Use of Problem-Based Learning Methods in the Structure of Negotiation Texts for Class X Students of SMA Negeri 1 Sipirok

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Abstract

This research aims to determine the use of Problem Based Learning Methods in the structure of negotiation texts for class X students of SMA Negeri 1 Sipirok for the 2022-2023 academic year. This research method uses a qualitative method with a descriptive approach. The research informants consisted of: 36 class X SMA Negeri 1 Sipirok students and one teacher. The data analysis techniques used start from reducing data, presenting data, and drawing conclusions. The results of data analysis found that from the conceptual understanding of data I, there were only 16 students who did not complete. Student learning mastery in data I has an average score of 65.38 with a percentage of 70.22% in the "High" category. Furthermore, the conceptual understanding of data II brings out the complete learning outcomes of all students in data II which has an average value of 95.97 with a percentage of 100% in the "Very High" category. A comparison of the two learning methods can be a positive contribution in developing the learning process in the classroom, especially in conceptual understanding of the structure of negotiation texts.

Keywords: Use, Problem Based Learning Method, Conceptual Understanding, Structure, Negotiation Text.

INTRODUCTION

Negotiation text is a form of social interaction between certain parties involved in a problem because they are trying to achieve different, even contradictory, goals. According to negotiation text is a communication process in which two parties, each with their own goals and points of view, try to reach an agreement that satisfies both parties regarding the same problem. Thus, a negotiation text is an interaction between the parties involved in a problem

because they are trying to achieve different goals and trying to agree on something that is contradictory[1].

Negotiation texts were chosen as the object of this research because negotiation texts are one of the texts in which there are daily activities in the social environment, such as the bargaining process, buying and selling activities, and agreement in making organizational regulations. Therefore, students often encounter and practice negotiation activities in everyday life. Negotiation text is one of the Indonesian language materials in class X which emphasizes four basic language skills. Then, it is true that negotiation texts are included in the syllabus and RPP (Learning Implementation Plan) in class X, namely analyzing the structure of negotiation texts and the use of learning methods. The structure of negotiation texts is one of the materials that students must master to understand how to negotiate properly and correctly. The structure of a negotiation text consists of orientation, proposal, offer, agreement, and closing.

Next, some *literature review* Many people have used problem-based learning methods. This can be recorded from the last five years as follows. has researched improving negotiation text writing skills[2]; examined the ability to analyze the structure and linguistic rules of negotiation texts[3]; examined students' abilities in writing negotiation texts[4]; and researched learning to write negotiation texts[5].

Based on some *literature review* It can be seen that negotiation texts have been researched in terms of improving writing skills, analyzing the structure and rules of language, students' writing skills, ability to convey the contents of the text, and learning to write negotiation texts. Therefore, *research gap* The focus of this research lies in the conceptual understanding of the use of problem-based learning methods that focus on students' negotiated text structures. This is the difference between previous research and this research.

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[1] Hartman. *Negotiation Text Communication Process with a Purpose.* Yogyakarta: CV Press.2006. Hal 58.

[2] Khilmiyah, Kholifah. *Improving Negotiation Text Writing Skills*. Palembang: PT Cipta. 2019.

[3] Wulandari. *Analyzing the Linguistic Structure of Negotiation Texts*. Bengkulu: Bengkulu University. 2019

[4] Sinaga, A. S. B., J. A. Simaremare, and P. J. Sitorus. "Pengaruh Penggunaan Media Canva Terhadap Kemampuan Menulis Teks Negosiasi Siswa Kelas X SMA". *Nusantara: Jurnal Pendidikan Indonesia*, vol. 4, no. 2, Apr. 2024, pp. 477-90, doi:10.14421/njpi.2024.v4i2-11.

[5] Herdi, E. M. Pembelajaran Menulis Teks Negosiasi Menggunakan Metode Chain Writing pada Peserta Didik Kelas X SMA Swadaya Karya Tahun Pelajaran 2021/2022.

Based on this background, the researcher was motivated to conduct research related to negotiation texts with the title "Use of Problem-Based Learning Methods in the Structure of Negotiation Texts for Class X Students of SMA Negeri 1 Sipirok".

