The Effectiveness of *Copy the Master* Learning Techniques in Learning to Write Explanation Texts in Class XI-IPS SMA Negeri 14 Maluku Tengah

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ABSTRACT: This study is an experimental that aims to determine the effectiveness of the use of *copy the master* learning techniques in learning to write explanation texts in class XI-IPS SMA Negeri 14 Maluku Tengah. The research data were in the form of the results of the explanation text writing test which were taken from the results of the pre-test and post-test of the control class and the experimental class. The research subjects were students of class XI-IPS SMA Negeri 14 Makuku Tengah, totaling 42 people. The final score of each student is obtained from the number of correct answers divided by the number of questions then multiplied by the ideal score (100). The final value is then converted according to the specified criteria. The results showed that the use of the copy the master technique was very effective in learning to write explanation texts. This can be seen in the average pre-test and post-test scores of the experimental class, which is 53.33 (pre-test average) to 73.57 (post-test average).

KEYWORDS: copy the master, effectiveness, experiment, explanation text, learning technique.

I. INTRODUCTION

Writing is a productive and expressive language activity. By having writing skills, it will be easier for someone to communicate their ideas, thoughts, and experiences in various forms of writing, including in the form of explanation text. One of the writing materials that need to be taught to students is writing an explanation text.

Kosasih (Solissa, 2021) said that explanation text is a text that describes an event clearly to the reader, such as natural events, social events, or things that are experienced personally. Natural events, such as earthquakes, tsunamis, and floods. Social and cultural events such as traditional ceremonies and religious ceremonies. Personal things such as activities experienced by someone. By learning to write students are expected to be able to develop their thoughts and feelings through the explanation texts they write. Through writing activities, students are expected to be able to express ideas or ideas both scientific and imaginative. Therefore, schools are expected to provide learning about writing well in the right way so that the potential and creative power of students can be developed.

The low skill of students in writing explanation texts is caused by various factors and one that is considered relevant is the lack of precise learning methods used by teachers in learning activities. This is because most teachers are more likely to convey material using conventional learning models using the lecture method on every material taught by the teacher. This inappropriate learning method makes it difficult for students to come up with and develop ideas, thoughts, feelings, and imaginations that they will pour in short form, besides that students also find it difficult in choosing vocabulary, spelling, determining topics, themes, compiling sentences, to paragraphing.

According to the results of observations at SMA Negeri 14 Maluku Tengah and interviews with Indonesian language teachers, it can be concluded that several other factors are obstacles in writing explanation texts, namely:

1) Students lack interest and motivation in writing explanation texts.
2) Students have difficulty in determining the topic, making an outline of writing, developing an outline of writing, compiling a good paragraph and so on.
3) Learning to write explanation texts is mostly done with the theory in the book.
4) Less creative learning media/methods and techniques used by teachers. Media/learning methods used by subject teachers at SMA Negeri 14 Maluku Tengah are lectures, discussions, and exercises.
5) Lack of teacher assistance during the process of writing explanation texts carried out by the teacher.

For this reason, the researcher chose the Copy The Master learning technique in the material of writing explanation text. It is named Copy The Master because this technique requires that exercises be carried out according to the master (examples of learning materials) given. In writing explanation texts, the Copy The Master technique is considered capable of exploring students' creative

thinking ideas by doing exercises using the copy the master technique. Here what is copied is the framework or idea, method or technique in writing an explanation text. Solissa's research (2022) proves that with effective techniques, learning will achieve the expected goals.

This copy the master technique can be used as an alternative for choosing learning techniques in writing explanation texts. The copy the master technique chosen in this study is limited to imitating, processing, and developing activities. So, the imitating activities carried out by students are not plagiarizing, but just imitating the idea. In addition to imitating, students must be able to process and develop the master explanation text they have chosen so that it becomes a new explanation text.

THEORITICAL REVIEW
Definition of Writing

Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely the author as the delivery of this message, the content of the writing, the channel or media and the conversation(Dalman, 2012).

Writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing, or entertaining. The results of this creative process are usually referred to as essays or writings. The two terms refer to the same result even though they have different meanings. In writing activities, the process of delivering written information is the result of creative writing by using creative thinking.

