



Pakem learning strategy on skill speaking

Neneng Rachmaniar, Endang Winarti

University of Muslim Nusantara Al-Wasliyah, Indonesia

Abstract

Learning will be optimal if the students not only receive the material just like that, but the students must actively seek and find its own knowledge, so that expected increase in learning outcomes. This study aims to determine whether there is influence of the application of PAKEM through the skills of speaking to the student learning outcomes Indonesian principal and the amount of contribution influence. Instruments in this study are: assessment sheet of student activity in class or outside of class), student's creativity assessment sheet, questionnaire and posttest question. The population in this research is the students of grade 6 of SD Negeri 060932 district Medan Amplas academic year 2017/2018. After homogeneity test, the population is homogeneous and cluster random sampling is taken. Methods of data collection consist of: documentation, test, observation and questionnaire. Analysis of research data is broadly divided into three, namely: instrument analysis, population data analysis (early) and analysis of final data (learning outcomes). From the analysis of the final data (posttest) obtained t_{count} of 5.357 and t_{table} of 1.99, because $t_{count} >$ of t_{table} , then the experimental class learning outcomes are better than the control class. While there is no influence is analyzed by biserial correlation coefficient of 0.6466 with strong criteria. The average of experimental and control class student activity is 78,32 and 73,95. While the average creativity of experiment and control class is 73,025 and 69,45. From result of research, hence can be concluded that there influence of applying of PAKEM through Speaking Skill to result of student learning with contribution equal to 41,81%. From the assessment of activity and creativity of students, it can be concluded that the results of learning activities and creativity of the experimental class is better than the control and learning classes are done fun. The suggestion is that teachers apply PAKEM through Speaking Skills as an alternative learning.

Keywords: PAKEM, speaking skills

Introduction

The development of education in Indonesia at the present time is highly influenced by globalization. Science and technology is growing rapidly, in addition to bringing a positive impact also brings a negative impact, it is like two sides of the coin. On the one hand is very helpful in the progress of education in Indonesia to be able to compete at the international level, this has been proven by Indonesian students who can scent the name of the nation and the State by winning the Olympics of science some time ago. On the other hand, it can reduce the quality of education in Indonesia. The increasing opportunities for educational institutions and educators from abroad to enter Indonesia make confidence in the quality of national education reduced, which simultaneously consciously or unconsciously diminishes the sense of nationalism in the self, thus assuming national education is less likely to provide for the future. This is evidenced by not a few Indonesian students who continue their studies abroad. Teachers or educators should be able to apply learning strategies with various types of approaches, methods, and the use of visual aids, or media effectively and creatively on all aspects that will be developed in their students, among others, cognitive, affective and psychomotor aspects of students in accordance with potential students. Teachers have a very important role in determining the quality of learning that it does in the classroom. In relation to the above, teachers can think or plan carefully in improving learning opportunities for their students and

improve their teaching styles. To meet the above, teachers are required to be able to manage the teaching and learning process that can provide stimulation to the students so they want to learn because it is the main subject of learning.

The use of grip strategies can be applied to a wide variety of subjects. Many students who are less enthusiastic follow all the lessons they are boring because they are memorizing lessons, the methods employed are less interesting and varied, so they can't lead them to participate directly or actively in classroom learning. In general, teachers in delivering the subject matter so far using a method or method that is less varied and tend to be monotonous, so that learners easily feel bored and lack of enthusiasm. This will result in less attention, motivation and student outcomes. For that there needs to be diversity in the presentation of learning materials. Sensitivity and carefulness in reading the situation by teachers is expected to change the views of students who during this subject matter is considered as a tedious subject changed into a fun lesson, so that motivation in students can reappear. Motivation is a basic impulse that drives a person to behave. Meanwhile, according to Thomas L. Good and Jere B. Braphy 1986, "Motivation is a driving force, steering and reinforcing behavior". So motivation is a necessity, which means that every individual is motivated to do something activities that are his needs. Therefore, a person's actions are based on motivation containing the theme according to the underlying motivation, including in terms of learning.

