

# The Development of Building Paragraph Learning based-Constructivism Model of Students of FKIP Unismuh Makassar

Munirah<sup>a</sup>, Tadjuddin Maknum<sup>b</sup>, Muh. Darwis<sup>c</sup>, Nurhayati<sup>d</sup>

<sup>a</sup>Faculty of Education, Universitas Muhammadiyah Makassar, Makassar Sul-Sel, Indonesia

<sup>bcd</sup>Faculty of Education, Universitas Hasanuddin Makassar, Makassar Sul-Sel, Indonesia

---

**Abstract:** This research aims to create an effective learning model to improve the ability of students of education and Indonesia literature department, Unismuh Makassar, in building Indonesian paragraph. This research applied kualitative and kuantitative method (mixed method) which is an elaboration research by using constructivism paradigm. The developmental method used in this research was an adaptation and modification of R2D2 by Willis (1995). Techniques of data collection in this research were observation, action test, questionnaire, interview and documentation. The finding of this research was the result of validity test showed that the MPBK model met the criteria of validity. All validators stated that (1) The developmental MPKB model was based on the consideration of valid theories. (2) the components of MPKB model with P2RE type had consistently a relevance with good category. It found as well that MPBK learning model with P2RE type met the criteria of effectiveness, it was proved by the effectiveness testing of MPBK model with P2RE type. This research stated it because it found that the lecturers' ability in managing the learning process which followed MPBK learning model with P2RE type was categorized as good. The percentage of the lecturers' activities by using MPBK learning model with P2RE type was 85 % while the percentage of students' activities was 81 %.

**Keywords:** Development, Teaching, Learning, Constructivism and the Ability of Building Paragraph.

---

## 1. Introduction

MPKB learning model with P2RE type is a learning model of building paragraph based constructivism with preparation, organizing, reflection and evaluation. Martin et.al (1994) and Mustadji (2005) stated that constructivistic is a strategy in learning which gives an opportunity to the students in constructing and or building their own knowledge actively, exploits the source of learning creatively and gives an opportunity to the students for collaborating. According to Willis in Pujiastuti (2007), the design of developmental learning model has 7 characteristics namely (1) The process of development is recursive, non-linear and sometimes chaotic; (2) The planning is organized, developed, reflective and collaborative; (3) The purpose is not the guide of the activity in the design process; (4) it does not need a test from the expert of the general instructional design; (5) it emphasizes learning in the meaningful context; (6) Formative evaluation result is a critique of the learning; (7) Subjective data is most valuable data. While Nieven (1999) and Plomp (1997) stated that development is investigating systematically to design, develop and evaluate the program, process and product of the learning which are effective, practical and validity accepted. Willis (2001) said that procedure of development in designing a learning model has three activities which is focused and can be applied linearly.

Relating to the theories above, it can be said that learning model is a pola or conceptual framework which describes the procedure systematically in organizing the learning process to reach the goal. It functions as a guide in planning and conducting the learning process. On the other hand, the ability of building paragraph is an ability to propose idea in a paragraph wich keeps together with a simple language by using writing hine. Because of that, paragraph can be though as an opus consisted of one or some related sentences cohesively and completly. It finally can build one unity of thought. While constructivism is a base of thought used in constectual learning with the built up knowledge by the human peacemeal (Ploomp, 1994: Willis 1995). The knowledge is acquired from the construction of the students themselves.

Manser cited Zenurrahman (2001), Paragraph is an instrument to communicate letterally with the result that be the most fundamental thing in a writing. According to Syafi'ie (1988), paragraph can be looked as an opus in a mini form but still contains the same characteristics and be complete. Because of that, paragraph is a complete opus contained three aspects (content, rhetoric and linguistic aspect). A single paragraph is a part of an opus. It is stated in a such a way because if we

look the content, the main point of it is proposed in a paragraph which is a detail of opus content. Tompkins and Hoskinson (1994) and Suyanto and Yunus (2002) suggested their opinion about the importance of learning in terms of writing skill. There are a lot of advantageous of writing. They are (1) Improving the perspicacity, (2) Developing imagination and creativity, (3) Shining up the audacity and (4) Encouraging to know and to have the information.

## **2. LITERATURE REVIEW**

According to Darwis (2011), unsuccessful teaching Indonesian has been complained since the independence era until now. It makes Akhadiah et.al. (1995) had a notion that teaching speech skill should be emphasized on the knowledge of linguistic so that it is suggested to practice and consult intensively. As the theory of Piaget about Cognitive learning in psychology such as constructivist theories of learning or cognitive-mediational view. This theory tends to direct the students to find and transform the complex information by themselves, to recheck new information with old rules and revise them if they are not appropriate anymore (Slavin, 1994). In terms of it, Piaget thought that development is mostly determined by the active interaction of the children with their environment and knowledge comes from the action such as social interaction. It might be with their friends in the same age especially for proposing or telling an idea and discussing will help to clarify their thinking more logically in a writing of paragraph (Brawn, 2007; Nur, 1998; Slavin, 2000).

According to Slavin (1997) and Ormord (1995), cognitive concept is derived from the principle of Vygotsky theory about emphasis of sociocultural nature and ZPD. It means that cognitive refers to the process in which someone is studying phase to phase to have competence by interacting with experts. Expert means someone who masters the problems learned like in learning model of building paragraph. Eventhough Piaget's point of view is different from Vygotsky's, the differences fit out each other. Learning Indonesian can be seen both as a process of individual actively and as a process of social interaction. Based on some researches like Pujiastuti (2007) showed that design of developmental research of R2D2 model is in accord with research of Indonesian learning based-constructivism. Besides Sa'diya (2008) dan Von (1990) in their investigation found that learning model refers to constructivistic and constructivism which are stated as valid and successful.

