The Effect of Sole Model Teaching Technique on The Ninth Grade Students' Ability in Writing Report Text

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah teknik pembelajaran model SOLE berpengaruh secara signifikan terhadap kemampuan siswa kelas IX dalam menulis teks laporan di SMPN 1 Parapat. Penelitian ini menggunakan penelitian eksperimen semu dengan desain one group pre-test post-test design. Perancangan hanya melihat kemampuan menulis siswa sebelum dan sesudah menggunakan Model SOLE. Objek penelitian adalah 20 siswa kelas IX SMPN 1 Parapat. Teknik pengumpulan data dilakukan dengan tes tulis. Hasil penelitian ini menunjukkan bahwa ada pengaruh teknik pengajaran model tunggal terhadap kemampuan siswa kelas IX dalam menulis teks laporan di SMPN 1 Parapat. Terbukti dari rata-rata siswa lebih tinggi setelah menggunakan Model Tunggal. Data dalam penelitian ini berdistribusi normal. Berdasarkan analisis data dengan uji-t diperoleh bahwa T_hitung = 6,64 pada taraf signifikan = 5%, dk (n-1) = (30-1) = 29, sehingga T_tabel = 1,70. Dapat disimpulkan bahwa T_hitung > T_tabel (6,64 > 1,70). Artinya H_O ditolak dan H_a diterima. Artinya teknik pengajaran Model SOLE berpengaruh signifikan terhadap kemampuan siswa kelas IX dalam menulis teks laporan di SMPN 1 Parapat.

Kata Kunci : *Model Tunggal, Teks Laporan, Kemampuan Menulis*

Abstract

The study aims to find out if the SOLE model teaching technique significantly affects the ninth grade students' ability in writing report text at SMPN 1 Parapat. The study used quasi-experimental research with one group pre-test post-test design. The design just looked students' writing ability before and after utilizing the SOLE Model. The object of the study was 20 ninth grade students' at SMPN 1 Parapat. The technique of collecting the data was done writing test. The result of this study showed that there was an effect of Sole model teaching technique on ninth grade students' ability in writig report text at SMPN 1 Parapat. It was proved from the students' average was higher after using the Sole Model. The data in this research had normal distribution. Based on the data analysis by using T-test was gotten that T_{count} = 6,64 at significant level α = 5%, dk (n-1) = (30-1) = 29, so, T_{table} = 1,70. It could be concluded that $T_{count} > T_{table}$ (6,64 > 1,70). It meant that H_O was rejected and H_a was accepted. It's means that the SOLE Model teaching technique significantly affects the ninth grade students' ability in writing report text at SMPN 1 Parapat.

Keyword : *Sole Model, Report Text, Writing Ability*

INTRODUCTION

Language is the most effective means of comunication to convey ideas, thoughts, intentions and goals to others. Apart from being a means of language communications as well is a channel for formuating intrtions, ideas, opinions, sybolizing feelings and allows to create coorporations with fellow citizens. The function of language as a communication tool makes language an important influence in human life. Communication will not be perfect if the language expressed is not accepted or understood by people. Learning English has become increasingly important these days because it is an international language used to communicate with different countries and develop business. This era

of globalization is an era of challenges and competitions that demands much needed spoken and written English skill. You can make your dreams come true by learning English

English as one of the most important language is used by most people in the world as the first or second language as tool of communicatin. It makes English one of the most crucial lessons that kids should learn. In Indonesia, English is the foreign language that is important to be developed. When we learn our mother tongue, first we listen, then we speak, read and finally we write. Listening, speaking, reading, and writing are four language skill that we need to developed for complete communication, and ere generallly divoded in to two types: receptive and productive. Listening and reading are receptive, and you need to be familiar with the native language spoken. Speaking and writing are productive, and the act of producing language learning materials. It helps determine the purpose of an activity or lesson. It is generally agreed that receptive skills should take precedence over productive skill, however, it is improtant to remember that communication is interactive and requires the use of all skills. Especially writing skill.

