

## POST-TEST LEARNING RESULT AFTER USING TEACHING LEARNING ON NEGOTIATION TEXT BASED ON PROBLEM FOR X GRADE STUDENTS AT SENIOR HIGH SCHOOL 19 MEDAN

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**ABSTRACT:** *Teaching material of negatiation text writing developed contains theory and the steps in writing negatiation text adapted with the student's environment, the examples of negotiative text, visual picture about negotiative text closing to students' life, so it more interest and can motivate the students to write. In this research, researcher designs the teaching material namely module that is valid used by teacher and students in learning process based on student's characteristic and potensial in the school. teaching material based the form is differentiated into four types, namely printed teaching material, listening teaching material, audio visual teaching material and interactive teaching material. The use of teaching material of negotiation text based on problem is more effective to improve student's learning. It shows that the result of student's learning taught uses the module developed higher than the student's result that is not taught by using module or only text book at Senior High School 19 Medan, Indonesia.*

**KEYWORDS:** Post-Test Learning, Negotiation Text, Teaching, Students.

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### INTRODUCTION

Learning activity will be more effective if it is planned with a learning model. One of learning model for learning of negatiation text writing is Problem Based Learning (PBL). PBL uses real world concept and contextual, so it is near and known with students life, and it will facilitate the studying process. Studying is the activity obtaining the change, it means that it is not ongoing a moment, but it can held and function in long term. The change on someone makes studying result as the obtained experience. The experience or effort to get the echievement is learning process, whereas the change itself is learning result. Without activity, learning process will not happend. A student with activity will be able to find the answer of negotiation text writing problems. Based on the explained problems above, the researcher has initiative to develop teaching materials of negotiative text writing based problem, so the the students are easier to explore what they see or experience written to negotiation text. Teaching material will be compiled to module form. Teaching material development like module is one of inovations supporting Indonesia language learning because it has surplus that is by using module. The students can follow learning activity with their ability, because student's ability in one class can be different. The module can be used whenever and wherever, so student's learning activity can improve. With module, students can know learning result by themselves. if the success level is low, students can relearn the material that is understood yet.

Teaching material of negatiation text writing developed contains theory and the steps in writing negatiation text adapted with the student's environment, the examples of negotiative text, visual picture about negotiative text closing to students' life, so it more interest and can motivate

the students to write. In this research, researcher designs the teaching material namely module that is valid used by teacher and students in learning process based on student's characteristic and potential in the school. It can improve student's creativity and learning. In this case, the researcher develops teaching learning as guidance for teacher in making teaching material. The developed teaching material includes learning purposes, logic and systematic material service, and the sentence that is understood easily by students and teacher.

## REVIEW OF LITERATURE

### Teaching Material

Teaching material is one of learning source that is very important in learning process. it is stated by Majid (2011:173) that "teaching material is every material forms used for helping teacher/instructor in implementing teaching learning activity". the same opinion stated by Hamdani (2011:120), *"they are required for planning and review upon training implementation. Text and training equipment are included in the teaching material."* the statement means that the teaching materials are information, tools and texts that are need by teacher and instructor for planning learning implementation. The material that is meant can be either written material form or not. With teaching material, the student can learn an accumulative and can understand all competencies completely and integrated . Teaching material constitutes information, tool, and text that are needed by teacher for reviewing implementation learning.

Handani (2011:219) proposes various teaching materials, they are 1) teaching material in printed form such as student work paper, handout, book, module, brochure, leaflet, wallchart, etc. 2) teaching material in audio visual form such as film/video and VCD. 3) teaching material in audio form such as cassette, radio, CD audio. 4) visual such as photo, picture, and 5) multimedia such as interactive CD, internet, and computer based learning. Prastowo (2015:40) states that teaching material based the form is differentiated into four types, namely printed teaching material, listening teaching material, audio visual teaching material and interactive teaching material.

Based on some types of teaching materials stated by expert above, according to the expert that the good teaching material used to Bahasa Indonesia learning for material writing of negotiation text is printed teaching material such as module. This teaching material makes students easily to learn.