The other point of views come from Glaserfeld in Supomo (1997) and Brooks and Brooks (1993). They said that constructivism is one of philosophy emphasized on formation of our own knowledge because individual knowledge is non-objective. It is concrete, collaborative, reflective and interpretative in building an opus. Teaching means managing the environment in order that the learners are motivated in finding the meaning and appreciate the erratic things. Relating to this, Brunner (1966) and Gega (1994) stated that in the learning with constructivism, it is needed a strategy to encourage the learners by having an experiment in order to find their own principles and concepts.

## **3. METHODOLOGY**

This research applied kuantitive and kualitative method (Mixed Methods). It is an elaboration research with constructivism paradigm. Method of development used in this research was adaptation and modification from R2D2 by Willis (1995). Technique of data collection used in this research was observation, action test, questionnaire, interview and documentation (Dey, 1993; Cozby, 2009; Yin, 2008; Creswell, 2007, 2010). Design developing model in building paragraph has characteristics namely reflective, recursive, participative and collaborative. The aim of development is determined by a particular criterion. Some criteria for effectiveness used in this research were students activities and the atmosphere of the class, students responses, and the result of their studies. The ability of the students in building paragraph should be described before determining the criteria for effectiveness.

There was an observation conducted to see the process of learning and it become kuantitive and kualitative data (Mixed Method). It has some steps like: (1) Conducting pre-test, (2) Conducting learning process in building Indonesian paragraph by applying learning model used by lecturers, (3) Observing, describing, analysing and discussing verbal and non-verbal data when the research was running to find the ability students in building paragraph and (4) Conducting post-test. Next steps are analysing the learning of building paragraph. Those steps are (1) analyzing the students' writing based on the theory which contains cognitive, affective and psychomotoric aspect. It is intended to describe kualitatively the ability of the students in building the paragraph, (2) assessing the writing of the students based on assessment criteria to have the kuantitative data.

There were 91 students as the samples of the research in the first treatment. Those students were divided in the some classes. Class A is 35 students, Class C is 30 students and class E is 26 students. There are 87 students in the second treatment which are grouped in class B with 33 students, class D with 32 students and class F with 22 students. The first

treatment was conducted in April to June 2012 and the second treatment was in October to December 2012. Implementation of building paragraph learning based-constructivism model was done by three lecturers and observed by two observers who were the researcher himself and the lecturer of language and Indonesian literature. The results of treatment include the implementation of lesson plan, students and lecturers activities, the test of students' learning result and the responses of students toward learning model which was being developed.

#### 4. RESEARCH FINDINGS

##### 4.1 The Implementation of Developing Model

The lecturers gave a pre-test before conducting the treatment which used MPKB model. The pre-test aimed to know the prior knowledge of the students in building paragraph based constructivism. Some aspects that will be analyzed in building narrative paragraph are the relevance of the content, the plot of the story based on time, organized idea, developing paragraph, elements of paragraph and the condition of paragraph. All the six aspects are the parameter of writing to improve the ability of the students in building paragraph based constructivism.

##### 4.1.1 The Result of Pre-Test

The scores of pre-test result can be seen as follows:

**Tabel 4.1.1. Statistical Scores of Pre-Test**

Statistic	Scores		
	Class A	Class C	Class E
Subject of the Research	35	30	26
Ideal Maximum Scores	100	100	100
Mean Score	55,00	55,50	51,67
The Highest Score	78,5	75	68,5
The Lowest Score	33,5	28,5	26,5
The Range of score	45	46,5	42

Table 4.1 showed that the pre-test mean score of the students in class A was 55.00, class C was 55.50 and class E was 51.67. The ideal score is 100. The highest score for class A was 78.5, class C was 75 and class E was 68.5. the lowest score in class A was 33.5, class C was 28.5 and class E was 26.5. if the pre-test score is converted into five categories, it will find the distribution of frequency and the percentage of the scores which can be seen as follows:

**Tabel 4.1.2. The Distribution of Frequency and Percentage of Students' Pre-test Scores**

No	Score	Category	Class A		Class C		Class E		Accumulation	
			Frequency	(%)	Frequency	(%)	Frequency	(%)	Frequency	(%)
1.	0-34	Very Low	1	2,85	2	6,66	2	7,69	5	6,74
2.	35-54	Low	15	42,86	14	46,66	14	53,84	43	40,44
3.	55-64	Average	6	17,14	5	16,66	1	3,84	12	17,41
4.	65-84	High	13	37,14	9	30	9	34,61	31	35,39
5.	85-100	Very High	0	0	0	0	0	0	0	0

Table 4.2 showed that 35 students in class A were categorized in the different category. One student (2.85%) was categorized as "Very Low", 15 students (42.86%) were in "Low", 6 students (17.14%) were in "Average". It was caused by the students ability in answering essay test was poor. One of the weaknesses of the students is students were not able to parse four kinds of paragraph comprehensively. So were they in answering the test to make the argumentative paragraph. 13 students (37.14%) were in "High" category and none of student was categorized as "Very High". Based on the percentage, the number of students who were categorized as pass is still low.

In class C, there were 2 students (6.66%) were categorized as "Very Low", 14 students (46.66%) were categorized as "Low", 5 students (16.6%) were categorized as "Average". Those number of students who were categorized as not pass in

goal achievement of pre-test was caused by the ability of the students that not understand the elements of building paragraph and its conditions. Their thinking which does not understand about elements and conditions of building paragraph makes them low. There were 9 students (30%) were categorized as “High” and none of student was categorized as “Very High”. All the 9 students got score which is up to the average.

The number of students in class E was 26 students. There were 2 students (7.69%) were categorized as “Very Low”, 14 students (53.84%) were in “Low” category, 1 student (3.84%) were in “Average”. The intensity of the students who did not pass in achieving the pre-test score is 17 students. It is because the students could not explain yet the characteristic of all 4 kinds of paragraph and the building of paragraph was not complete yet in explaining facts inductively, organizing ideas and developing the paragraph. There were 9 students (34.61%) were categorized as “Very High”.