Writing skill is one of the fundamental skill which are taught in English. Because of technological advancements, writing is one of the critical skills that students must master during the English language learning process. According to Kumar (2017), "writing skill" refers to writers who write their thoughts/ideas/opinion/facts/a stories in a way that is clear and understandable to the reader. Good writing requires good vocabulary, correct grammar, and perfect spelling and punctuations. It is stucture that makes reading fun and enjoyable. In addition, the writing must also be coherent. Coherence means meaning . it has to be logically connected and events have to flow and make sense to the reader. When a reader reads your mind, it should clearly indicate what you are trying to communicate with their mind.

The writing process is a way of looking at what people do when they write a piece. Report text is one of many types of writing that exist. Students should learn how to write report texts. This skill is very important for student because it is one of the communication tools (Dombey, 2013; Nasser, 2016) and cannot be separated from the process of language because it allow students to express their ideas, thought, and fellings in written form.

The students' difficulties in writing were also found in SMP N 1 Parapat. Based on the reseacher's observation in SMP Negeri 1 Parapat, students get low writing scores.when students write English, they find it difficult to express their ideas into the text they are going to write. They had many thinks in their mind ,but they felt confused how write in their text. Lack of vocabulary among students becomes a problem when their writing. They tend to repeat the same word several time, and the choice of words may not fit the context in which they are written. Grammar is also one of the obstacles for students' when writing. The problem also come from learning process. During this Covid-19 pandemic, learning is carried out online requires students to learn independently. The lack of students in writing skill requires a teachers to find solutions on that the learning process continues effective and the achievement of material understanding to students in conveyed.

Based on the observations of 25 students' in creating writing score of the report text of ninth grade students' at SMPN 1 Parapat, the average students' writing score is 72,56. This score is category avarage. It was discovered that 10 students (40%) were categorized as poor, 10 students (40%) as average, and 0 students (0%) were categorized as very poor, while 5 students (20%) were categorized as very good. The students' score in writing report text was based on the five aspects of writing, the content, organization, grammar, vocabulary, and mechanics are all important.

To resolve those problems, the teachers must find solutions so that students continue to learn comfortably and achieve maximum results. (Kasusi & Satui, 2021), says that a teachers needs to changes for adjustments to students, are able to the material presented by the teachers and can still carry out learning activities even at home. By applying interested new learning model can improve students learning outcomes. Learning models that can be applied in learning is SOLE (Self Organizing Learning Environment).

SOLE learning model was priginally initiated by a learning practitioner from India named Sugata Mitra, namely a learning model in which students organize themselve in groups and learn to use computer connected to the internet with little techers involvement (Dolan Paul, et all., 2013:4).

Self Organized Learning Environments (SOLE) is a contructive learning model that has the potential to empower high level cognitive abilities. The SOLE learning model has the aim of forming the competencies (skills) possessed by students. Competencies that are expected to be formed in participants students throught this SOLE learning model, namely creative thinking, problem-solving skills and communication skills (Sarifudin Saleh, 2019).

According to Anis, M., & Anwar (2020) ,SOLE is a constructivist approach that is strongly influenced by the concept of learning and teaching that allows students to control the learning process to create meaning and sucject themselves. The teacher's role is only as a facilitator who will observe and supervise students in the learning process (Paradowski, 2015). SOLE learning able to collaborate on the roles of teachers, students, and parents, as well as can build independent learning of students. SOLE learning model make students more active, in pouring out their thoughts in writing, and making writing a fun activity. SOLE is more student-centered, solution using this technique are very good in learning.

Based from the problem above, the writer interested to do the research under the tittle "**The Effect Of Sole Model Teaching Technique On The Ninth Grade Students' Ability In Writing Report Text At Smpn 1 Parapat**".