A learning process will be successful if based on the motivation that is in the student self, all activities run on the basis of psychic movers. So, to organize a learning process needs to know in advance what the psychological process that happens to students when he learns something, this psychological state that will greatly affect the effectiveness in the learning process. Related to this, a teacher must be able to take into account the psychological aspects of his students, such as factors that can motivate students to activate the process of thinking, making it easier to apply the subject matter to improve the level of knowledge and ability. An unmotivated student in the course will find it difficult to accept the lesson. Student motives learn because of two things, first because of the motivation that arises from within itself as the Intrinsic element and the second is the motivation that arises from the outside as an Extrinsic element. This external motivation is related to the teacher's effort, especially the subject teacher to use the learning method that is more interesting so that the students are more enthusiastic in following the lesson (the students are actively involved in the learning) if they feel the learning situation that tends to satisfy themselves and accordingly with what he expected. Therefore, the use of grip strategy can be used as one of the good alternative, because in the strategy of grip, it is intended that in the learning process the teacher should be able to create an atmosphere where students can actively ask, question and express opinions that can produce a brilliant idea/idea. The active process in learning from the learner is very important for efforts to improve knowledge, not as passive processes that have been developed, because students are only feeding material through lecture methods so that students can't participate directly or actively, this is very contrary to the nature of learning. The student's active role is crucial in the formation of a creative, useful generation for himself personally and for others. Creative is intended for teachers to create learning activities that vary or vary and in accordance with expectations, when viewed from the ability of students. Fun is a fun learning environment that does not make students bored but can make students focus their full attention on the lessons as well as the use of the surrounding school environment as one of the media / learning resources that support to keep the attention of students.

Lesson is not enough to the level active, creative and fun, but also must be effective. Effective elements, will produce what should be mastered by students after the learning process takes place, because learning has a number of goals that must be achieved. If learning is only active, creative and fun, then the learning has not been able to meet the objectives rather than the learning itself. (Education Office of Medan City, 2004: 3.4)

Method

The sample of this research is the 6th Grade Students of SD 060932 located at Medan Subdistrict Amplas Lesson Year 2017-2018 which amounts to 38 students, Men as many as 12 students and Female students Total 26 students. Implementation, ranging from implementing the method of running games, case studies, and observations. Prepare the

teaching materials, ie package books, LKS, and articles. Prepare supporting media in the form of drawings, case study sheets, and articles and auxiliaries consisting of whiteboards, markers, chairs, striped folio paper. All of which is realized for the creation of the strategy of SD Negeri 060932 Medan Amplas District. The observations used in this study are due to several reasons, as has been pointed out by Guba and Lincoln 1981: 191-193, the following:

- a. This observational technique is based on experience directly, because by observing directly the truth of a thing can be known.
- b. Observation techniques allow viewing and observing by themselves, then record the behavior or events that occur and seen.
- c. Observations make it possible to record events that occur in real, not just from other people or sources.
- d. Observations can be made to reduce doubts and distrust of a truth.
- e. Observations can be used to understand complex and complex situations.
- f. Observation can be a very useful tool in certain cases, whereas other communication techniques are not possible to use.

In this study, data analysis is done inductively, that is after the data in the field is obtained, then immediately done grouping so that data can be sorted, processed, and drawn conclusions.

Result

After the implementation of research in VI SD Negeri 060932 Sub District Medan Amplas, data obtained from before and after the implementation of research then processed through data analysis both quantitatively and descriptively. Analysis of the data obtained to answer whether the hypothesis is rejected or accepted. The analysis of data is grouped in the analysis of population data or preliminary data and analysis of final data. An overview of the repetition value of Indonesian Semester I VI SD Negeri No. 060932 Medan Amplas District can be seen in table 1.

Table 1: Value of English Language Semester 1 Class VI

Variation Sources	VI A	VI B
Mean	73,59	71,10
Standard Deviation	6,86	7,12
Highest score	91	90
Lowest Value	59	57
Range	32	33

Table 2: Data of pretest learning results

	Experiment Class	Control Class
amount of value	2689	2551
average value	70.8	67.13
percentage of mastery	63.2%	55.3%
Standard Deviation	15.5	16.1
Highest score	100	97
Lowest Value	40	33
Range	23	27

Table 3: Data of posttest learning results

	Experiment Class	Control Class
amount of value	3106	2721
average value	81.74	71.61
percentage of mastery	92.11%	68.42%
Standard Deviation	12.1	9.94
Highest score	100	100
Lowest Value	43	33
Range	30	34

Discussion

Questionnaire Speaking Students can motivate students to be more active, creative, facilitate students in understanding the material and know whether the learning that has been applied is a learning which is fun or not? from the questionnaire analysis of students' responses to the learning can be said that the application of PAKEM (Active, Creative, Effective, Enjoyable) through Speaking Skills Students motivate students to learn, active, creative, facilitate students in understanding the material and is an effective and fun learning, especially the subject material Bahasa Indonesia. Flash-assisted learning and power point make students happy to learn the material and make it easier for students to understand the subject matter.