It can be stated in general that the score of the students were low especially for argumentative paragraph in the first treatment. It happened because in answering the test, they only copied the example of paragraph which was in multiple choice test into the essay test. They were not able yet to build an argumentative paragraph by themselves. It makes the students could not achieve the score maximally.

**Table 4.1.3. The Description of Passing Grade of Students’ Pre-Test**

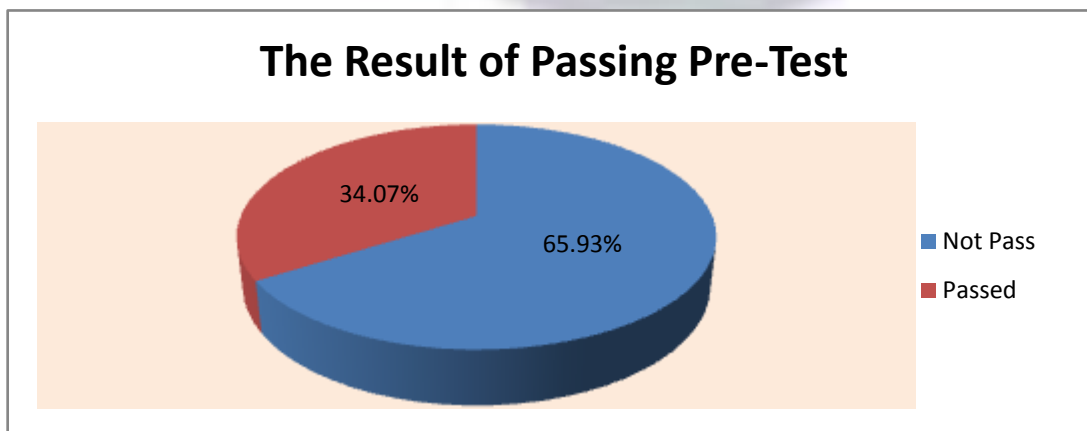
No	Score	Category	Passing Grade					
			Class A		Class C		Class E	
			Frecuen cy	(%)	Frecuen cy	(%)	Frecuen cy	(%)
1	0-64	Incomplete	22	62,86	21	70	17	65,38
2	65-100	Complete	13	37,14	9	30	9	34,62

Based on the table 4.3 above, it can be seen that there were 22 students (62.86%) from 35 students of class A did not pass and 13 students (37.14%) passed. In class C, 21 students (70%) did notpass and 9 students (30%) passed. In class E, 17 students (65.38%) did not passl and 9 students (34.62%) passed.

**Table 4.1.4. The Frequency of Pre-Test in Building Paragraph**

No.	Score	Category	Frequency	percentage
1	0-64	Not Passed	60	65,93
2	65-100	Passed	31	34,07

The passing pretest can be seen in the following illustration:



Based on the table 4.6 above, there were 60 students (65.93%) from 91 students did not pass in learning and 31 students (34.07%) passed. This means the result of pre-test are not satisfying. Thereby, there are still 60 students need to improve.

#### 4.2 The Result of Lecturers' Activities in Learning Process

The observation of lecturers' activities since the applying of MPBK-P2RE model was conducted by two observers. There were three observed aspects. They are introduction, content and closing. Introduction involves five aspects while the content part explains 11 aspects. The closing part involves two aspect. So, there are 18 aspects which are observed when the learning process was running. It shows that there is an improvement of lecturers' activities in applying those observed aspects which relates to the applying MPBK learning model with P2RE type. In the wholistic point of view, the result of the observation can be seen as follows:

**Table 4.2.1 The Observation Result of Lecturers' Activities in the First Treatment**

No	Meeting	Classes								
		A			C			E		
		P1	P2	Mean Scores	P1	P2	Mean Scores	P1	P2	Mean Scores
1	I	3,32	2,7	3,01	3,25	2,5	2,88	3,21	2,54	2,88
2	II	3,36	2,8	3,08	3,48	2,61	3,05	3,32	2,64	2,98
3	III	3,61	2,8	3,21	3,44	2,57	3,01	3,46	3,04	3,25
4	IV	3,5	3	3,25	3,48	2,75	3,12	3,46	3,29	3,38
5	V	3,64	3,5	3,57	3,5	3,29	3,40	3,5	3,46	3,48
6	VI	3,68	3,7	3,69	3,48	3,46	3,47	3,57	3,71	3,64
7	VII	3,75	3,6	3,68	3,29	3,64	3,47	3,54	3,79	3,67
8	VIII	3,79	3,8	3,80	3,54	3,93	3,74	3,71	3,96	3,84
<b>Mean Scores</b>		<b>3,52</b>	<b>3,23</b>	<b>3,38</b>	<b>3,40</b>	<b>3,12</b>	<b>3,27</b>	<b>3,50</b>	<b>3,28</b>	<b>3,38</b>

Notes: P1 = First Observer  
P2 = Second Observer

Table 4.2.1 showed that the first observer gave 3.32 in the first meeting of class A and the second observer gave 2.7. the mean score of it was 3.01. In the class C, the first observer gave 3.25 and the second one gave 2.5. The mean score was 2.88. The last class is class E. The first observer gave 3.21 and the second one gave 2.54 so the mean score was 2.88. While in the second meeting, the first observer in class A gave 3.36 and the second observer gave 2.8. The mean score was 3.08. different score appeared in class C. The first observer gave 3.48 and the second one gave 2.61. it can be concluded that the mean score was 3.05. In class E, the first observer gave 3.32 and the second one did 2.64 so the mean score was 2.98.

There was an improvement in the third meeting. In class A, the first observer found 3.61 and the second one was 2.8 (mean score was 3.21). In the class C, the first observer found 3.44 and the second one did 2.57 (mean score was 3.01). The third class was class E. The first and the second observer found 3.46 and 3.04 so the mean score was 3.25. Then, in the fourth meeting the improvement kept going but in the first observer of class A. In the class A the first observer found 3.5 and the second one did. The mean score was 3.25. In class , the first observer found 3.48 and the second one did 2.75 so the mean score was 3.12. The last class was class E. The first and the second observer found 3.46 and 3.29 so the mean score was 3.38.