METHOD

This design of the study is a quasi-experimental research with one group pre-test post-test design. The researhers employs a quasi-experimental approach because it is more often used and better suited to school timetables and logistical issues (Cohen, Manion, & Morrison, 2007). In this quasi-experimental research, the researcher use one grooup pre-test post-test design. This study does not a comparison class but has used an initial test so that the magnitude of the effect of SOLE model can be known with certainly. In this study the research subjects were first given a pretest to determine the extent of the students' initial abilities before give learning using the SOLE model teaching technique. After pre-test , the students was gave the treatment namely the SOLE Model. After give the treatment , all students' was gave a final test (post-test) to find out find out if the application of SOLE model teaching technique significantly affects the ninth grade students' ability in writing report text. It was made the research more relevant and trustworthy. The population in this study are the ninth grade students of SMPN 1 Parapat. There was six classes consisted of XI-1, XI-2, X-3, XI-4, XI-5, XI-6. In the ninth grade, there are about 187 number of students. The sample is small part of the populations, which is selected for observations. In this study, researchers was took one class of ninth grade strudents at SMPN 1 Parapat randomly. Class XI consists of six classes and the researcher was chose class XI-2 as the experimental class. The test was employed as the instrument in this investigation. The researcher uses two types of test, pre-test and post-test. The experimental group and the control group was both be subjected to pre-post test. Both tests are designed to see if the students in the experimental group improved their writing skills. The researcher designed the topic of the pre-test the same as post-test. Here the researcher designed writing test by her self after adopting material from the 9th grade English book. Pre-test and post-test, the tests were chosen from the grade 9 junior high school syllabus with an emphasis on one skill, namely writing skills, and one of the topics is report text.

FINDINGS AND DISCUSSION
Findings

This study aims to determine if the application of SOLE model teaching technique significantly affects the ninth grade students' ability in writing report text at SMPN 1 Parapat. The data in this study include the initial score data (pre-test) and the final score data (post-test).
Pre - Test

Before employing the SOLE model teaching technique, the pre-test was designed to assess the students' writing preficiency in report text. Before starting any treatment, it was the goal of this study to understand the students' difficulties and weakness. 30 students took the pre-test after that. The researcher ask them to write a report paragraph about Toba Lake. The paragraph was btween 125-150 words. There was a 60 minute time limit set. To determine if students' abilities to write report text

have improve, the results of the pre-test and the students' result following treatment was compared. The score obtained by the students as follows;

Table 1. The List of Students Writing Report Text Score at Smp N 1 Parapat
(Pre-Test)

No.	Name	C (30)	O (20)	V (20)	G (25)	M (5)	Total Score (100)
1	AP	22	14	14	11	4	65
2	HS	26	14	17	18	3	78
3	DS	26	17	17	21	4	85
4	HM	30	17	17	21	5	90
5	RS	22	14	14	21	4	75
6	AS	26	17	17	21	4	85
7	MS	27	14	17	18	4	80
8	RP	22	14	14	11	4	65
9	KT	22	13	13	11	3	62
10	DH	17	13	17	18	3	50
11	GB	27	14	14	17	3	75
12	JM	27	14	14	17	3	75
13	ES	22	14	14	11	4	65
14	AA	22	17	14	11	3	67
15	AP	22	13	13	11	3	62
16	MV	22	17	14	21	4	78
17	JR	30	17	17	17	4	85
18	BJ	22	17	14	11	3	67
19	NP	26	17	14	18	3	78
20	RS	17	13	13	11	3	57
21	AJ	22	14	17	17	4	74
22	PY	22	14	17	17	4	74
23	NR	22	10	14	18	3	67
24	CS	17	10	13	11	3	54
25	MM	22	13	13	11	3	62
26	IJ	26	14	14	17	3	74
27	RR	22	13	13	11	3	62
28	EP	22	13	13	11	3	62
29	AG	27	17	14	18	4	80
30	NR	22	13	13	11	3	62
Total Score							2115
Mean Score							70,5

From the total score out of 30 students, it is clear from the pre-test result that the students who the minimum criteria (KKM) are still category poor. The average students' writing score is 70,5. Most of the students was poor making a paragraph of report text. There were 3 students (10%) got score below 60 category very poor, 12 students (40%) got score 61-70 category poor, 11 studens (37%) got score 71-80 category average, 4 students (13%) got score 81-90 category very good.

