 were two students (10.0%);

Based on the results of the analysis the data can be transformed into classification of modeling of students' exemplum text after the application of *Moody* Model. For more details can be seen in Table 4 below:

Table 4. Classification of Exemplum Text Modeling After Moody Model Implementation

No.	Value Internal	Level Ability	Frequency	Percentage (%)
1.	90 – 100	Very high	1	5,00
2.	80 - 89	High	15	75,00
3.	70 - 79	Medium	4	20,00
4.	40 - 69	Low	0	0,00
5.	0 - 39	Very low	0	0,00
Total			20	100

Source: Processed from Table 3, 2017

Based on Table 4 it can be illustrated that the classification of students' skill level is very high by one student (5.00%). The result of student evaluation is on the high score obtained by 15 students (75.00%); Classification is being obtained 4 students (20.00%). As for the low and very low classification, no student gained that score (0%). Thus, the results of modeling the students' exemplary text after the application of the Moody Model were classified as high.

The result of descriptive statistic analysis related to learning value of modeling of eksemplum text after application of *Moody* Model (postes) above can be seen in Table 5 below:

**Table 5. Description of Students' Learning Value on Learning Modeling
of Exemplum Text After Application of Moody Model (Postes)**

Statistics	Value Statistics
Sample	20
Range	13,00
The lowest value	78,00
The highest score	91,00
Ideal value	100,00
Average (mean)	83,55
Sum	1671,00
Standard deviation	3,59
Variance	12,892

Source: Processed from Table 4, 2017

Based on Table 5 it can be illustrated that from 20 students who were sampled for learning modeling of exemplum text after the application of *Moody* Model (postes), generally have a high level of student learning outcomes.

As with pretes, in this postes, the completeness criteria of student learning outcomes after the application of the *Moody* Model are grouped into two categories, namely the complete and unfinished category. So obtained the frequency and percentage values as shown in Table 6 below:

Table 6. Distribution and Percentage of Learning Result Criteria

No.	Value	Category	Frequency	Percentage (%)
1.	≥ 70	Finished	20	100,00
2.	< 70	Unfinished	0	0,00
Total			20	100

Source: Processed from Table 5, 2017

Based on Table 6 above, it can be seen that the frequency and percentage of the modeling value of the text of the exemplary of Class IX.2 students of SMP Al Ishlah Maros Regency after the application of the *Moody* Model (postes), is a student who gets ≥ 70 as many as 20 students (100.00 %) Of the sample number whereas none of the students scored <70 of the total sample.

Based on the above description it can be concluded that, 20 students have met the Minimum Exhaustiveness Criteria (KKM). The average value of learning outcomes obtained by students is 83.55. Thus, students who are taught after the application of the *Moody* Model have achieved classical mastery.

3.2. Inferential Statistics Analysis

To know the difference in effectiveness of *Moody* Model implementation in learning modeling of exemplum text with prior application of *Moody* Model, analyzed after application of inferential statistical analysis. Inferential statistical analysis using computer assistance with SPSS program version 20. The results of inferential statistical analysis is intended to answer the research hypothesis that has been formulated previously. Before performing inferential statistical analysis, normality test and homogeneity test as requirement for t test or hypothesis test are conducted. The test is as follows:

3.2.1. Normality test

Normality test in this study, after using Kolmogorov-Smirnov, to find out whether the data following the population is normally distributed. Normality test results obtained p = 0.482 with the proviso that if the value p> α = 0.05, then the data is derived from the data that is normally distributed. The result data of SPSS analysis shows that p = 0.482> α = 0,05. This shows the data of the students' learning outcomes on the basic competence of modeling the exemplum text from the normally distributed population. For more details can be seen in table 7 below.

Table 7. Normality Test

Text Value Exemplung		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student Value	Pretest	.140	20	.200	.957	20	.482
	postest	.167	20	.145	.936	20	.200

Source: Processed from Table 1 and Table 5, 2017

3.2.2. Homogeneity Test of Variance

The second prerequisite that must be met before conducting the t test is the homogeneity of the data variance. The requirement of homogeneity of variance is if p> α = 0.05. The homogeneity test of the population variance of learning data for modeling of exemplum text for this study population, using Text of Homogeneity of Variances. From data analysis at

SPSS after application of homogeneity calculation of population variance, processed value p = 0,632. The provisions that must be met as a requirement for the data to come from a homogeneous population (same) that is p> α, α = 0.05. Since the value p = 0.632> α = 0.05 then, it can be concluded that the population variance comes from the same population (homogeneous).

Tabel 8. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Value	Based on Mean	8.251	1	38	.007
	Based on Median	6.499	1	38	.015
	Based on Median and with adjusted df	6.499	1	26.007	.017
	Based on trimmed mean	7.987	1	38	.007

Source: Processed from Table 7, 2017

3.2.3. Hypothesis Test (t)

After the normality and homogeneity tests are performed as a prerequisite test before performing the hypothesis test (t), and the data obtained are eligible for t test. Then, the next t test will be done to answer the hypothesis that has been prepared previously.