The firs and the second observer found 3.64 and 3.5 in the class A of the fifth meeting. The mean score was 3.57. In class C, the first and the second observer found 3.5 and 3.29 so the mean score was 3.4. The first and the second observer in class E found 3.5 and 3.46. The mean score was 3.48. While in the sixth meeting, the first and the second observer in class A found 3.68 and 3.7. The mean score was 3.69. In class C, the first observer found 3.48 and the second one did 3.46 so the mean score was 3.47. In class E, the first and the second observer found 3.57 and 3.71. The mean score of this class was 3.64.

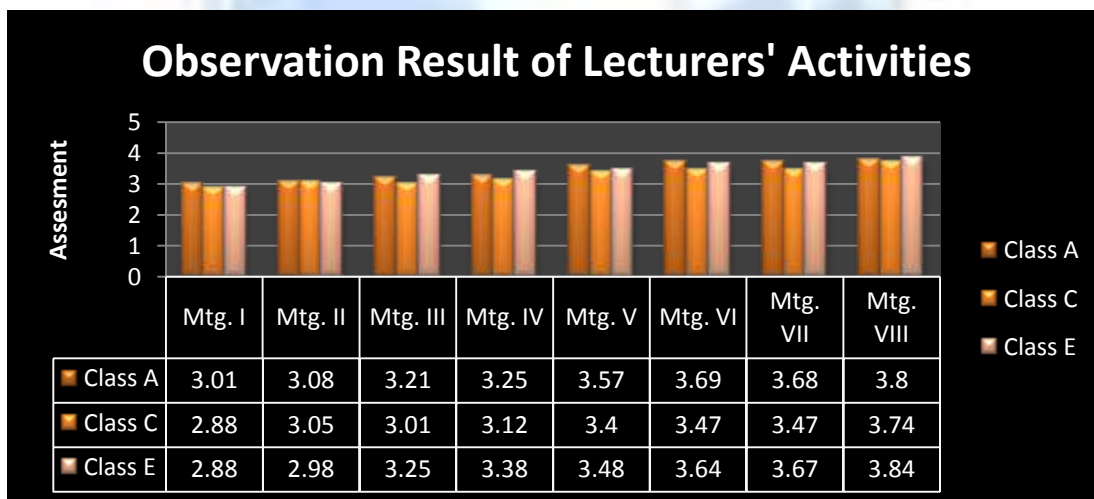
The other score found by the observer was in the seventh meeting. The first and the second observer found 3.75 and 3.6 in class A. The mean score was 3.68. In class C, the first observer found 3.29 and the second one found 3.64 so the mean score was 3.47. Then, in the class E the first and the second observer found 3.54 and 3.79. The mean score was 3.67. In the last meeting namely the eighth meeting the observers found the different score. In class A, the first and the second observer found 3.79 and 3.8 with the mean score was 3.8. In class C, the first observer found 3.54 and the second one found 3.93 so the mean score was 3.74. The last class was class E in which the first and the second observer found 3.71 and 3.96. The mean score was 3.84.

By analyzing the explanation above, the data could tell the cumulative of mean score from the first meeting to the eighth meeting. In class A, the cumulative score did by the first observer was 3.52 and the second observer did 3.23. So the mean score from both was 3.38. While in class C, the first and the second observer found 3.40 and 3.12 as a cumulative score so the mean score was 3.27. The last class was C where the first and the second observer found 3.50 and 2.28 so the cumulative mean score of both observer in this class was 3.38.

**Tabel 4.2.2 The Observation Cumulative Result of Lecturers Activities of the First Treatment**

No	Meetings	Classes		
		A	C	E
		Mean Scores	Mean Scores	Mean Scores
1	I	3,01	2,88	2,88
2	II	3,08	3,05	2,98
3	III	3,21	3,01	3,25
4	IV	3,25	3,12	3,38
5	V	3,57	3,40	3,48
6	VI	3,69	3,47	3,64
7	VII	3,68	3,47	3,67
8	VIII	3,80	3,74	3,84
<b>Mean Scores</b>		<b>3,38</b>	<b>3,27</b>	<b>3,38</b>

The observation result can be illustrated in the grafic below:



Based on the table and grafic above, it can be seen that there were eight meetings conducted by the observers. In the first meeting, class A got 3.01, class C got 2.88 and class E got 2.88. The second meeting, class A got 3.08, class C got 3.05 and class E 2.98. In the third meeting, class A, C and E got 3.21, 3.01 and 3.25. In te fourth meeting class A, C and E got 3.25, 3.12 and 3.38. In the fifth meeting class A got 3.57, class C got 3.4 and class E 3.48. The sixth meeting, it can be seen that class A got 3.69, class C 3.47 and class E got 3.64. In the seventh meeting, class A got 3.68, class C got 3.47 and class E got 3.67. The last meeting is the eighth meeting. Class A, C and D got 3.8, 3.74 and 3.84. relating to this data, it can be concluded that the cumulative scores starting from the first meeting to the last meeting are class A was 3.38, class C was 3.27 and class E 3.38.

