

THE EFFECT OF CREATIVE PROBLEM SOLVING MODEL ON STUDENTS' WRITING NARRATIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 1 ANDAM DEWI IN 2021/2022 ACADEMIC YEAR

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Abstract : The purposes of this research to know 1) The application of creative problem solving model in teaching writing narrative text ability, 2) The students' writing narrative text ability before and after using creative problem solving model, 3) Whether there is a significant effect of using creative problem solving model on students' writing narrative text ability. This research used one-group pretest and posttest research design. The sample of this research is 20 students' of class VIII by using random sampling. In collected the data the researcher used questionnaire and test, the result of the research are 1) application of creative problem solving model was 80 (good categorized), 2) the mean score of students' writing narrative text ability before and after using creative problem solving model is 40 (fail categorized) and is 68.25 (enough categorized). Differential analysis using " t_{test} " formula. The result of the analysis show that t_{test} is bigger than t_{table} ($t_{test} 7.59 > t_{table} 2.09$). Therefore, the hypothesis is accepted. It means that there is a significant effect of creative problem solving model on students' writing narrative text ability for class VIII students' of SMP Negeri 1 Andam Dewi.

Key Words : Writing, Narrative Text, Creative Problem Solving Model

Abstrak : Tujuan penelitian ini untuk mengetahui 1) Penerapan model creative problem solving dalam pembelajaran menulis teks naratif, 2) Kemampuan menulis teks naratif siswa sebelum dan sesudah menggunakan model creative problem solving, 3) Apakah ada pengaruh yang signifikan model creative problem solving terhadap kemampuan menulis teks naratif siswa. Penelitian ini menggunakan desain penelitian one group pretest and posttest design. Sampel penelitian ini adalah 20 siswa kelas VIII dengan menggunakan sampling acak. Dalam pengumpulan data peneliti menggunakan angket dan tes, hasil penelitian adalah 1) Penerapan model creative problem solving 80 (kategori baik), 2) Rata-rata skor kemampuan menulis teks naratif siswa sebelum dan sesudah menggunakan model creative problem solving adalah 40 (kategori buruk) dan 68.25 (kategori cukup). Analisis differensial menggunakan rumus " t -test". Hasil analisis menunjukkan bahwa t -hitung lebih besar dari t -tabel ($7.59 > 2.09$). Dengan demikian hipotesis diterima. Artinya ada pengaruh yang signifikan model creative problem solving terhadap kemampuan menulis teks naratif siswa kelas VIII SMP Negeri 1 Andam Dewi.

Kata Kunci : Menulis, Teks Narasi, Model Creative Problem Solving

I. INTRODUCTION

Writing is one of the activities to record information things with productive skills that students need. Students learn writing as an essential component not only for their academic practice but also later in their life.

Narrative text is a text that will explain to the reader how an event happened. This text also tells the a story about something that happened in the past. The purpose of narrative text to convey or share information so that the text will broaden the knowledge or insight of the audience or to share or convey an experience that the reader feels the experience.

In fact, the students at SMP Negeri 1 Andam Dewi, students who have difficult in writing narrative text. It can be seen based on the researcher's on April 27th 2022 . The researcher see that the students were not interest in writing narrative text, they think writing narrative text is difficult.

There are some efforts that has conducted by teacher to writing narrative text ability, such as giving learning motivation, using media that suitable for the lesson, make group discussion, using book that suitable for the lesson, in fact it does not get positive effect to the students in the learning process. Students uninterested to follow the lesson and they still

get difficult to write narrative text. It's becomes a problem and if this problem do not solve, it will make students' ability especially in writing narrative text is low. The cause of students being low in writing narrative texts are the lack of an English dictionary, not attending English lessons, boring teaching methods, and unattractive delivery of material.

Based on the previous explanation, researcher is interested in conducting research on how to attract students' interest to take part in learning, especially in writing narrative text. Actually there are so many models that can be used in teaching narrative text, such as creative problem solving, inquiry model, jigsaw model and learning cycle model, and so on. In this research, the researcher would focus on the creative problem solving model.

Creative problem solving is a solution in teaching process because skills to solve a problem as creatively as possible. Researcher chooses creative problem solving models in order to be able to create a better and more enjoyable learning atmosphere. The creative problem solving model, can help students to more easily understand the material presented by the teacher. Then, the researcher chooses this model because the researcher wants to know the significant effect in teaching writing narrative text.

1. Writing Narrative Text

a. Definition of writing narrative Text

Writing is one of the activities carried out to express ideas or ideas to change vocabulary, spelling and sentence. This should also express an event or events, both from their own experience and those of other. Pricilia and Rahmansyah (2021:2) "Writing is a complex activity which needs ability in arranging words and sentences grammatically and meaningfully to be understood by the readers."

