

The Use Of “Problem Posing Model” To Enhance Students’ Grammar Ability At The Second Grade Of Senior High School 1 Wawotobi

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan “Problem Posing Model” untuk meningkatkan kemampuan Grammar Siswa Kelas 2 SMA Negeri 1 Wawotobi. Penelitian ini menggunakan desain Pra-eksperimen dengan one group pre-test dan Post- test dimana desain penelitian ini menggunakan desain penelitian kuantitatif tanpa kelas kontrol. Populasi Penelitian ini adalah seluruh siswa kelas XI SMAN 1 Wawotobi tahun ajaran 2021/2022. Data diperoleh dari nilai Pre-Test dan Post-Test Siswa. Pre-test diberikan sebelum perlakuan diterapkan sedangkan post test diberikan setelah perlakuan selesai. Hasil penelitian menemukan bahwa terdapat pengaruh positif yang signifikan problem posing model terhadap kemampuan grammar siswa, $P (.000) < 0.05$ dengan Effect Size sebesar 1.70. berdasarkan hasil tersebut, problem Posing model secara signifikan mempengaruhi kemampuan Grammar siswa.

Kata Kunci : *Problem Posing Model, Kemampuan Grammar*

Abstract

The aim of the study is to investigate the Use of “Problem Posing Model” To Enhance Students’ Grammar Ability At The Second Grade of Senior High School 1 Wawotobi. This study employed a pre-experimental design with one group pre-test and post-test design without control group for quantitative approach. The population of this research was the entire XI grade students’ of SMAN 1 Wawotobi who enrolled in academic year 2021/2022. The data were obtained from students’ pre-test and posttest scores. The pre-test was given before the treatment applied and the posttest is given after the treatment finished. Results of the study found that there was a significant positive effect of problem posing model on students’ Grammar ability, $p (.000) < 0.05$ with the effect size was 1,70. In light of all these findings, problem posing model significantly affected students’ grammar ability.

Keywords : *Problem Posing Model, Grammar ability*

INTRODUCTION

Grammar becomes one of the subjects studied in all Indonesian students’. It is because grammar has the important role in all English skills. Grammar makes those four English skills meaningful. Somebody can be said as a master of English when he or she also masters grammar. Unfortunately,

learning grammar is not as easy as what we think. It needs the effective method that can make the learners motivated and active in learning as well as in applying the grammar in the real life. Meanwhile, in reality, most of students at the second grade of senior high school have encountered some problems to applying the grammar in the real life. such as they do not know how to express the ideas on the paper when writing, they tend to translate the sentences from their mother tongue and this leads to making ungrammatical errors, they often find it difficult to express themselves through the use of appropriate words or grammar due to the lack of vocabulary. Based on these problems, it demands the teacher to try one of cooperative learning model to teach grammar to students that it may attract their interest to learn grammar.

One of model that supported for teaching and learning process in new normal era is by using problem posing model. Teaching media are used to enable the students to achieve the learning objectives more effectively and interestingly Kundu (1) By means of teaching model in the classroom, it may help students to find out ideas, make difficult subjects more understandable, and hold student's attention to remember important ideas. It means that a good model that is may facilitate the students to produce ideas in which it may help them to overcome the problem in comprehending of grammar ability. One of model that is appropriate to apply in teaching grammar subject is Problem Posing Model. Problem Posing Learning is learning that emphasizes critical thinking by involving three skills, namely listening, dialogue, and action. Huda (2) beside that, Problem posing learning model facilitates students to have an active role in the learning process. This active involvement in their own learning will make the students more confidence and have positive attitudes Guvercin et.al (3), and in turn, their motivation levels increase. Furthermore, Cai et.al (4) posit that problemposing activities can improve students' learning achievement, reasoning and communication skills, and capture their motivation.

Following on this predicament, the review of studies about the effectiveness of problem posing model in other courses and in English course will explored.

METHOD

This research is classified into pre-experimental research that uses one group pre-test and post-test. In the one group pre-test and post-test design, a single group is measured or observed not only after being treatment, but also before the treatment. Pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment, while in the post-test measure on some attribute or characteristic that assessed for participants in an experiment after the treatment. The Population in this study was all students at Senior high school 1 Wawotobi in academic year 2021/2022. The selected sample based on purposive sampling technique. Based on the early observation with administering a questionnaire to all students, the researcher sees all students in X grade have properness to be taught problem posing model. Hence there were 25 students as the sample. The instrument of the study was grammar test. The test is in form of multiple choice tests with each question had five distracters (A, B, C, D, and E); only one answer is correct, and one point was given to the correct answer and zero for the false one. Grammar test was the same in use on pre-test and post-test. In addition, to analyze the data, this study applied *paired sample t-test*.