4.3 The Result of Students' Learning Process

Tabel 4.3.1 The Observation Result of Students' Activities

N O	Category		The First Treatment Classes								
			Class B			Class D			Class F		
	Observers		A	KA	TA	A	KA	TA	A	KA	TA
1	Pay attention to the lecturers explanation and notice some important things.	P <sub>1</sub>	89,07	9,23	1,7	91,63	6,63	1,73	90,80	91,36	8,63
		P <sub>2</sub>	93,23	5,79	0,98	88,71	9,26	2,03	87,49	91,36	8,18
		<b>Rt.</b>	<b>91,15</b>	<b>7,51</b>	<b>1,34</b>	<b>90,17</b>	<b>7,95</b>	<b>1,88</b>	<b>89,15</b>	<b>91,36</b>	<b>8,41</b>
2	Reading The material	P <sub>1</sub>	92,14	91,63	6,4	92,59	5,77	1,65	89,58	90,45	9,09
		P <sub>2</sub>	90,5	93,28	4,77	90	8,21	1,79	87,09	90,91	818
		<b>Rt.</b>	<b>91,32</b>	<b>92,46</b>	<b>5,59</b>	<b>91,30</b>	<b>6,99</b>	<b>1,72</b>	<b>88,34</b>	<b>90,68</b>	<b>8,64</b>
3	Asking question/ stating their opiion to their lecturers or friends.	P <sub>1</sub>	92,19	6,76	1,05	91,56	8,56	0,37	89,09	10,45	0,45
		P <sub>2</sub>	88,13	11,87	0,64	88,95	10,6 7	0,38	89,54	9,54	0,91
		<b>Rt.</b>	<b>90,16</b>	<b>9,32</b>	<b>0,85</b>	<b>90,26</b>	<b>9,62</b>	<b>0,38</b>	<b>89,32</b>	<b>10,00</b>	<b>0,68</b>
4	Working on the assignment of LKM in a group	P <sub>1</sub>	91,96	6,37	1,67	89,36	10,2 2	0,41	87,27	12,27	0,45
		P <sub>2</sub>	90,4	8,63	0,98	88,22	11,4 1	0,36	90,45	9,54	0
		<b>Rt.</b>	<b>91,18</b>	<b>7,5</b>	<b>1,33</b>	<b>88,79</b>	<b>10,8 2</b>	<b>0,39</b>	<b>88,86</b>	<b>10,91</b>	<b>0,23</b>
5	Presenting the result of group work.	P <sub>1</sub>	90,62	8,01	1,37	91,99	7,67	0,35	90	9,09	0,91
		P <sub>2</sub>	89,74	5,59	9,67	88,21	11,4 5	0,35	89,09	10	0,91
		<b>Rt.</b>	<b>90,18</b>	<b>6,8</b>	<b>5,52</b>	<b>90,10</b>	<b>9,56</b>	<b>0,35</b>	<b>89,55</b>	<b>9,55</b>	<b>0,91</b>
6	Answering/p ercieve the questions from lecturers or friends	P <sub>1</sub>	90,91	7,11	2	91,28	8,36	0,37	88,63	10,91	0,45
		P <sub>2</sub>	89,74	9,26	0,66	88,25	10,2 9	1,46	87,73	11,82	0,45
		<b>Rt.</b>	<b>90,50</b>	<b>8,19</b>	<b>1,33</b>	<b>89,77</b>	<b>9,33</b>	<b>0,92</b>	<b>88,18</b>	<b>11,37</b>	<b>0,45</b>
7	Relevant students' activity oof teaching and learning process.	P <sub>1</sub>	92,63	5,74	1,63	90,15	7,65	1,54	91,82	8,18	0
		P <sub>2</sub>	91,04	7,99	0,97	88,25	11,4 0	0,35	88,64	9,91	0,45
		<b>Rt.</b>	<b>91,84</b>	<b>6,87</b>	<b>1,3</b>	<b>89,20</b>	<b>9,53</b>	<b>0,95</b>	<b>90,23</b>	<b>9,05</b>	<b>0,23</b>

Table above showed that there were seven observed aspects conducted by two observers. The first aspect is paying attention to the lecturers' explanation and noticing some important things. In the class B, the first observer at active category found 89.07, at less active category found 9.23 and at not active category found 1.7. The second observer found 93.23 as active category, 5.79 as less active category and 0.98 as not active category. The mean score of both assesment of the observers was 91.15 categorized as active, 7.51 categorized as less active and 1.34 categorized as not active. In the class D, the first observer found 91.63 categorized as active, 6.63 categorized as less active and 1.73 categorized as not active. The second observer found 88.71 categorized as active, 9.26 categorized as less active and 2.03 categorized as not active. The mean

score of it was 90.17 categorized active, 7.95 categorized as less active and 1.88 categorized as not active. In the class F, the first observer found 91.36 categorized as active, 8.63 categorized as less active and 0 categorized not active. The second observer found 91.36 categorized as active, 8.18 categorized as less active and 0.45 categorized as not active. The mean scores were 91.36 categorized as active, 8.41 categorized less active and 0.23 categorized as not active.

The second aspect is reading the material. The first observer of class B found 91.63 categorized as active, 6.4 categorized as less active and 2 categorized as not active. The second observer of this class found 93.28 categorized as active, 4.77 categorized as less active and 1.3 categorized as not active. The mean scores of both observers were 92.46 categorized as active, 5.59 categorized as less active and 1.65 categorized as not active. In the class D, the first observer found 92.59 categorized as active, 5.77 categorized as less active and 1.65 categorized as not active. The second observer found 90 categorized as active, 8.21 categorized as less active and 1.79 categorized as not active. The mean scores of both observers were 91,30 categorized as active, 6,99 categorized as less active and 1,97 categorized as not active. The first observer for class F found 90,45 categorized as active, 9,09 categorized as less active and 0,45 categorized as not active. The second observer found 90,91 categorized as active, 8,18 categorized as less active and 0,91 categorized as not active. The mean scores were 90,68 categorized as active, 8,64 categorized less active and 0,64 categorized as not active.

The third aspect is asking question/ stating their opinion to their lecturers or friends. The first observer of class B found 92,19 categorized as active, 6,76 categorized as less active and 1,05 categorized as not active. The second observer of this class found 88,13 categorized as active, 11,87 categorized as less active and 0,64 categorized as not active. The mean scores of both observers were 90,16 categorized as active, 9,32 categorized as less active and 0,85 categorized as not active. In the class D, the first observer found 91,56 categorized as active, 8,56 categorized as less active and 0,37 categorized as not active. The second observer found 88,95 categorized active, 10,67 categorized as less active and 0,38 categorized as not active. The mean scores of both observers were 90,26 categorized as active, 9,62 categorized as less active and 0,38 categorized as not active. The first observer for class F found 89,09 categorized as active, 10,45 categorized as less active and 0,45 categorized as not active. The second observer found 89,54 categorized as active, 9,54 categorized as less active and 0,91 categorized as not active. The mean scores were 89,32 categorized as active, 10,00 categorized less active and 0,68 categorized as not active.

