Improving the Ability to Understand Anecdotal Text Concepts and Information using the Window Shopping Model

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ABSTRACT

This research aims to describe the results of applying and improving the ability to understand concepts and anecdotal text information in class XE4 students at SMA Negeri 5 Surakarta through the application of the window shopping model to anecdotal text material. The subjects in this research were 33 students in class XE4 of SMA Negeri 5 Surakarta. This research was carried out in two cycles with success indicators (1) The percentage of teacher and student activity increased above ≥ 80%, which is included in the very good criteria; (2) Test scores for the ability to understand concepts and anecdotal text information ≥ 70% of students scored ≥ 70; (3) through student responses to the application of the window shopping model ≥ 50%. The data collection technique applied in this research is observation and end-of-cycle test results. Observations were made on the activities of teachers and students when the cycle was implemented. The research results show that the window shopping model can improve the ability to understand concepts and anecdotal text information with learning steps, namely (1) initial activities, (2) core activities including organizing, discussing, conveying results, carrying out window shopping (going around to exchange information), evaluation, and apperception, as well as (3) final activities. This aspect of improvement can be seen from the results of observations of student and teacher activities, field notes, final test results for each cycle which have met the success criteria because they experienced an increase of 21.21%..

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A. Introduction

Improving the quality of education is part of an integrated effort to improve the quality of human resources in terms of abilities, personality, and responsibilities as citizens. Increasing the resources around an individual is an important factor in improving the quality of education, including media, methods, and everything used in learning. Learning objectives formally regulate the implementation of learning used in the learning process at school. The implementation includes various factors such as facilities and infrastructure, human resources, facilities, space, atmosphere, time, funds, and various regulations (Sutama & Hidayat, 2010).

Based on the results of the assessment *Program for International Student Assessment (PISA)* organized *Organization for Economic Co-Operation and Development* (OECD), based on three factors, namely reading ability scores, mathematics skills, and science skills, it is said that the quality of education in Indonesia has decreased. In reading ability, Indonesia experienced a decrease of 12 scores from 371 (2018) to 359 (2022), mathematics ability by 13 scores from 379 (2018) to 366 (2022), and science performance ability by 13 scores from 396 (2018) to 383 (2022) (PISA, 2023).

The low quality of education in Indonesia is influenced by several factors. Based on the presentation Fitri, (2021), the quality of education in Indonesia is influenced by (1) the learning approach carried out by the failure of the education system in the family, community, and formal education environment that determines the success of providing education, (2) the factor of curriculum change, because Indonesia often experiences a change of government cabinet which causes a change of the minister of education, so the curriculum set also changes. These changes cause the readjustment of the existing education system so that there is a phase of learning experimentation, (3) The factor of teacher competence in creating advanced education, a professional teacher is needed.

One of the subjects taught at school is Indonesian. The Indonesian competency standard was created to help people across the country become more proficient in Indonesian. A person's qualities, skills, knowledge, and values demonstrated in their actions and thoughts are called competencies. Learning Indonesian requires mastery of several skills that students have since the elementary school (SD) level. Listening, speaking, reading, and writing are these skills (Yanti et al., 2018).

In the Indonesian learning of grade XE4 students, there was a phenomenon of low understanding of concepts and information, especially in Anecdotal Text material. Material on Anecdotal Texts has been delivered starting from the definition, structure, linguistic rules, main ideas, and how to analyze anecdotal texts. The low ability was found after a formative assessment was carried out at the first meeting after the provision of materials. Failure to understand the material results in low achievement of learning objectives.

Based on initial observations, it was found that the factors causing the low cognitive ability of students in understanding and analyzing anecdotal texts were due to the low concentration of students in digesting learning. Often they are distracted by their respective busyness, atmosphere, and inhibiting factors that come from internal and external. In addition, students are also not directly involved in learning.

Based on the problems that occur in the field, new and more effective strategies are needed in overcoming problems. By using the right strategy, the learning that takes place is

expected to make students have confidence that they are able to learn and utilize their potential. Therefore, the researcher uses *the Window Shopping* method to solve the problem of students, namely low understanding of concepts and information in anecdotal texts.

