Improving The English Learning Out Comes On Giving Opinion And Argument Through "Problem Solving Model" On Class XI TKJ At SMKN 2 Kota Blitar

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Abstrak: The results of English learning in class XI TKJ, at SMKN2 Blitar, based on an observation made by the English teacher in the class, shows that (1) English learning has referred to a theoretical approach that focuses on teacher (2) the students are lack of practicing, they tend to learn by memorizing concepts; (3) The students in defining a concept tend to be the same as the textbook; (4) the learning process is done by lecturing, question and answer, and doing assignments and it's less interesting (5) The average results of formative test on "giving opinion and argument "with multiple choice question is 64.34; (6) students assume that English is difficult. This research is a classroom action research through "Problem Solving model". The purpose of this study is to improve the learning outcomes of class XI TKJ students at SMK Negeri 2 Blitar in the third semester 2018. The action reseach has been carried out with 2 cycles. The first Cycle was on August 13, 20 and 30 and the second Cycle was on September 10 and 17, 2018. The results showed that in the first cycle, there was an increase in learning outcomes, the average value of the first cycle before the action was 64.86 and after the action became 72.71, an increase of 8%, and the number of students who reached the passing grade before the action was 15 students (42.85%) and after the action it increased to 20 (57.14%). In the second cycle, the average value before the action was 71.43 and after the action it became 78.29, an increase of 7% . The number of students who reached the passing grade before the action was 25 students (71.42%) and after the action, it increased to 30 (85.71%). Based on the results of this study it can be concluded that learning through the "Problem Solving Model" can improve the learning outcomes of students on giving opinion and argument material and can be tried on other materials.

PENDAHULUAN

Education is one of aspects that is very important for people's lives, especially to improve the quality of life. Therefore the world of education must be able to improve the quality of education by striving for strategies, methods and learning models that make students able to learn actively and creatively in learning both mentally and physically. In addition, a teacher also must be able to develop character of students in every learning activity being carried out, with the aim that students can apply and utilize the knowledge and experience gained in everyday life. A teacher must be able to design learning activities that can improve students' abilities. One of them is by understanding the development and interest in learning of students, so that it will be easier for teachers to handle students' learning problems.

The results of the questionnaire conducted by the teacher in the class on August 9, 2018, showed that students' interest in learning seemed low and they assumed that the English language learning material, especially on "Giving opinion and Argument " materials was difficult, this was also proved from the students' learning outcomes on " Giving opinion and Argument" is relatively low. The students who passed the passing grade in the class is less than 60%. Due to such bad condition, in teaching and learning at school the teacher should have right method, technique, strategy or approach so that it can increase motivation and achievement of students' learning outcomes.

The results of learning English only appear from the ability of students to memorize facts. Although many students have good level of memorization including the material they received, in fact they often do not understand the substance of the material deeply. Students are not able to connect between what they have learned with the knowledge which will be used and applied later.

According to Raka Joni in Setyosari (2003: 36) " the concept understood by students is very meaningful for the next mastery". So, a concept learned by students means to understand the knowledge learned afterwards. Mastery of the concept that is understood is useful so students know the benefits and meaning of the concept which is ultimately used to solve the problem.

Students' difficulties in mastering certain concepts can prevent students from connecting between what they learn and how the knowledge will be used or utilized and cause the material taught to be seen as meaningless so that students consider the lesson uninteresting and difficult to understand. For this reason mastery of concepts learned with what is in real situations becomes very important. It is expected that by mastering the concept, students can view the material being taught meaningful and interesting so that it can improve their learning achievement.

From these problems, the researcher felt compelled to conduct teaching improvements by conducting classroom action research by taking the title "Improving the Learning of English in the" Giving opinion and argument "material through the Problem Solving model of Class XI Students of TKJ 3rd Semester at SMKN 2 of Kota Blitar Academic Year. 2018.

The objectives of this study are to Know 1) whether cooperative learning Problem Solving Model can help increase students' interest in learning English lessons on Giving opinion and argument material 2) whether cooperative learning of the Problem Solving Model can help increase student learning achievement on English language lessons on Giving opinion and argument material.

METODE

This research is a type of classroom action research (CAR) which is a form of reflective study conducted by the teacher for the purpose of improving teaching in the classroom. The action taken is the application of cooperative learning Problem Solving Model to improve the learning outcomes of students of class XI TKJ in the third semester of the 2018-2019 academic year, at SMKN 2 Kota Blitar, on October 2018.

