

**THE EFFECTIVENESS OF EXO OLO TASK LEARNING MODEL TO IMPROVE
STUDENTS' ACHIEVEMENT IN ENGLISH LEARNING AT SMAN 1 KAMANG**

MAGEK

THESIS

Submitted as Partial Fulfillment of the Replacements to Obtain Bachelor of Education

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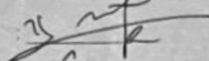
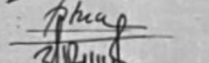
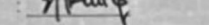
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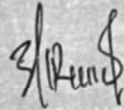

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ABSTRACT

Rahmi, Sherla Chintia (2023) : The Effectiveness of EXO OLO Task Learning Model to Improve Students' Achievement in English Learning at SMAN 1 Kamang Magek

This study aims to examine the effectiveness of EXO (Examination-Oriented) OLO (Olympiad-Oriented) Task learning model on students' achievement in English learning at SMAN 1 Kamang Magek. The researcher used total sampling in this study. This research was held over eight meetings. The researcher used a test as the instrument to collect the data. There were 23 questions, but after the validity test and reliability test, there were 3 invalid questions, the researcher revised the invalid questions, so that the questions could be used. Participants in this study are science eleventh graders at SMAN 1 Kamang Magek. There are 42 students and classified into two classes. The control group is XI MIPA 1. This class consists of 21 students. The experimental group is XI MIPA 2, consisting of 21 students.

Based on the result of paired sample t-test the significance value for the two-tailed test is 0.000. It means that the significance value is less than 0.05, which indicates that the null hypothesis (H_0) cannot be accepted and that the alternative hypothesis (H_1) must be accepted. It means that there is an improvement of students' achievement in English learning using EXO OLO Task learning model.

Keywords: EXO OLO Task, effectiveness, achievement, learning model

ABSTRAK

Rahmi, Sherla Chintia (2023) : Keefektifan Model Pembelajaran EXO OLO Task Untuk Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran Bahasa Inggris di SMAN 1 Kamang Magek.

Penelitian ini bertujuan untuk menguji keefektifan model pembelajaran EXO OLO Task terhadap prestasi belajar bahasa Inggris siswa di SMAN 1 Kamang Magek. Peneliti menggunakan total sampling dalam penelitian ini. Penelitian ini dilaksanakan selama delapan kali pertemuan. Peneliti menggunakan tes sebagai instrumen untuk mengumpulkan data. Ada 23 soal, namun setelah dilakukan uji validitas dan uji reliabilitas, ada 3 soal yang tidak valid, peneliti merevisi soal yang tidak valid, sehingga bisa digunakan kembali. Partisipan dalam penelitian ini adalah siswa kelas XI MIPA SMAN 1 Kamang Magek. Ada 42 siswa yang terdiri dari dua kelas. Kelompok kontrolnya adalah kelas XI MIPA 1. Kelas ini terdiri dari 21 siswa. Kelompok eksperimennya adalah kelas XI MIPA 2 yang terdiri dari 21 siswa.

. Berdasarkan hasil *paired sample t-test* nilai signifikansi untuk *two-tailed* adalah 0,000. Artinya nilai signifikansi lebih kecil dari 0,05 yang menunjukkan bahwa *null hypothesis* (H_0) tidak dapat diterima dan hipotesis alternatif (H_1) harus diterima. Artinya ada peningkatan prestasi belajar siswa dalam pembelajaran Bahasa Inggris dengan menggunakan model pembelajaran EXO OLO Task.

Kata kunci: EXO OLO, efektivitas, prestasi, model pembelajaran.

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Finally, the writer realizes that this thesis is not perfect yet. However, the writer hopes this thesis can be acceptable for improving this thesis from the weakness.

Padang, 2023

The writer

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BAB I

INTRODUCTION

A. Background of the Problem

English is a widely utilized international language around the world. It can be used to communicate with others, interact with them, and deal with them. It has transformed into an International language that is almost universally spoken in many countries. English is required in elementary school, junior high school, and senior high school. In this situation, all of the pupils should be fluent in English. Unfortunately, there are still many students who think that learning English is difficult. There are still many students who have problems or difficulties in learning English. As a result, many of them received unsatisfactory grades or low scores.