RESEARCH METHODS

In solving problems and getting final results in this research, researchers used qualitative research methods. The location taken in this research was class X at SMA Negeri 1 Sipirok which is located at Jl. Simangambat No.218, Piningnabaris, Sipirok District, South Tapanuli Regency, North Sumatra Province.

Population is the entire research object. If someone wants to research all the elements in the research area then the research is population research[6]. Every research data obtains information from reliable sources, so that the information data found can be used to answer problems or to test hypotheses or research statements proposed in the research, then the required data is collected by the research object.

Based on the opinion above, it can be concluded that the population is the entire subject that will be used as the object of research. This can be seen in Table 1 below.

Table 1. Research Population

No.	Class	Woman	Man	Amount
1.	X IPA 1	24 students	12 students	36 students
2.	X IPA 2	23 students	13 students	36 students
3.	X IPA 3	26 students	10 students	36 students
4.	X IPA 4	24 students	12 students	36 students
5.	X IPS 1	24 students	12 students	36 students
6.	X IPS 2	26 students	10 students	36 students
Amount		147 students	69 students	216 students

Source: Administration of Sipirok 1 Public High School for Academic Year 2022-2023

Based on Table 3.1 above, it can be explained that the total population is 6 classes, namely: X IPA 1 totaling 36 female students 24 students and 12 male students, X IPA 3 has 36 female students and 10 male students, X IPS 1 has 24 students and 12 male students, and .

The sample taken in this research was one class X IPS 1, totaling 36 students. By pulling out the numbers, the researcher wrote the numbers one to four as symbols of the class on the paper. Then, the paper is rolled up and then shuffled and whichever class comes out in

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[6] Arikunto, S. *of Research Instruments and Program Assessment*. Yogyakarta: Rineka Cipta. 2017. Halaman 57.

the draw will become the sample. The researcher drew the number five that came out. This means that the sample is class X IPS 1, totaling 36 students.

The classes sampled in this research can be seen from Table 2 below.

Table 2. Research Sample

No.	Class	Man	Woman	Amount
1.	X IPS1	12 Students	24 Students	36 Students
Amount		12 students	24 students	36 students

Source: Administration of Sipirok 1 Public High School for Academic Year 2022-2023

Based on Table 3.2 above, it can be explained that the research sample was class X IPS 1 students, totaling 36 students. There are 12 male students and 24 female students.

Research informants are people who can provide the information specified in this research, namely Indonesian language subject teachers and homeroom teachers for class obtain more accurate information and data related to the research carried out.

The informants in this research were those who met the criteria set by the author. The informant criteria for teachers are the Indonesian language teacher for class X IPS 1, the homeroom teacher for class Meanwhile, the criteria for students are students who are physically and mentally healthy, students in class X IPS 1, and students who are considered to have better abilities in Indonesian language lessons.

Data collection in qualitative research can be carried out using natural conditions techniques, primary data sources, and more on participant observation techniques, in-depth interviews, and documentation.

The observations used in this research are direct observations. The involvement of researchers with the perpetrators is in the form of their presence in the arena of activity which is realized by the actions of the perpetrators. Interview techniques are techniques used to obtain more in-depth information from respondents. In this research, researchers conducted interviews with the teacher concerned. The researcher conducted an interview with the Indonesian language subject teacher, Mr. Karmeli Tanjung, S.Pd. with the aim of getting data from the start about the problem and research focus. Documentation in this research is used to obtain data related to the problem and research focus. Documentation is notes, photos or drawings of events that have passed, as a complement to observations that have been made.

Apart from that, other data documentation was obtained from a conceptual understanding of the organizational structure of class X students of SMA Negeri 1 Sipirok for the 2022-2023 academic year. This conceptual understanding was gathered through data

collection consisting of two types of data. Data I is in the form of a questionnaire on the conceptual understanding of organizational structure from class Data II is in the form of an essay on conceptual understanding of organizational structure from class

After all data related to the problem and research focus has been collected, the next step is to process and analyze the data. Data analysis is a process of activities in processing data that has been collected into a form that is simpler, easier to read and interpret. Analyzing data in qualitative research is done by building words from the results of interviews or observations that have been made on the data needed to be summarized and described.

