

Beginner's Story Technique on The Ability to Respond to Article Content by Class X Students of SMA Negeri 1 Rantau Selatan

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Abstract: This research aims to describe the relationship of experience writing on the bulletin board with the ability to write a narrative essay. This research was conducted at the High School Student Park field totaling 128 students. Samples taken as many as 32 students with a random sampling technique. This research method is descriptive correlational study. Data collection tool that is used to determine the experience of writing on the bulletin board in the form of questionnaires as many as 20 questions, while for the show to know the students' ability to write a narrative used in the form of essay tests. To find a research hypothesis about the relationship experience with the Wall Magazine Writing on Writing Narrative Writing Ability to use product moment correlation formula. From the results of research conducted found that the experience of writing on the bulletin board by high school students of class X Terrain Park Student learning in 2012/2013 and categorized both average = 68.44 and the ability to write a narrative essay categorized either by the average value of 75, 06. Furthermore, to test the normality of the variables $X = 8.49$, while for the variable $Y = 5.88$, thus it can be concluded that the distribution of the data both variables were normally distributed. Furthermore, from the calculation of research has been done using product moment correlation formula, the working hypothesis (H_a) that states there is a significant relationship between experience Writing in the Wall with Ability Magazine Writing Narrative Writing by Students of Class X High School Student Park Field Learning Year 2020/2021 can be acceptable for calculating $r > r$ table ($0.822 > 0.349$). At the 5% significance level.

Keyword: writing experience, a wall magazine, narrative essay.

Introduction

One of the efforts to improve the quality of education is to improve the quality of teaching. In general, teaching Indonesian at the educational level is aimed at fostering and developing students' Indonesian language skills. Language is a tool of human communication. Language is used to express human thoughts, feelings and actions. Therefore, even though they have studied since childhood, language skills must still be improved. Thus, the output that is expected and owned by students learning Indonesian is to be skilled at listening, speaking, reading, and writing at the communication level i. Speaking skills contain material regarding understanding the content of news summaries, articles, and books submitted by students. The purpose of learning is to enable students to provide feedback, criticism, input on reading sources. Reading sources in question are magazines, newspapers, tabloids, and books. Newspapers are a storehouse of information that is very close to us. In addition to presenting accurate and up-to-date information, it is also easy to obtain. In general, information is data that has been processed into another form that is more useful, namely knowledge or skills aimed at the recipient in making decisions, both now and in the future.

Smart and critical readers will not take every piece of information presented at face value. Readers use reason and experience, a reader will try to quickly analyze the information before receiving it. Response is a greeting to speech, can be in the form of criticism, comments or support. So that the reader can respond to a reading by asking critical questions about the problems described in the information read or heard. This is what is required in this lesson, that students must be able to provide feedback, comments, support or input on a reading. The most frequently encountered phenomenon in class is the use of monotonous learning methods, namely

the teacher only uses conventional methods and tends to dominate so that students are less motivated and there is no interaction in the learning process, as a result a community of students who are passive and not used to being involved in learning is formed. learning process. Students consider that the current teacher's learning system does not provide freedom of thought for students, teaching is directed in the form of memorization rather than skills.

Providing meaningful experience for students in studying material responding to the contents of the article should be carried out with appropriate learning techniques, responding well to the contents of the article makes students more knowledgeable, and more courageous in expressing opinions and criticism of the contents of the articles read. Responding means that someone expresses ideas, opinions, agreements, wishes, conveys information about an event and so on. Responding to the contents of the article is done by paying attention to four aspects, namely the content of the response, the nature of the response, the language of the response, and the attitude in conveying the response (Suryanto, 2007: 140). Responding well to the contents of the article is certainly not simply obtained by students. Required learning process with appropriate learning techniques. Today, there are many learning techniques, one of which is the Discussion Starter Story learning technique. The research hypothesis is formulated as follows:

"Ability to respond to the contents of articles by students with the Beginner's Story technique The discussion is more significant in response to the contents of the article".