Understanding writing in a simple sense can be interpreted the same as composing, namely scribbling with writing tools on a sheet of paper or the like. Writing activities do not necessarily produce writings or essays that are regular and contain a unified idea or goal to be achieved. While in the real sense writing is one type of language skill that is owned and used by humans as an indirect communication tool between them (Heriyudananta, 2021).

Writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and graphic descriptions (Mardika, 2019; Putra et al., 2019). Pictures or paintings may convey meanings, but do not represent the units of language expression. This is the main difference between painting and writing, between painting and writing. Painting pictures is not writing.

Explanation Text

Explanation text is a text that explains an event, whether it is a natural event, social and cultural event, or personal event (Fitriani & Pratami, 2022; Lawatri & Indihadi, 2021; Yulia & Rahmi, 2022; Yulistiani & Indihadi, 2020). Natural events, such as earthquakes, tsunamis, and floods. Social and cultural events such as traditional ceremonies, and religious ceremonies. Personal events such as activities carried out by someone.

Complex explanation texts are texts that explain the process of the occurrence or formation of a natural or social phenomenon (Dewi et al., 2021; Pardiyono, 2007; Pd & Iskandar, 2021). Knapp Peter & Watkins Megan (2005) stated explaining has two main orientations-to explain why and to explain how, often both will appear in an explanation text, "explanation has two main orientations - to explain why and to explain how, often both will appears in a complex explanation text.

Complex explanation text contains an explanation of the state of something as a result of the word explanation literally means explanation, while complex has the meaning of broad, complicated, many things, and so on. Complex is the opposite of simple (Eriyanto, 2001). So, complex complex explanation texts explain the process of a long/non-simple phenomenon. The opposite of complex explanation text is simple explanation text. The purpose of writing according to the explanation text is to explain or explain a series of processes from a natural or sociocultural phenomenon or phenomenon. Explanation is used to explain the process of why and how something happens logically, but not to describe things. It can also be said that the explanation explains the causal relationship(Ginting & Simaremare, 2016; Rimayanti & Jaja, 2018; Rosyadi (ed), 1995; Sari, 2019; Windhiarty et al., 2017).

According to Pardiyono (2007), broadly speaking, the structure of a complex explanation text is as follows.
1) General statement / introduction General statement contains initial instructions about an event to be explained. The general statement serves as an introduction to the following explanation.
2) Detailed explanation Detailed explanation describes the process of occurrence of an event/phenomenon. This explanation is in the form of stages, so that the reader gets an idea of how the process of an event occurs.
3) Conclusion The conclusion in a complex explanation text is in the form of repetition of important information or closing remarks that mark that the explanation has ended. Not all complex explanation texts contain a conclusion.

Thus, it can be concluded that the structure of a complex explanation text consists of a general statement explaining the natural or sociocultural phenomenon to be explained, details that explain the process of natural/social phenomena, and a review containing conclusions or statements about the topic or process that has been described.

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Copy The Master Learning Techniques

Hernowo (2017) explains that the copy the master technique is one of the appropriate techniques to be applied in learning to write argumentative texts because it combines two skills at once, namely, reading and writing activities, by reading the works of writers that students like. Students can more easily express ideas such as those contained in the books they read. Writing does not produce good work if you don't read it first, it will be in vain if the results are not written down. Reading is entering words and then removing them by writing them into a useful and meaningful writing.

The application of copy the master or imitating the model emphasizes that the resulting essay is not exactly the same as the model/master essay. The purpose of writing according to the explanation text is to explain or explain a series of processes from a natural or sociocultural symptom or phenomenon(Ginting & Simaremare, 2016). Another opinion related to the copy the master technique was also expressed by Wicaksono (2014) that the copy the master technique is a creative learning technique that requires one's imagination as an effort to minimize plagiarism that can occur. In teaching writing and writing steps to students, it is not just teaching writing theory, but also providing examples of writing that can be taken from books, the internet, magazines, newspapers, a collection of explanation texts, poetry, or the teacher's own writing, even the results of student writing. which is considered the best. Thus, it is easier for students to catch what is meant, and it is even hoped that students can immediately write by imitating existing examples.

The written examples given are read first or students take turns reading the existing explanation text. Then students are invited to discuss by giving opinions about the contents of the writing. The next step, students are given the task of working on the questions according to the examples that have been read, then students make the same writing copying their ideas or techniques instead of writing the example.

