IMPROVING THE RESULT OF LEARNING ENGLISH

BY USING PROBLEM SOLVING APPROACH

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Abstract: *This research begins with the problem of learning English in class VII of SMP Negeri 2 Padangsidimpuan where most students are less interested in learning and have difficulty understanding English learning materials, so the learning outcomes obtained by students are low. Therefore, to improve student learning outcomes in English language learning a Problem Solving Approach is applied to VII grade students of SMP Negeri 2 Padangsidimpuan. This research is a classroom action research using a qualitative approach. This research was carried out at SMP Negeri 2 Padangsidimpuan with research subjects of Grade VII students totaling 20 students. The instruments used to collect data were in the form of observation sheets, documentation and test results of learning. Data obtained in the study were analyzed using qualitative and quantitative data analysis. this is done in two cycles and each cycle consists of one meeting. Based on the results of research in learning English using the Problem Solving Approach seen an increase in student learning outcomes. From the analysis of student learning outcomes showed a significant improvement, where from the results of the end of the first cycle test, the average value obtained by students reached 6.4 with completeness of 60%. While in the second cycle has increased, where the average class reached 8.2 with a classical completeness of 85%. Thus it can be concluded that the use of the Problem Solving Approach can improve English learning outcomes of Grade VII students of SMP Negeri 2 Padangsidimpuan.*

Keywords: Learning English; Approach Problem Solving, method; Classroom Action Reseacrh

Abstrak: Penelitian ini berawal dari permasalahan dalam pembelajaran Bahasa Inggris di kelas VII SMP Negeri 2 Padangsidimpuan dimanasebagian besar siswa kurang berminat belajar dan mengalami kesulitan dalam memahami materi pembelajaran Bahasa Inggris, sehingga hasil belajar yang diperoleh siswa pun rendah. Oleh karena itu, untuk meningkatkan hasil belajar siswa dalam pembelajaran Bahasa Inggris diterapkan Pendekatan Problem Solvingpada siswa kelas VII SMP Negeri 2 Padangsidimpuan. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan pendekatan kualitatif. Penelitian ini dilaksanakan diSMP Negeri 2 Padangsidimpuan dengan subjek penelitian siswa kelas VII yang berjumlah 20 orang siswa.Instrumen yang digunakan untuk mengumpulkan data berupa lembar observasi, dokumentasi dan tes hasil belajar.Data yang diperoleh dalam penelitian dianalis dengan menggunakan analisis data kualitatif dan kuantitatif.Penelitian ini dilaksanakan dalam dua kali siklus dan setiap siklus terdiri dari satu kali pertemuan. Berdasarkan hasil penelitian dalam pembelajaran Bahasa Inggris menggunakan Pendekatan Problem Solving terlihat peningkatan hasil belajar siswa. Dari analisis hasil belajar siswa menunjukkan peningkatan yang signifikan, dimana dari hasil tes akhir siklus I, nilai rata-rata yang diperoleh siswa baru mencapai 6,4 dengan ketuntasan 60%. Sedangkan pada siklus II mengalami peningkatan, dimana rata-rata kelas mencapai 8,2dengan ketuntasan klasikal sebesar 85%.Dengan demikian dapat disimpulkan bahwa penggunaan Pendekatan Problem

Solvingdapat meningkatkan hasil belajar Bahasa Inggris siswa kelas VII SMP Negeri 2 Padangsidimpuan.

Kata Kunci : Pembelajaran Bahasa Inggris; Metode Pendekatan Pemecahan Masalah; Penelitian Tindakan Kelas

I.   INTRODUCTION

Education is one of the determining factors in efforts to improve the quality of human resources. Education always strives for better human life that is needed for life in the future. Education plays an important role in the context of developing the intellectual life of the nation. Therefore the government implements a national education system that is oriented towards improving the quality of education.

Quality education will produce quality human beings and having good character. This is in accordance with the objectives of education according to the National Education System Law (UUSPN) No. 20 of 2003 article 3 (in Vienna, 2008: 2), which states that the National Education aims to develop capabilities and shape the character and per dignity of the nation in order to educate the life of the nation, and aims to develop the potential of students to become human beings who believe and devoted to God Almighty, noble, physically and mentally healthy, competent, creative,

independent, and become citizens of a democratic and responsible.

