

IMPROVING SPEAKING SKILL THROUGH PROBLEM SOLVING APPROACH

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ABSTRACT

Speaking skills in the classroom are considered as the most difficult skills performed by students. This is justified by the value of Bahasa Indonesia subject that is still low or below KKM (Minimum Completion Criteria), especially in speaking skills. Hence, there needs to be an effort to improve the speaking skill in learning Bahasa Indonesia. One of them is by using the problem-solving approach. Because problem-solving is an approach based on reflective or logical and critical thinking processes. The purpose of this study is to identify differences in student learning outcomes before and after using the problem-solving approach. The research method used is quasi-experimental. The sample in this research is the 8th-grade students in one of the private junior high schools in Kabupaten Bandung which amounted to 35 people. Based on the result of the research, *Sig. (1-tailed)* $0,003 < 0.05$ so it means the ability of knowledge of students' speaking skills learning using problem-solving approach is better than the learning using the usual approach. The significance level is at 0.05. And the problem-solving approach is appropriately applied in the learning of Bahasa Indonesia.

Keywords: Problem-solving approach, speaking skills.

INTRODUCTION

The use of Bahasa Indonesia (Indonesian language) in everyday communication is very important to be fostered and developed to establish good communication between speakers. Moreover, the language is a reflection of the soul of its users as expressed by Wikanengsih (2013). In Indonesia, Bahasa Indonesia has a very important function as a national language. Given its vital function, then the development of the Indonesian language should be implemented simultaneously and continuously. Without such coaching and development, the Indonesian language will be difficult to develop. So it is feared that the Indonesian language cannot perform its function. One way of implementing the development of the Indonesian language is through learning Bahasa Indonesia in the classroom. Guidance and development of language skills and skills attempted in schools are oriented towards four kinds of language skills, ie listening skills, speaking skills, reading skills, and writing skills. In the process of execution of the four domains are related to each other. The four skills are essentially single or integrated (Tarigan, 2015). Speaking skills are very important because they are closely related to the development of vocabulary obtained by the child through listening and reading activities. Lies in the development of language is also a delay in the activities of a language. Also, we recognize that the skills necessary for effective speaking activities are numerous similarities to those needed for effective communication in other language skills (Tarigan, 2015).

The fact that happens in the field, speaking skills in the classroom is considered as the most difficult skills performed by students. This is evidenced by the value of Indonesian subjects that are still lacking or under KKM (Minimum Completion Criteria), especially in speaking skills. The value of mid-semester in Indonesian subjects obtained by a sample is far from KKM value. The value of KKM set by the school on Indonesian subjects is 68 while the value obtained by the sample is 25 (Suhara, 2015). In line with the researcher, it is suggested that speaking in group discussions is a language skill that is considered difficult (Lamajau, 2014). In the speaking skills, students still find it difficult to convey ideas or ideas of their mind. Based on the results of the research, it is found out that the researcher conducted an interviewed with the principal about the skills of speaking, the interview result revealed that the students are not skilled to speak (substandard, shy and fearful), it turns out that the learning of speech skills that has been done is limited to asking questions with the students (Surida, 2016). Being excellent in front of audiences does require special skills that are not acquired quickly but through exercises and habits. Then a study conducted in Kenya (Gudu, 2015) found many students in high school are shy and would rather be silent in class because they cannot express their ideas correctly in English orally. Besides, speech ethics should also be considered serious, because it will affect the quality of the conversation.

From the observation when learning Bahasa Indonesia, only a few students have the initiative to express their opinions, while the other students wait while appointed by the teacher to express their opinion. Students should have the initiative to study the material and not depend on others. This lack of student activity causes students to focus less on learning. Students cannot connect a problem component with other components to solve the problem.

From the above problems, it is necessary to improve the skills of speaking in learning the Indonesian language, one of them is by using a problem-solving approach. Because problem-solving is an approach based on reflective or logical and critical thinking process. With a problem-solving approach, students are faced with a problem to be analyzed and synthesized in their search for solutions by the students themselves (Heriawan, 2012). The issues raised should be issues related to their daily life. This is in line with the statement stating that problem solving can involve students in seeking knowledge, processing information and applying ideas in real situations (Killen, 1998). The main advantages of problem-solving include: 1) giving opportunities for students to think actively and creatively in expressing opinions, ideas or ideas; 2) fostering courage and confidence and develop social attitudes and tolerance, cooperation, respect for the opinions of others and democratically; 3) developing students' ability to think critically (Sanjaya, 2014).

The problem-solving approach has shown achievement and improvement. The implementation of this approach is found in teaching other subjects. This is in line with Nurmala (2017) who states that from the results of research that has been done, it can be seen that the mathematical thinking ability of students whose learning using problem-solving approaches better than students learning using conventional approach. Furthermore, the same thing from Fadhillah and Sumarna (2017) suggests that the achievement and improvement of students' mathematical communication skills whose learning using a problem-solving approach is better than that using regular learning significantly. Based on the above descriptions, it can be concluded that the problem-solving approach is not new in the world of education in Indonesia, but for the Indonesian language course, this approach is new.