Post-test

On July,23rd 2022, the researcher conducted a post-test after used SOLE model teaching technique as a treatment. The porpose af the post-test is to chect the students' ability in writing report text after using SOLE Model teaching technique. The post-test was followed 30 students. The reseracher asked them to write report text of Toba Lake. The pharagraph consists of 125-159 words. The time alloted is 60 minutes. The result students' score can be seen as follows:

Table 1. The List of Students Writing Report Text Score at Smp N 1 Parapat
(Post-Test)

No.	Name	C (30)	O (20)	V (20)	G (25)	M (5)	Total Score (100)
1	AP	30	18	20	21	5	94
2	HS	26	20	18	17	4	85
3	DS	30	20	20	21	5	96
4	HM	26	17	17	17	4	80
5	RS	22	14	14	11	4	65
6	AS	26	20	18	17	4	85
7	MS	30	20	17	21	4	92
8	RP	22	14	13	17	4	70
9	KT	27	20	20	17	4	88
10	DH	30	20	20	25	4	99
11	GB	30	17	17	17	4	85
12	JM	30	18	18	22	4	92
13	ES	26	18	18	22	4	88
14	AA	30	20	20	21	5	96
15	AP	22	14	13	17	4	70
16	MV	30	20	20	25	4	99
17	JR	30	18	20	21	5	94
18	BJ	26	20	18	21	3	88
19	NP	30	17	17	17	4	85
20	RS	30	17	17	17	4	85
21	AJ	30	17	17	17	4	85
22	PY	30	17	18	22	5	92
23	NR	27	17	18	18	5	85
24	CS	22	17	17	21	3	80
25	MM	30	18	18	22	4	92
26	IJ	30	17	17	17	4	85
27	RR	30	17	17	21	3	88
28	EP	26	14	17	18	4	79
29	AG	26	17	17	17	3	80
30	NR	30	17	17	17	4	85
Total Score							2587
Mean Score							86,23

The post-test score demontrates some distinct differences in avarage after using the SOLE Model teaching technique. it can seen that the students who passed the minimum mastery criteria increased in five indicator was higher than pre-test. The average students' writing score is 86,23. There were 3 students got score 61-70 category poor, 4 students got score 71-80 category avarage, 13 studens got score 81-90 category very good, 10 students got score 91-100 category exelent.

Data Analysis

The researcher created the frequency distribution table once the researcher was aware of the result of the students' abilities both before and after applying the SOLE Model teaching technique. It was done to determine the data's mean, standard deviation, and standard error (pre-test and post-test).

Table 2. The Distribution of Students' Score Frequency in Writing Report Text (Pre-Test)

X		F	FX	x	x^2	fx^2
50		1	50	-20,5	420,25	420,25
54		1	54	-16,5	272,25	272,25
57		1	57	-13,5	182,25	182,25
62		6	372	-8,5	72,25	433,5
65		3	192	-5,5	30,25	90,75
67		3	201	-3,5	12,25	36,75
74		3	222	3,5	12,25	36,75
75		3	225	4,5	20,25	60,75
78		3	234	7,5	56,25	168,75
80		2	160	9,5	90,25	180,75
85		3	255	14,5	210,25	630,75
90		1	90	19,5	380,25	380,25
		N= 30	$\Sigma FX = 2115$			$\Sigma fx^2 = 2893,5$