The principles of the copy the master learning technique are based on the opinion of Marahimin (2005) which states that basically the application of the copy the master technique requires exercises that are carried out according to the examples given. The following describes the principles of the copy the master technique:

1. Students are directly involved in the learning process
2. Need a master or model from a writer
3. Students are required to do exercises according to the examples given
4. Students are expected to read a lot in order to get various information and sensitivity to various models that will be used as masters.
5. Practice repetition, the modals are observing, responding, remembering, imagining, feeling and thinking.
6. Fostering innovation and creativity in the writing process
7. Increase creativity in writing based on the master used

Learning to write explanation texts with the copy the master technique is expected to provide several advantages, namely;

• Increase students' reading interest in literary works, especially explanation texts
• Improve students' ability in writing explanation text skills, and
• Can be used as an alternative by teachers for learning to write explanation texts.

METHOD

The method used by the researcher is a Quasi Experimental Design research method with the design used is the Noneequivalent Control Group Design. The research design has two groups that will not be selected randomly and will be given a pretest. The experimental group was given treatment (X) by following the Indonesian language learning process about cepen using the Copy The Master learning technique while the control group did not use the Copy The Master learning technique but used a conventional/lecture learning model. Then the researcher gave a final test (posttest) with the same questions. The research design is described as follows.
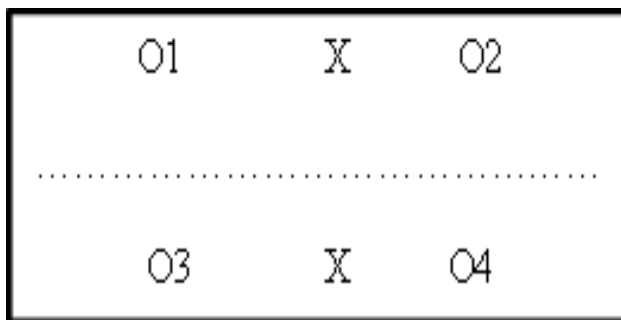
$$O1 \quad X \quad O2$$

$$\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots$$

$$O3 \quad X \quad O4$$

Figure 3.1 Research Design One Group Pretest-Posttest

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Information :
O1   : Initial state of the experimental class (before being treated)
O2   : The final state of the experimental class (after being treated)
O3   : Initial state of control class
O4   : Final state of control class
X   : Treatment / application of learning techniques Copy The Master

The population of this study were all students of class XI IPS SMA Negeri 14 Maluku Tengah totaling 42 students spread over 2 classes, namely class XI-IPS 1 consisting of 21 students and class XI-IPS 2 consisting of 21 students.

This study uses two variables, namely the independent variable (Independent variable) or the variable X is a variable that is seen as the cause of the emergence of the dependent variable which is thought to be the result. Meanwhile, the dependent variable or variable Y is a predictable variable (effect), which varies following changes in the independent variable.
   • Independent Variable : Copy The Master Learning Technique (X)
   • Dependent variable: Ability to write explanation text (Y).

RESULTS AND DISCUSSION
Result
The research data were obtained from two sample groups in the experimental class and the control class. The experimental class is a group that uses the Copy The Master technique in learning to write explanation texts, while the control class is a study group without learning techniques. The number of samples in this study were 42 students. In the experimental class the sample is 21 people and for the control class the sample is 21 people.

Test Data
Table 4.1 Experiment Class Pretest Score

Student Code	*Pretest*	Student Code	*Pretest*
S1	60	S12	50
S2	55	S13	40
S3	60	S14	70
S4	65	S15	45
S5	65	S16	70
S6	45	S17	40
S7	50	S18	45
S8	40	S19	75
S9	30	S20	50
S10	60	S21	65
S11	40		

Table 4.2 Experiment Class Posttest Score

Student Code	*Posttest*	Student Code	*Posttest*
S1	75	S12	75
S2	75	S13	75
S3	75	S14	75
S4	75	S15	65
S5	75	S16	75
S6	75	S17	75
S7	75	S18	60
S8	75	S19	75
S9	75	S20	75
S10	75	S21	75
S11	70		

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Table 4.3 Control Class Pretest Score

