



# Improving Student Activity and Learning Outcomes Through the Application of Text-Based Learning Models

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## ABSTRACT

The purpose of this study are knowing the learning process by using a text-based learning model to increase the activity and learning outcomes of English subjects in class VII students of SMP Swasta Sejahtera in the odd semester of the 2019/2020 school year. Knowing the increase in student activity and learning outcomes in English subjects through the application of a text-based learning model in class VII of SMP Swasta Sejahtera in the odd semester of the 2019/2020 school year. Knowing the impressions of students after taking lessons using the Text-Based Learning Model to increase the activity and learning outcomes of English subjects in class VII of SMP Swasta Sejahtera in the odd semester of the 2019/2020 school year. This research is Classroom Action Research (CAR). CAR is carried out in a 4-step cycle assessment process, namely (1) planning, (2) conducting, (3) observing (observing), and (4) reflecting. This research will be conducted at least two cycles. Each cycle carried out three meetings. So that this research was carried out for approximately three months (including making a proposal to making a report). The expected result of each cycle is a change in student activity and increased academic competence (learning outcomes). The result showed that The learning process using a text-based learning model is as follows: **Stage 1: BKOF (Bulding Knowledge of Field)** which is to build knowledge or background knowledge of students about the text to be discussed, **Stage 2: MOT (Modelling of Text)**, namely providing a text model, Phase 3: **JCOT (Join Construction of Text)** which is the implementation of students' knowledge and understanding to produce texts in groups, **Phase 4: ICOT (Independent Construction of Text)** which is the implementation of students' knowledge and understanding to produce texts independently. The implementation from cycle 1 to cycle 2 has improved. This study shows that the activeness of students from the initial conditions, cycle 1 and cycle 2 continues to increase. In the initial conditions to cycle 1 and to cycle 2, the percentage of students whose activity was in the low category continued to decrease, namely 53% - 18% - 0%. Medium category is from 29% - 61% - 11%. Medium category is high from 18% - 21% - 89%. This study shows that student learning outcomes have increased after the action. The percentage of students who have not completed continues to decline from cycle 1 to cycle 2 (from 26.47% to 8.82%). The percentage of students who have completed has increased from cycle 1 to cycle 2 (from 73.53% to 91.18%). The indicator of the success of this CAR is that this CAR is said to be successful if the percentage of students whose learning outcomes are assessed as complete reaches a minimum of 85%. The table shows that the percentage of students whose grades have completed has reached 91.18%, so this CAR has been successful.

**Keywords :** *Learning Outcomes, Text-Based Learning Models*

## I. INTRODUCTION

English is a language that has an important role in the era of globalization. English is used in various aspects of life, including education. This is one of the reasons why English is a subject that is tested in the national exam (UN) both at the junior high school (SMP/MTs) and high school (SMA/MA) levels.

As a foreign language, learning English is not easy. Students are required to master four language skills, namely listening, speaking, reading and writing. To be able to have these four skills, of course, students are also required to have abilities that support language, among others, grammar (grammar), pronunciation (pronunciation), mastery of vocabulary (vocabulary), and fluency.

Therefore, the teacher's role is very important because it is not easy to teach English subjects. Although the author has tried his best in learning activities, based on the analysis of the Assessment Results, both the Daily Assessment (PH) and the Final Semester Assessment (PAS), it is known that the learning outcomes of Kendari Prosperous Private Junior High School students in the English subject are still low, this is shown by the fact : students who score below the KKM more than 50%.

The low learning outcomes of Kendari Sejahtera Private Junior High School students are influenced by many factors. Low learning motivation, lack of practice in working on questions, and unattractive teachers in delivering the material or methods used by the teacher are monotonous. So, in teaching and learning activities, various strategies, approaches and learning techniques are needed so that the material provided from the teacher to participants students can be absorbed properly and the desired learning objectives can be achieved in accordance with the teacher's task as a lesson planner.

Of the four skills required in English competence, namely listening, speaking, reading and writing. Reading skills tend to be dominant in exam questions, especially the Final Semester Assessment and National Examination. Reading skills, especially reading monologue texts and functional texts generally have a greater composition than writing and speaking skills. So, of course, teachers must provide the right strategies to students so that students can work on exam questions properly and correctly.

One of the learning models that can be used is the Text-Based Learning Model to improve students' reading skills in English texts. With this model, students' understanding will increase because they are required to continue to practice both in groups and individually.

## II. LITERATURE REVIEW

### 2.1. Learning Activity

#### 1. Understanding Learning Activities

The activity referred to in this study is student learning activity. Learning is not enough just to sit and listen or see something. Learning requires the involvement of students' own thoughts and actions. Learning activity consists of the word "Active" and the word "Learning". Activity comes from the word active which gets the affix to become active which means activity or busyness. Active learning means a business or activity carried out with active learning. Meanwhile, according to Hamalik, learning activity is a condition or thing where students can be active in learning.

#### 2. Forms of Student Learning Activities

Every student has a different learning style. Therefore, each student needs to get different tutoring so that all students can develop according to their level of ability. We can see student activity from the involvement of students in each learning process, such as when listening to material explanations, discussing, making assignment reports and so on. The indicators of student learning activity can be seen in terms of:

##### a. Solution to problem

- 1) Solve problems by searching the literature
- 2) Ask the teacher when there are difficulties
- 3) Ask a friend who understands better when doing the task there are difficulties

##### b. Cooperation

- 1) Respect differences of opinion
- 2) Work well in groups
- 3) Actively participate in group activities in solving problems

##### c. Putting forth ideas

- 1) Respond to questions or instructions from the teacher
- 2) Dare to explain the findings
- 3) Dare to express opinions

##### d. Attention

- 1) Take notes on the material given and write it completely and neatly
- 2) Seriously taking lessons
- 3) Paying attention and listening to the process of learning in class

From the explanation above, it can be concluded that active learning is a situation where students can carry out various active activities both spiritually and spiritually to help gain an understanding of themselves regarding the material discussed.

### 3. Factors Affecting Learning Activity

Student activity in the learning process can be stimulated and develop their talents, students can also practice critical thinking and can solve problems in everyday life. According to Gagne and Briggs (in Martinis, 2007:84) these factors include:

- a. Giving encouragement or attracting students' attention
- b. Explain instructional objectives (basic skills to students).
- c. Remind students of learning competence.
- d. Provide a stimulus (problems, topics and concepts to be studied).
- e. Give instructions to students how to learn it.
- f. Bring up activities, student participation in learning activities.
- g. Give feedback
- h. Do a short test at the end of the lesson.
- i. Summarizing every material presented at the end of the lesson

## 2.2. Learning Outcomes

### 1. Understanding Learning Outcomes

Learning outcomes are abilities obtained by students after going through learning activities. These abilities can be described either by numbers, symbols, or by descriptions of learning outcomes. Learning itself is a process of continuous behavior change between various elements and lasts a lifetime (Moch Suardi, 2018: 11).