As part of a global society, the need for foreign languages is very much needed. Current global developments make English as an intermediary language that is used in almost all parts of the world. Thus, learning competitive languages must be done early. Starting from the level of elementary school education (SD), which continues on an ongoing basis at the secondary level (junior and senior high) to the college.

The approach is a way or effort in approaching or conveying something that is desired. Likewise in the learning process, the approach is a starting point or reference for a teacher towards learning to be done. According to the Ministry of National Education (in Alben, 2006: 69) states that the approach is a series of patterned or organized actions, based on certain principles such as: philosophical basis, psychological principles, didactic principles that are systematically directed at the goals to be achieved. The use of the right approach in the learning process of English is expected that students can experience all stages of learning and

can form students who are active and creative in the learning process.

Based on the writer's observation in class VII of SMP Negeri 2 Padangsidimpuan, student learning outcomes for learning English are still not satisfactory, where the average value of students is still below the minimum standards set by the school. In the learning process, student activities seem passive and are just accustomed to listening to the teacher's explanation and noting things that are considered important. When learning takes place, students do not dare to ask the teacher even though there are subject matter that is not understood. Students listen more and wait for the teacher's presentation rather than find and discover for themselves the knowledge and skills they need. As a result, students do have a lot of knowledge, but students are not trained to find that knowledge themselves, and are not trained to develop that knowledge independently.

In addition, the learning process that has taken place so far has not been optimal, where students are less active in the learning process, students are less able to develop their interest in learning, students are less able to realize knowledge in real life, and

students' critical thinking skills cannot be developed, so is reasoning power students in solving problems less can be developed. This will have an impact on student learning outcomes, namely learning outcomes become low with an average value of 65.

Based on the phenomena found in learning, it can be concluded that so far the process of learning English in general only emphasizes curriculum achievement and textual delivery only, and lacks the ability to develop learning abilities. For this reason, there needs to be a change of mindset for education managers, especially teachers, as the spearhead of implementing the curriculum that directly confronts students. The change in mindset consists of changes in learning patterns and assessment techniques. The teacher-centered mindset becomes the student-centered mindset. In addition, in learning English students are also required to be able to apply the knowledge gained in solving problems they face in their daily lives.

In order to realize the optimal learning objectives of English and improve the learning outcomes of Grade VII students of SMP Negeri 2 Padangsidimpuan, the author tries to use the Problem

Solving Approach in the process of learning English. Because English is one of the subjects that is designed to be systematically integrated, comprehensive, to achieve the objectives contained in these English subjects. In addition, English also educates and provides basic abilities for students to develop themselves according to their talents, interests, abilities and the surrounding environment and discuss the relationship between humans and the environment where students grow and develop with various problems that occur in the surrounding environment.

The use of the Problem Solving Approach in English subjects can be done by activating students during the learning process, because during the learning process students are aware of, formulate, analyze, formulate hypotheses or temporary answers to problems, look for data to draw conclusions about a problem. In the Problem Solving Approach students are faced with various kinds of problems or problems, thus students are expected to try to mobilize all the capabilities possessed both thoughts, feelings and enthusiasm to find solutions to the problems they face until the students find a conclusion of the problem that occurs.

1.1 Learning Result

Learning outcomes are benchmarks to see student success in mastering subject matter delivered during the learning process. According to Oemar (2007: 10) learning outcomes are behaviors that arise, for example from not knowing to knowing, new questions arise, changes in every habit, skills, ability to appreciate, the development of social attitudes, emotional, and physical growth. Meanwhile, according to Sudjana (2009) learning outcomes of knowledge, cognitive and attitudes, skills shown by students. Student learning outcomes can be seen, one of them through the results of tests and examinations student.

Learning outcomes are the are abilities possessed by students after he receives his learning experience. From some of the opinions above, it can be concluded that learning outcomes are changes in behavior that occur from students themselves in terms of both aspects basis for determining the level of success of students in understanding subject matter. Learning outcomes are something that are obtained, mastered, or owned by students after the learning process takes place.