Student Code	*Pretest*		Student Code	*Pretest*
S1	35		S13	55
S2	40		S14	50
S3	45		S15	55
S4	25		S16	45
S5	55		S17	35
S6	55		S18	30
S7	60		S19	55
S8	45		S20	70
S9	35		S21	60
S10	45			
S12	50			
S13	60			

Table 4.4 Control Class Posttest Score

Student Code	*Posttest*		Student Code	*Posttest*
S1	45		S13	65
S2	50		S14	70
S3	60		S15	65
S4	45		S16	60
S5	65		S17	50
S6	70		S18	60
S7	60		S19	70
S8	60		S20	75
S9	65		S21	75
S10	60			
S11	65			
S12	70			

Learning Implementation

Researchers carried out pretest and posttest in both classes with the same questions without any differences. In this study also has a difference, where the learning implementation process in the two classes does not get the same treatment. in the experimental class using copy the master learning techniques while for the control class using a conventional learning model / lecture. The purpose of giving different treatment to the two classes is to find out whether there is an influence from the application of the copy the master technique on students' ability to write explanation texts at SMA Negeri 14 Maluku Tengah or not. In addition, the data of pretest and posttest scores in the experimental and control classes were compared to determine the difference in scores in the two classes.

In the experimental group, the researcher carried out a pretest before carrying out the learning process and conducted a posttest after the learning process. This pretest was conducted to determine the students' initial ability in writing explanation text before the explanation text material was given. The learning process in the experimental class was carried out in 2 meetings by applying copy the master learning techniques. The next stage is the process of providing material about the explanation text. After the stage of delivering the material about the explanation text was completed, the direct learning activities ended with giving the posttest to the class. The posttest was carried out with the aim of knowing the students' abilities after being presented with material about explanation texts by applying the copy the master technique.

Researchers carried out a pretest for the control class before carrying out learning and posttest after implementing learning in 2 meetings. Implementation of pretest-posttest for the control class. This pretest was conducted with the aim of knowing the students' initial abilities before the explanation text material was given. The learning process in the control class is carried out by applying the conventional learning model. After the process of delivering material regarding the explanation text is complete, the learning activities are continued by giving a posttest to the class. The purpose of this posttest was to determine the students' abilities after the researcher delivered the explanation text material.

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Independent Test Sample t-test

The purpose of the independent sample t test is to determine the difference between two unpaired or independent samples. Before testing, the data obtained must be normally distributed and homogeneous. The posttest scores of the experimental class and control class were used in this test. The following are the results of the independent sample t-test.

Table 4.5 Ouput Uji *Independent Samples Test*
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	29.370	.000	-6.798	40	.000	-19.952	2.935	-25.884	-14.020	
Equal variances not assumed			-6.798	24.300	.000	-19.952	2.935	-26.006	-13.899	

Based on these data, the analysis of hypothesis testing using the independent sample t test is as follows.
- Ho = There is no effect of copy the master learning technique, to measure students' ability in writing explanation texts at SMA Negeri 14 Maluku Tengah.
- Ha = There is an effect of copy the master learning technique, to measure the ability to write explanation text for class X SMA Negeri 27 Seram Barat

The decision making criteria for the independent samples t test is if the significance value is > 0.05 then Ho is accepted and Ha is rejected, but if the significance value is <0.05 then Ha is accepted and Ho is rejected. If tcount < ttable then Ho is accepted but if tcount > ttable then Ho is rejected. The results of the Independent samples t test on the SPSS version 20 program can be seen in table 4.10 as follows.

Based on table 4.5 it is known that the significance value in the Sig. (2-tailed) column is 0.000 or the significance value is < 0.05 (0.000 < 0.05) the sample used in this study was 42 students consisting of 21 students in the class. experiment and 21 students in the control class. The value of degrees of freedom (df) can be calculated by the formula n – 2, n is the number of samples, so (df) - 42 - 2 - 40 with an error rate of 5%.

Furthermore, it is known that the t table value for (df) 40 is 2.021. Homogeneous research data used is Equal variances assumed with tcount of 6,798. from these data, the value of tcount > ttable is 6798 > 2,021. Based on the calculation data, it can be said that Ho is rejected and Ha is accepted. So, it can be concluded that there is an effect of the Copy The Master learning technique on the ability to write explanation texts for the tenth graders of SMA Negeri 14 Maluku Tengah.