### The definition of writing

Writing is the activity implemented by writer to put all ideas into words form as written. According to Tarigan (2008:22) "writing is to draw the symbols of graph drawing a language understood by someone, so the others can read the symbols of graph if they understand the language and symbols of graph". The Great Dictionary of Bahasa Indonesia (2012) writes the meaning of writing is 1) to make letters (numbers, etc.) with pen (pencil, lime, etc); 2) to create the thoughts or feelings (such as composing, making letters) with writing, composing stories; And 3) to draw or to paint thoughts on paper. Through writing, students can develop their thinking skills into writing in their own way to express themselves.

Based the definition above, it can be concluded that writing is to create and express all ideas owned by students in written form, so the conveyed message in a written can be understood by reader.

### **The Definition of Text**

Halliday and Ruqaiyah in *Mahsun* (2014:1) states that text is the way to understand about language. That's why, according to him, text is language that functions or the language that is implementing the certain work in situation context. Anderson in Priyatni (2014:65) states that the fact shows that the human being lives in words world. If the word is strund to communicate idea, actually we have created the text. When we express the idea orally or in written, it means tha we have created text. So, it can concluded that text is expression of statement in social activity in text form, we must choose words and have strategic for serving the words, so the idea is conveyed well. Curriculum 2013 for Bahasa Indonesia lesson uses text as learning medium. Therefore, it can stated that curriculum 2013 for Bahasa Indonesia lesson based on text.

### **The Definition of Negotiation**

Firth (1995:3) states that: *Negotiation is ubiquitous. As a formal, problem-solving event, the paradigmatic industrial, legal, and diplomatic negotiation figures prominently in the new media, while as an activity of social decision making on substantive matters, it often goes unnoticed, sometimes even to participants, yet regularly and routinely occurs in myriad interpersonal encounters in innumerable social settings.*

Generally the word of "negotiation" comes from England. "to be negotiating" means discussing and telling the possibility about a condition, and/or offering, while the words of "negotiation" means can be discussed and can be told to others and "negotiable" means "can be discussed, can be told and can be offered."

### **The Definition of negotiation text.**

Handayani (2014:168) states that negotiation text is the text containing social interactionb form functioning to solve the problem among some parties having difference purposes. According to Kosasih (2013:236), negotiation text is the text containing the conversation of two person or more to solve a problem in offering way.

Negotiation text can be concluded as the text containing of some short sentences which use various non formal language or populer language, and use vocabulary. There are some actions that can be implemented in negotiation. The action as followings:

- a. Inviting to implement agreement
- b. Deciding the reason about conducting the agreement
- c. Comparing some choices in negotiation process
- d. Explaining and examining the view proposed in negotiation process
- e. Evaluating and asserting the negotiation purpose based on the agreement

## METHODOLOGY

### Types of research

Kind of this research is *Research and Development* that is the development of teaching material of writing negotiation text based on problem for grade X of senior high school level. According to Sugiyono (2016:297), research method and development method are the method used to create certain product and to examine the product effectiveness. Bold and Gall (in Sugiyono, 2015:35-37) states that there are ten steps in implementing R&D stated by the staff of *Teacher Education Program at Far West Laboratory for Educational Research and Development* as followings:

1. **Research and Information Collecting**-includes needs assessment, review of literature, small-scale research study, and preparation of report on state of the art.
2. **Planning**-include defining skills to be learned, stating and sequencing objectives, identifying learning activities, and small scale feasibility testing.
3. **Develop Preliminary Form a Product**-include preparation of instructional materials, procedures, and evaluation instrument.
4. **Main Product Validation**-validation of product as suggested by the preliminary field-test result.
5. **Revision Product**-get revision from material experts, linguist, and design experts.
6. **Evaluate from Indonesian Language Teachers** in State Senior High School 19 Medan.
7. **Preliminary Field Testing**-conducted in from 1 school, using 3 subject. Interview; observational, and questionnnaire data collected and analyzed.
8. **Operational Product Revision**-revision of product as suggested by main field-test result.
9. **Main Field Testing**-conducted in 1 to 3 schools with 30-40 subjects. Quantitative data on subject's precourse and postcouse performance are collected. Results are evaluated with respect to course objective and are compared with control grup data, when appropiate.
10. **Final Product Revision-Dissemination and Implementation**-revision of product as suggested by operational field-test result and then report on product at professional meeting and in journals.

