

IMPROVING SPEAKING SKILLS THROUGH A PROBLEM SOLVING APPROACH IN CLASS ELEMENT IN SMA N 5 PEMATANG SIANTAR

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ABSTRACT

Education is a means of developing oneself for the better. One way to do self-development is to do a method, namely problem solving, this method aims to improve self-ability by becoming problem-solving as a means of improving abilities, one type of ability improvement is done. is the ability to speak. This ability is needed by everyone when doing social interactions. The use of problem-solving methods as a means of developing speaking skills is carried out with the object of students of SMAN 5 Pematang Siantar which is carried out with the result of an increase in students' speaking skills with problem solving methods.

Key Word: Problem Solving, Education, Speaking Skill.

INTRODUCTION

English consists of several abilities in it, among others; listening, speaking, reading, and writing. These four skills must be mastered and achieved minimum standards by students according to the provisions of each school's policy. In this case, students often have problems when asked to express their ideas about a topic or when invited to talk face to face with the subject teacher. They found this in learning speaking (speaking). Speaking means conveying the intended idea and can be understood well by the listener. Talking can be easy or difficult depending on the factors supporting the speech itself. There are several factors that make speaking English easy or difficult, including; internal and external factors of language. If the speaker has adequate internal and external language support factors, speaking will be easy for him. One of the most influential external factors is environmental factors. The environment and facilities that do not support the process of learning English have an impact on the weakening of motivation to speak and ultimately the use of language is not repeated. Meanwhile, in reality, the majority of our environment still uses their mother tongue or Indonesian in their daily life. The limited space to explore their ideas is the focus of this research.

In this case the researcher wants to offer the use of the Problem Based Learning method to improve speaking skills. In this case the use of the PBL method shows that students must communicate with friends in their group in order to solve existing problems. PBL is one of the methods used in teaching Speaking and has shown an increase in student learning outcomes. Increase in students abilities using the Problem Based Learning method in teaching Speaking and this became the starting point for researchers to review on the other hand, namely the extent to which the understanding of English teachers in using this method in teaching English, in particular Speaking

skills. Then the researcher also wanted to see how the students responded to the use of the method.

THEORETICAL FRAME WORK

A. Problem-Based Learning Model For Improving Problem Solving And Critical Thinking Skills (I Wayan Redhana. 2018). In this study the author explains about the use of problem solving methods in improving students' skills, in this study the author himself gained knowledge in making a learning method that applied the problem solving principles carried out by previous research.

B. Using Problem Based Learning To Improve Speaking Skills.

This study explains how the effect of using problem-solving methods in improving students' speaking skills (Zuhra, Imarah Millati 2021), as well as the research that the author wants to do, in this study the author uses a similar method in making this journal which is expected to correct the shortcomings of previous research which was safely carried out with the research objective. namely high school students and above which is carried out in Pemantang Siantar.

METHODS

This research is a classroom action research with an action in the form of "Implementation of Problem-Based Learning Model." The research subjects were students of the SMAN 5 Pemantang Siantar, who took the Introduction to Education course. There were 19 students involved in the research. The research was conducted in 2022. The object of this research is the students' problem solving and critical thinking skills. The type of classroom action research applied in this study follows the classroom action research model developed by Kemmis and McTaggart (2000). Classroom action research is research that is carried out in a spiral through the stages of planning (plan), action (act), observation and evaluation (observe and evaluate), and reflection (reflect), followed by a revised plan as a basis for problem solving.

This research took place in two cycles, each cycle consisting of four stages, namely planning, action, observation and evaluation, and reflection. Each cycle lasted five meetings and each meeting consisted of two hours of lectures (100 minutes). The research method that will be used in this study is a qualitative descriptive method. Qualitative descriptive is the method used by researchers in describing the results of data analysis in full and in detail. Qualitative research is a research method that is ascribed to social or humanitarian issues in which the research perspective is inductive, focuses on individual meaning and translates the complexity of a problem.

1. Population and Sample

Study population was all students of SMAN 5 Pemantang Siantar. The sampling sample in this research is purposive sampling. Sample sampling was done by asking for recommendations from the English subject teacher for the class that would be selected as a sample in this study.

2. Data Collection Techniques Data

collection techniques were carried out by giving pre and post tests, answering questionnaires, and interviews. The pre-test and post-test given were in the form of speaking ability tests which were designed in accordance with the use of Problem Based Learning techniques. The test used is an oral test where students have to explore what information they get from the problems given by the teacher. Then students were also asked to answer several questions from the questionnaire prepared by the researcher in order to find out their response to the use of the PBL method in teaching Speaking. Then, for further and in-depth, semi-structured interview guidelines were also used as a data collection tool. This semi-structured interview guide is used to obtain data about various problems in Speaking that are shown by students during the initial test.

3. Planning

The planning stage is the preparatory stage which will be applied to the action implementation stage. The activities carried out at this planning stage are: (1) making tools and problem-based learning models and (2) making research instruments. The learning tools made include the syllabus, lesson plans, and student worksheets (LKM). This worksheet contains unstructured problems, KND (what we know, what we need to know, and what we need to do) helper tables. These less structured problems were developed by the researcher himself. The instruments needed in this research are observation sheets, rubrics for assessing problem solving skills, critical thinking skills tests, and questionnaires. The rubric for assessing problem solving skills consists of the following criteria: (1) understanding the solution/problem, (2) selecting strategies and/or procedures, and (3) communicating solutions. Meanwhile, the critical thinking skills test used is a test of learning outcomes in the form of an essay test. The questions on this test are made from indicators of critical thinking skills of Ennis (1985). There are seven indicators of critical thinking skills that are used to make critical thinking skills test items. The seven indicators are: (1) determining equivalent expressions or determining examples and non-examples, (2) giving reasons, (3) applying the main principles, (4) identifying or dealing with irrelevant things, (5) looking for similarities and differences, (6) determine the main idea, and (7) draw conclusions. On the other hand, questionnaires were used to collect information related to students' opinions on the application of problem-based learning models in the Introduction to Education course.