The implementation of PAKEM through the Speaking Skills approach is one of the good learning applied by teachers in the subject matter of Bahasa Indonesia. The subject matter of Bahasa Indonesia is one of the materials that requires a deep understanding, with the teacher approach to design the learning so that students seek and find their own course material, while the teacher only acts as a facilitator and supervisor to learn. Speaking Skills Approach has the disadvantage that the students take a long time in the process of finding and finding their own concepts of the material being studied and find answers to problems presented by teachers. The weakness of the student's approach to speaking skills can be overcome by applying PAKEM with the students' speaking skill approach. With PAKEM teachers design learning in such a way that students are active in learning and designing a fun learning atmosphere, so that the expected learning will be effective to achieve the maximum learning objectives.

Application of PAKEM with Speech Skills Students can enhance students' optimum activity and creativity, because Student Speaking Skills is an approach that emphasizes critical and analytical thinking processes to seek and find answers to the problems themselves. The thinking process usually begins with a questioning process, so in the Speaking Skills strategy the teacher should often ask questions to the students to elicit a sense of keingintah. A great curiosity of students can also increase student activity and creativity. This activity can occur because students are active (physically, psychologically or emotionally) in solving problems and creativity because high curiosity is one of the characteristics of creative people, and from that curiosity will lead to the characteristics of other creative people, for example: asking, expressing ideas, coming up with innovative ideas, solving problems yourself and being able to see problems from different angles.

Learning that has been done in research has advantages,

constraints and weaknesses. The advantages of learning by applying PAKEM (Learning, Active, Creative, Effective, Fun) through Student Speaking Skills are as follows: (1) allowing students to be more active in the learning process, (2) students will more easily understand the lessons because their knowledge comes from the process (4) enables enhancement of scientific skills and process skill capabilities that have been applied during the learning process in the laboratory, (5) the students will be motivated to learn Indonesian because of computer-aided learning modeling, and (6) mentally rehearsing students, because the learning that has been designed can motivate students to actively ask questions, propose ideas, do exercise exercises and dare to defend their opinions.

The implementation of this lesson also has constraints and obstacles. Constraints and obstacles faced are as follows: (1) has embedded a learning culture of students, that learning is basically receiving material from teachers, so that teachers are the main source of learning. With such a learning culture, it was difficult to transform learning culture into a process of thinking and to develop students' activities and creativity, (2) students' assumptions, in group collaboration they can rely on smart students, this can be demonstrated through a questionnaire of student responses to learning has been implemented, that 25% of students who answered strongly agree that the application of PAKEM (Learning, Active, Creative, Effective, Fun) through Speaking Skills Students motivate students to actively ask questions and 32.5% of students answered strongly agree the application of PAKEM (Learning, Active Creative, Effective, Enjoyable) through Speech Skills Students motivate students to respond to questions or problems, and (3) lack of time needed to learn solubility and solubility results. This happens because of frequent holidays for experimental classes due to national holidays and national examinations. This can be demonstrated through student questionnaires' responses to learning, that 30% of students answered strongly that PAKEM (Learning, Active, Creative, Effective, Fun) through Student Speaking Skills is effective.

Conclusion

Based on the result of research, it can be concluded as follows:

1. Application of PAKEM (learning, active, creative, effective, fun) through Student Speaking Skills influences the learning result of Indonesian subject matter with the average post test grade of 81.74 experimental grade while the average post test grade control grade 71.61 it can be seen from the results that the development of PAKEM strategy has a strong influence on the improvement of learning outcomes in students' speaking skills.
2. The amount of contribution of PAKEM implementation (learning, active, creative, effective, fun) through Student Speaking Skills to learning result of Indonesian subject matter is 41.81%.
3. Psychomotor learning outcomes measured through student activity in the classroom with an average of 78.32 and 73.95.
4. The average learning outcomes of creativity of the experimental class students is 73.025 and for the control

class is 69.45, so that the experimental class learning outcomes are better than the control class.

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