According to Watson (in Moch Suardi, 2018: 104) learning is a process of interaction between stimulus and response, but the stimulus and response in question must be observable and measurable. Skinner (in Moch Suardi, 2018: 108) added that the relationship between stimulus and response that occurs through interactions in the environment will cause changes in behavior because basically the stimuli given to a person interact with each other and the interaction between these stimuli will affect the form of the response. which is given. The same thing was conveyed by Mel Siberman (2002:21) that learning is not an automatic consequence of delivering information to the head of a learner. Learning requires mental involvement and the actions of the learners themselves.

### 2. Learning Outcome Criteria

Gagne (in the DIDAKTIKA Scientific Journal) provides a category regarding learning outcomes into 5 (five) kinds of abilities, namely:

- 1) Verbal information, namely the ability of a person to convey facts or events verbally or in writing,
- 2) Intellectual skills, namely an ability that can cause a person to distinguish, tabulate, analyze, classify, quantify objects, events and symbols.
- 3) Motor skills, namely the skills of a person to be able to do something in many organized movements,
- 4) Cognitive strategy, namely one's ability regarding thinking techniques, approaches in analyzing and solving problems ,
- 5) Attitude is the ability for a person to accept or reject a certain object based on an assessment of the object.

### 3. Methods to Improve Learning Outcomes

Before talking about methods to improve learning outcomes, of course, we must first know the factors that affect learning outcomes, namely:

#### (1) Motivation

A child needs to have a high learning motivation towards the learning process he is undergoing. This motivation can come from parents, as well as from educators.

#### (2) Environmental conditions

Another factor that affects student learning outcomes is the state of the environment in which he lives or studies. A student who lives in an urban area has relatively better performance than a student who lives in a rural area. A student who attends a target school that has a higher learning frequency will be smarter than a student who attends a school where the teacher rarely comes.

#### (3) Interests and talents

One of the things that affect student achievement is the interests and talents of students. A student is not interested in studying a scientific discipline because he is not interested or because he does not have talent. According to Einstein, the genius of a child is hidden and we will see it when he finds a discipline that interests him.

### 4. Measuring Learning Outcomes

Measurement of learning outcomes is an important part of the teaching and learning process, because with this measurement it can be determined the level of success of a program as well as being able to assess the good or bad of a learning program. To measure student learning outcomes, namely by using measuring instruments (tests).

As explained by Norman E. Gronlund quoted by Ngalim Purwanto that "Evaluation is a systematic process to determine or make decisions to what extent the teaching objectives have been achieved by students".

In other words, the learning outcomes test is a test used to assess the results of lessons that have been given to students within a certain period of time. According to Suharsimi, a test is a tool or procedure used to find out or measure something in a certain atmosphere by means and rules that have been determined. In practice, the test is carried out in three ways, namely written tests, oral tests, and practical tests.

#### (1) writing test

The written test in asking questions or questions is done in writing and the testee gives the answer in writing. The forms include:

- Essay test - Objective test
- True-False Test (True-False Test)
- Matching Test (Matching Test)
- Fill in Test (Fill in Test)
- Complete test (Completion Test)
- Multiple Choice Test (Multiple Choice Item Test)

#### (2) Oral test

Oral test can be in the form of questions and answers between teachers and students. In this type of test, both the teacher asks questions or questions in oral form and students provide the answers orally.

#### (3) Practice tests

Skills to measure students' skills, there are 4 types: - Practice - Product - Project - Portfolio

## 2.3. English Subject

### a. Characteristics of the English Subject

Each subject has certain characteristics when viewed in terms of the objectives or competencies to be achieved, or the material studied in order to support the achievement of these competencies. In terms of the objectives or competencies to be achieved, this English subject emphasizes aspects of language skills which include spoken and written language skills, both receptive and productive.

In general, language is used as a tool to communicate. Of course the communication process will run well if both parties communicating are equipped with knowledge of language and language skills. For example, to be able to speak English well, in the sense that it can be understood by others, one needs to master the vocabulary and grammar that prevails among native English speakers. Likewise, the person being spoken to must also master the vocabulary and grammar. With this mastery of vocabulary and grammar, both of them can understand each other what is being said. In addition, they also need to be equipped with knowledge about the culture of native English speakers so as not to make cultural mistakes.

The competencies that must be mastered by students are:

- (1) Demonstrate acceptable behavior in a personal, social, cultural, academic, and professional environment;
- (2) Identify the social function, text structure and linguistic elements of short and simple texts
- (3) Communicating interpersonally, transactionally and functionally about oneself, family, and people, animals, and objects, concrete and imaginative, which are closest to the lives and daily activities of students at home, school, and community.
- (4) Arrange spoken and written texts, short and simple by using the text structure in sequence and coherently as well as linguistic elements accurately, acceptable, and fluently.

#### Scope of Material:

- (1) Texts in interpersonal, transactional, special functional, and functional discourses in the form of descriptive, recount, narrative, at the level of functional literacy
- (2) Interpersonal, transactional, and functional text structure
- (3) Listening, speaking, reading, writing, and watching interpersonal, transactional, and functional text skills covered
- (4) Linguistic elements
- (5) Short and simple phrases
- (6) Modality: with a clear definition of meaning.

### b. The importance of the English subject

English is undeniably the main language of communication between nations and is indispensable for participating in world relations. The increasingly flat world with the development of information and communication technology causes relationships to be no longer limited by national boundaries. The 2013 curriculum realizes the important role of English in conveying ideas beyond the borders of Indonesia and to absorb ideas from outside that can be used for the benefit of the nation and state as a result of the flatness of the world.

The 2013 curriculum is designed to meet the 21st Century learning model. In it there is a shift in learning from students being told to students finding out from various learning sources. The role of English in such a learning model becomes very central considering that there are more learning resources in English than all learning resources in other languages.