The fourth aspect is Working on the assignment of LKM in a group . The first observer of class B found 91,96 categorized as active, 6,37 categorized as less active and 1,67 categorized as not active. The second observer of this class found 90,4 categorized as active, 8,63 categorized as less active and 0,98 categorized as not active. The mean scores of both observers were 91,18 categorized as active, 7,5 categorized as less active and 1,33 categorized as not active. In the class D, the first observer found 89,36 categorized as active, 10,22 categorized as less active and 0,41 categorized as not active. The second observer found 88,22 categorized active, 11,41 categorized as less active and 0,36 categorized as not active. The mean scores of both observers were 88,79 categorized as active, 10,82 categorized as less active and 0,39 categorized as not active. The first observer for class F found 87,27 categorized as active, 12,27 categorized as less active and 0,45 categorized as not active. The second observer found 90,45 categorized as active, 9,54 categorized as less active and 0 categorized as not active. The mean scores were 88,86 categorized as active, 10,91 categorized less active and 0,23 categorized as not active.

The fifth aspect is Presenting the result of group work. The first observer of class B found 90,62 categorized as active, 8,01 categorized as less active and 1,37 categorized as not active. The second observer of this class found 89,74 categorized as active, 9,59 categorized as less active and 0,67 categorized as not active. The mean scores of both observers were 90,18 categorized as active, 8,8 categorized as less active and 1,02 categorized as not active. In the class D, the first observer found 91,99 categorized as active, 7,67 categorized as less active and 0,35 categorized as not active. The second observer found 88,21 categorized active, 11,45 categorized as less active and 0,35 categorized as not active. The mean scores of both observers were 90,10 categorized as active, 9,56 categorized as less active and 0,35 categorized as not active. The first observer for class F found 90 categorized as active, 9,09 categorized as less active and 0,91 categorized as not active. The second observer found 89,09 categorized as active, 10 categorized as less active and 0,91 categorized as not active. The mean scores were 89,55 categorized as active, 9,55 categorized less active and 0,91 categorized as not active.

The sixth aspect is Answering/percieve the questions from lecturers or friends. The first observer of class B found 90,91 categorized as active, 7,11 categorized as less active and 2 categorized as not active. The second observer of this class found 89,74 categorized as active, 9,26 categorized as less active and 0,66 categorized as not active. The mean scores of both observers were 90,50 categorized as active, 8,19 categorized as less active and 1,33 categorized as not active. In the class D, the first observer found 91,28 categorized as active, 8,36 categorized as less active and 0,37 categorized as not active. The second observer found 88,25 categorized active, 10,29 categorized as less active and 1,46 categorized as not active. The mean scores of both observers were 89,77 categorized as active, 9,33 categorized as less active and 0,92



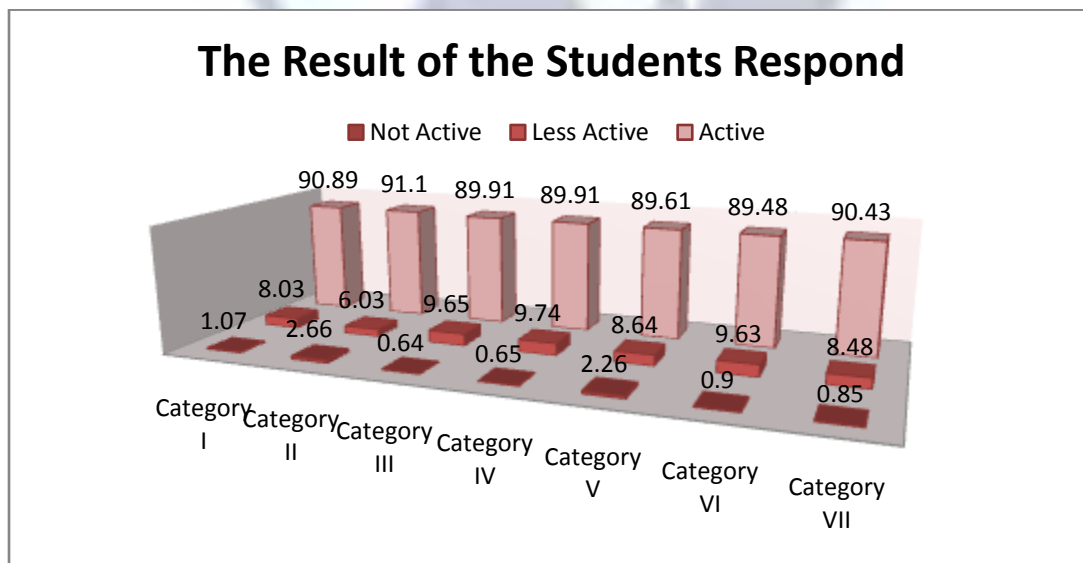
categorized as not active. The first observer for class F found 88,63 categorized as active, 10,91 categorized as less active and 0,45 categorized as not active. The second observer found 87,73 categorized as active, 11,82 categorized as less active and 0,45 categorized as not active. The mean scores were 88,18 categorized as active, 11,37 categorized less active and 0,45 categorized as not active.