Speaking Skills

Speaking skills are part of everyday life that we must develop continuously. Skill in question is an interactive process to construct the meaning to produce or receive much-needed information. To better understand this speaking skill, the author attempts to define several definitions from several different sources.

First, speaking skills according to Mayasari (2014) is a form of human behavior that utilizes physical factors. Psychological, neurological, semantics and linguistics. Second, inline with that Tarigan (2015) defines speaking as the ability to pronounce articulation sounds or words to express and convey thoughts, ideas, and feelings. Third, according to Tana (2016), speaking skills is a very important field of learning in addition to other language skills because students' speaking skills also greatly affect students' learning judgments. Fourth, according to Sulastri (2016), speaking is a second human-speaking activity in the life of the language after listening.

Meanwhile, according to Rahmawaty and Suwarjo (2016), speaking skills is a skill a person has to convey ideas, thoughts or feelings so that the ideas in the mind of the speaker can be understood by others. Of the five definitions above, it can be concluded that speaking skills are a form of human behavior that utilizes physical factors, psychological, neurological, semantics, and linguistics to express and convey thoughts, ideas, and feelings in everyday life that are very important to be taught to the learners.

Indicators of speaking according to Sutrisna (2013) are among others: 1) giving an opinion; 2) accepting the opinions of others; 3) responding to the opinions of others; 4) being able to defend opinions; 5) smooth talk; 6) loudness of speech; 7) courage to speak; 8) the accuracy of structure and vocabulary; 9) expression and gesture, and; 10) mastery of the topic. Furthermore, Nurgiyantoro (2014) suggests that indicators of speaking are among others; 1) the accuracy and originality of ideas; 2) the ability to argue; 3) the demands of the delivery of ideas; 4) understanding; 5) word accuracy; 6) the accuracy of the sentence; 7) the stile stipulation, and; 8) smoothness. In a similar vein, Fitriani (2014) states that the indicators used to measure students' skills in speaking include: 1) fluency of speech; 2) the accuracy of word choice (diction); 3) sentence structure; 4) reasoning; and 5) eye contact. Meanwhile, according to Ashudi (2016), the indicators of speaking skills are 1) choice of words; 2) intonation; 3) pronunciation of words; and 4) smoothness.

According to Widiyantoro and Zamzani (2016) indicators of speaking skills are 1) language; 2) content; 3) nonverbal behavior; and 4) smoothness. Meanwhile, according to Rahmawaty and Suwarjo (2016) indicators of speaking skills are 1) grammar; 2) vocabulary; 3) understanding; 4) eloquence; and 5) pronunciation. Meanwhile, according to Nurgiyantoro (2014) indicators of speaking skills are: 1) the accuracy and originality of ideas; 2) the ability to argue; 3) the demands of the delivery of ideas; 4) understanding; 5) word accuracy; 6) Sentence determination; 7) the precision of the narrative style; and 8) Smoothness.

Based on the statements of experts above. then the indicators of speaking skills in this study are as follows; 1) the ability to argue; 2) the demands of the delivery of ideas; 3) smooth talk; 4) loudness of sound; 5) courage to speak; 6) precision of structure and vocabulary.

Problem Solving Approach

A problem-solving approach is a process or steps to find a solution to the problems raised by a teacher in the classroom as a matter of discussion in learning. In this case, Heriawan (2012)

explains that the problem-solving approach is the way of presenting the lesson material by making the problem as the starting point of discussion to be analyzed and synthesized to find solution/answers by the students. According to Gunantara (2014) problem-solving ability is a skill or potential possessed by a person or student in solving problems and applied in everyday life.

According to Muzanni and Muhyadi (2016) problem solving is learning to solve problems by using various strategies to the problems presented in the lessons and problems encountered in daily life about environmental changes. In line with that, Nurmala (2017) states that a problem-solving approach is one approach that requires students to solve problems by understanding problems, preparing problem-solving, analyzing and finding solutions to problems encountered.

The steps that are followed in problem-solving according to Dewey in Heriawan (2012) are as follows: 1) the learner is faced with a problem; 2) the learner formulates the problem; 3) the learner formulates the hypothesis; 4) the learner tested the hypothesis, and; 5) the learner practices the best possible solution. Meanwhile, according to Pristiwanto (2016) problem-solving approach steps are as follows: 1) formulating the problem by understanding the problem; 2) formulating the hypothesis; 3) collecting data, and 4) concluding the results of processing or data analysis that may generate a conclusion. Step-by-step methods of problem-solving according to Kodariyati and Astuti (2014) are 1) student-oriented on the problem; 2) organizing students to learn; 3) guide individual or group investigations; 4) develop and present the work; 5) analyze and evaluate the problem-solving process.