A significant number of students continue to perceive English as a challenging subject. This observation was made by the researcher while teaching in the Field Experience Program in SMAN 1 Kamang Magek. SMAN 1 Kamang Magek is a high school located in the Kamang Magek sub-district, Agam Regency. According to the researcher's experience teaching English in class, various problems that exist. Almost all of them have difficulties in English; their vocabulary is very restricted so it is difficult for them to translate sentences or text, their speaking ability is very low because their vocabulary is very limited, they have trouble when they want to say something in English. This problem can be caused by several factors. Silalahi et al. (2022) state that student learning difficulties can be attributed to a variety of factors, including; a lack of interest in learning due to a dislike of

learning English; an interest in learning English but a lack of fundamental knowledge; a lack of motivation is sufficient but the learner has forgotten the fundamental concepts that they have acquired; and a lack of enthusiasm for learning English. Similarly, findings from Sultra & Baharudin (2020) indicate that students want to learn unless asked by the teacher or parent, and if they learn and have difficulty with the information or concept that the teacher has delivered.

In line with these challenges, Kemendikbud (2013) highlights the objectives of learning English at each level of education in Indonesia are differentiated according to the ability of students at each level of education. The English subject at senior high school aims for students to have the ability to develop competence at the degree of informational literacy, to comprehend the essence and significance of the English language in order to elevate the country's competitiveness on the global stage, and to advance students' comprehension of the connection between language and culture. Looking at the objectives of learning English at the high school level, high school students who can be called adult learners should have acquired adequate knowledge of English.

According to Silberman (2006), Senior high school students tend to learn active activities rather than passive activities; most senior high school students are involved in the teaching and learning process, where they actively apply the material as part of their learning experience. The teacher can properly explain the content to students during the teaching and learning process, but this does not guarantee that students will implement it. If

students can be active in their learning by examining concepts, solving issues, and implementing the content, the outcome is different. Silberman (2006) claimed that effective learning can be implemented through discussion and project, presentation, debate, and practice through experience, simulation, and case study. It means that there are some techniques in the teaching and learning process to encourage students to participate.

Based on research by Juliana (2017), common things that are found in the field show that the process of learning English is still teacher-oriented. Generally, this is used by the teacher because the teacher feels that the learning strategy is sufficiently effective and efficient in conveying the subject matter thoroughly without seeing the results or quality of students in mastering English material. In the classroom, the teacher ideally uses a variety of learning strategies. Other difficulties are a lack of interaction to complete the assignments. This is due to teachers' lack of strategies in guiding students to be able to solve new problems they face in learning.

However, a contrasting perspective comes from research by Pradana (2021) revealed that students' lack of ability in English made it difficult for them to learn English. There are several causes why it can happen, one of them is lazy in learning, it leads to students' low achievement in English learning. Based on researcher's observation to the eleventh science grade students of SMAN 1 Kamang Magek, students got low score on the daily test and mid term. Only several students that pass the minimum score. Students difficulties in learning give an impact, that is low learning outcomes and students' achievement.

Sultra & Baharudin (2020) found in their research that the teacher and teaching strategy have an impact on student achievement. Teachers, the environment at school, and students' peers all have an impact on students' interest in school and desire to learn. Teachers are the most significant aspect because they play such an important influence on students' learning. The teacher must be able to create a happy learning atmosphere in teaching and learning activities. Then the learning process will become more effective and students can absorb the lessons more easily to achieve learning goals and improve learning outcomes.

To improve students' achievement in English and make the learning more effective, it needs a learning strategy or model. There are many models and strategies used to improve high school student's English skills, such as case method, cooperative learning, and flipped classroom. Pratiwi (2020) used the cooperative learning type "make a match" in her research. This method can improve interest and students' learning outcomes because students work in groups and they can discuss together. Another research by Ananda (2018) is using the case method, the result of the research is the implementation of the case study method strategy has the potential to enhance learning outcomes.

The other way to improve students' ability in English is by using EXO OLO Task learning model. EXO stands for Examination-Oriented Class, and OLO stands for Olympiad-Oriented class Task. The EXO-OLO Task Learning Model is a learning model that comprises a group of information processing and social interaction models and is based on Cognitive and

Constructivist Learning Theory. The primary goal of this strategy is to give tasks/questions/problems that motivate students to work effectively independently, in pairs, and groups.