Next, Wahidi (2006: 16) says, Narrative text is a text focusing specific participants. Then, Djuharie (2007: 41) said that narrative text is kinds of text about story of legend and resolution to amuse and to give entertains to readers.

Based on the previous definition, the researcher can conclude that the narrative text is a type of text in the form of a story or fairy tale that aims to entertains readers and listeners who focus on narrative text.

b. Indicators of Writing Narrative Text

According to Brown and Abeywickrama (2010:286-287) there are five significant elements of writing, there are:

1. Content : Is a part of logical development of ideas. In order to have a good content of writing, essay addresses the assigned topic, the ideas are concrete and thoroughly developed.
2. Organization : The process of organization is introduction, body, and conclusion is supporting.
3. Vocabulary : Style and quality of expression. Use of parallel structures, concise, register good.
4. Grammar : Correct use of relative clause, prepositions, modals, articles, verb form, and tense sequencing.
5. Mechanics : The use of mechanics is due to capitalization, punctuation, and spelling appropriately.

According to Wahidi (2009: 16) to write narrative text, there are six components that shall be care:

- 1) Orientation: introducing the participants and informing the time and the place.
- 2) Evaluation: a stepping back to evaluate the plight (it is optional).
- 3) Complication: describing the rising crises which the participants have to do with.
- 4) Resolution: showing the way of participant to solve the crises, for better or for worse.

- 5) Re-orientation: closing phrases that indicate the story is over, it is optional
- 6) Coda: changes that occur to the characters and lessons to be learned from the story, it is optional.

2. Creative Problem Solving Model

Creative problem solving is a learning method to focus on teaching and problem solving skills, which must be accompanied by strengthening skills. Creative problem solving suitable to be use to improve the ability to solve problem that occur in learning with experiential methods that have previously been encountered in solving a problem, and also to solve new problem in learning. The research aims to improve the learning process.

Ngalimun (2014:170) "Creative problem solving is also a variation of learning with problem solving through systematic techniques in creative ideas to solve a problem". Next, according to Ilmi and Samaya (2020:52) "the creative problem solving model is a creative problem solving learning model to solve a problem."

Based on the previous explanation, researcher can conclude that creative problem solving is a problem solving learning model that is centered on student skills with systematic techniques.

The are steps of creative problem solving model, according to Ngalimun (2014:170) define, the syntax of creative problem solving, are:

- 1) Starting from actual facts according to the teaching material through oral questioning,
- 2) Problem identification and focus selecting,
- 3) processing thoughts so that original ideas emerge to determine solutions,
- 4) presentations and discussions.

II. METHODOLOGY OF THE RESEARCH

Method is a procedure, technique, or steps to do something, especially to achieve a certain goal. The method is a process or systematic way used to achieve certain goals with efficiency, usually in a sequence of fixed steps that are regular, methods are special. Base on this definition, the following character methods include: 1) a method is relatively established activity used by a group. 2) sometimes because there are used to it and relatively established, the method is an activity that has become a habits of a group. 3) methods that have been established and become habitual usually become logical actions and are

a systematic process to achieve certain goals with accuracy and efficient use of resources.

Siregar (2013:8) “Explained that there are four kinds of research methods, namely: 1) philosophical method, 2) descriptive method, 3) historical method, 4) experimental method.” In this case, the researcher chose experimental method as the research method. Furthermore, Sugiyono (2014:72) says that, the experimental research methods can be interpreted as research method used to find the effect of certain treatment on others under controlled conditions. To make this researcher more effective, it is necessary to have a research design. Based on the previous the explanation, the research can conclude that the experimental research method is a kind of research which has the purpose to know the cause-effect between two variables. This is also the reason the researcher chose this method.

The location of research at SMP Negeri 1 Andam Dewi. The population in this is study were all of students’ of class VIII SMP Negeri 1 Andam Dewi which consisted of five classes, each class having a certain number of students. The total population is 136 students, the researcher would choose simple random sampling technique to get the sample in this researcher. The reason of the researcher chose this simple random

sampling technique because the researcher saw that the population in this study is so large. The population also have different characteristics therefore the researcher is sure to used simple random sampling as a technique in this study. The number of sample are 20 students. The researcher chose test and questionnaire instrument for the purposes of collecting information from respondent.