After all the data has been collected, read, studied and reviewed repeatedly, data reduction will be carried out. Data reduction is a process of activities carried out to select and focus attention and simplify, abstract and transform data from notes obtained first from the field[7]. After data reduction, the next step is to describe the entire data clearly and in detail. Thus, in the end conclusions can be drawn related to the problem and research focus.

Based on this theory, the data analysis technique used by the author to obtain data I and data II was carried out according to the question grid as in Table 3 below.

Table 3. Question Grid for Data Questionnaire I

No.	Indicator	Score	Question Number	Amount
1.	Students' ability to master learning methods	10	1-2	1
2.	Students' ability to master various types of learning methods.	10	3-4	1
3.	Students' ability to master the advantages and disadvantages of problem-based methods	10	5-6	1
4.	Students' ability to master the important factors of learning methods.	10	7-8	1

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[7] Rijali, A. *Qualitative Data Analysis*. Alhadharah: Journal of Da'wah Science, 2019. Halaman 17(33), 81-95.

No.	Indicator	Score	Question Number	Amount
5.	Students' ability to master Problem Based Learning Methods.	10	9-10	1

Based on Table 3 above, it can be explained that the questionnaire question grid from data I includes five indicators. Each indicator consists of two questions. There are a total of 10 questions with each score worth 10 points.

Then, the essay question grid from data II can be seen in Table 4 below.

Table 4. Data Essay Question Grid II

No.	Indicator	Score	Question Number	Amount
1.	Students' ability to master the meaning of negotiation.	25	1	1
2.	Students' ability to master the meaning of negotiation.	15	2	1
3.	Students' ability to master negotiation objectives.	25	3	1
4.	Student mastery in mastering the stages of negotiation.	20	4	1
5.	Students' ability to master negotiation objectives.	15	5	1

Based on Table 4 above, it can be explained that the essay question grid from data II includes five indicators. There are a total of 5 questions with different scores. The first question is worth 25 points, the second question is worth 15 points, the third question is worth 25 points, the fourth question is worth 20 points, and the fifth question is worth 15 points. Then, to find the average value, the researcher added up all the student scores (ΣX) in the class then divided it by the number of students (ΣN). This average value is obtained using the following formula.

Information:

X   = Average Value

ΣX = Sum of All Student Grades

ΣN = Number of Students

Next, to find out the assessment of learning completeness consists of two categories. These categories are individual and classical. The use of Problem-Based Learning Methods to improve the learning outcomes of class The calculation uses the following formula.

Information:

P = Average Value

ΣStudents Who Completed Learning = Sum of All Student Grades

ΣStudents = Number of Students

RESULTS AND DISCUSSION

Research findings were obtained from the results of data analysis that was taken during field research. The presentation of the research results this time will be explained in accordance with the problem formulation questions that were set in the previous Chapter I as follows.

1. Conceptual Understanding of Class

The conceptual understanding of class

Table 5. Data Results I

No.	No	Mark	Information
1.	Ahmad Fauzi	95	Complete
2.	Anwar Ul Makarim Pane	80	Complete
3.	Akmal Walinuddin Pane	85	Complete
4.	Andre Rafli Lubis	60	Not Completed
5.	Aulia Putri Pardede	60	Not Completed
6.	Dian Febriani Harahap	60	Not Completed
7.	In Siregar	85	Complete
8.	Erikson Pardamean	60	Not Completed
9.	Ende Sari Siregar	80	Complete
10.	Gilbert Isak Pebrian	65	Not Completed
11.	Gio Pani	50	Not Completed
12.	Haikal Gibran Siregar	65	Not Completed
13.	Hendriansyah	80	Complete
14.	Indriana Batubara	60	Not Completed
15.	Inayah Siregar	60	Not Completed
16.	Jul Fikri Nainggolan	60	Not Completed
17.	Leave Lestari	60	Not Completed