B. Research Methods

This research is a classroom action research (PTK) with a mixed method research design approach *(mixed method research)* between qualitative and quantitative. Creswell & W (2008) Define *Mixed Method Research* as a procedure in obtaining, analyzing, and mixing qualitative methods and quantitative methods in one research or a series of studies in understanding the problems that arise in the research raised. In simple terms, classroom action research (PTK) can be interpreted as a controlled investigation process that has recycling and is self-reflective carried out by teachers or prospective teachers who have the goal of making improvements to the way of working, systems, processes, content, competencies, or situations in learning(Susilo et al., 2022). The subjects in this research are 33 students of class XE4 SMA Negeri 5 Surakarta. The data collection technique is carried out through observation of teacher and student activities and tests conducted by students at the end of each cycle. The data collected is in the form of observation of teacher and student activities, as well as test results obtained from students at the end of each cycle to measure whether their abilities have improved after the implementation of the learning model *window shopping.* Before the instrument was used, the researcher validated the validator, namely the teacher of the Indonesian subject at SMA Negeri 5 Surakarta.

The data analysis is carried out based on *Miles* and Hubberman with three stages, namely data reduction, data presentation, and conclusion or verification. Checking the validity of the data is carried out by triangulation of data and diligence in observation. Triangulation was carried out by (1) comparing the observation data with the results of field records, and (2) comparing the data from the obervation results with the data from the final test of the cycle.

Quantitative data analysis is used to measure student learning outcomes on cognitive aspects and activeness in learning through observation.

Quantitative data analysis is used to measure the results of observation of student activities and measure student learning outcomes in cognitive aspects.

The observation score is determined through the activeness of students in group learning. The learning activities include opening, core activities consisting of 1) observing, 2) questioning, 3) gathering information, 4) associating or reasoning, 5) communicating, and closing.

The criteria for the activeness score can be seen in the following table.

Score	Information
1	Very Less
2	Less
3	Good
4	Excellent

The number of scores for each activity is obtained by the following formula.

$$total\ score\ =\ \sum\nolimits_{} \llbracket(score\ number\ 1-25)\rrbracket$$

The percentage of students' activity scores in the group was obtained by the following formula.

$$Percentage = (\Sigma Score\ obtained)/(\Sigma Maximum\ score) \times 100\%$$

The criteria for this activity can be seen in the following table.

Success Rate (%)	Information
82%-100%	Highly active (SB)
63%-81%	Active (B)
44%-62%	Quite Active (C)
25%-43%	Less Active (K)

Quantitative data analysis is used to determine the measure of student learning outcomes in the cognitive aspect. The results of the text are analyzed and then it can be known the level of learning completeness that has been obtained. The percentage of individual learning completion uses the following formula.

$$Value = (obtained\ score)/(maximum\ score)\ x\ 100\%$$

Picture 1. Individual Learning Completion Percentage Score Formula

No.	Percentage	Category
1.	86%-100%	Very good
2.	71%-85%	Good
3.	56%-70%	Enough
4.	≤55%	Less

As for finding out **the completeness of classical learning**, the following formula is used.

$$Percentage\ of\ learning\ implementation = (Acquisition\ score)/(Maximum\ score)\ x\ 100\%$$

Picture 2. Classical Learning Completion Percentage Formula

As for the percentage of KKM, it can be grouped by the following categories.

No.	Percentage	Category
1.	75% - 100%	Succeed
2.	0% - 74%	Not Completed (Not Completed)

Table 1. Completion Percentage

The percentage of learning implementation is calculated by the following formula.

$$Percentage\ of\ learning\ implementation = (Acquisition\ score)/(Maximum\ score)\ x\ 100\%$$

The percentage results are categorized based on the following table.

No.	Percentage	Category
5.	86%-100%	Very good
6.	71%-85%	Good
7.	56%-70%	Enough

8.	≤55%	Less

The success indicator of the research is if the number of student learning outcome scores above the KKM (70) reaches ≥85%.