Several previous studies regarding the EXO OLO Task learning model conducted by Nofrion (2019: 76) state that the EXO OLO Task learning model which is relevant to both the 2013 curriculum and the 21st-century learning framework, attempts to improve students' cognitive abilities. The EXO OLO Task learning model can trigger students to hone critical thinking skills through multilevel questions (Exo Task and Olo Task), develop quality learning, create meaningful learning experiences, and develop collaboration between students. In addition, the EXO OLO Task learning model prioritizes collaboration, discussion, and assigning multilevel assignments to students. In another research by research Suasti et al. (2019) the EXO-OLO Task model can influence student learning activities on atmospheric dynamics with a score of 65.51%. In a research conducted in the field of Physics by Fariha in 2020, it was found that the EXO-OLO Task learning model could be used to develop students' ability to evaluate solids' elasticity, which can be used to form critical thinking skills. Subsequently, in a research conducted by Dani et al. (2020), it was found that a flipped classroom learning model based on the EXO OLO Task model, with the help of Articulate Storyline, was more effective than the Direct Instruction model.

According to Nofrion et al (2019), this learning model leads to effective learning, both from the side of the teacher and students. By using this model, it becomes possible to clarify the types of activities that can be conducted

within the classroom setting to achieve specific objectives. From the several studies that have been described, EXO-OLO Task can also be applied in learning English, considering that this learning model has not been widely used. This learning model emphasizes creating an environment that allows students to learn in interactive ways. Learning conditions can vary, whether it be individuals studying alone, working in pairs, or participating in group activities. By effectively implementing this model in this manner. Students are anticipated to possess the capability to explore, develop, and create additional knowledge.

From previous research, the EXO OLO Task Learning Model was applied to improve higher-order thinking skills (HOTS) and applied to the learning process of Geography, and Physics. In this study, the researcher plans to carry out research with the novelty of previous research, namely “The Effectiveness of The EXO OLO Task Learning Model to Improve Students' Achievement in English learning at SMAN 1 Kamang Magek eleventh graders”.

B. Identification of the Problem

Based on the background to the problem above, the problem can be identified as follows; the effectiveness of the EXO-OLO task in improving students' achievement in English lessons still not known yet; the impression felt by teachers and students when using this learning model needs to know, because usually teacher and students used scientific approach in learning and had never used EXO OLO Task learning model; no one as tried to introduce this learning model to English subject, previous research used

EXO OLO Task learning model on geography and physics subjects, but no one has conducted the research on English subject.

C. Limitation Of the Problem

From what has been previously described in the research background and identification of problems, the researcher limits the problem by conducting the research that focuses on a specific one that is “The Effectiveness of EXO OLO Task Learning Model to Improve Students’ Achievement in English Learning”.

D. Formulation of the Problem

Considering the outlined limitations of the issue, the formulation of the problem in this study is “Does EXO OLO Task Learning Model have the effectiveness improving students’ achievement in English Learning at SMAN 1 Kamang Magek grade XI MIPA?”

E. Research Question

Based on the formulation above, the problem may arise including: Does EXO OLO Task Learning Model have effectiveness to improve students’ achievement better than using scientific approach in learning English?

F. Research Purposes

The purpose of this research was to find out the effectiveness of EXO-OLO TASK Learning Model in improving students’ achievement in English learning at SMAN 1 Kamang Magek.

G. Significance of the Research

After this research is carried out, it is hoped that it can provide benefits and contributions to the development of theoretical and theoretical English learning as follows:

1. Theoretically

The results of this study are expected to be empirical evidence and teaching material insight in the field of education.

2. Practically

This research is expected to be useful for researchers, educators, and participants who teach as follows.

- a. For researchers, the results of this study can be used as material for research more related to the effectiveness of EXO OLO Task Model Learning.
- b. For educators, the results of this study can be an alternative to carrying out teaching and learning activities to improve students' achievement in learning English.
- c. For students, the results of this research are expected to be a new, fun, and easy learning experience for students and can improve their achievement in learning English.
- d. For schools, the results of research on the application of learning models. This can be used as input, for the school to improve the quality of education, especially in activities learning in class XI MIPA SMAN 1 Kamang Magek.