### c. Difficulty level of English subject

Considering that English is only officially taught starting in Grade VII SMP/MTs, the communication conveyed here is daily communication. For several regions that have taught English starting from the final grades of SD/MI, the material presented here needs to be enriched with additional material that is adapted to the abilities of students. Furthermore, to be able to use language well, one needs to produce the sounds contained in the language. A person who wants to learn to speak English, for example, must be able to pronounce the sounds in English. Errors in pronunciation will cause someone to be incomprehensible to others. Therefore, in the Indonesian context, the pronunciation of these sounds also needs to be trained for people who want to learn English, including students considering that many sounds in English are not found in Indonesian. For example, the words *the*, *think*, *she* each contain the sounds /ð/, /θ/, and /ʃ/ which are not found in the Indonesian grammar. Differences like this cause the need for special training that requires psychomotor learning. In the process, students must be trained to move their lips and tongue in such a way that the sound produced is in accordance with the sound produced by native English speakers. In this case, the practice of moving the speech organs to produce certain sounds can be categorized in the psychomotor realm.

### d. Easy method to understand English

In order to make it easier for students to understand English, a teacher should be able to hold the following learning principles, so that students' understanding can be maximized.

#### (1) Learn by example and example

Naturally, learning English does not begin with an explanation of the rules from parents or caregivers, but by being directly invited to speak English, little by little. To be able to ask questions, students need to be asked frequently, required to ask questions frequently, and be guided in doing so.

**(2) Observing Directly Doing**

Observing is not a passive act that only involves seeing, but needs to be done actively by involving all the senses and active thinking processes. During students copying, the teacher directs students' attention to important things in copying, including writing format, text structure, vocabulary, phrases, sentences, speech, spelling, grammar, etc.

**(3) Ask and Question**

In the thorough and detailed observation process, students will naturally find new or different things from what has been known and understood. Usually students will immediately ask or question things that they do not understand. This is the best opportunity for the teacher to give an explanation. But keep in mind that the teacher's explanation should not be too theoretical and verbose.

**(4) Immediately Try Doing It Yourself**

If the desire to be able to master an act of language arises naturally, students will not wait long to try to do it themselves. In the trial and error process, students will of course still encounter many problems and make many mistakes. At this stage the guidance of the teacher and cooperation with friends will be very helpful.

**(5) Improving reasoning by using teaching materials from various other sources.**

The experience of using various spoken and written texts from various sources will open students' minds that different texts can have the same function and purpose, or vice versa. Students will realize that variations in the form and content of texts are caused by different purposes and contexts of communication.

**(6) Doing various activities in English**

Whatever we learn in the end must be useful for ourselves and others. This can only be done if students are able to communicate their work with their social environment. Moreover, if what is learned is the communication tool itself, namely English.

**2.4. Text-Based Learning Model****a. Definition of Text-Based Learning Model**

Text-Based Learning is learning that is oriented towards the ability of students to compose texts. This learning method is based on text modeling and analysis of its features explicitly and focuses on the relationship between the text and the context of its use. The design of the learning units directs students to be able to understand and produce texts both spoken and written in various contexts. For this reason, students need to understand the social functions, structure, and linguistic features of the text.

In Text-Based Learning the teacher introduces the text and its purpose, as well as its features, and guides students in producing the text through the process of providing assistance (scaffolding). Text-Based Learning involves a process in which the teacher assists students in producing texts and gradually reduces the assistance until students are able to produce their own texts. Learning is organized using a variety of texts related to the needs of students, and students are given training in various types of texts until they are able to produce texts without the help and guidance of teachers (Richards, 2015).

**b. Text-Based Learning Goals**

Text-Based Learning aims to prepare students to enter the real world of language use by focusing on how language is used to achieve various goals, such as making experimental reports, telling stories, or explaining things. In addition, Text-Based Learning also aims so that students can understand science through texts that are presented in accordance with certain social goals and understand their mental development to solve real-life problems by thinking critically. Text-Based Learning is seen as having advantages compared to other language learning methods because this learning allows students to learn the language explicitly. In addition, Text-Based Learning is able to develop students' critical thinking skills because this learning is very thick with reading and writing, which are the most powerful ways to develop critical thinking skills.

**c. Characteristics of Text-Based Learning Model**

- (1) The resulting text is the creation of students.
- (2) Learning is expected to produce three things: students learn language, students learn through language, and students learn about language (Derewianka, 1990; Feez and Joyce, 1998).
- (3) The teacher explains explicitly, which aims to encourage learner involvement in learning, independence in writing, and the ability to discuss how it is used in various authentic contexts, such as how language is used to persuade or convince.
- (4) Grammar teaching in text-based learning is not traditional grammar teaching. Teaching grammar based on its function in the text discussed allows students and teachers to be able to write, read, listen, and speak, as well as assess a text or writing written by someone in the types of texts that must be taught.

**d. Steps of Text-Based Learning Model**

Text-Based Learning developed by Hammond (1992) which includes four stages of learning consisting of Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text:

- 1) Building Knowledge of Field (BKOF), teachers and students build cultural contexts, share experiences, discuss vocabulary, sentence patterns, and so on.
- 2) Modeling of Text (MOT) students are exposed to a model text (oral or written) of the type of text being studied.
- 3) Joint Construction of Text (JCOT), students try to produce text in groups and with the help of the teacher. After gaining experience collaborating with friends, students proceed to the last stage,



4) Independent Construction of Text (ICOT). At this stage students are expected to be able to produce spoken or written texts independently. Feeze and Joyce (2002) add one learning stage, namely Linking to Related Texts which can be applied in the classroom, especially if there are students who have more competence. So, this stage is not mandatory. In full, the model they developed includes the stages of Building the Context, Modeling and Deconstructing the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking to Related Texts.

Emilia (2011) mentions the emphasis on the same thing as follows:

- 1) The importance of building knowledge about the topic to be written or discussed and the cultural context in which the model text being studied is used.
- 2) The importance of providing a model that can be used by students as a reference for students in achieving the desired target. The availability of a model can lead students to have a clear concept of the goals to be achieved and allow students to compare their work with existing models.
- 3) The importance of cooperation in the construction of a text through joint construction.
- 4) The importance of independent construction. Independent construction is very important to convince teachers that students have achieved the learning objectives or learning targets that have been set.

In detail, the steps of text-based learning can be explained as follows:

### 1) Building Knowledge of Field

The purpose of this stage is to build knowledge or background knowledge of students about the topics they will write or discuss. To help students master the topic, at this stage the teacher teaches various language skills, including reading, listening, and speaking. In the context of learning in Indonesia, this stage really helps students learn relevant knowledge and vocabulary. When students have a very limited vocabulary, the number of meetings should be allocated as much as possible as needed. At this stage students:

- (a) being introduced to the social context of the particular type of authentic text that is being studied
- (b) explore the features of the general cultural context in which this type of text is used as well as the social goals to be achieved
- (c) explore the context of the immediate situation by examining the register of the selected model text

Register exploration includes:

- (1) build knowledge about the topic of the model text and knowledge about social activities where the text is used, for example social activities looking for work in the employment theme;
- (2) understand the roles and relationships of the people who use the text and how they build and maintain relationships, for example the relationship between job seekers and potential employers;
- (3) understand the communication channels used, for example by telephone, talking face to face with fellow members of the interview panel, and so on.