C. Result

The level of completeness in understanding the context and anecdotal text information of students in class XE4 of SMA Negeri 5 Surakarta is very low. This was known after the observer obtained a score in the pre-cycle learning of anecdotal texts. The score was obtained after the observatory shared questions related to anecdotal texts through a Google Form link at the end of the lesson, then students were asked to do 15 questions according to their ability. The percentage of learning completion rate of pre-cycle students is depicted in the diagram below.
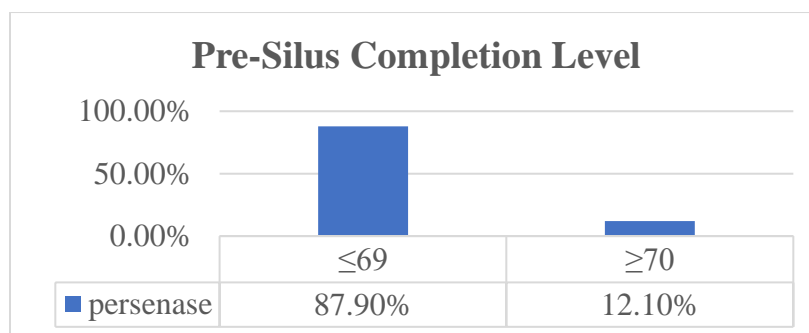

Pre-Silus Completion Level

	≤69	≥70
persenase	87.90%	12.10%

Figure 1 Graph of Pre-Cycle Learning Completeness Level for class XE4 SMA N 5 Surakarta

The minimum completeness criterion (KKM) for Indonesian subjects for students in grade XE4 of SMA Negeri 5 Surakarta is 70, so students with a score below 69 are said to be incomplete, so that students who do not complete are 87.90% and students who complete as much as 12.10%.

1. Description of Cycle I Results

Cycle I will be held on Friday, November 17, 2023 with a time allocation of 2 x 40 minutes starting at 10.10 WIB to 11.00 WIB. Cycle I activities begin with planning, implementing, observing, and reflecting on Actions. The researcher explained the results of the research consisting of educators' teaching skills, and students' understanding of anecdotal text concepts and information through *a window shopping* model with mind *mapping media* on anecdotal text material for students in grade XE4 of SMA Negeri 5 Surakarta for the 2023/2024 academic year. The following researcher explains the results of the study in more detail in cycle I.

No.	Aspects Observed	CYCLE I						
		I	II	III	IV	V	VI	VII
A.	INTRODUCTION							
1.	Participating in prayer before learning begins	4	4	4	4	4	4	4

No.	Activity							
2.	Pay attention to the teacher's instructions regarding basic competencies, learning objectives, and assessments	4	4	4	4	4	4	4
3.	Pay attention and/or ask about the material and activities to be carried out	4	4	4	4	4	4	4
4.	Responding to the perception conveyed by the teacher	4	4	4	4	4	4	4
5.	Group in an orderly manner	4	4	4	4	4	4	4
B.	CORE ACTIVITIES							
	OBSERVE							
6.	Listen to information presented by teachers from textbooks or other sources	4	4	4	4	4	4	4
7.	Make a record of the results of listening	4	4	4	4	4	4	4
	ASK							
8.	Asking questions related to listening results or things that are not clear	4	4	4	4	4	4	3
	COLLECTING INFORMATION							
9.	Reading textbooks or other relevant sources	4	4	4	4	4	4	4
10.	Finding the right source	4	4	4	4	4	4	4
	ASSOCIATING OR REASONING							
11.	Analyze data obtained from various sources to find various alternative learning materials.	4	4	4	4	4	4	4
12.	Discuss in groups to find the most appropriate alternative solution or problem solving.	4	4	4	4	4	4	4
13.	Implement group resolution steps	4	3	4	3	4	4	4
14.	Respecting the opinions of different peers in providing input	4	3	4	4	3	4	4
	COMMUNICATE							
15.	Presenting the results of group discussions	4	3	4	4	4	4	3
16.	Show enthusiasm in *window shopping*	4	4	4	4	3	4	4
17.	Follow the *window shopping process* in an orderly manner	4	4	4	4	3	4	4
18.	Displaying good work and in accordance with competencies	4	4	3	3	4	3	3
19.	Responding to the results of other groups' presentations.	4	3	4	4	3	3	4
20.	Defend opinions politely	3	4	4	4	4	3	4