The seventh aspect is Relevant students' activity of teaching and learning process. The first observer of class B found 92,63 categorized as active 5,74, categorized as less active and 1,63 categorized as not active. The second observer of this class found 91,04 categorized as active 7,99 categorized as less active and 0,97 categorized as not active. The mean scores of both observers were 91,84 categorized as active, 6,87 categorized as less active and 1,3 categorized as not active. In the class D, the first observer found 90,15 categorized as active, 7,65 categorized as less active and 1,54 categorized as not active. The second observer found 88,25 categorized active, 11,40 categorized as less active and 0,35 categorized as not active. The mean scores of both observers were 89,20 categorized as active, 9,53 categorized as less active and 0,95 categorized as not active. The first observer for class F found 91,82 categorized as active, 8,18 categorized as less active and 0 categorized as not active. The second observer found 88,64 categorized as active, 9,91 categorized as less active and 0,45 categorized as not active. The mean scores were 90,23 categorized as active, 9,05 categorized less active and 0,23 categorized as not active.

**Table 4.3.2 Students' Activities Result**

No	Categories	Cummulative Average		
		A	KA	TA
1	Pay attention to the lecturers explanation and notice some important things.	90,89	8,03	1,07
2	Read the material	91,1	6,03	2,66
3	Asking question/ stating their opinion to their lecturers or friends.	89,91	9,65	0,64
4	Working on the assignment of LKM in a group	89,61	9,74	0,65
5	Presenting the result of group work.	89,94	8,64	2,26
6	Answering/percieve the questions from lecturers or friends	89,48	9,63	0,90
7	Relevant students' activity of teaching and learning process.	90,43	8,48	0,85

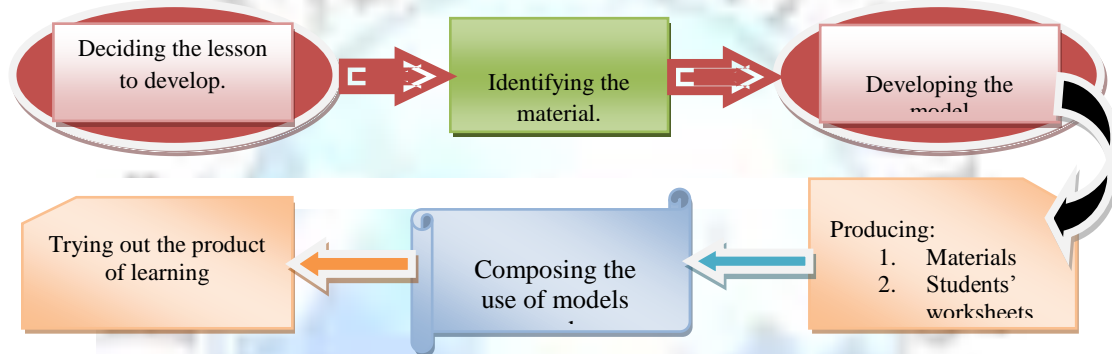
The result of the students respond is illustrated in the following graph :



Based on the tabel and the graph above, there are seven categories that being observed by two observers. The first aspect is “Pay attention to the lecturers explanation and notice some important things” with the cummulative average 90.89 categorized as active, 8,03 categorized as less active, and 1,07 categorized as not active. The second aspect is “Read the materials” with the cummulative average 91,1 categorized as active, 6,03 categorized as less active, and 2,66 categorized as not active. The third aspect is “Asking question/ stating their opinion to their lecturers or friends” with the cummulative average 89,91 categorized as active, 9,65 categorized as less active, and 0,64 categorized as not active. The fourth aspect is “Working on the assignment of LKM in a group” with the cummulative average 89,61 categorized as active, 9,74 categorized as less active, and 0,65 categorized as not active. The fifth aspect is “Presenting the result of group work” with the cummulative average 89,94 categorized as active, 8,64 categorized as less activ, and 2,26 categorized as not active. The sixth aspect is “Answering/percieve the questions from lecturers or friends “ with cummulative average 89,48 categorized as active, 9,63 categorized ad less active. And 0,90 categorized as not active. The seventh aspect is “Relevant students’ activity of teaching and learning process” with cummulative average 90,43 categorized as active, 8,48 categorized as less active, and 0,85 categorized as not active.

#### 4.4 The Composing of MPBK Learning Model with P2RE Type

The procedure of MPBK model with P2RE Type development, refers to Indonesia Curricula of Language and Indonesian Literature. The lesson is Writing Skill. The developmental model of Learning which is meant can be described as follows:



**Figure 4.1 The Procedure of MPBK Learning Development**

In designing the MPBK model with P2RE type, there are some steps should be followed. The first step is deciding the participated team as the observer of learning and as the teacher. Then, analyzing the material in learning manual book of writing. It helps to find the main topics of learning especially in building paragraph. After that, the indicator of assesment should be decided to improve, to describe, to assess based on the existed theory and the ways of analyzing focused on cognitive, affective and psicomotoric aspect. Finally, a plan of learning to build the paragraph is made up for the students of Education and Indonesian Literature in the fourth semester. The second step is choosing the development environment or development location namely FKIP, Education and Indonesian Literature Department in the fourth semester. It consists of six classes. Next is preparing learning tools, material, students’ worksheets and research instrument. The third step is trying out the product and evaluating the learning to build paragraph. The try out is adjusted by some principles of MPBK learning model with P2RE type. Meanwhile, to see the learning process, some steps are conducted in the folowing steps: (1) conducting pre-test, (2) conducting a learning by applying P2RE model namely preparation, organizing, reflecting and evaluating, (3) observing, describing, analyzing and discussing the verbal and non-verbal data while the research is running to exploit the students’ ability during the learning process and (4) conducting post-test.