Context building activities include:

- (1) presenting context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers, etc.;
- (2) determining social goals through discussions or surveys, etc.;
- (3) conducting cross-cultural activities;
- (4) conducting related research activities; and
- (5) comparing the model text with other texts with the same or different types of text, for example comparing a job interview with a conversation between friends. During this stage, the teacher must create activities that help students understand the content of the text, including the roles of the people involved, the purpose of the text, the function of the text, and the type of situation. Comprehension activities can vary from simple activities (finding information about 'what') to more complex activities (inferential questions). The questions can be in the form of multiple choice, complement or description depending on the level of learning (Madya, 2013). This stage can be carried out in more than one meeting because intensive knowledge building will make students really understand the topic to be written or discussed. This will make it easier for students to write or talk about topics in the same type of text. The long time in this stage can be compensated by reducing the time allocation for the next stages.

### 2) Modeling of Text

At this stage the teacher provides a text model to explain to students, including the organizational structure and linguistic characteristics. The teacher can also demonstrate to students writing texts of a certain type in front of the class so that students will also know how the teacher writes, revises, and editing the writing. At this stage an analysis and discussion is carried out on how and why examples of texts from certain types of texts are arranged to express meaning. Through text deconstruction, it is possible for students to analyze the components of the text. Madya (2013) mentions examples of questions that teachers can use to help students, for example:

- What is the social function of the text?
- Who uses it?
- Why?
- What's the topic?
- Who are the participants?
- How do they relate to each other in the situation?
- Is the language spoken or written?
- What is the function of each piece of text?

- What are the language features?
- How can we find out what the text is about?
- What is the relationship between the writer and the reader?

Briefly, at this stage students investigate the structural patterns and language features of the model text and compare the model text with other examples of the same type of text. At this stage the teacher is advised to use a diagnostic principle to decide how much time to devote to a particular language feature and the type of presentation or practice each learner needs with each feature (ibid.). The activities of giving examples and disassembling the text are carried out both at the level of discourse, sentence, and expression. It is at this stage that the teacher can use various techniques to deal with the grammar and structure of the text. However, all activities and teaching points are handled in relation to the type of text being studied, the social goals to be achieved, and the meaning to be generated. Cited by Madya (2013), Flowerdew (2000) suggests to teachers to expose a number of texts with the same genre to students so that they see that there are variations in similar texts.

### 3) Joint Construction of Text

This stage provides opportunities for students to implement their understanding and ability to produce texts from the type of text being taught. At this stage students begin to contribute to the preparation of all examples of target text types and the teacher gradually reduces his contribution in the preparation of the text while students are increasingly able to control the writing of text types independently (Feez & Joyce, 1998:30). To make students confident in producing texts, the principles of scaffolding and the zone of proximal development are clearly visible because teachers or peers who are more proficient in providing real assistance to individual students. At this stage, even though teacher dominance is reduced, teachers must ensure that students keep really working. Because if the participation of students is reduced or passive, the goal of this stage cannot be achieved. In the Indonesian context where the average number of students in the class is a large class, the teacher's attention to the participation of each individual must be a top priority. If the essence of this stage is not met, this approach will be useless. Activities at this stage include:

- (a) the teacher asks, discusses and edits the text prepared by all class members, then presents it on the blackboard
- (b) creation of text outline
- (c) jigsaw activity and information gap
- (d) arrangement of texts in small groups
- (e) dictogloss activities
- (f) self-assessment and peer-assessment activities are important for teachers to carry out diagnostic assessments because teachers must determine whether students are ready to move on to the next stage or whether they still need to perform additional tasks in the previous two stages.

### 4) Independent Construction of Text

The learning activities that occur at this stage are the same as the learning activities in the previous stage, only at this stage students compose the text independently. By being given the opportunity to compose texts independently, students get the opportunity to use the speaking and writing skills they have learned in the previous stages. Feez and Joyce (1998) mention two important things in this stage, namely students compose texts independently and Student performance is used for achievement assessment. Learning activities at this stage include:

- (a) listening tasks, for example understanding activities in response to recorded materials or authentic (direct) materials such as doing an assignment, putting a check mark (✓) or underlining something on a worksheet, answering questions, etc.
- (b) speaking assignments such as oral presentations in front of the class, community organizations, etc.
- (c) listening and speaking tasks such as role play, real dialogue or simulated dialogue
- (d) reading assignments, such as comprehension activities in response to written material such as completing an assignment, sorting pictures, numbering sequentially, putting a check mark (✓) or underlining worksheets, answering questions.
- (e) writing assignments that require students to draft and present the full text if the situation permits, learning activities can be continued until the Linking to Related Texts stage as suggested by Feez and Joyce (2002).

### e. Research Results on the Application of Text-Based Learning Models

Based on several research results (Risa Mufliharsi and Siti Nurani, 2016: 12 – 17), the text-based learning model is effective in improving the understanding of English texts for class VII students.

### E. Framework

The initial condition of the students when the teacher had not implemented the text-based learning model in learning English, the student's learning outcomes were low. This is because learning English requires supporting tools, including grammar (grammar), pronunciation (pronunciation), vocabulary mastery (vocabulary), and fluency. So students need a phase where all supporting tools are maximized before entering the core material.

By applying the Text-Based learning model, students are given the opportunity to proceed at the beginning in order to prepare the core material, so that it is suspected that the initial obstacles can be overcome and as a goal the activity and learning outcomes of students in English subjects in class VII SMP Swasta Sejahtera odd semester of the 2019 academic year /2020 may increase

### F. Action Hypothesis

Taking into account the framework of Classroom Action Research mentioned above, the hypothesis of this CAR action is as follows: "If the Text-Based Learning model is applied, it is suspected that the activity and learning outcomes

of students in English subjects for class VII odd semester in 2019 SMP Swasta Sejahtera odd semester the 2019/2020 school year .