No.									
21.	Rewarding a friend's achievements	4	4	4	4	4	4	4
C.	COVER							
22.	Summarizing the learning material	3	3	4	4	3	4	3
23.	Work on evaluation questions	4	4	4	4	4	4	4
24.	Pay attention to the next material information	4	4	4	4	4	4	4
25.	Pray to end the learning activity	4	4	4	4	4	4	4
	SUM	98	95	99	98	95	97	96
	SCORE PERCENTAGE (%)	98	95	99	98	95	97	96
	AVERAGE	96,86						
	CATEGORY	active						

Students' skills were observed using an observation sheet consisting of 9 aspects of skills, namely (1) following the opening of learning, (2) following the teacher's direction in learning variations, (3) being cooperative in the classroom, (4) managing the group in discussions and themselves, (5) asking questions, (6) paying attention and following reflections, (7) being cooperative in following reflections, and (8) recognizing the closing of learning.

Based on the table above, it is known that the number of skill scores of students in groups in cycle I is group 1 with a score of 98, group 2 with a score of 95, group 3 with a score of 9, group 4 with a score of 98, group 5 with a score of 95, group 6 with a score of 97, and group 7 with a score of 96.

The results of students' activeness in understanding the concept and information of anecdotal texts received an active category of 96.86%.

The learning outcomes of students in understanding the concepts and information of anecdotal texts were carried out at the end of the cycle by providing 15 questions related to the concepts and information of anecdotal texts. The results are as follows.

Cycle I Completeness Level

	≤69	≥70
persentase	39.39%	60.60%
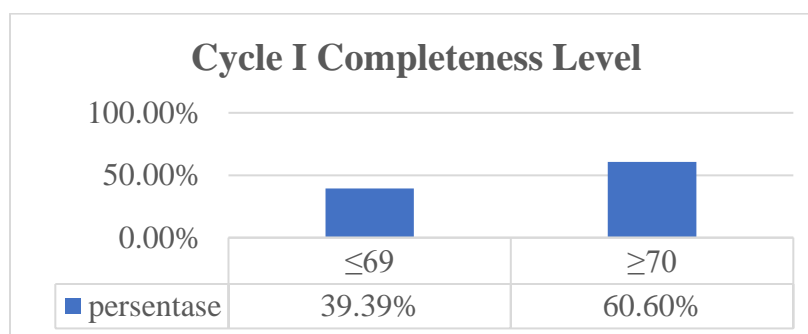
The graph shows the level of completeness of the implementation of the first cycle of students of class XE4 of SMA Negeri 5 Surakarta in understanding concepts and information in anecdotal texts. Students were given 15 questions related to concepts and information in anecdotal texts through a Google Form link. A total of 39.39% or 13 students did not complete because they got a score below 69 and 60.60% or 20 students in the complete category. The graph shows an increase of 48.5% from the pre-cycle value of only 12.10%.

2. Description of Cycle II Results

Cycle II will be held on Wednesday, November 22, 2023 with a time allocation of 2 x 40 minutes starting at 07.00-08.30 WIB. Cycle II activities begin with planning, implementation, observation, and reflection of Action. The researcher presented the results of the research consisting of student activity skills and student learning outcomes through the application of *the window shopping* model with mind *mapping media* on the solder to understand the concept and information of anecdotal texts. The following researcher presents the results of the study through graphs and explanations.