DISCUSSION

The process of implementing learning about explanation text material in two different classes with different treatments. Class XI-IPS 1 as the experimental class received treatment with explanation text material with the Copy The Master learning technique, while class XI-IPS 2 as the control class did not receive treatment using conventional learning models. The application of different learning models is very influential in the process of learning the explanation text material in the two classes.

The application of the Copy The Master learning technique made students in the experimental class very enthusiastic in the learning process. Students become more active, dare to ask if there is something they don't understand, answer every question given, be brave and able to express opinions and build good communication between fellow group mates. This Copy The Master learning technique helps students find their own information about the problems they want to find based on their abilities. In addition, students will be appointed to present the results of group work in front of the class and other group members will provide support to their friends who are presenting.

The learning process carried out in the control class is very clearly seen that students tend to be more passive in receiving material about explanation texts. Only one to two students are seen to be active in the learning process. While other students just choose to be silent and take notes on the learning materials given.

Before the two classes received material about the explanation text, the researcher gave a pretest to the two classes to determine the students' initial abilities. After doing the pretest, the researcher then delivered the material about the explanation text to the two

classes with different learning techniques. After the learning process was carried out, the researcher gave a posttest to the two classes. This posttest is given to determine the students' final abilities after the learning process. The questions for the pretest and posttest given to the experimental class are the same as those given to the control class.

The results of the pretest and posttest in the two classes have differences. The difference between the two is seen in the posttest average value of the experimental class, which is 73.57, which is higher than the posttest average value of the control class, which is 62.14 with an average difference of 11.43. In addition to this, there was an increase in the average value in the experimental class as seen from the pretest results of 53.33 and the average value of posttest results of 73.57. The difference that can be known is 20.24. So, it can be concluded that the learning process using the Copy The Master technique has a positive influence on students' ability to write explanation texts.

The application of learning techniques that were carried out differently in the two classes greatly influenced students' abilities. In the experimental class, the learning technique used is the Copy The Master technique, while in the control class, the conventional learning model is used. These two classes both receive material on explanation texts with the same time allocation. Although the learning materials delivered in the experimental class and control class are the same, there are differences in the techniques used. The use of different learning techniques is what causes the posttest results of the experimental class students to be different from the posttest results of the students in the control class.

The average posttest value of the experimental class is 73.57, which is higher than the posttest average value of the control class, which is 62.14. This result confirms that there is a difference in the average value of the two classes after being given treatment. There is an increase in the average value in the experimental class as seen from the pretest results of 53.33 and the average value of the posttest results of 73.57. The difference that can be known is 20.24.

In addition, the hypothesis testing also shows that there is a difference between the students' abilities in the experimental class and the control class, as evidenced by the results of the independent samples t test. In this test, the value of tcount > ttable is $6.798 > 2.021$ and a significance value of <0.05 ($0.000 < 0.05$). Based on that calculation, it can be said that Ho is rejected and Ha is accepted. So, it can be concluded that there is an influence of the Copy The master learning technique on students' ability to write explanation texts.

CONCLUSION

The average posttest value of the experimental class is 73.57, which is higher than the average posttest value of the control class, which is 62.14. Thus, the two classes have an average difference of 11.43. In addition, there was an increase in the average score in the experimental class as seen from the results of the pretest of 53.33 and the average value of the posttest results of 73.57. The difference that can be known is 20.24.

Normality and homogeneity tests prove that the data is normally distributed and also homogeneous. Data that are normally distributed show a significance value > 0.05. The experimental class pretest significance value ($0.455 > 0.05$), the experimental class posttest significance value ($0.198 > 0.05$), the control class pretest significance value ($0.358 > 0.05$) and the control class posttest ($0.237 > 0.05$). While homogeneous data is evidenced by a significance value of 0.935 .0.05.

The independent samples t test proved that the value obtained was < 0.05 ($0.000 < 0.05$). In addition, the value of tcount > t table is $6,798 > 2,021$.
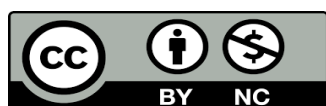
The independent samples t test proves that the research hypothesis Ho is rejected and Ha is accepted. Thus, it can be concluded that there is an effect of the Copy The Master learning technique on students' ability to write explanation texts.

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