### III. RESEARCH METHODS

#### 3.1. Setting and Research Subject

This Classroom Action Research was carried out in class VII of the Kendari Sejahtera Private Junior High School, with the research time starting from August to November 2019. The total number of students in class VII was 34 students. Their learning outcomes in the English subject, seen from the results of the test after completing 1 month of learning (1 KD) their average score was low. Students who get below the KKM there are 21 students (61.76%), the same as the KKM there are 9 students (26.47%), and above the KKM there are 4 students (11.76%)

#### 3.2. Research procedure

This research is Classroom Action Research (CAR). CAR is carried out in a 4-step cycle assessment process, namely (1) planning, (2) conducting, (3) observing (observing), and (4) reflecting. This research will be conducted at least two cycles. Each cycle carried out three meetings. So that this research was carried out for approximately three months (including making a proposal to making a report). The expected result of each cycle is a change in student activity and increased academic competence (learning outcomes). In the following, the researcher will describe the procedures of the four CAR activities:

##### a. Cycle 1

1) Action planning (PLAN) cycle 1 At this stage the researchers carried out the following activities:

- a) Determine the KD (according to the time/academic calendar).
- b) Establish achievement indicators.
- c) Determine the problem to be improved, namely "activity" and "learning outcomes".
- d) Determine the learning model to be used, namely the Text-Based Learning model
- e) Develop a lesson plan using the Text-Based Learning model for three meetings.
- f) Creating instruments to obtain data, namely by using tests and other assessment techniques according to the indicators to be achieved
- g) Assign colleagues as observers/collaborators to help make observations during the learning process

2) Implementation of the action (ACTION) cycle 1 At this stage, the researcher carried out the activities that had been planned in the action plan. Especially the learning process by referring to the Learning Implementation Plan (RPP) that has been made.

3) Observation (OBSERVE) cycle 1

At this stage, when the researcher carries out learning activities, the researcher and is assisted by a colleague (observer/collaborator) to carry out observation activities. The object of observation is the process of implementing learning, and student behavior during the learning process.

4) Discussion of cycle reflection 1

After researchers and colleagues have obtained data in the form of implementation of learning in class, student behavior during learning and evaluation results to determine student academic competence, the researcher and colleagues conduct reflection discussions. This activity is intended to identify weaknesses in the implementation of learning and provide solutions for improvement in the next cycle.

##### b. Cycle 2

1) Action planning (PLAN) cycle 2 At this stage the researcher carries out the following activities: a) Determine SK/KD (according to time/academic calendar) b) Determine achievement indicators. c) Develop a lesson plan using a text-based learning model for three meetings, by making improvements based on the results of the cycle 1 reflection discussion.

2) Implementation of the action (ACTION) cycle 2. At this stage, the researcher carried out the activities that had been planned in the action plan that had been improved based on the reflection of cycle one.

3) Observation (OBSERVE) cycle 2

At this stage, when researchers carry out learning activities, researchers and assisted by three colleagues (observers/collaborators) conduct observation activities. The object of observation is the process of implementing learning, and student behavior during the learning process.

4) Reflection discussion (REFLECTION) cycle 2

After the researchers and colleagues had obtained data in the form of the implementation of learning in the classroom, student behavior during learning and the results of the evaluation to determine the academic competence of students in the second cycle, the researchers and colleagues conducted reflection discussions. This activity is intended to find out the weaknesses in the implementation of learning and provide solutions for improvement in the next cycle, namely the third cycle.

#### 3.3. Method of collecting data

This Classroom Action Research uses the Observation method, and tests in the acquisition of research data with the following explanation:

##### a. Observation

This observation method is used to obtain data about the process of implementing the action (PBM) using the Text-Based Learning model. In carrying out this observation, the researcher was assisted by a colleague with the intention that the learning process could be recorded in as much detail as possible from the aspect of learning steps,



teacher and student behavior. To make observations, researchers used observation sheets to determine teacher activities and observation sheets to determine student activities.

#### b. Test

This method is used to obtain data on student learning outcomes. The test used is a written test. For cycle 1, the questions are in the form of Multiple Choice and Composition with Guided Questions. For cycle 2, the questions are in the form of Completion and Essay. The test is given after 3 meetings are completed for each cycle.

#### 3.4. Data analysis

In general, the data analysis carried out at this CAR goes through the following stages: (1) data reduction, (2) data presentation, and (3) drawing conclusions. The technique used for data analysis in this study is descriptive analytical technique with the following explanation:

- a. Quantitative data obtained from the results of the end of the cycle were processed using a percentage description. The scores obtained by the students were averaged to find the level of understanding of the students in learning English. Furthermore, the categorization of the achievement of student learning outcomes is used with the standards of (a) incomplete ( $N < KKM$ ), (b) complete ( $N = KKM$ ), and (c) exceeding ( $N > KKM$ ). Then count the number of students who scored incomplete, completed and exceeded. After knowing the number of each, then it is presented by dividing by the number of students multiplied by 100%. Then it will be obtained the percentage of students who scored (a) incomplete, (b) completed, and (c) exceeded, with the formula as follows:

$$\text{Not Completed} = \frac{\text{Students Unfinished}}{\text{Number of Students}} \times 100\%$$

$$\text{Complete} = \frac{\text{Completed Students}}{\text{Number of Students}} \times 100\%$$

$$\text{beyond} = \frac{\text{Completed Students}}{\text{Number of Students}} \times 100\%$$

After that, the results are entered in a table like the following:

Learning outcomes	Initial Condition	Cycle	
		One	Two
Not Completed (< KKM)			
Completed (= KKM)			
Exceeded (> KKM)			

- b. Qualitative data obtained from observations about teacher and student activities are used as the basis for describing the successful application of the text-based learning model. And also used as a basis for reflection and improvement of learning in each cycle. The improvement in learning is said to be successful, marked by an increase in learning outcomes from cycle 1 to the next cycle.
- c. Qualitative data obtained from questionnaires filled out by students after the learning process in each cycle was used as a basis to determine whether the text-based learning process responded positively or negatively by students. And furthermore, it is also used as a basis for reflection and improvement for teachers in preparing lesson plans and implementing classroom learning.

#### 3.5. Success Indicator

This research is classroom action research (CAR) which means class-based research. With this research, benefits are obtained in the form of practical improvements which include overcoming various student learning problems and teaching difficulties by teachers. To evaluate whether there is a positive impact on the action, it is necessary to have success criteria, which are set before the action is taken. From this reflection activity, it was determined that the things that had been achieved were used as material in planning the activities of the next cycle.

This Classroom Action Research is said to be successful if the qualitative data in the form of teacher activities and student behavior (ie activeness) have improved from cycle to cycle. Student activity is categorized into (1) low, (2) moderate, and (3) high. The action is said to be successful if at least the percentage of students whose activity is low has reached 0%, medium and high students have reached 90%. To see the progress from cycle to cycle, the following table is used:

Table 3.1: Student activity in the initial conditions, cycle 1 and cycle 2

Activity Category	Initial Condition	Cycle	
		One	Two
High (score 7-9)			
Medium (Score 4-6)			
Low (Score 1-3)			

Indicators of success from quantitative data, namely in the form of student learning outcomes during learning, it is determined that the increase in student learning outcomes is said to be successful if the average student score after doing the post test at the end of each cycle, the percentage of students who achieve the KKM score, their learning outcomes have completed reaching a minimum of 85 %.