### Place and Time of Research

This research is implemented in state senior high school 19 Medan Serue Pekan Labuhan street, Medan Labuhan. This research will be conducted on second semester 2016/2017 academic year.

### Instrumet of Collecting Data

The instrument used in this research to collect the data is classified into two kinds. they are:

1. The validation instrument of specialized expert toward teaching material of writing text negotiation learning bases on peoblem as followings:
  - a. questionnaire paper on validation of learning material expert
  - b. questionnaire paper on validation of language expert
  - c. questionnaire paper on validation of learning design expert

There intrument grille of validation paper by expert of material and design can be seen on the table 1 and 2 as followings:

**Table. 1: Questionnaire Instrument Grille on Expediency of Material, Language, and Presentation by Design Expert**

No	Component of Assessment Indicator	Questions
<b>A. Material Expediency</b>		
1	The suitability between The core competency and basic competency	3
2	The accurate material	7
3	The newest material	5
4	Student's desire	2
<b>B. Language Expediency</b>		
1	What it is	3
2	Easy to understand	2
3	Open	2
4	Student's welcoming	2
5	Idea integrated	2
<b>C. Presentation Expediency</b>		
1	Presentation technique	2
2	Presentation supporter	3
3	Presentation learning	8
<b>Total</b>		<b>41</b>

**Tabel. 2: Questionnaire Instrument Grille on Design Expediency by Design Expert**

No	Indicator Component	Quetions
1	Physic Design	2
2	Covering Design	9
3	Content Design	19
<b>Total</b>		<b>30</b>

1. Respond Instrumen of student and teacher toward teaching material
  - a. Individual trials of three persons
  - b. Small group trial of nine person
  - c. Limited field trials of fourty person
  - d. Indonesia language Teacher's respon of two persons

There questionnaire instrument grille of student and teacher respond can be seen on the table 3 and 4 as following

**Table. 3: Questionnaire Grille of Student's Respond**

No	Indicators	Questions
1	Negotiation text material	4
2	Language	2
3	Connection	6
<b>Total</b>		<b>12</b>

**Table 4: Questionnaire Grille of Teacher's Respond**

No	Indicators	Questions
1	Negotiation text material	2
2	Language	1
3	Connection	13
<b>Total</b>		<b>16</b>

2. The test of student's result, the instrument is essay test. The test is meant to measure the student's knowledge level in writing negotiation text.

**Tabel.5: Assessment Aspect of Writing Negotiation Text Ability**

No	Assessed Element	Maximum Score
1	<b>THE CONTENT COMPLETENESS</b> a. The text contains the introduction of negotiation text, series of argument from party I and II, and the conclusion containg agreement b. The text less contains the introduction of negotiation text, less contains series of argument from party I and II, and the conclusion containg less agreement c. The text does not contain the introduction of negotiation text, does not contain series of argument from party I and II, and the conclusion that does not contain agreement	20 10 5
2	<b>THE TRUTH OF ARGUMENT</b> a. The proposed argument is right, logic and exceptable b. The proposed argument is less of right, logic and exceptable c. The proposed argument is not right, logic and exceptable	20 10 5
3	<b>DISCOURSE UNIFICATION</b> a. Between paragraph one and the other paragraph are related, it is marked by the relation of content, cohesion and completeness. b. Between paragraph one and the other paragraph are less related, it is less marked by the relation of content, cohesion and less of completeness.	20 10

	c. Between paragraph one and the other paragraph are not related, it is not marked by the relation of content, cohesion and not completeness	5
4	SENTENCE STRUCTURE	
	a. Sentence structure is exact, there is no written mistake	20
	b. Sentence structure is less of exact, there is no written mistake	10
	c. Sentence structure is not exact, there is no written mistake	5
5	THE WRITING EXACTNESS OF SPELLING AND READING SIGN	
	a. There is no spelling mistake in writing	20
	b. There is spelling mistake in writing (< 10)	10
	c. There is spelling mistake in writing (< 10)	5
Maximum Score		100