Student learning outcomes can also be seen from the ability of students to remember the lessons that have been delivered by the teacher during the learning process and how students can apply them in life, as well as being able to solve problems that arise in accordance with what they have learned.

1.2. Learning Approach

In general, the approach is a way or effort in approaching or achieving something that is desired. The approach is a starting point for the learning process that will be done. As Sabri (2005: 12) states that the approach can be interpreted as a starting point or our perspective on the learning process. The term approach refers to the view about the occurrence of a process that is still very general in nature. Therefore the learning strategies and methods used can be sourced or dependent on certain approaches.

The approach is also the actions carried out systematically against the objectives to be achieved. Lufri (2004: 69) argues that the approach is a series of actions that are patterned or organized based on certain principles that are systematically directed at the objectives to be achieved.

In addition, the approach can also be said as a way for teachers to assess, determine the attitude of students faced so that comfortable and enjoyable classes can be achieved. Nasar (2006: 62) states that the approach is a teacher's view of students in assessing, determining the attitudes and actions faced in the hope of solving problems in managing a comfortable and enjoyable classroom in the learning process.

From some of the opinions above it can be concluded that the approach is a method or technique that is done by the teacher in order to manage the class, so as to create a comfortable and pleasant classroom atmosphere in order to achieve the learning objectives.

1.3. Problem Solving Approach

Problem Solving is one approach that can be used in the learning process. Learning using the Problem Solving Approach requires activeness in students, whereas teachers only provide verbal instructions that help or guide students to solve the problem being discussed. According to Muhibbin Syah (2007: 170) Problem Solving can be seen as a process where students find a

combination of rules that they have learned before and are used to solve new problems.

Meanwhile, according to Lufri (2004.:79) in Problem Solving students learn to formulate and solve problems or provide responses to stimuli that describe, raise the problem situation by using various rules that they have mastered. Based on the above opinion Problem Solving is a complex process in solving a problem starting from being aware of a problem, formulating a problem, responding to a problem, and drawing conclusions based on rules that have been mastered before.

Learning using the Problem Solvingini Approach can be done by training students to deal with various problems both personal problems, group problems to be solved alone or together. According to Oemar (2005: 151) the problem solving process provides opportunities for students to play an active role in the learning process, searching and finding information / data for themselves to be processed into concepts, principles, theories, or conclusions. While Wina (2008: 214) explains the Problem Solving Approach does not expect students to simply listen, take notes,

then memorize subject matter but through the Problem Solving Approach students actively think, communicate, search and process data and finally conclude it.

From the various descriptions above it can be concluded that the Problem Solving Approach is an approach that encourages students to think systematically, dare to face problems, so students are able to solve or solve problems using rules that have been mastered by students before, both in personal and group life . This problem solving process requires mental and intellectual in finding and solving the problem based on accurate information so that a careful conclusion can be drawn.

II.   METHODOLOGY OF THE RESEARCH

3.1 Research Design

This research is a classroom action research using qualitative and quantitative approaches. According Suharsimi (2007: 58) Classroom Action Research (CAR) is an action research carried out with the aim of improving the quality of practical learning in the classroom.

A qualitative approach is data that is descriptive in nature that cannot be converted into numbers. According Suharsimi (2002: 15) qualitative approach is data that appears in the form of words and not a series of numbers, this data is collected through observation, interviews, documentation, and tape. While the quantitative approach is data that embodies numbers rather than words. According to Ritawati (2008: 58) quantitative approach is if the data collected in large quantities and easily classified in categories or changed in the form of numbers.

This study uses a cycle model developed by Kemmis and Mc Taggart (in Ritawati 2008: 69) that this cycle model has four main components, namely planning, action, observation and reflection. This research is carried out in two cycles. Every end of the cycle a final test of action is carried out . At each meeting observations of the activities of students and teachers during the learning process.

3.2 Research Subject

The subjects in this study were eighth grade students of SMP Negeri 2 Padangsidimpuan, totaling 20 people. The author's consideration of taking the subject of the study was based on the author's observations of the learning outcomes of grade VII

students who were low in learning English. work in groups and discuss while learning.

