LEARNING TO ANALYZE THE CONTENT, SYSTEMATICS AND THE PROPOSAL OF ACTIVITIES USING THE PEER LESSON MODEL IN CLASS XI STUDENTS OF SMAN 18 BANDUNG ACADEMIC YEAR 2017-2018

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Abstract

Education is a conscious and planned effort to realize the learning atmosphere and the learning process for students to actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. In this connection, researchers interested in conducting learning research analyze the content, systematics and linguistics of activity proposals by using the peer lesson model for students in Class XI of SMAN 18 Bandung in the academic year 2017-2018. The author formulates the problem that the authors propose, namely: 1) Can the author carry out learning to analyze the content, systematics and linguistics of activity proposals using the Peer Lesson Model in class XI SMA 18 Bandung ?; 2) Can students in class XI SMA Negeri 18 Bandung follow the learning to analyze activity proposals correctly and correctly ?; 3) Effective is the Peer Lesson Model applied in learning to analyze activity proposals in class XI SMA 18 Bandung ?; 4) Are there differences in learning abilities to analyze the content, systematics and linguistics of activity proposals in the experimental class and control class ?; 5) Is there an increase in learning to analyze content, mathematics and language in the experimental class and control class? The method used by the author is a quasi-experimental research method and uses the Nonequivalent Control Group Design research design with data collection techniques by giving essay tests and data processing techniques by means of N-Gain or Improved Pretest and Posttest Value. There are also the results of his research, namely: 1) The author is able to plan, implement, and assess learning to analyze, content, systematics and linguistics of activity proposals by using the peer lesson model in class XI students of SMAN 18 Bandung academic year 2017/2018. This is proven based on the results of the assessment of planning, and the implementation of analyzing learning, content, systematics and linguistics of activity proposals from Indonesian Language and Literature teachers. The results of the author's learning planning assessment are, 3.75 with a very good value category (A) in accordance with the assessment category that has been applied so that the preparation and implementation of the author's learning can be stated very well meaning that the author is considered feasible to conduct research; 2) Students of class XI Science 1 of SMAN 18 Bandung are able to analyze, content, and linguistic proposals for activities using the peer lesson model. This is evident from the average value of pretest and posttest. So the difference between the average pretest and posttest scores is 26.29. These results prove that the ability to analyze activity proposals in class XI IPA 1 students of SMAN 18 Bandung has increased; 3) The effective peer lesson model is used in learning to analyze the text of the activity proposal in class XI IPA 1 students of SMAN 18 Bandung. This is evident from the results of significant differences between the experimental class and the control class, and the difference between the pretest and posttest results of the experimental class and the control class, so that there is an increase in the average value in the experimental class of 80.32 greater than the control class which only experienced increase 66.29. Thus, it can be concluded that the peer lesson model is more effectively used in learning to analyze the content, systematics and linguistics of activity proposals for students of SMAN 18 Bandung.

Keywords: Learning to analyze content, systematics, language, activity proposal, Peer Lesson Model.