(Source: Priyatni, 2014:167)

The research's reference used to know the influence the use of learning model based on problem toward writing ability of negotiation text is used score standard according Sudijono (2009:24) as followings:

**Table. 6: The Assessment Categories of Writing Negotiation Text Ability**

No.	Categories	Score Distance
1.	Very Good	85 – 100
2.	Good	70 – 84
3.	Enough	55 – 69
4.	Less	40 – 54
5.	Very Less	0 - 39

(Source : Priyatni, 2014:259)

### Data Analysis Technique

The obtained data are the data about teaching material condition of Indonesia language in material of text negotiation. this data are collected through validator, language validator and design validator spreaded to students. The instrument of assessment for validator and individual trial, small grup and field grup are limited in Likert scale that are given score as in the following table.

**Table.7: Answer Criteria of Validation Instrument with Likert Scale**

No	Answer	Score
1	Very Good	4
2	Good	3
3	Less Good	2
4	Not Good	1

(Sugiyono, 2016:93)



Then the data analysis as descriptive quantitative, is to count the indicator presentation for every categories on teaching material that is developed.

$$\% skor = \frac{\text{total indicator per category}}{\text{total indicator per total category}} \times 100\%$$

Based on the calculation result of formulation above results number in percent form. The score clarification is changed to clarification with quantitative sentence.

**Table. 8: Percentage Criteria of Indicator on Teaching Material of Negotiation Text Writing Based on Problem That is Developed**

No	Answer	Score
1	Very Good	$86\% \leq X < 100\%$
2	Good	$70\% \leq X < 85\%$
3	Good Enough	$55\% \leq X < 69\%$
4	Kurang baik	$40\% \leq X < 54\%$
5	Tidak baik	$0\% \leq X < 39\%$

(Sugiyono, 2015:118)

## DISCUSSION

Based on data analysis implemented about learning result after using teaching material of negotiation text based on problem obtains average score 80,5% with assessment criteria on category “good” that is mean that the score obtained by student on material of writing negotiation text has obtained the hope. Before making table of frequency distribution for pretest, the first thing is to analyse the effectiveness as following.

- Determining the score is the highest data and the lowest data

Highest Data : 90  
Lowest Data : 70  
Distance : 20

- Determining interval class

Many Classes =  $1 + 3,33 \log n$   
 $= 1 + 3,33 \log 40 = 6,28$  (many interval class = 6)

- Determining the length of interval class

$$P = \frac{\text{Distance}}{\text{many classes}}$$

$$P = \frac{20}{6}$$

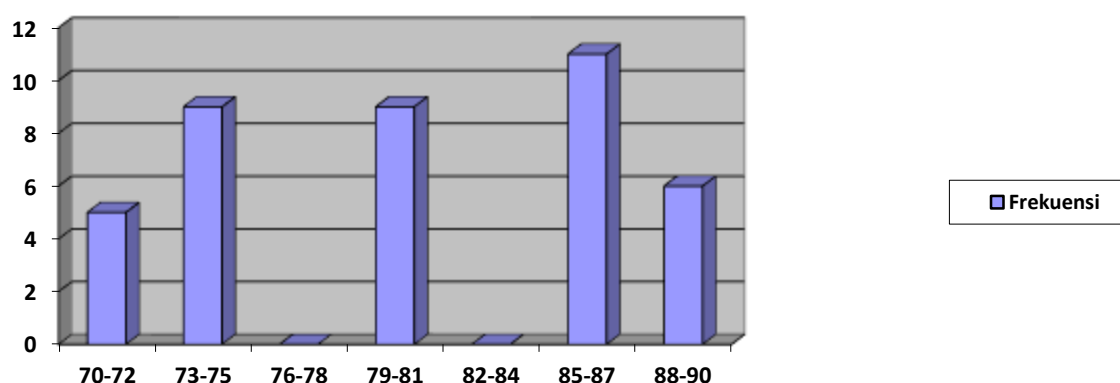
P = 3,33 (Class length = 3)