### 3.6. Research schedule

Table 3.2 Research Schedule

No	Activity	August				Sept.				Oct.				Nov.			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparation of proposals and planning of actions I																
2.	Implementation of actions I																
3.	Observation/data collection I																
4.	Reflection I																
5.	Action planning II																
6.	Implementation of action II																
7.	Observation/data collection II																
8.	Reflection II																
9.	Report writing/binding																

## IV. RESULTS AND DISCUSSION

### 4.1. Initial Condition Description

This Classroom Action Research was conducted in class VII of the Sejahtera Kendari private junior high school. The total number of students in class VII is 34 students. Their activeness during class learning is on average low. Based on observations, it is known that the activeness of students in the low category is 53%, moderate is 29%, and high is 18%. Their learning outcomes in the English subject, seen from the results of the test after completing 1 month of learning (1 KD) their average score was low. Students who get below the KKM there are 21 students (61.76%), the same as the KKM there are 9 students (26.47%), and above the KKM there are 4 students (11.76%). Class VII of the Kendari Sejahtera Private Junior High School can be shown in the following table.

Table 4.1 Initial Conditions of Student Activity

Activity Category	Initial Condition	Cycle	
		One	Two
High (score 7-9)	18%		
Medium (Score 4-6)	29%		
Low (Score 1-3)	53%		

Table 4.2 Initial conditions of student learning outcomes

Category of Learning Outcomes	Initial Condition	Cycle	
		One	Two
Complete = KKM	26.47%		
Not Completed KKM	61.76%		
Beyond KKM	11.76%		

### 4.2 Description of Research Results

#### 1. Cycle 1

##### (a) Action Planning Cycle 1

The action plan in cycle 1 to improve student activity and learning outcomes was made a Learning Implementation Plan (RPP) for three meetings (complete RPP attached). RPP was developed using the Text-Based Learning Model in accordance with the steps discussed in the theoretical study. The basic competencies that will be taught in this lesson plan are KD.3.2 and 4.2. This RPP will be implemented at the first, second, and third meetings, namely on Wednesday and Thursday, August 28 – September 4, 2019. The planned steps (detailed in the RPP) are as follows:

#### Preliminary activities:

- 1) Define learning content
- 2) Reviewing previous learning
- 3) Setting learning objectives
- 4) Define learning steps

**Core activities:**

- 1) Provide text regarding the topic to be discussed
- 2) Teaching reading, listening and speaking
- 3) Guide the discussion about the text that students read
- 4) Teaching grammar regarding the expressions in the text
- 5) Give or demonstrate the text that is the focus of the lesson
- 6) Explain the type of text (genre), purpose, benefits and social context
- 7) Explain the stages or organizational structure (schematic structure) of the text being studied
- 8) Discuss in identifying the organizational structure and linguistic characteristics of the text being studied
- 9) Asking students to rearrange the scrambled text in groups or Arrange the text with guided questions in groups/pairs
- 10) Ask students to write individual texts about the topics that have been discussed

**Closing Activities**

- 1) The teacher guides students to draw conclusions about the learning material
- 2) The teacher provides material reinforcement by giving assignments at home
- 3) The teacher delivers the material at the next meeting.

**(b) Action Implementation Cycle 1**

Based on the results of observations made by an observer (colleagues), using the observation sheet (attached) in three meetings, namely the first meeting on Wednesday, 28 August 2019, the second meeting on Thursday, 29 August 2019, and the third meeting on Thursday, Wednesday, September 4, 2019, it was found that the learning process took place as follows:

**1. The first meeting**

In general, it is in accordance with the action plan (RPP meeting 1). Based on observations and results of data analysis, it is known that there are learning steps that are not carried out optimally, namely explaining the stages or organizational structure (schematic structure), while the stages that are not implemented at all are:

- a) Guide students to draw conclusions
- b) Provide material reinforcement in the form of homework
- c) Delivering material for the next meeting.

**2. Second meeting**

In general, it is in accordance with the action plan (RPP meeting 1). Based on observations and results of data analysis, it is known that there are several learning steps that are not carried out optimally. but relatively better than the first meeting.

**3. Third meeting**

In general, the implementation of learning at the third meeting was in accordance with the action plan (RPP of the third meeting). The learning steps that have been skipped have been implemented, although the implementation is not optimal, but it is already better than in the first and second meetings.

**(c) Research Results and Reflection Cycle 1****a. Cycle 1 Research Results****1. Learning Outcomes**

Based on the tests conducted at the end of cycle 1, it is known that the average score obtained by students for English subjects KD.3.2 and 4.2 (KKM 70) is 72.94. If it is presented based on the incomplete (< KKM) and complete (=> KKM) categories, it is as follows:

- Percentage of incomplete :  $9/34 \times 100\% = 26.47\%$
- Percentage completed :  $25/34 \times 100\% = 73.53\%$

When compared with student learning outcomes in the initial conditions, learning outcomes in cycle 1 have increased, which can be seen in the following table:

*Table 4.3 Student learning outcomes in initial conditions and cycle 1*

No	Value Category	Initial Condition	Cycle I
1.	Not finished yet	61.76	26.47
2.	Complete	38.24	73.53

If seen from the table above, it shows that student learning outcomes have increased after the action has been taken. The percentage of students who have not completed has decreased from the initial condition to cycle 1 (from 61.76% to 26.47%). The percentage of students who have completed has increased from the initial condition to cycle 1 (from 38.23% to 73.53%). The indicator of the success of this CAR is that CAR is said to have been successful if the percentage of students whose learning outcomes have been completed reaches 85%. The table shows that the percentage of students whose grades have been completed has only reached 73.53%, so the CAR should be continued in cycle 2.

**2. Activity**

After observing by the observer, the data obtained that at the first meeting the percentage of students who had low activity was 8 people or 23%, while there were 22 students or 65%, and high there were 4 people or 12%. At the second meeting the percentage of student activity was low as many as 6 people or 18%, medium as many as 19 people or 56% and high as many as 9 people or 26%. At the third meeting the percentage of student activity was low as many as 3 people or 9%, medium 18 people or 53% and high as many as 13 people or 38%. The data can be seen in appendix 3.