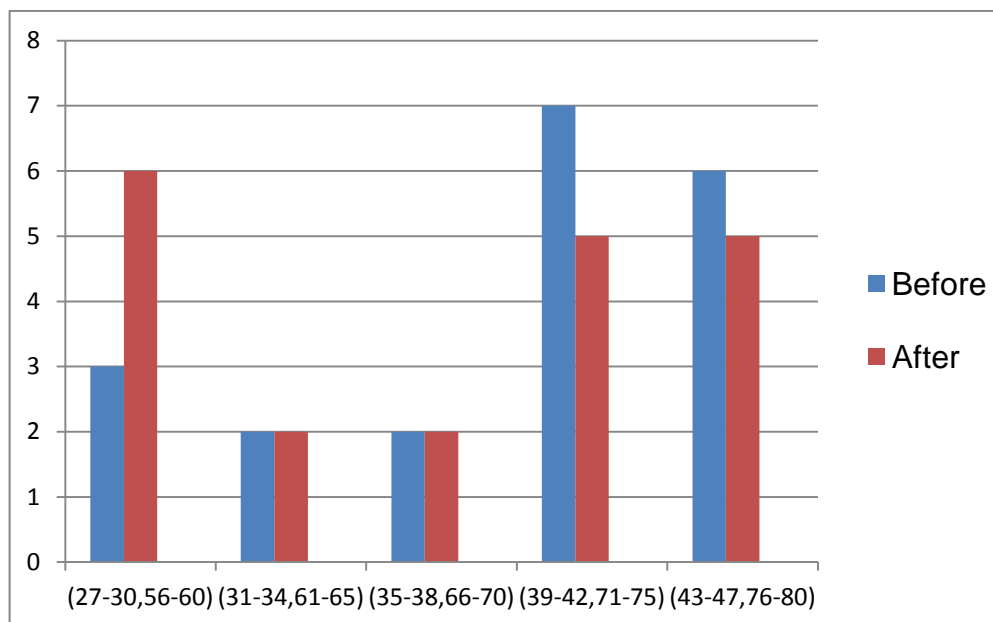
III. RESULT

After conducting the research by giving questionnaire and test to eighth graders to see the effect of creative problem solving model in writing narrative text ability. Then, the researcher describe the calculated data using statistical analysis which can be described in the data description. The researcher analyzed the score of indicator application of creative problem solving model at the eighth grade of SMP Negeri 1 Andam Dewi, questionnaire analysis on the application of the creative problem solving model in writing narrative text ability at the eighth grade of SMP Negeri 1 Andam Dewi, the researcher obtained score 74. Therefore, that number is included in the “Good” criteria.

The test which gave by researcher to measure the students’ writing narrative text ability before using creative problem solving model

was categorized bad, it was found that the highest score was 45, the lowest score was 27, mean was 40, median was 39, and mode was 42. However, after using creative problem solving model. The researcher found the highest score was 80 and the lowest was 56. To complete the research, the researcher calculated the mean, median and mode. From the calculation, it is known that the average of the variable score the mean was 68.25, median was 68.27, and mode was 68.5.

It means that there is a significant effect of using creative problem solving model in writing narrative text ability at the eighth grade of SMP Negeri 1 Andam Dewi, it means the hypothesis is accepted. The researcher presented the following histogram comparison before and after using creative problem solving model.



IV. DISCUSSION

Based on the previous explanation, researcher found the result of this research of t_{test} was 7.59, while the samples were 20 students. Therefore, t_{test} was 7.59 and t_{table} number 2.09 at 5% significant level with degree of freedom (df) $20-1 = 19$, and the value obtained by the researcher at the time of the study was 74 “categorized good”. From the previous calculation, t_{test} was biggest than t_{table} ($7.59 > 2.09$). By the applying creative problem solving model in learning writing narrative text, the students’ test were good, so that students were more active in the teaching and learning process, and it was more fun. This means that the creative problem solving model has a big influence on making it easier for students to develop ideas and ideas that are in their minds as creatively as possible.

The increase is happened because the application of creative problem solving model in teaching students’ writing narrative text ability is good, so that the students’ were more active to follow the teaching and process, and teaching and learning process will be more fun. It means that creative problem solving model has big effect to make students’ easier to write narrative text.

CONCLUSION

Based on the research result in chapter IV, the researcher can conclude that the application of creative problem solving model on students' in writing narrative text ability at the eighth grade of SMP Negeri 1 Andam Dewi is 80 it is categorized "Good", because it shows that the mean score of the researcher got 74, the students' ability to write narrative text before and after using creative problem solving model at the eighth grade of SMP Negeri 1 Andam Dewi was categorized bad (38) and categorized good (68.25). There is a significant effect of using creative problem solving model on students' writing narrative text ability at the eighth grade of SMP Negeri 1 Andam Dewi. The calculation of t_{test} is 7,59 and the score of t_{table} is 2.09. Therefore, t_{test} calculation is higher than t_{table} ($7.59 > 2.09$). It means that there is a significant effect of using creative problem solving model in writing narrative text ability at the eighth grade of SMP Negeri 1 Andam Dewi, it means the hypothesis is accepted.

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