In this classroom action research, the researcher used two cycles consisting of four stages namely: planning , action, observation and reflection. Before the cycle was carried out, he began with the initial observation activity, then reflection was carried out so that the research problem was obtained.

The purpose of this study is to increase the interest and achievement of student learning outcomes during the application of learning Problem Solving Model on English subjects in the "Giving opinion and argument" material in third semester students of class XI at SMKN 2 Kota Blitar.

While the approach used is a qualitative approach, namely the implementation of research takes place naturally, as is, emphasizes the description naturally (Arikunto, 2002: 11). In a qualitative approach, the data used is not in the form of numbers and analysis without using statistical analysis.

The flow of action research can be described as follows:
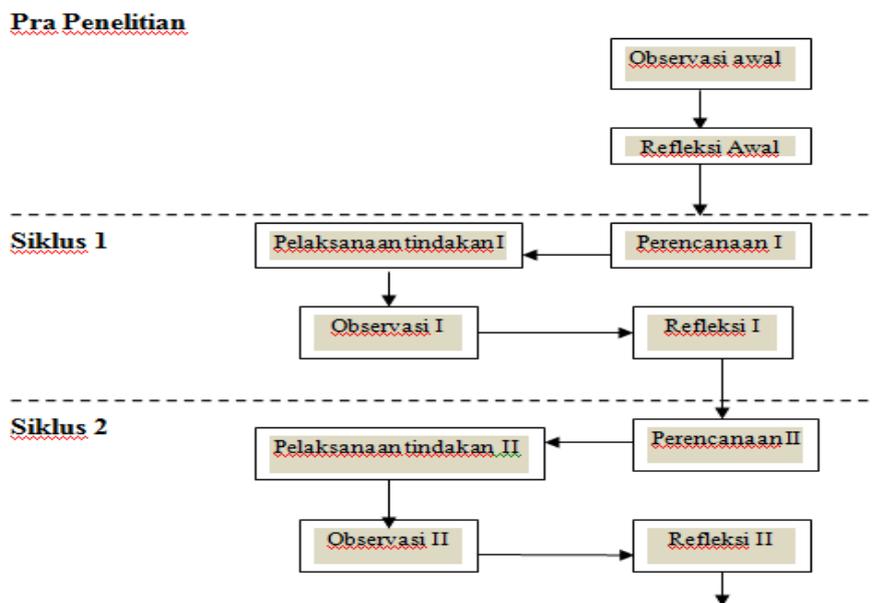
Gambar 1. Gambar alur penelitian tindakan kelas

Data Analysis

The data analysis technique in this study was descriptive analysis. The quantitative data obtained is translated as qualitative data. Student learning outcomes are measured based on the scores obtained by the criteria:

Score 86 - 100: very good

Score 71 - 85: good

Score 55 - 70: enough

Score 40 - 54: less

Score 0 - 39: very lacking

Source: Setiorini (2007: 32)

The analysis of the data obtained is:

The learning outcomes in this study are cognitive learning outcomes, which are obtained from test scores. Increasing the results of each student's test is done by comparing the results of the pre-test and post-test scores. The formula used is:

$$\text{Improved learning outcomes} = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximum score}} \times 100\%$$

Improvement of cumulative student learning outcomes is calculated by the following formula:

$$\frac{\text{X Post test Score} - \text{X Pre test Score}}{\text{Maximum score}} \times 100\%$$

Improvement of cumulative students' learning outcomes is done by comparing the pre-test and post-test scores in the first cycle with pre-score and post test score of the second cycle. Besides that, it is referring to the results of the student's post-test, analysis is carried out with the evaluation results analysis technique.

The percentage of learning completeness (KB) is calculated by the formula:

$$KB = \frac{\sum \text{siswa yang mendapat nilai} \geq 70}{\sum \text{seluruh siswa}} \times 100\%$$

The criteria of Success as follow:

Test scores at the end of each cycle, at least 70 % of students achieve completeness.2) The standard of learning completeness in class XI of SMKN 2 Kota Blitar for English subjects is ≥ 70. The students are said to be successful (complete) if students get a test score of ≥70, and learning can be said to be completed in a

classical manner if at least 85% of students achieve mastery learning. The level of success of the study is measured from the increase in learning outcomes before and after the action.