18.	Lila Paujia Harahap	60	Not Completed
19.	Sana link	60	Not Completed
20.	With a mask	85	Complete
21.	Muhammad Gojali	60	Not Completed
22.	Munazir Pakpahan	80	Complete
23.	Delicious Sari	80	Complete
24.	Nurul Maulida	80	Complete
25.	Siregar's daughter	80	Complete
26.	Peby Angraini	80	Complete
27.	Randy Immanuel Siregar	80	Complete
28.	Reihana Salsabila	85	Complete
29.	Riko Ismail	80	Complete
30.	Sri Rahayu Siagian	80	Complete
31.	Sonja Asyan Simamora	80	Complete
32.	Greetings Agung Siregar	85	Complete
33.	Veni Aulia Siregar	85	Complete
34.	Wulan Suci Hutasuhut	85	Complete
35.	Yuni Armila	60	Not Completed
36.	Zidan Angkola Harahap	60	Not Completed
	Total score	2610	
	Rate-rate	72,50	
	Classical Completeness	55,55	

Based on Table 5 above, it can be seen that the results of data analysis I were taken from 36 students. There were 20 students who completed with a percentage of 55.55%. There are 1 students who get a score of 50, 13 students who get a score of 60, 2 students who get a score of 65, 12 students who get a score of 80, 12 students who get a score of 85, 7 students who get a score of 85, and students who get a score of 95 totaling 1 student. Thus, student learning completeness in data I has an average value of 72.50 with a percentage of 55.55% in the medium category. The calculation of the average value uses the following formula.

X= 72,50

Then, the formula for finding learning completeness is as follows.

P= 55,55%

2. Conceptual Understanding of Class

The conceptual understanding of class

Table 6. Data Results II

No.	No	Mark	Information
1.	Ahmad Fauzi	100	Complete
2.	Anwar Ul Makarim Pane	90	Complete
3.	Akmal Walinuddin Pane	95	Complete
4.	Andre Rafli Lubis	100	Complete
5.	Aulia Putri Pardede	100	Complete
6.	Dian Febriani Harahap	85	Complete
7.	In Siregar	100	Complete
8.	Erikson Pardamean	95	Complete
9.	Ende Sari Siregar	100	Complete
10.	Gilbert Isak Pebrian	90	Complete
11.	Gio Pani	100	Complete
12.	Haikal Gibran Siregar	95	Complete
13.	Hendriansyah	100	Complete
14.	Indriana Batubara	90	Complete
15.	Inayah Siregar	100	Complete
16.	Jul Fikri Nainggolan	100	Complete
17	Leave Lestari	90	Complete
18.	Lila Paujia Harahap	95	Complete
19.	Sana link	90	Complete
20.	With a mask	100	Complete
21.	Muhammad Gojali	90	Complete
22.	Munazir Pakpahan	90	Complete
23.	Delicious Sari	90	Complete
24.	Nurul Maulida	95	Complete
25.	Siregar's daughter	90	Complete
26.	Peby Angraini	95	Complete
27.	Randy Immanuel Siregar	100	Complete
28.	Reihana Salsabila	100	Complete
29.	Riko Ismail	100	Complete

30.	Sri Rahayu Siagian	95	Complete
31.	Sonja Asyan Simamora	90	Complete
32.	Greetings Agung Siregar	100	Complete
33.	Veni Aulia Siregar	100	Complete
34.	Wulan Suci Hutasuhut	100	Complete
35.	Yuni Armila	100	Complete
36.	Zidan Angkola Harahap	100	Complete
Total score		**3.455**	
Rate-Rata		**95,97**	
Classical Completeness		**100**	

Based on Table 6 above, it can be seen that 36 students completed the exam with a percentage of 100%. There was 1 student who got a score of 85, 9 students who got a score of 90, 8 students who got a score of 95, and 18 students who got a score of 100. Thus, student learning completeness in data II has an average score of 95.97 with a percentage of 100% in the "Very High" category.

3. Comparison of Conceptual Understanding of Class A comparison of the conceptual understanding of class.

Table 7. Comparison of data I and data II

No.	Data I		Date II	
	Mark	S	Mark	S
1.	50	1	85	1
2.	60	3	90	9
3.	65	12	95	8
4.	80	12	100	18
5.	85	7		
6.	95	1		

Based on Table 7 above, it can be found that the comparison of data I and data II looks different. In data I, a score of 50 appeared for 1 student, a score of 60 for 3 students, a score of 65 for 12 students, a score of 80 for 12 students, a score of 85 for 7 students, and a score of 95 for 1 student. This shows that the conceptual understanding of class

However, even though data I is included in the "Medium" category, the order of student scores still needs to be improved by using a different learning method approach. Thus, the learning method from data I will be compared with the learning method from data II in order to obtain a better learning process development.