| No.	Aspects Observed	CYCLE II						
		I	II	III	IV	V	VI	VII
A.	INTRODUCTION							
1.	Participating in prayer before learning begins	4	4	4	4	4	4	4
2.	Pay attention to the teacher's instructions regarding basic competencies, learning objectives, and assessments	4	4	4	4	4	4	4
3.	Pay attention and/or ask about the material and activities to be carried out	4	4	4	4	4	4	4
4.	Responding to the perception conveyed by the teacher	4	4	4	4	4	4	4
5.	Group in an orderly manner	4	4	4	4	4	4	4
B.	CORE ACTIVITIES							
	OBSERVE							
6.	Listen to information presented by teachers from textbooks or other sources	4	4	4	4	4	4	4
7.	Make a record of the results of listening	4	4	4	4	4	4	4
	ASK							
8.	Asking questions related to listening results or things that are not clear	4	4	4	4	4	4	3
	COLLECTING INFORMATION							
9.	Reading textbooks or other relevant sources	4	4	4	4	4	4	4
10.	Finding the right source	4	4	4	4	4	4	4
	ASSOCIATING OR REASONING							
11.	Analyze data obtained from various sources to find various alternative learning materials.	4	4	4	4	4	4	4
12.	Discuss in groups to find the most appropriate alternative solution or problem solving.	4	4	4	4	4	4	4

No.	Aspect	G1	G2	G3	G4	G5	G6	G7
13.	Implement group resolution steps	4	3	4	3	4	4	4
14.	Respecting the opinions of different peers in providing input	4	3	4	4	3	4	4
	COMMUNICATE							
15.	Presenting the results of group discussions	4	4	4	4	4	4	4
16.	Show enthusiasm in *window shopping*	4	4	4	4	4	4	4
17.	Follow the *window shopping process* in an orderly manner	4	4	4	4	3	4	4
18.	Displaying good work and in accordance with competencies	4	4	4	3	4	3	3
19.	Responding to the results of other groups' presentations.	4	4	4	4	3	4	4
20.	Defend opinions politely	4	4	4	4	4	3	4
21.	Rewarding a friend's achievements	4	4	4	4	4	4	4
	COVER							
22.	Summarizing the learning material	3	4	4	4	4	4	3
23.	Work on evaluation questions	4	4	4	4	4	4	4
24.	Pay attention to the next material information	4	4	4	4	4	4	4
25.	Pray to end the learning activity	4	4	4	4	4	4	4
	SUM	99	98	100	98	97	98	97
	SCORE PERCENTAGE (%)	99	98	100	98	97	98	97
	AVERAGE	98,14						
	CATEGORY							

Students' skills were observed using an observation sheet consisting of 9 aspects of skills, namely (1) following the opening of learning, (2) following the teacher's direction in learning variations, (3) being cooperative in the classroom, (4) managing the group in discussions and themselves, (5) asking questions, (6) paying attention and following reflections, (7) being cooperative in following reflections, and (8) recognizing the closing of learning.
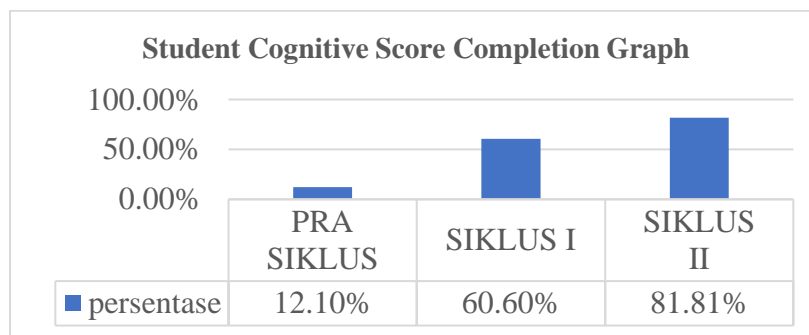
Based on the table above, it is known that the number of skill scores of students in groups in cycle I is group 1 with a score of 99, group 2 with a score of 98, group 3 with a score of 100, group 4 with a score of 98, group 5 with a score of 97, group 6 with a score of 98, and group 7 with a score of 97.

The results of students' activeness in understanding the concept and information of anecdotal texts received an active category of 98.14%.