4. Implementation

of Actions The stage of implementing the action is the stage of implementing the lesson plans made. The implementation phase of this action follows the model developed by Arends (2004). This stage consists of stages: (1) conducting problem orientation to students, (2) organizing students for learning, (3) guiding individual or group investigations, (4) developing, presenting, and/or displaying the results. work, and (5) analyze and evaluate the problem solving process.

5. The stage of conducting problem orientation to students

The stage of conducting problem orientation to students consists of: (1) conveying competency standards, basic competencies, indicators of competency achievement, and learning objectives in the Introduction to Education course; (2) explain the assessment used in assessing the learning process and learning outcomes; (3) inform the important equipment needed in the learning process; (4) motivate and direct students to be involved in problem solving activities; and (5) dividing students into several groups consisting of two people. Stage of organizing students to learn The stage of organizing students to study consists of: (1) providing opportunities for students to sit in their respective groups that have been formed previously; (2) confronting students with less structured problems that have been designed in the LKM; (3) guiding students in defining and organizing learning tasks related to the given problem; and (4) assigning students to fill in the KND auxiliary table which contains three things, namely what we know, what we need to know, and what we need to do.

DISCUSSION

From the results of the Speaking test analysis, it can be seen that there is an increase in the score from pre-test to post-test. Based on the result category table above, it shows that 1) overall student achievement from pre-test to post-test shows an increase. This can be seen from the increase in scores from pre-test to post-test so that the Mean and Standard Deviation values at the post-test also increase. 2) Due to the increase in the Mean and Standard Deviation scores at the post test, the acquisition of the high category (T) at the test post was only achieved by 3 students, while in the pre test there were 5 students who achieved the high category score (T). 3) The categorization of student achievement results from pre-test to post-test, there are only two samples (samples 4 and 8) that experience a change in value from High to Low, while the others are in the same categorization.

However, the score seems to have increased from pre-test to post-test. The results on the pre-test tend to be low, this can be seen from the comparison of the average value of the results on the pre-test is 6.75 while the average achievement on the post-test is 9. Pre-test is an initial test given to students to express opinions them on a given topic. The factor that causes the achievement results in the pre-test is low due to anxiety disorders of students when facing the pre-test. Anxiety disorders can be characterized by the presence of symptoms of psychological and physiological reactions. Symptoms of psychological reactions can be seen from feelings of tension, restlessness (nervous), fear, weakness, lack of confidence, unable to concentrate and feelings of uncertainty. While the symptoms of physiological reactions such as excessive sweating, erratic blood circulation, feeling of palpitations, shaking hands and lips, nausea, headache, neck pain, stomach pain, difficulty breathing (Slameto, 2010: 185-188).).

According to Fauziah (2014: 73), "The greatest emergence of anxiety disorders in schools at all levels is when students face tests or exams, test results will affect future educational decisions, so tests tend to cause anxiety disorders in every student". Therefore, it can be concluded that at the time of pre-test data collection the students experienced high anxiety disorders, thus affecting their low pre-test results. While the

results on the test post increased due to the decreased level of students' anxiety disorders. Slameto (2010:185) that "Students with low levels of anxiety disorders are better than students with high levels of anxiety disorders can affect student learning outcomes". In other words, the low level of student anxiety can create more confidence in facing the test post given to them so that they are able to express their opinions optimally.

According to Kirkland, as quoted in Ulfiani Rahman et al (2015: 89: "If students know enough about the type of test that will be faced, then anxiety will be reduced." because they have been through such a test and are used to being given treatment. Anxiety symptoms observed at the pre-test look higher than at the post-test. This is evidenced by the scores at the pre-test tend to be lower and some students look unable to concentrate well. Therefore, to find scientific data, the researcher conducted interviews with each student using a semi-structured interview method. Then from the results of the questionnaire analysis it can be concluded that the use of the Problem Based Learning (PBL) method to improve speaking skills showed a positive response to favorite questionnaire items. In other words, they feel interested in learning to express opinions/speaking using this method.

CONCLUSION

Based on the results of the analysis and description above, it can be concluded that 1) overall student achievement results from pre-test to post-test showed an increase. This can be seen from the increase in scores from pre-test to post-test so that the Mean and Standard Deviation values at the post-test also increase. 2) Due to the increase in the Mean and Standard Deviation scores at the post test, the acquisition of the high category (T) at the test post was only achieved by 3 students, while in the pre test there were 5 students who achieved the high category score (T). 3) The categorization of student achievement results from pre-test to post-test, there are only two samples (samples 4 and 8) that experience a change in value from High to Low, while the others are in the same categorization. However, the score seems to have increased from pre-test to post-test. The results on the pre-test tend to be low, this can be seen from the comparison of the average score for the achievement on the pre-test is 6.75, while the average score for the post-test has increased to 9.

Based on the results and discussion above, the researcher would like to suggest that the Problem Based Learning method can be used as a method in learning English. In this case the use of the PBL method shows that students must communicate with friends in their group in order to solve existing problems. PBL is one of the methods used in teaching speaking and has shown an increase in student learning outcomes. Increase in students' abilities using the Problem Based Learning method in teaching Speaking and this became the starting point for researchers to review on the other hand, namely the extent to which the understanding of English teachers in using this method in teaching English, in particular speaking skills. One of the factors that influence students' interest in learning or motivation is the use of varied teaching methods or techniques that are adapted to students' learning preferences as well.

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