From the description above, it shows that the activeness of students in cycle 1 has increased. But CAR has not been said to be successful, because the indicator set is if the percentage of students whose activity is in the low category reaches 0%

### 3. Learning process

From the results of observations made by observers, it shows that learning in general is good, but there are several stages that must be improved

- a) Explain the stages or organizational structure (schematic structure)
- b) Guide students to draw conclusions
- c) Provide material reinforcement in the form of homework
- d) Delivering material for the next meeting.

#### b Reflection Cycle 1

After reviewing the learning process carried out in cycle 1, how the student learning outcomes were, and how active students were, the researcher did a reflection. This activity is assisted by colleagues. The goal is to find a solution for improvement that can be done in cycle 2. The results of the reflection activity are as follows:

- a) Teachers (researchers) must be able to explain the stages of the organizational structure (schematic structure) of what is being studied more clearly and in detail, making it easier for students to compose texts independently.
- b) The teacher (researcher) must be able to guide students in drawing conclusions from the material that has been studied, in order to make it easier for students to continue with the next material. The way to do this can be by asking questions or repeating at a glance the main points of the material that has been studied
- c) Teachers (researchers) must be able to provide material reinforcement in the form of homework or other assignments that can sharpen students' understanding of the material that has been studied. The tasks given do not need to be too many, but are adjusted to the competencies that must be mastered.
- d) The teacher (researcher) must deliver the material for the next meeting, so that students will be better prepared in preparing themselves. Submission of this material can also be in the form of assignments or prerequisite materials that students must master before entering the next material.
- e) Teachers (researchers) in general must be able to sort and select material (text) that is adapted to the available time. So that all series of learning activities can be carried out properly, not missed. The texts used in the BKOF and MOT stages do not need to be too long, but are sufficient to explain the core material. The teacher's ability to manage time (time management) must be improved.

## 2. Cycle 2

### (a) 2 cycle planning

The action plan in cycle 2 to improve student activity and learning outcomes was made a Learning Implementation Plan (RPP) for three meetings (complete RPP attached). The lesson plans were developed using the same text-based learning model as in cycle 1. The basic competencies that will be taught in this lesson plan are KD.3.2 and 4.2. This lesson plan will be implemented at the first, second, and third meetings, namely on Wednesday and Thursday, 11-18 September 2019. In general, the learning steps in cycle 2 are the same as in cycle 1. The difference is in the actions of each step. optimized according to the results of reflection in cycle 1. The improvements are as follows:

- 1) Teachers (researchers) must be able to explain the stages of the organizational structure (schematic structure) of what is being studied more clearly and in detail, making it easier for students to compose texts independently.
- 2) The teacher (researcher) must be able to guide students in drawing conclusions from the material that has been studied, in order to make it easier for students to continue with the next material. The way to do this can be by asking questions or repeating at a glance the main points of the material that has been studied.
- 3) The teacher (researcher) must be able to provide material reinforcement in the form of homework or other assignments that can sharpen students' understanding of the material that has been studied. The tasks given do not need to be too many, but are adjusted to the competencies that must be mastered.
- 4) The teacher (researcher) must deliver the material for the next meeting, so that students will be better prepared in preparing themselves. Submission of this material can also be in the form of assignments or prerequisite materials that students must master before entering the next material.
- 5) Teachers (researchers) in general must be able to sort and select material (text) that is adapted to the available time. So that all series of learning activities can be carried out properly, not missed. The texts used in the BKOF and MOT stages do not need to be too long, but are sufficient to explain the core material. The teacher's ability to manage time (time management) must be improved.

### (b) Implementation of the action cycle 2

Based on the results of observations made by three observers (colleagues), using the observation sheet (attached) in three meetings, namely the first meeting on Wednesday, September 11 2019, the second meeting on Thursday, September 12 2019, and the third meeting on Wednesday, September 18, 2019, it was found that the learning process took place as follows:

#### 1) The first meeting

In general, it is in accordance with the action plan (RPP meeting 1). Based on the results of observations and results of data analysis, it is known that learning has been going very well, but there are still several stages that are not optimal, namely:

- a) Teaching grammar is concerned with the expressions in the text.
  - b) Explain the type of text (genre), purpose, benefits and social context.
  - c) Explain the stages or organizational structure (schematic structure) of the text being studied.
- 2) Second meeting

In general, it is in accordance with the action plan (RPP meeting 2). Based on observation and data analysis, it is known that learning has been going better than the first meeting. At the second meeting the observer's observations only conveyed one step which was given a score of 2 (good).

3) Third meeting

In general, it is in accordance with the action plan (RPP meeting 3). Based on the observation and data analysis, it is known that the learning process has progressed better than the first and second meetings. This can be seen from the results of data analysis, it is known that the observations from the observers give a score of 3 for all stages (good). This means that it shows that learning has taken place very well

(c) Research Results and Reflection cycle 2

1. Cycle 2 Research Results

a) Learning outcomes

Based on the tests carried out at the end of cycle 2, it is known that the average score obtained by students for the English subject KD.3.2 and 4.2 (KKM 70) is 81.59 If presented based on the category of incomplete (< KKM) and complete (= / > KKM) are as follows:

- Percentage of incomplete :  $3/34 \times 100\% = 8.82\%$
- Percentage completed:  $31/34 \times 100\% = 91.18\%$

When compared with student learning outcomes in the initial conditions and Cycle 1, learning outcomes in Cycle 2 have increased. It can be seen in the following table:

Table 4.4 Student learning outcomes in initial conditions, cycle 1, cycle 2

Value Category	Initial Condition	Cycle I	Cycle II
Not finished yet	61.76	26.47	8.82
Complete	38.23	73.53	91.18

If seen from the table above, it shows that student learning outcomes have increased after the action has been taken. The percentage of students who have not completed has decreased from cycle 1 to cycle 2 (from 26.47% to 8.82%). The percentage of students who have completed has increased from cycle 1 to cycle 2 (from 73.53% to 91.18%). The indicator of the success of this CAR is that CAR is said to have been successful if the percentage of students whose learning outcomes have been completed reaches 85%. The table shows that the percentage of students whose grades have been completed has reached 91.18%, so this CAR has been successful (not continued in cycle 3).

b) Activity

Based on the results of observer observation data, it was found that the percentage of students with low activity at the first meeting was 3 students or 9%, while there were 16 students or 47%, and high there were 15 students or 44%. At the second meeting the percentage of students who had low activity was 2 people or 6%, medium 16 people or 47% and 16 people or 47% high. At the third meeting the percentage of students who had low activity was none or 0%, while 16 people or 47% and as high as 18 people or 53%. The data can be seen in appendix 3.