Furthermore, in data II, 1 student showed 85, 9 students scored 90, 8 students scored 95, and 18 students scored 100. This shows that the conceptual understanding of class This situation occurs because the average value obtained is 55.55% with a percentage of 100%.

Thus, it can be stated that the learning method used in data I is considered effective in understanding the conceptual structure of negotiation texts because the average value obtained is moderate. The drawback is that there are only 16 students who did not complete and the scores range from 50 to 85. Meanwhile, the learning method used in data II can be an alternative learning method that can better improve student learning outcomes. This is because all students have completed it and the grades range from 80 to 100. A comparison of the two learning methods can be a positive contribution in developing the learning process in class, especially in conceptual understanding of the structure of negotiation texts.

The discussion of the results of this research will be criticized with the theory of from the use of Problem Based Learning Methods[8] and the theory of Khairunain the conceptual understanding of the structure of negotiation texts for class X students of SMA Negeri 1 Sipirok for the 2022-2023 academic year as follows.

1. Discussion of the Conceptual Understanding of Class

Discussion of the conceptual understanding of class It turns out that the Case Study Learning Method, which is the initial method used by teachers, is an effective learning method. Although there was one student who did not complete it, the majority of students were complete in mastering the conceptual understanding of the structure of negotiation texts. This initial foundation motivates researchers to use different learning methods on conceptual understanding of negotiation text structures as well in order to obtain maximum learning outcomes.

2. Discussion of Conceptual Understanding of Class

The discussion of the conceptual understanding of class states that the Problem-Based Learning Method is a learning model based on constructivist understanding that accommodates student involvement in learning and authentic problem solving[9].

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[8] Komalasari. *Understanding Problem Based Learning*. Yogyakarta: Balai Pustaka. 2013.

[9] Komalasari. *Understanding Problem Based Learning*. Yogyakarta: Balai Pustaka. 2013.

In accordance with this statement, it can be stated that student involvement in learning and in problem solving is the main key to obtaining improved learning outcomes compared to the use of initial learning methods used by teachers. This means that the conceptual understanding of the structure of negotiation texts in class Therefore, the Problem Based Learning Method is highly recommended for negotiation text structure material.

3. Discussion of the Comparison of Conceptual Understanding of Class

Discussion of the comparison of conceptual understanding of class On the one hand, the use of the Case Study Learning Method found that as many as one student obtained an incomplete score in conceptual understanding of the structure of the negotiation text. On the other hand, the use of the Problem Based Learning Method was found to obtain complete grades for all students. Thus, the use of the Case Study Learning Method is considered effective and can be practiced in the learning process. However, if the Problem Based Learning Method is used in the learning process on conceptual understanding of negotiation text structures, it is more recommended because it has been proven to produce better learning outcomes than before.

CONCLUSION

The conclusions of this research can be explained in accordance with the problem formulation which has been carefully analyzed as follows.

1. Conceptual understanding of class 1 student got a score of 50, 12 students got a score of 60, 3 students got a score of 65, 20 students got a score of 70, 12 students got a score of 80, 7 students got a score of 85, and a score of 95 1 student. There were 16 students who did not complete or a percentage of 55.55%. Thus, student learning completeness in data I has an average value with a percentage of 55.55% in the "Medium" category.

2. Conceptual understanding of class Details of the results of data analysis revealed that there were 1 students who got a score of 85, 9 students who got a score of 90, 8 students who got a score of 95, and 18 students who got a score of 100. Thus, student learning completeness in data II has an average score of 95.97 with a percentage of 100% in the "Very High" category.

3. Comparison of the conceptual understanding of class The learning method used in data I is considered to be effective in understanding the conceptual structure of negotiation texts because the average value obtained is very good. The downside is that there are only 16 students who did not complete and the scores range from 50 to 95. Meanwhile, the learning

method used in data II can be an alternative learning method that can better improve student learning outcomes. This is because all students have completed it and the grades range from 80 to 100. A comparison of the two learning methods can be a positive contribution in developing the learning process in class, especially in conceptual understanding of the structure of negotiation texts.

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