HASIL DAN PEMBAHASAN

The Results of students' learning outcomes was obtained through tests, In both pre-test and post-test. The pre test result was obtained before the action reseach, this scores were used to determine the initial capability of the students. While the post test scores were obtained after the actions were done. The students' learning outcomes before the action can be seen in the table below:

Tabel 1

No	Interval Score	Creteria of students' Score	Frequency	Persentage
1	skor 91 – 100	Very good	-	0,00
2	skor 81 – 90	Good	-	0,00
3	skor 70 – 80	Enough	15	42,85
4	skor 60 – 69	less	10	28,57
5	skor 0 – 59	very less	10	28,57
∑			35	100,00

The frequency distribution of students' pre scores before the action of first cycle
Tabel 2

Completeness	Frekuency	Persentage
Complete	15	42,85
Don't complete	20	57,14
∑	35	100,00

The frequency distribution of students' mastery learning before the action of first cycle. The table shows that the number of students who reached the completeness of students learning before the action, is relatively low, it is only 15 students (42.85%) and the students who have not yet completed learning are 20 students (57.14%). Students are said to complete learning if they get a score of ≥ 70.

Tabel 3

No	Kategori skor siswa	Sycle I				Sycle II			
		Pre test	%	Post test	%	Pre test	%	Post test	%
1	Very good (score 91 – 100)	-	0,00	-	0,00	-	0,00	-	0,00
2	Good (score 81 – 90)	-	0,00	2	5,71	1	2,85	11	31,42
3	Enough (score 70 – 80)	15	42,85	18	51,42	24	68,57	19	54,28
4	Less (score 60 – 69)	10	28,57	15	42,85	10	28,57	5	14,28
5	Very Less (score 0 – 59)	10	28,57	-	-	-	-	-	-
	Average score of learning outcomes	64,86	100,00	72,71	100,00	71,43	100,00	78,29	100,00

The frequency distribution of students' mastery learning after the actions of cycle 1 and 2

Tabel 4

Completeness	Sycle 1		Sycle 2	
	Frekuency	Persentage	Frekuency	Persentage
Complete	20	57,14	30	85,71
Don't complete	15	42,85	5	14,28
∑	35	100,00	35	100,00

The frequency distribution of students' mastery learning after the action of cycle 1and 2

Based on the above table, it is known that there is an increase in students' English learning outcomes by applying the Problem Solving Model from cycle 1 and 2. The classification of grades obtained by students in the first cycle is as follows: in the pre-test implementation, there was no student who received good scores, 15 students (42.85%) got enough score, 10 students (28.57%) with less score and there were 10 students (28,57%) who got very less scores. In the post-test implementation, there were 2 students (5.71%) who got good grades, while 18 students (51.42%) with enough score and the other 15 students (42.85%) received less marks. From these results, it showed that there were still 15 students who have not yet completed the learning out come, but there was an increase in classical achievement and also an increase in the number of students who have reached learning out comes.

In the second cycle, the classification of the acquisition of secores was obtained as follows: In the implementation of the pre-test there was 1 student (2.85%) got a good score, 24 students (68.57%) obtained enough score and 10 students (28.57%) get less score. In the post-test implementation, there were 11 students (31.42%) getting good grades, 19 students (54.28%) with sufficient grades and 5 students (14.28%) getting less marks. Post-test score scores indicate that there is an increase in student learning outcomes significantly although there are still 5 students who have not yet completed learning (see appendix 11)

The results of the action both in Cycle 1 and Cycle 2 showed the existence of significant increases for students' achievement. The average score of the first cycle before abtaining was 64.86 and after the action became 72.71, so there was an increase of 8 %, and so was the number of students who have reached learning out comes. Before the action there were 15 students (4 2.85%) who have reached learning out comes, after the action it increased to 20 students (57.14%). In cycle 2, the average value before action was 71.43 and after the action became 78.29, there was an increase of 7%, while the number of students who completed the study before the action was 25 (71.42%) and after the action increased to 30 (85 , 71%).

KESIMPULAN

Based on the results of classroom action research conducted in SMKN 2 Kota Blitar, it can be concluded that: The application of learning with Problem Solving Model can improve the learning achievement of English subjects on giving opinion and argument material to students of class XI TKJ on the third Semester. The results showed that before the action there were 15 students (42.85%) who have reached learning out comes, after the action, it increased to 20 students (57.14%). In cycle 2, the average value before action was 71.43 and after the action became 78.29, there was an increase of 7%, while the number of students who completed the study before the action was 25 (71.42%) and after the action increased to 30 (85 , 71%).

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