The highest score in the pre-test, according to the data above was 90. Addiitionally, the mean score from the data above was 70,5, the standard deviation was 9,82, and the standart error of the group was 1,83. In order to make the description of the data more complete, the writer presents the below diagram :
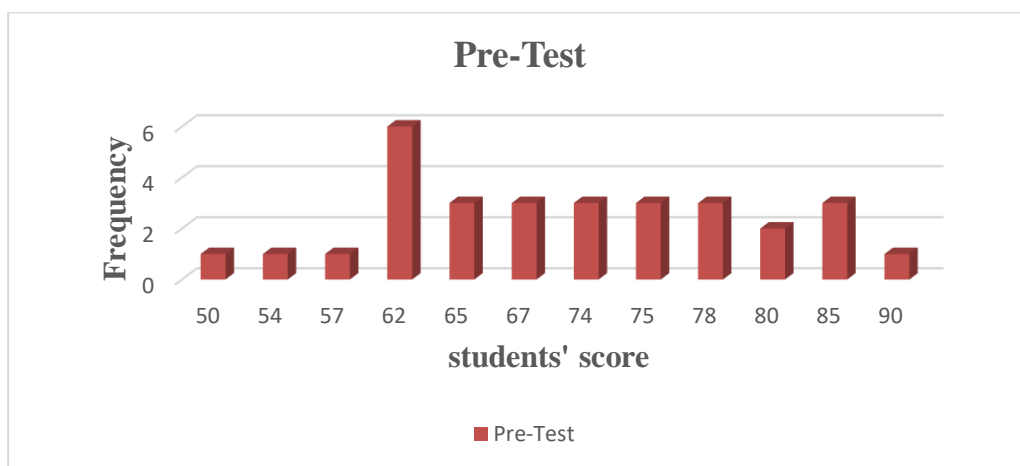

Table 3. The Distribution of Students' Score Frequency in Writing Report Text (Post-Test)

X	F	Fx	x	x^2	fx^2
65	1	65	-21,23	450,71	450,71
70	2	140	-16,23	263,41	526,82
79	1	79	-7,23	52,27	52,27
80	3	240	-6,23	38,81	116,43
85	9	765	-1,23	1,51	13,59
88	4	352	1,77	3,13	12,52
92	4	368	5,77	33,29	133,16
94	2	188	7,77	60,37	120,74
96	2	192	9,77	95,45	190,9
99	2	198	12,77	163,07	326,14
	N = 30	$\Sigma FX = 2587$			$\Sigma fx^2 = 1943,28$

From the data above shown that the highest score in post test was 99. Additionally, the standard deviation was 8,04, the standard error was 1,51, and the average score for the data above was 86,23. The data was then analyzed after the writer had the determine the mean, standard deviation, standard error before and after utilizing the SOLE Model. Data analysis was carried out using the Lilifors normality test, the F test for homogeneity, and the T test for hypothesis testing. In order to make the description of the data more complete, the writer presents the below diagram:
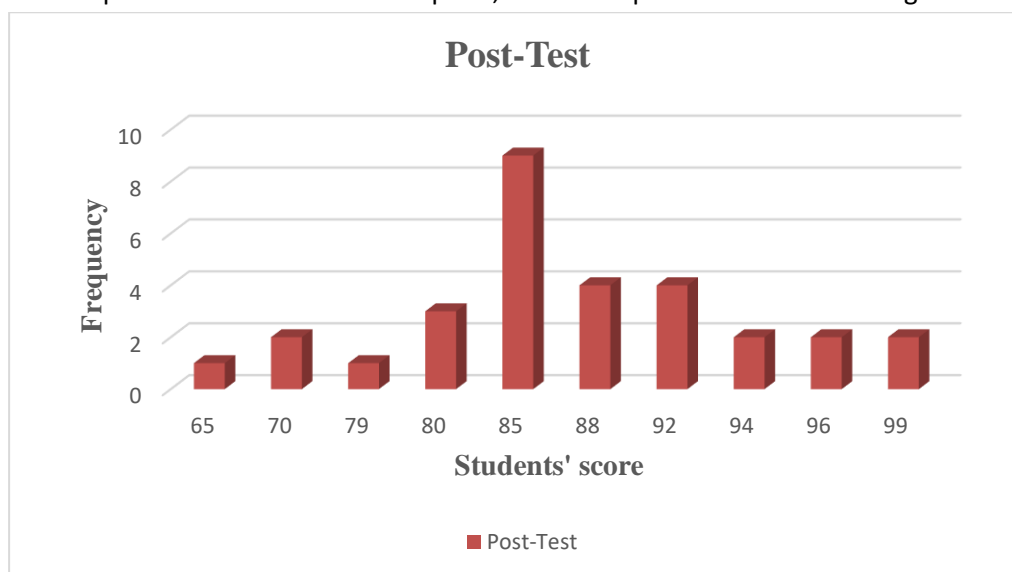
Figure 1 The Distribution of Post-Test Group Frequency

Based on the statistical hypothesis, the writer tasted the following hypothesis:

1. If $T_{count} > T_{table}$: the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, The application of SOLE Model teaching technique significantly affects the ninth grade students' ability in writing report text at SMPN 1 Parapat.