**TABEL. 9: Frequency distribution on post-test score of writing negotiation text learning result after using teaching material as module**

Interval	Frequency	Percentage (%)
70-72	5	12,5
73-75	9	22,5
76-78	0	0
79-81	9	22,5
82-84	0	0
85-87	11	27,5
88-90	6	15
$\Sigma$	<b>40</b>	<b>100</b>

The table above shows that the student obtained the score 70-72 as many as 5 persons or 12,5%, 73-75 as many as 9 persons or 22,5%, 76-78 nothing (0%), 79-81 as many as 9 persons or 22,5%, 82-84 nothing (0%), 85-87 as many as 11 persons or 27,5%, and 88-90 as many as 6 persons or 15% , so the total of the students are 40 persons. For the cleares, the distribution table above is formed histogram on the 1 picture as following:

**Picture. 1: Histogram of Post-test score frequency on writing negotiation text learning result after using material teaching**

The result of pretest and post-test given to the students seems there improvement of learning result that is learned by using teaching material like improved module.

The teaching material experiment of negotiation text based on problem is implemented in State Senior High School 19 Medan examined to X grade students by using test. The classified test are Pre-test and Post test. The result of data recapitulation obtained from pretest and post-test can be seen on the table 4.21

**Table. 10: Data recapitulation of Pre test and Post test learning result on text negotiation writing material of X grade student State Senior High School 19 Medaan**

No	Student's Name	Pretest	Post-test
1	Adinda	75	80
2	Ahmad Fachri Daffa	80	85
3	Aldi Kurniawan	55	75
4	Andam Dewi KZ	70	80
5	Andre Pratama	65	80
6	Apiza	65	75
7	Audrelia Putri Prame Suary Perdana	75	80
8	Ayu Pita Loka	65	70
9	Azula Maullizah	60	70
10	Baby Octavia Syahputri	75	85
11	Chairani Amalia	80	85
12	Dita Amelia Berutu	75	80
13	Erin Nadya Harahap	75	85
14	Farsya Zuhra	55	85
15	Fauziah	70	75
16	Fenny Destiva Sahara Hutabarat	60	75
17	Fikri Armandes	75	85
18	Fikri Raihan Gifari Pulungan	65	75
19	Intan Azizah Damanik	75	80
20	Jenny Julya	75	80
21	Lukito Mukti	60	75
22	M. Hariski Indri Yani Simbolon	75	85
23	Mayang Sari	65	75
24	M. Edo Aulia Sembiring	70	75
25	M. Al Daffa	75	90
26	M. Andrian	60	70
27	M. Ardy Kusuma	70	85
28	M. Rizki	80	85
29	Nabila Pelangi Kusuma	60	70
30	Natasya Kemala Sutiawan	70	85
31	Putri Ananda	60	85
32	Rafidah Sari	60	80
33	Rahmad Ramadhan	70	90
34	Rani Rahman Pili	55	85
35	Risky Akbar	75	90
36	Vanni Intan	60	80
37	Vinka Dwi Pebriani	55	75
38	Winanda	60	85
39	Wulandari	65	90
40	Zairas Dahman Huri	70	85
$\Sigma$		X = 2705	Y = 3220

Based on data analysis on Pretest, the students get the total 2705 with the average 67,62 meant “good enough”, while data analysis on post-test gets the total 3220 with the average 80,5 meant “good”, so this product is stated effective to be used as addition teaching material for the students on negotiation text writing material.

## CONCLUSION

Based on formulation, purpose, and discussion in research of teaching material development of negotiation text based on students’ problem of grade x state senior high school 19 Medan proposed previously can conclude as following. The use of teaching material of negotiation text based on problem is more effective to improve student’s learning. It shows that the result of student’s learning taught uses the module developed higher than the student’s result that is not taught by using module or only text book.

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