Research Methods

This research was conducted at SMA Negeri 1 Rantau Selatan Umban Julu for the 2021/2022 Academic Year in odd semesters. In general, the population is the total number of people or individuals who have the same characteristics. As for the population of this study were all students of class X SMA Negeri 1 Rantau Selatan.

Learning 2020/2021 as many as 154 people. From 154 people, a sample of 60 people was taken. Research design that used is the post-test only group design. The opinion of Arikunto (2005: 12) is reinforced, which suggests that the post-test only group design is an experiment carried out by giving different treatment between the experimental class and the control class.

The data analysis technique for the ability to respond to the contents of the article used in this study is the different test technique, namely the "t" test with the following formula:

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$SE_{M_1 - M_2}$ (Sudijono, 2005: 247)

Research Results and Discussion

After carrying out research procedures such as conducting data analysis, testing hypotheses, until finally the researcher gets a positive result in increasing the ability to respond to the contents of the article. Beginner Story Technique The discussion given to class X students of SMA Negeri 1 Rantau Selatan in improving their ability to respond to the contents of the article turned out to have a significant effect. In accordance with the results of the study where the average value of the ability to respond to the contents of the article in the experimental class using the Discussion Starter Story technique was 79 while in the control class using the Simulation technique was 67.83. In more detail, you can see the difference between the experimental class and the control class in the table below.

Scores in The Experiment Class and Score in The Control Class

Indikator	Percentage of Average Score Acquisition				Difference	
	Story Technique		Simulation Technique			
	Jlh	%	Jlh Siswa	%	Jlh Siswa	%

1. Content	8	26,67	0	0	8	26,67
2. Nature of the Response	9	30	5	16,67	4	13,33
3. Language	24	80	22	73,33	2	6,67
4. Attitude	7	23,33	4	13,33	3	10

The sample of each class is 30 people. In the experimental class using the discussion starter story technique, students in the very good category on content indicators were 8 students (26.67%), indicators of very good responses were 9 students (30%), appropriate language indicators were 24 students (80%) , an excellent attitude indicator of 7 students (23.33%). Whereas in the control class with a large sample of 30 people who used simulation techniques, students who were in a very good category on the content indicator did not exist (0%), on the responsiveness indicator which was very good 5 students (16.67%), the appropriate language indicator was 22 students (73.33%) and, excellent attitude indicators 4 students (13.33%).

Experimental class normality test with the Liliefors test obtained $L_{count} = 0.1315$, while $L_{table} = 0.161$. This shows that the data is normally distributed and is included in the fair category. So the Discussion Beginner Story technique can spur students to be more active in learning to be able to give opinions and be able to think critically. It is hoped that this will motivate other students and develop an attitude of cooperation and cohesiveness in understanding problems.

Once t_0 known, then consulted with the table on the level 5% or 1% with $dk = 58$. With $dk = 58$ a significant level of 5% = 2.00 and a significant level of 1% = 2.65. After being consulted, it turned out that the t_0 obtained was greater than t_{table} , namely $2.00 < 5.007 > 2.65$. Because the t_0 obtained is greater than t_{table} , the hypothesis is accepted. This means that learning to respond to the contents of the article by using the discussion starter story technique is more effective than the simulation technique.

Conclusion

The results of the research that have been described previously, it is concluded as follows, the ability to respond to the contents of articles by class X students of SMA Negeri I Rantau Selatan for the 2020/2021 Academic Year by using the Beginner's Story Discussion technique in the experimental class with an average score of 79 while in control class using simulation techniques with an average value of 67.83. It turns out that the t_0 obtained is greater than t_{table} , namely $2.00 < 5.007 > 2.65$. Because the t_0 obtained is greater than t_{table} , the hypothesis is accepted.

This proves that there is an influence of the Discussion Starter Story technique on the ability to respond to the contents of articles by Class X students of SMA Negeri 1 Rantau Selatan 2020/2021 Study Year.

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