2. If $T_{count} < T_{table}$: the null thypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. So, The application of SOLE Model teaching technique does not significantly affect the ninth grade students' ability in writing report text at SMP N 1 Parapat.

Based on the data above, T_{count} = 6,64 at significant level α = 5%, dk (n-1) = (30-1) = 29, so, T_{table} = 1,70. It could be concluded that $T_{count} > T_{table}$ (6,64>1,70). It meant that H_O was rejected and H_a was accepted. It stated that there was a significant differences between students' ability before and after aplication the SOLE Model teaching teachnique.

Discussion

Based on the result of calculation above that the mean of pre-test and post-test it is obtained the T_{count} = 6,64 at significant level α = 5%, dk (n-1) = (30-1) = 29, so, T_{table} = 1,70. It could be concluded that $T_{count} > T_{table}$ (6,64>1,70). That's mean the T_{count} is higher that T_{table}. the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted, because $T_{count} > T_{table}$ (6,64>1,70). So, there is difference significant between students score in learning writing report text by using SOLE Model and the students score in learning writing report text without using SOLE Model at the ninth grade students of SMPN 1 Parapat.

The mean of pre-test before the application of the SOLE Model in writing report text is 70,5 with the lowest score of pre-test is 50 and the highest score is 90. Then, the mean of post-test after giving treatments using the SOLE Model in learning writing report text is 86,23 with the lowest score of post-test is 65 and the highest score is 99. The writer can determine from the description given above whether utilizing the SOLE Model on students writing report text is more effective that not using the SOLE Model by looking at the pre-test and post-test result. After applying the SOLE Model teaching technique, it is clear that the students are more engaged in their capacity to write report text. This researcher is related to some previous research that has been done;

1. Putri et al (2021) on her research about : "Penerapan Model Pembelajaran Sole (Self Organized Learning Environtments) dalam Meningkatkan Hasil Belajar Bahasa Inggris Mahasiswa". The research result showing the improvemnet of the self-confidance in explaining their idea towards

other students, after getteing the stimulus of challenging questions from the teacher. Students are more secure in presenting their ideas and stimuli in the form of demanding questions, according to the findings of this study. When they are requested to teach other students, they become more confident. It means implementation of SOLE learning is successful to improve college student's English learning outcomes.

2. Putu et al (2022) on his research about : "Penerapan Model Pembelajaran SOLE untuk Meningkatkan Motivasi Belajar Siswa Kelas IV SDN 4 Kampung Baru Tahun Pelajaran 2021/2022". Based on the research that has been done, it can be concluded that ,the apllication of the SOLE learning model can increase the learning motivation of fourth grade students at SDN 4 Kampung Baru for the 2021/2022 academic year. This result can be seen from the avarage the first cycle of learning motivation is 103,77 with mean classical completeness of 73,08%. This result increased in the second cycle, namely the avareg learning motivation in the second cycle was 20,23 with classical mastery of 96,15.

The writer determines that employing a SOLE Model teaching technique can improve students' writing text ability. It means that to make the students' interest to follow the lesson about writing report text ability at the ninth grade students' of SMPN 1 Prapat. The teacher can using the SOLE Model teaching technique. overall, the application of SOLE Model teaching technique has been have a positive affect on improvement of learning interests of students that can be provisions for living later in life.

CONCLUSION

Based on the results of the data analysis in the previous chapter, the ninth grade students at SMP N 1 Parapat may be found to have the following affect as a result of the SOLE Model teaching technique is calculation of T_{count} is 6,64, meanwhile the score of the T_{table} 5% significant level is 1,70. It is found that t_o calculation is bigger than T_{table} (6,64 > 1,70). It meants that there is a significant affect of application SOLE Model teaching technique on the ninth grade students' ability in writing report text at SMPN 1 Parapat.

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