The hypothesis proposed in this research is *Moody* model is effectively used in learning listening element of students of Class IX.2 SMP Al Ishlah Maros Regency. To determine the effectiveness of the model, it is necessary to note the fundamental difference between student learning outcomes on pretest activities with student learning outcomes on postes activities. In this study, it was revealed that students 'scores after the application of *Moody* Model in learning text modeling exemplum increased more than students' scores before the application of Moody

Model in learning modeling of text exemplum. Hypothesis test used is the technique of t test analysis of pretest and postes group design after previously done prerequisite analysis test that is, normality test and homogeneity test, and obtained result that the data is normal and homogeneous.

Student acquisition values are then analyzed after the application of independent t test to obtain the following results:

Table 9. Independent Test Results

	Paired Differences					t	df	Sig. (2-tiled)
	Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair Values Student Pretest Student Value Posttest	22,550	7,647	1,710	26,129	18,188	13,188	19	,000

Source: Processed from Table 8, 2017

Based on Table 9 above, H0 is rejected and H1 (research hypothesis) is accepted. Thus, the application of *Moody's* Model is effective in learning modeling text exemplum SMP Al Ishlah Maros Maros Regency.

3.3. Discussion of Research Results

The Moody model is known as one type of cooperative learning. The implementation is as follows: the teacher should understand more about the ins and outs of the writing that will be taught, then teachers and students determine the work of writing or short stories that will be taught, then the next step is the presentation stage of writing and the first presentation begins with the reading of writing by the teacher For example, and then the teacher-led discussion, and the last is the reinforcement that is intended to make students better understand the writing that is being taught.

The results of this study indicate that learning modeling of exemplum text by using *Moody* Model is better or more effective than learning with conventional learning model toward junior high school students of Ishlah Maros Regency. The conventional learning model or the pretest activity that is learning the modeling of eksemplum text before using Moody Model, the students are not able to listen well because we know together that to listen to the element of a short story that many of them have to be read so the short story read should be read back so that it can be listened to as well maybe. In addition, this learning model seems monotonous because learning is more dominated by teachers.

The average student has not been able to determine the theme, the mandate, the plot, the point of view, the characters, the background, the storytelling technique and perwatakanya, from the short story that has been played by the teacher appropriately. Most of them write the things that become the problem conflicts in determining the theme of the short story that has been played. Similarly, by determining the plot of the story, many students do not know that the forward flow and backward plot are different, most of them determine the plot in the story by writing back and forth, this is because the teacher is not very good at mastering the teaching materials Will be taught to students.

Conventional learning model that is done in pretes is by lecture method, participatory, and assignment. In this process the teacher explains the material in sequence and sometimes gives learners time to ask and record. Next, the teacher asks one of the students to read the short story in front of the class, and the other student notes the important things. Students identify the elements of the short story and afterwards the teacher and students reflect on the lessons that have been implemented and then assign the task of the objective objective of the eight numbers. At the end of the lesson, the teacher provides students with learning motivation and closes the lesson. As this happens in the field, so teachers have difficulty in understanding the understanding of learners and learners have difficulties in understanding or text eksemplung because it is not discussed in detail and interesting by the teacher.

The *Moody* model is more effectively used in learning text modeling exemplars than conventional learning methods. This is because the two methods of learning are very much different in terms of presentation. As mentioned above about conventional learning methods, there are many problems in the delivery of teaching materials to learners. The most basic

thing is the teaching materials that are not so well mastered by the teacher, so that teachers just simply explain the lesson in detail.

Unlike the application of the *Moody* Model, before teaching the work of writing teachers must first master the ins and outs of writing to be taught, the teacher must also be clever or clever in choosing short stories to be read, meaning short stories that are easy to understand the meaning and look enthusiastic students when the teacher asks Students to choose a short story writing will be read later teachers read short stories that have been selected by students by using expressions, intonation and articulation in reading the short story, because then the students will be more interested in watching the readings done by the teacher and it is a good way So that students more easily listen to the meaning contained in the short story in the discussion stage of teachers here acting as moderators and teachers deliberately bring up the conclusions, responses that invite more detailed responses, so in addition to students to give responses, the process of listening was underway As well because the discussion is led by the teacher.

Success achieved is also created because the relationship between members who support each other, help each other, and care. Weak students get input from students who are relatively strong, so motivate their learning. This motivation has a positive impact on learning outcomes. In general, in *Moody* Model learning is developed critical thinking skills and cooperation, positive personal relationships from different backgrounds, applying the guidance between friends, and creating an environment that values the scientific values that can build students' learning motivation. Through *Moody* model learning, students' activity is higher because students get more hands-on experience than on pretest activities using conventional learning model.

4. CONCLUSION

Based on the results of data analysis and discussion can be concluded about the effectiveness of the use of Moody Model in improving student competence Class IX.2 SMP Al Ishlah Maros Regency in modeling eksemplum text is as follows:

1. Exemplary text modeling prior to application of *Moody* Model of Class IX.2 students of SMP Al Ishlah Maros Maros District (pretes) is categorized as low with an average value of 62.50.
2. Exemplum text modeling after application of the Moody Model of students of Class IX.2 SMP Al Ishlah Maros Maros Regency (postes) is categorized high with an average score of 83.50.
3. Moody model is effectively applied in learning modeling text exemplum of Class IX.2 SMP Al Ishlah Maros Maros with tcount> ttable or 13,88> at significant level 0,975

THANK-YOU NOTE

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