This research was conducted at Padangsidimpuan Middle School 2. The choice of location is based on the consideration that this school is a place where writers serve and professional responsibilities as a teacher, especially in efforts to improve the quality of English learning.

III. RESULT

Based on the problems in learning English, the first cycle of action planning was arranged using the Problem Solving Approach which was realized in the form of a Learning Implementation Plan (RPP). This design was arranged collaboratively between researchers and colleagues because observations were made by these peers. Planning is arranged for one meeting (2x40 minutes). Learning materials carried out in the first cycle are Communication Practice, Recalling Vocabulary, and Grammar Practice.

Figure 3.2

Aspect of Assessment in RPP Cycle I

No.	Characteristic of assesment	Score	Maximal score	Qualification
1.	Clarityoftheformulationoflearningobjective	4	4	SB
2	Selectionofteachingmaterials	3	4	B
3	Organizingteachingmaterials	2	4	C
4	Selectionofsourceorlearningmedia	3	4	B
5	Teachingmaterialclarity	3	4	B
6	Stepsoflearning	3	4	B
7	Completesofinstrument	3	4	B
	Total	**21**	**28**	
	Percentage	**75%**		**B**

The Cycle II. The Students' Activities Result in Learning English by Using Problem Solving Approach

Learning phase	Characteristics	Score	Maximal score	CategorY
	1. The students ready to learn	4	4	SB
Initial activities	2. Pray dan absent	4	4	SB
	3. Listen to the learning objectives	4	4	SB
	4. Dig up the schematic owned by questions and answer	4	4	SB
	1. There is a problem			
	a. Pay attention to the picture about the problem	4	4	SB
	b. Question and answer about the picture display by the teacher	3	4	B
	c. Question and answer with the teacher reggarding the problem	4	4	SB
	d. Students mention example of problems	4	4	SB
	2. Formulate a problem			
	a. Students determine the problems to the discussed	4	4	SB

Core activity	b. Students sit in groups	4	4	SB
	3. Formulate a hypothesis			
	a. Students discuss farious problem solving possibilities	4	4	SB
	b. Students report the result of their group work	3	4	B
	4. Search for data or information			
	Students collect data and data sources	4	4	SB
	5. Test the hypothesis			
	Students discuss the solution found with the data obtained	4	4	SB
	6. Determine settlement options			
	a. Students choose the right about problem solving	3	4	B
	b. Explain the importance of implementing the choosen solution	4	4	SB
	c. Do the excercise	3	4	B

Last activity	1. Students ask questions about lesson that are not understood to the teacher	4	4	SB
	2. Students under the guidance of the teacher conclude the lesson	4	4	SB
	Total	**71**	**76**	
	Percentage	**93,4%**		**SB**

IV.   DISCUSSION

From the explanation of the results of the research and discussion, the conclusions that can be drawn from this study are as follows:

1. The plan for implementing English learning in class VII of SMP Negeri 2 Padangsidimpuan is arranged according to the learning steps using the Problem Solving Approach.

2. The implementation of learning English in class VII State Junior High School 2 Padangsidimpuan using the Problem Solving Approach is carried out with six learning steps carried out in the core activities of being aware of problems, formulating problems, formulating hypotheses, looking for data or information, testing the truth of hypotheses and drawing conclusions. In the final activity, students are directed to conclude the lesson and give a final test.

3. The results of English learning of Grade VII students of SMP Negeri 2 Padangsidimpuan using the Problem Solving Approach show a significant improvement. Judging from the results of the end of the first cycle test, the average value obtained by new students reached 6.4 with 60% completeness. While in the second cycle has increased, where the average class reached 8.2 with a classical completeness of 85%.

CONCLUSION

The form of learning English using the Problem Solving Approach is considered by the teacher to be an alternative learning that can be used as a reference in choosing a learning approach. English learning planning using the Problem Solving Approach must be arranged systematically, so that each phase of activities does not overlap and learning takes place properly. The implementation of learning English using the Problem Solving Approach should be adjusted to the plans that have been set, so that learning runs better, and the expected goals can be achieved as desired.

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80

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