

PENERAPAN MODEL PENCAPAIAN KONSEP (*CONCEPT ATTAINMENT*) BERORIENTASI BERPIKIR KRITIS DALAM PEMBELAJARAN MENULIS WACANA ARGUMENTASI

Abstrak:

Penelitian dilatarbelakangi rendahnya kemampuan siswa dalam menulis wacana argumentasi dan kemampuan berpikir kritis. Penelitian ini bertujuan untuk mengetahui (1) profil pembelajaran menulis wacana argumentasi pada siswa kelas XI SMK BSC Bandung, (2) penerapan model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis dalam pembelajaran menulis wacana argumentasi, (3) efektivitas model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis dalam meningkatkan kemampuan menulis wacana argumentasi, dan (4) efektivitas model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis dalam meningkatkan kemampuan berpikir kritis. Jenis Penelitian ini adalah kuasi eksperimen (*quasi experimental research*) dengan desain prates-pascates dengan kelompok kontrol (*nonequivalent control group design.*). Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMK Bina Sarana Cendekia Bandung dengan menggunakan dua kelas sebagai sampel secara *purposive sampling* dari tiga belas kelas yang tersedia. Kelas eksperimen mendapat perlakuan model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis dan kelas kontrol mendapatkan perlakuan metode ceramah. Data utama dalam penelitian ini berupa hasil tulisan wacana argumentasi siswa pada tes awal dan tes akhir, sedangkan data pendukung berupa temuan dalam proses pembelajaran dan respons siswa terhadap penerapan model pencapaian konsep (*concept attainment*). Pengumpulan data dilakukan melalui teknik tes, observasi, dan angket. Untuk melihat efektivitas model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis, dilakukan pengujian menggunakan uji-t dengan taraf signifikan 0,05 setelah uji prasyarat terpenuhi. Hasil penelitian dianalisis menggunakan *microsoft excel* dan program SPSS versi 17.

Berdasarkan hasil penelitian, diketahui bahwa profil kemampuan menulis wacana argumentasi dan kemampuan berpikir kritis siswa masih rendah. Model pencapaian konsep (*concept attainmen*) diterapkan melalui tiga langkah utama, yakni mengidentifikasi konsep, pengujian konsep, dan analisis strategi-strategi berpikir. Hasil perhitungan statistik menunjukkan terdapat perbedaan dalam kemampuan menulis wacana argumentasi dan kemampuan berpikir kritis dengan menggunakan model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis dan metode ceramah. Hasil penelitian menunjukkan terdapat perbedaan yang signifikan dalam kemampuan menulis wacana argumentasi, tetapi tidak menunjukkan perbedaan yang signifikan dalam kemampuan berpikir kritis. Perbedaan kemampuan menulis wacana argumentasi diperoleh setelah melakukan uji-t. Dengan demikian, model pencapaian konsep (*concept attainment*) berorientasi berpikir kritis efektif meningkatkan kemampuan menulis wacana argumentasi, tetapi kurang efektif meningkatkan kemampuan berpikir kritis.

Kata kunci: *model pencapaian konsep, berpikir kritis, argumentasi.*

CONCEPT ATTAINMENT MODEL-CRITICAL THINKING ORIENTED APPLICATION IN ARGUMENTATION TEXT WRITING LEARNING

Abstract:

This research is constituted by the low ability among students in writing argumentation text and critical thinking. Objectives of this research are to understand (1) learning profile of argumentation text writing among 11th Grade students of SMK Bina Sarana Cendekia (BSC) Bandung, (2) application of concept attainment model-critical thinking oriented in the argumentation text writing learning, (3) effectiveness of concept attainment model-critical thinking oriented in improve the argumentation text writing ability, and (4) effectiveness of concept attainment model-critical thinking oriented in improve the critical thinking ability. This research is classified to quasi experimental research type with non-equivalent control group design. The populations in this research are all 11th Grade students of SMK BSC Bandung, using two of three available classes as the sample in purposive sampling methods. Experimental Classes receive the concept attainment model-critical thinking oriented treatment, and Control Class receive lecture model treatment. Primary data of this research are argumentation text inscription result from the students in pre-test and post-test, while the supporting data are the findings in learning processes and student responses against concept attainment model application. Data collection was conducted by test, observation, and questionnaire technique. To see the effectiveness of concept attainment model-critical thinking oriented, testing using t-test with 0.05 significant level were conducted after prerequisites test were fulfilled. The results of this research analyzed using Microsoft Excel and SPSS Programs version 17.

Based on the result, discovered that the profile of argumentation text writing and critical thinking ability of students is still low. Concept attainment model applied through three main steps concept identification, concept testing, and strategic thinking analysis. The results of statistical calculations showed that there were differences in the ability to write argumentation text and critical thinking skills by using concept attainment model-critical thinking oriented and lecturing model. The results showed that there were significant differences in the argumentation text writing ability, but showed no significant difference in critical thinking ability. Differences in argumentation text writing ability were obtained after the t-test. Therefore, concept attainment model-critical thinking oriented could improve effectively the argumentation text writing ability, but less effectively for improve the critical thinking ability.

Keywords: *concept attainment model, critical thinking, argumentative*