From the above explanation, it can be concluded that the steps of problem-solving method are: (1) focusing students on the problem; (2) making the group according to the number of students in the class; (3) guiding students in discussion groups; (4) presenting the results of the discussion; and (5) analyzing and evaluating the problem-solving process.

Excess Problem Solving according to Heriawan (2012) is; (1) making education in school more relevant to life, especially with the world of work; (2) the learning process through problem-solving to familiarize students with and deal with the problem skillfully; and (3) stimulating the development of students' creativity and thorough thinking skills. Accordingly, according to Sanjaya (2014), the advantages of Problem Solving include; (1) being able to challenge students' ability; (2) improving student learning activities; (3) helping students how to transfer their knowledge to understand real-life problems; (4) developing students' ability to think critically; and (5) developing student interest to continually learn even when learning on formal education is over.

Lack of Problem Solving according to Heriawan (2012) is; (1) determining a problem whose level of difficulty corresponds to the level of student thinking; (2) the learning process with this method often requires considerable time; and (3) changing students' learning habits by listening and receiving information from teachers and looking for various learning resources to solve problems. Accordingly, according to Sanjaya (2014) lack of Problem Solving, is; 1) When students have no interest or confidence that the problem being studied is difficult to solve, then they will be reluctant to try; 2) the success of the problem-solving approach takes quite a long time to prepare, and; 3) must use understanding and critical thinking.

METHOD

This study used a quasi-experimental method, where the experimental class gets the learning by using a problem-solving learning approach whereas the control class uses ordinary learning used by the teacher. To know the ability of students, both classes are given a pretest and then the experimental class gets the learning treatment and both classes are given a final test (posttest). Classroom random sampling with the following design:

0 X 0

0 0

The population in this study are Private Junior High School students in Bandung regency, with the subject of the sample are two classes VIII in one of the private SMP with each class of 35 students. The study was conducted in February of the academic year 2017/2018 semester II.

RESULTS AND DISCUSSION

Research result

Pretest and posttest of speaking skill data are normality tests using the Shapiro-Wilk table and Mann-Whitney test. Below is the pretest test table and the posttest of speaking skills:

Table 1. The calculating of Pretest Speech Skill Tests

Class
Pretest
N
<i>Sig.(2-tailed)</i>
Interpretation
Problem Solving Approach
0.037
35
0.715
Accepted
The Usual Learning
0.206
35

Table 2. The calculating of Pretest Speech Skill Tests

Class
Mean
Posttest
N
<i>Sig. (1-tailed)</i>
Interpretation
Problem Solving Approach
5.40
0.033
35
0.003
Rejected
The Usual Learning
3.29

0.189
35

Discussion

Based on Table 1, the pretest of the experimental class obtained $Sig = 0.037$, then $Sig < 0.05$, so experiment class data is not normally distributed. The control class is 0.206. So the value of $Sig. > 0.05$, then the control class data are normally distributed. Since the samples are not normally distributed, a non-parametric Mann-Whitney test is performed. Then based on calculations Mann-Whitney significance value 0.715. Because $Sig. (2-tailed) 0.715 > 0.05$ then H_0 is accepted. Meanwhile, based on table 2, the posttest of experimental class score obtained $Sig = 0.033$, then $Sig < 0.05$, so experiment class data are not normally distributed, and for the control class obtained 0.189 so that $Sig > 0.05$, then the control class data is normally distributed. Since the samples are not normally distributed, a non-parametric Mann-Whitney test is performed. The research hypothesis is as follows:

$H_0: \mu_1 = \mu_2$ The ability of students' speaking skills among those using problem-solving approaches is no better than using the usual learning used by teachers.

$H_A: \mu_1 > \mu_2$ The ability of students' speaking skills between those using problem-solving approaches is better than using the usual learning used by teachers.

Based on the Mann-Whitney test of the posttest significance value 0.006. Because the hypothesis is directional then used is a one-party test, then $Sig. = 0.006 / 2 = 0.003$. So $Sig. (1-tailed) 0.003 < 0.05$ then H_0 is rejected, it means that the ability of students' speaking skills using learning problem-solving approach is better than using ordinary learning used by teachers.

CONCLUSION

Based on the research that has been done; (1) it can be concluded that the mean value of the experimental class of 5.40 differed significantly with the control class average of 3.29. This means that the average of the experimental class is greater than the control class; (2) $Sig. (1-tailed) 0,003 < 0,05$ it indicates the ability of students' speaking skills whose learning is using the problem-solving approach is better than the learning using the usual approach done by the teacher; (3) and the problem-solving approach is appropriately applied in the learning of Bahasa Indonesia.

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