From the description above, it shows that student activity in cycle 2 has increased and the percentage of students whose activity is low is 0%, so this CAR is said to be successful, because the indicator set is if the percentage of students whose activity is in the low category reaches 0%. So this PTK has been successful (not continued in cycle 3).

c) Learning process

From the results of observations indicate that learning in general is very good.

2. Reflection Cycle 2

From the data analysis, student learning outcomes showed that from the initial conditions, to cycle 1 and cycle 2, there was a significant increase. The percentage of learning outcomes in cycle 2 has reached the target (performance indicator) and even exceeded. From the analysis of student activity data, it shows that from the initial conditions, cycle 1 and cycle 2 have increased. In cycle 2 the percentage of students with low activity has reached 0%. So it has reached the target as set out in this CAR performance indicator.

From the data analysis, it was shown that the learning process carried out in cycle 2 was much better than in cycle 1. In general, the learning process in cycle 2 was in a very good category. From these data, it shows that the actions taken by the teacher (researcher) continue to improve and have reached the target, so the CAR cycle is completed in cycle 2 only.

#### 4.2. Discussion

Student activity and learning outcomes are largely determined by how they carry out the learning process. The monotonous learning process, of course, will not have an impact on the activeness and success of students in achieving high learning outcomes. Improved learning outcomes can be improved when the ongoing learning process involves students in various forms of activity steps. The text-based learning model is one of the learning models that facilitates this.

The stages of the text-based learning model show varied learning processes (activities). In general, these steps can have an impact on increasing student activity and learning outcomes, but the results of this study indicate that each step of text-based learning must be done more creatively and innovatively. Teachers must be able to design or package



learning in a simpler way, making it easier for students to understand the material. This means that the teacher has a central role here. This can be seen as follows:

#### 1. First Cycle

In this cycle the teacher has implemented the steps of the Text-Based Learning Model according to the procedure. However, the implementation is not optimal because there are several steps that require time considerations, text selection that is adapted to the available time, and more effective and efficient forms of activities. The stages are (a) explaining the stages or organizational structure (schematic structure), (b) guiding students in drawing conclusions, (c) providing material reinforcement, (d) delivering material at the next meeting. But in general, in this cycle the results were better than the initial conditions from the aspect of student activity and learning outcomes.

After the reflection discussion was carried out, these deficiencies were corrected, namely by (1) the teacher (researcher) must be able to explain the stages of the organizational structure (schematic structure) of what was studied more clearly and in detail, making it easier for students to compose texts independently. (2) The teacher (researcher) must be able to guide students in drawing conclusions from the material that has been studied, in order to make it easier for students to continue with the next material. (3) The teacher (researcher) must be able to provide material reinforcement in the form of homework or other assignments that can sharpen students' understanding of the material that has been studied. (4) The teacher (researcher) must deliver the material for the next meeting, so that students will be better prepared in preparing themselves. (5) Teachers (researchers) in general must be able to sort and select material (text) that is adapted to the available time. So that all series of learning activities can be carried out properly, not missed. The ability of teachers to manage time (time management) must be improved.

#### 2. Second Cycle

From the data analysis, student learning outcomes showed that from the initial conditions, to cycle 1 and cycle 2, there was a significant increase. The percentage of learning outcomes in cycle 2 has reached the target (performance indicator) and even exceeded it. These data indicate that the learning process carried out by the teacher (researcher) has an impact on improving student learning outcomes. For more details can be seen in the following tables and graphs:

Graph 4.1 Learning Outcomes Initial Conditions, Cycle 1, Cycle 2

From the data analysis of student activity shows that from the initial conditions, cycle 1, and cycle 2 experienced a significant increase. In cycle 2, the percentage of students whose activity was low had reached 0%. So it has reached the target as set out in this CAR performance indicator. For more details, it can be seen in the following tables and graphs.

Table 4.5 Student Activity Initial Conditions, Cycle 1 and Cycle 2

No	Activity Category	Initial conditions	Cycle I	Cycle II
1	Tall	18%	21%	89%
2	Low	29%	61%	11%
3	Currently	53%	18%	0%

From the data analysis shows the learning process carried out in cycle 2 is much better than in cycle 1. In general, the learning process in cycle 2 was very good. From these data, it shows that the actions taken by the teacher (researcher) continue to improve and have reached the target, so the CAR cycle is completed in cycle 2 only.

## V. CONCLUSION

### 5.1. Conclusion

The results of the study with the title "Improving Student Activity and Learning Outcomes Through the Application of Text-Based Learning Models in English Subject Class VII SMP Swasta Sejahtera Kendari Odd Semester 2019", can be concluded as follows:

1. The learning process using a text-based learning model is as follows: **Stage 1: BKOF (Building Knowledge of Field)** which is to build knowledge or background knowledge of students about the text to be discussed, **Stage 2: MOT (Modelling of Text)**, namely providing a text model, **Phase 3: JCOT (Join Construction of Text)** which is the implementation of students' knowledge and understanding to produce texts in groups, **Phase 4: ICOT (Independent Construction of Text)** which is the implementation of students' knowledge and understanding to produce texts independently. The implementation from cycle 1 to cycle 2 has improved.
2. This study shows that the activeness of students from the initial conditions, cycle 1 and cycle 2 continues to increase. In the initial conditions to cycle 1 and to cycle 2, the percentage of students whose activity was in the low category continued to decrease, namely 53% - 18% - 0%. Medium category is from 29% - 61% - 11%. Medium category is high from 18% - 21% - 89%.
3. This study shows that student learning outcomes have increased after the action. The percentage of students who have not completed continues to decline from cycle 1 to cycle 2 (from 26.47% to 8.82%). The percentage of students who have completed has increased from cycle 1 to cycle 2 (from 73.53% to 91.18%). The indicator of the success of this CAR is that this CAR is said to be successful if the percentage of students whose learning outcomes are assessed as complete reaches a minimum of 85%. The table shows that the percentage of students whose grades have completed has reached 91.18%, so this CAR has been successful.

## 5.2. Suggestion

From the research results obtained from the previous description so that the English teaching and learning process is more effective and provides more optimal results for students, the following suggestions are submitted:

1. To carry out learning with the Text-Based Learning model requires quite mature preparation, namely in the form of preparation for selecting appropriate materials/texts, learning media that facilitate students' understanding, creativity in providing activities so that they are varied and not boring, mentoring and directed guidance so that students are always active. both in completing group and individual tasks.
2. In order to improve student learning outcomes, teachers should be more creative in packaging learning activities, so that it will foster student enthusiasm to continue learning. Thus, students will gradually love English lessons, where in the end students will not feel English lessons as a scourge to be feared.

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