RESULT AND DISCUSSION

Result

Descriptive analysis of Pre Test and Post Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	25	55	83	67,72	7,760
PostTest	25	65	95	81,68	8,697
Valid N (listwise)	25				

Based on the description of students' score above, it can be concluded that the students' score on post test is higher or better than the students' score on pre test, in which the mean score on pre test is 83,00 while the mean score on post test is 95,00. It means that the increasing of students' average score from pre test to post test is 13,96 Hence, the students' grammar ability that is taught by problem posing model has more significant effect.

Normality Test

Before analyzing the statistical result, the researcher conducted normality test to know whether the data were normal or not to be tested. Shapiro Wilk test was used to show that the sample comes from particular distribution. If the result is not significant ($P > 0.05$), the data have normal distribution. The result of the normality test is presented briefly in the following table :

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,194	25	,162	,909	25	,130
PostTest	,165	25	,077	,924	25	,263

a. Lilliefors Significance Correction

The result shows that the Shapiro-Wilk score in Pre test is 0.130 ($P_{\text{value}} > 0.05$), while the result of normality Post test is 0.263 ($P_{\text{value}} > 0.05$) which is higher than 0.05. It can be inferred that all the data both pre test and post test are normally distribute. It meant that it was acceptable to be analyzed through parametric statistic test in form of *Paired Sampel Test* analysis in SPSS 24 for windows.

Paired Sample t-test (t test Statistics of Experimental Group Pretest and Posttest)

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair					Lower	Upper			
1	PreTest - PostTest	-13,960	6,201	1,240	-16,520	-11,400	-11,256	24	,000

Table above shows that statistical analysis of *Paired Sample t-test* has been conducted to compare result for pre and post test students' grammar ability. Theoretically, if $t_{count} > t_{table}$ ($\alpha = 0.05$), H_0 is rejected, while if $t_{count} \leq t_{table}$ ($\alpha = 0.05$), H_0 is accepted. The result shows that Problem Posing Model has a noteworthy impact on students' Grammar ability. The probability value (p_{value}) is less than the level of significant which p_{value} is $0.000 < 0.05$ (alpha value). Means, there is difference mean score on pre test and post test in experimental class.

The Effect Size of Problem Posing Model

The effect size is calculated to investigate how significance of independent variable (Problem Posing Model) in practical terms is. If the treatment works well then will be a large effect size (Cohen: 1988). Additionally, an effect size is typically calculated by taking the difference in means of group and dividing that number by their deviation.

Effect size : $\frac{(\text{Mean of Post Test} - \text{Mean of Pre Test})}{\text{Standar Deviation}}$

$$(d) = \frac{81,68 - 67,72}{8,2}$$

$$(d) = 1,70$$

The effect size of this study is 1,70 that regarded as Large Effect Size on Cohen's criteria (Cohen: 1988) because it is bigger than the minimum threshold of 0.02. In the other words, Problem posing model has worked well and brought a large effect for achieve students' grammar ability at Senior High 1 Wawotobi.

Discussion

Based on the data on student achievement results, the increasing mean score of students who are taught using the problem posing learning model is 13,96. This shows students' grammar ability are at a high qualification. The student's score in this criterion shows that the problem-posing learning model can be used as an alternative to help students who are less qualified express questions, desires, and hopes through conversation. This is in line with the statement (Mahmudi, 2011) that problem posing is a learning model that students to form / ask questions based on information or situations which are given. While, based on the analysis result of the hypothesis using paired sample t-test, it is proved that the problem posing model has significant effect on students' grammar ability. The significant effect is $0.000 <$

0.05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, the answer of the research question is yes, there is significant effect of problem posing model on students' grammar ability with the effect size is 1,70 and categorized as the large effect.

The grammar ability obtained is also inseparable from the influence of various factors. These factors include emotional intelligence, student talents, student interests, motivation, family circumstances, community environment, and school environment. In the school environment, there are several factors that affect student achievement such as curriculum, teachers, learning media, and learning models. In this study, the learning model and the teacher are factors that influence the improvement of student achievement therefore, teachers have a direct influence on student achievement, namely in determining the learning model used to improve understanding of concepts when learning grammar takes place.

CONCLUSION

Regarding to the aim of the study and based on the findings, data analysis and discussion, it can be concluded that: There is significant effect of problem posing model on students' Grammar ability which is indicated through the analysis of paired sample t-test. It shows that the significant test is $0.000 \leq 0.05$. It means that the null hypothesis is rejected and the alternative hypothesis is accepted.

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