Cycle II Completeness Level

	≤69	≥70
persentase	18.18%	81.81%
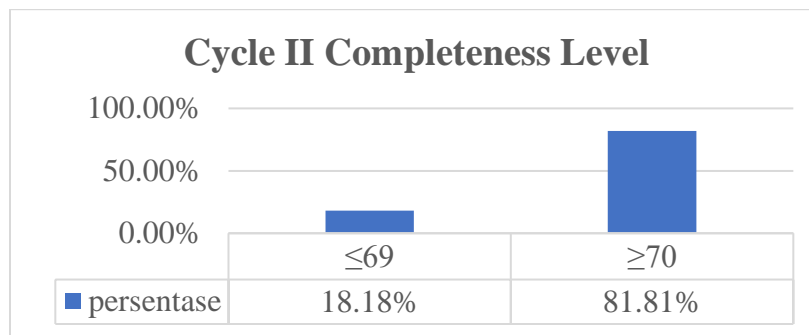
The graph shows the level of completeness of the implementation of the second cycle of students of class XE4 SMA Negeri 5 Surakarta in understanding concepts and information in anecdotal texts. Students were given 15 questions related to concepts and information in anecdotal texts through a Google Form link. A total of 18.18% or 6 students did not complete because they scored below 69 and 81.81% or 27 students were in the complete category.

Based on the research that has been conducted, the graph of student activities in the cognitive and visual realms can be seen as follows.

Student Cognitive Score Completion Graph

	PRA SIKLUS	SIKLUS I	SIKLUS II
persentase	12.10%	60.60%	81.81%

D. Discussion

Before carrying out the cycle, the researcher first mapped the problems that occurred in the sample class. The problem in the sample class raised is that students have difficulty concentrating on understanding concepts and information in anecdotal texts, these concepts include understanding, structure, and rules while the information is in the form of content and mandate in anecdotal texts.

After finding the problem, then the researcher carried out four stages of activities, namely planning, implementation, observation, and reflection. The planning stage includes the design of learning tools that support the application of *the window shopping model* in anecdotal texts including teaching modules with the PBL learning model, compiling teaching materials, making learning media, LKPD, assessment instruments, and questions and answer keys with appropriate assessment indicators.

The next stage is the implementation of actions consisting of pre-cycle, cycle I, and cycle II. The three actions are carried out to implement a series of learning that has been previously designed based on the teaching module. In carrying out the cycle process, the researcher applies the values of PPK (Strengthening Character Education). This is in accordance with

Permendikbud Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process.

In the first cycle of classroom action planning, the window shopping learning model did not work well because students were not fully active in expressing their opinions and some students did not want to cooperate with their groups. To correct errors in cycle I and get the best results from cycle II, researchers made changes to how students spoke in their groups. They do this by increasing time for discussion, improving the delivery of materials, and preparing media that attracts more students' attention.

The second cycle showed a significant improvement. Average grades increased, the number of students with learning completion scores increased, and the percentage of learning completion increased, all of which even exceeded the target. In addition, during cycle II, teachers have the ability to optimize time in each learning syntax. However, there are still problems in the learning process. Students face difficulties in formulating problems and solving problems, as well as difficulty making conclusions about the material studied. There were some students who had not visited other groups during the presentation of their works. After seeing these findings, the researcher proceeded to apply the action of cycle III. The purpose of this action is to correct the problems and weaknesses found during cycle II.

This PTK has proven to be successful. Because the window shopping learning model involves students actively in learning, the learning outcomes of anecdotal texts increase. This makes students more relaxed and happy to learn the material. In addition, students are educated to dare to show the results of their work to their friends. The research described shows that the learning outcomes of concepts and information can be improved by applying the window shopping learning model in class XE4 of SMA Negeri 5 Surakarta. This research has an advantage because students are given guidance individually and in groups. This study also has an advantage because the students' learning observation sheets increased from the good category to very good.

E. Conclusion

This study shows that the application of the window shopping learning model improves student learning outcomes in class XE4 of SMA Negeri 5 Surakarta, especially in understanding concepts and data in anecdotal texts. This model allows students to actively participate in the learning process, improve the learning outcomes of anecdotal texts, and make the learning environment calmer and more enjoyable. This model also encourages students to dare to show their work to their peers. This study shows excellence in having a positive impact on the learning process because of the increase in individual and group guidance and the increase in students' learning observation from the good category to very good.

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