#### 5. Conclusion

Findings and discussion of the research conclude that the result of MPBK model with P2RE type development which is developed in this research qualified the criteria of validity and effectiveness of this model. This learning model based constructivism is categorized as good. It means that the process of developing is qualified the criteria of validity and effectiveness. The next is the applying result of model distribution is qualified as well. The effectiveness based on the result of learning by analyzing the post-test and the students work, lecturers’ activities and students’ activities. The learning result of students can be seen in the try out or treatment. In the first treatment of narrative paragraph was 77.60, descriptive paragraph was 81.25, expository paragraph was 82.34 and argumentative paragraph was 74.21. In the second treatment, the result of work are narrative paragraph was 79.74, descriptive paragraph was 81.43, expository paragraph was 83.15 and

argumentative paragraph was 82.56. In general, the results of work in narrative, descriptive, expository and argumentative paragraph were 78.67, 81.34, 82.75 and 78.39. The result of lecturers' activities in cumulative for eight meetings in the first treatment are accumulated as in class A was 3.38, class C was 3.27, class E was 3.38. The highest score of all 3 of them is 4. In the second treatment, the result of class B, D and F were 3.38, 3.41 and 3.38 of 4. In accumulative score, the mean score was 3.37 of 4.

MPBK model with P2RE type can be considered as an alternative model in learning of writing. There is a possibility for the next researcher to investigate the effectiveness of MPBK model with P2RE type both using the same criteria in this research and different criteria. It is intended to the experts and researchers in the educational field to conduct a same research in the future to expand and complete the result of this research. It is suggested to the lecturers and teachers who feel difficult and not familiar to apply learning model which is focused on the students to try in applying this model so they can choose the material part to directly deliver and material part which can be constructed by students. According to Ormrod (1995) and Slavi (2000) that learning based constructive refers to a process of someone who is studying step by step to achieve the skill through his interaction with an expert. In this case, a person who masters the problem learns the learning model of paragraph writing.

### References

- [1]. Akhadiat, S. et.al. (1995). *Development of Writing Ability Indonesian*. Jakarta: Erlangga.
- [2]. Brooks, G.J. & Brooks, M. I. (1993). *The Case For Constructivist Classrooms*. Virginia: Association for Supervision and Curriculum Development Alexandria.
- [3]. Brawn, H. D. (2007). *Principles of Language Learning and Teaching*. Fifth Edition. Longman: San Francisco State University.
- [4]. Bruner, J. (1966). *Toward a Theory of Instruction* Cambridge, MA: Belknap Press of Harvard University Press.
- [5]. Cozby, P. C. (2009). *Methods in Behavioral Research*. Yogyakarta: Pustaka Pelajar.
- [6]. Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (2<sup>nd</sup> ed.). Thousand Oaks, C.A.: Sage Publications.
- [7]. Creswell, J. W. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed* (A. Fawaid, Trans. 3 ed.). Yogyakarta: Pustaka Pelajar.
- [8]. Darwis, M. (2011). *Transformation in Learning Indonesian*. Pengukuhan Guru Besar. Makassar: University of Hasanuddin.
- [9]. Dey, I. (1993). *Qualitative Data Analysis: A User-Friendly Guide For Social Scientists*. London and New York: Routledge Taylor & Francis Group.
- [10]. Denzin, N. K., & Lincoln, Y. S. (2009). Introduction Entering the Field of Qualitative Research (Daryatno, B. S. Fata, Abi & J. Rinaldi, Trans.). In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2<sup>nd</sup> ed., pp. 1-25). Yogyakarta: Pustaka Pelajar.
- [11]. Gega, P. C. (1994). *Science in Elementary Education*. Seventh Edition. New York: Macmillan Publishing Company.
- [12]. Martin, Ralph E., Jr., et.al. (1994). *Teaching Science For All Children*. Boston: Allyn and Bacon.
- [13]. Mustadji. (2005). *Competency-Based Learning*. Bandung: Rosda Karya.
- [14]. Nur, M. (1998). *Constructivist Approaches to Learning*. Surabaya: Graduate Program IKIP Surabaya.
- [15]. Nieveen, N. (1999). "Prototyping to Reach Product Quality". In Jan Van den Akker, RM Branch, K. Gustafson, N. Nieveen, & Tj Plomp (Eds). *Design | Approaches and Tools in Education and Training*, 125-135. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- [16]. Ormrod, J. E. (1995). *Human Learning*. Englewood Cliffs, New Jersey: Prentice Hall.
- [17]. Pujiastuti, S. (2007). "The Model Listening and Speaking Skills Learning with Contextual Approach in High School." Disertasi. Malang: Universitas Negeri Malang.
- [18]. Plomp, T. (1997). *Educational and Training System Design*. Enschede, The Netherlands: University of Twente.
- [19]. Sa'diya. (2008). *Development of Constructivist Learning Model beracuan Mathematics For High School Students*. Disertasi. Surabaya: Universitas Negeri Surabaya.
- [20]. Slavin, R. E. (1994). *Educational Psychology-Theory and Practice*. Fourth edition. Massachusetts: Allyn and Bacon.
- [21]. Slavin, R. E. (1997). *Educational Psychology-Theory and Practice*. Fifth edition. Boston: Allyn and Bacon.
- [22]. Slavin, R. E. (2000). *Cooperatif learning teori, Riset dan Praktik*. Bandung: Nusa Media.
- [23]. Syafi'ie, I. (1988). *Rhetoric in Writing*. Depdikbud: P2LPTK.
- [24]. Suparno P. (1997). *Constructivism in Philosophy of Education*. Yogyakarta: Kanisius.
- [25]. Suyanto dan Yunus, M. 2002. *Basic Writing Skills*. Jakarta: Universitas Terbuka.
- [26]. Tompkins, G.E. & Hoskisson . (1994). *Language Arts: Content and teaching Strategies*. New York: MacMillan Publishing Company.
- [27]. Von G. E. (1990). "An Exposition of Constructivism: Why Some Like It Radical". *Journal for Education*. Monograph Vol. 4 No.1 pp. 9-29.
- [28]. Willis J. (1995). "A General Set of Procedures For Constructivist Instructional Design: The New R2D2 Model". *Educational Technology*.
- [29]. Yin, R. K. (2008). *Case Study Design and Methods*. Jakarta: PT. Raja Grafindo Persada
- [30]. Zainurrahman. (2011). *Writing: from theory to practice*. (Penawar Ravun Plagiarisme). Bandung: Alfabeta.