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# Identifying Students' Error in Writing Islamic Text at the Third Semester of English Study Program at IAIN Bone

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## Abstract

This research aimed to find out the most common errors do the students made in their writing Islamic text at the third semester of English Study program IAIN Bone in Academic Years 2018-2019. The data were collected from the students' writing of the third semester. The key instrument used was writing test result and interview. This research used descriptive research. It refers to the descriptive qualitative. Qualitative data described each category that occurred in the students' writing. The researcher described the situation about the occurrence of the errors in the students' writing. The total number of lexical errors that the researcher found in the students' writing Islamic text was 150 errors that consisted of lexicon category was 68 errors and surface strategy was 82 errors. Most of the students' errors in the lexical category were sentence pattern. Sentence pattern is the highest errors made by the students in writing Islamic text with 10 students or 62.50% made errors; the second was punctuation and article by 5 students or 31.25%; the third errors in spelling by 4 students or 25%; the fourth errors in vocabulary and preposition by 3 students or 18.75%; the last errors in tense, pronoun, and conjunction by 1 student or 6.25%. It is figured out that the students have less ability in writing a text and still have difficulties in learning grammatical structures in writing process.

**Keywords:** *writing ability, error analysis, Islamic text*

## Introduction

Writing is one of productive skills in language learning, the writing activity is different from other activities (Harmer, 1991). According to (Linse, 2006), writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers, it is less spontaneous but more permanent since it takes much time and concentrated practice. Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form ( Palmer, 1994 in Alfiani 2012 ).

English language learning is a process where all skills of English (listening, reading, writing, speaking and grammar) are interconnected (Baker, 2011). As an example when someone wants to deliver his feeling or thought by writing, he has to notice not only the vocabulary but also the grammar. In writing, as one of the components of a language, grammar is necessary in order to create meaningful and understandable sentences In fact, they find English rules very complicated because some language features such as sentence construction, grammar, vocabulary, spelling and so forth in their mother tongue are different from those of the target language and these make them difficult to express themselves in a clear, correct and comprehensible manner of writing.

According to (Harmer, 2015) says that writing has a number of conventions which separate it out from speaking and apart from differences in grammar and vocabulary, it means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

Likewise, university students are often using the way of thinking and concept from their native language to express their ideas in English as well and they need to learn how to transfer their knowledge of rule/grammatical concepts of target language from oral language to written language. The researcher assumes that the difficulties in applying the rules of the language in writing cause students make errors. These problems are the reasons why students make errors in writing text.

Considering writing skills are important for teachers to be, the researcher tried to investigate possible linguistic problems by analyzing the errors writing of the third semester students of English study program at IAIN Bone. The researcher applied errors analysis on Lexicon category and surface strategy taxonomy due to this category related to students' writing skill on grammatical structure. Surface strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis, thus the researcher used surface strategy taxonomy as a starting point in the description of errors and it involves four subcategories; they are omission, addition, misformation, and misordering errors. This is why the researcher interested in conducting this research.

### ***The Concept of Error Analysis***

An error analysis is the study and evaluation of uncertainty in measurement. It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively (Hendrawaty, 2018). Error analysis emphasizes the significance of errors in learners' interlanguage system and it is a type of linguistic analysis that focuses on the errors learners make (Brown, 1994). As the process to observe, analyze, and classify the deviations of the rules of the second language and then reveal the systems operated by learners (Brown, 1994). Another concept of error analysis stated by (Gass & Selinker, 2008) that error analysis is a type of linguistic analysis that focuses on the errors learner make.

Language errors can be classified into two main parts: interlingual and intralingual errors. Interlingual errors can be detected as transfer errors caused by a learner's mother tongue merits such as lexical errors, grammatical errors, or pragmatic errors. Intralingual errors can be attributed to the ignorance of rule restrictions, imperfect implementation of rules, and false concepts assumed which all lead to overgeneralization (Richards & Schmidt, 2002)

On the basis of definitions above, it can be assumed that error analysis is a process to observe, analyze, and classify the errors which are always made by learners either in speaking or writing. It also brings information about learners' difficulties in learning speaking or writing especially in English. The errors can help teacher, lecturer or researcher in teaching and learning process to observe the background why learners make the errors.

Error is a deviation that is consistently done by a language learner. This is because the learner's gap in knowledge. Dulay also classified Error into four items:

#### a. Linguistic Category

In the first item, Errors are classified according to language component and the particular linguistic constituent the error affect or both. Language component include: a) phonology (pronunciation), b) syntax and morphology (grammar), c) semantic and lexicon (meaning and vocabulary), d) discourse (style).

#### b. Surface Strategy

The surface strategy focuses on the change of the structure in a written language. The student may *add* important thing or *omitt* unimportant thing in their writing; they also may *misform* items is classified into four types:

- 1) Omission is a kind of error that characterized by the absence of an item that must appear in well-formed utterance of target language. For example, "I was Cooking" becomes "I cooking".
- 2) Addition is a the opposite of the omission. This kind of error that characterized by the presence of an item that must not appear in a well-formed utterance of target language. For example, "I visited my grandma's house" becomes "I visited to my grandma's house".
- 3) Misformation is a kind of error that characterized by the use of the wrong form of the morpheme or structure. For example, "the bus came late" becomes "the bus comed late".
- 4) Misordering is a kind of error that characterized by the incorrect placement of a morpheme or group of morphemes in a utterance of target language. For example, "I wanted that red bag" becomes "I wanted that bag red".

#### c. Comparative Analysis

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. Most of the second language learner's error have been compared to the error which made by the children who learn the target language as the first language. So, the errors made by the second language learners are compared to the error made by the native speaker of the target language.

#### d. Communicative Effect

The communicative effect deals with the perspective of the listener or reader toward the language produced by the foreign language learner. The listener or the reader understand the language produced by the foreign language learner or not becomes the focus in communicative effect.

## Method

### ***Research Design***

This research belongs to descriptive research by using qualitative technique. This research belongs to descriptive because the objective of the research is to describe the phenomena from the data that are derived from observational situation. The researcher describes the phenomena of the obtained data naturally and objectively

### ***Location and Subject of the Research***

The location of this research took place at IAIN Bone at *Jalan Hos Cokroaminoto*, West Tanete Riattang Subdistrict, Bone District. The subject in this research focused on the third semester students of English Study Program IAIN Bone in Academic Year 2018-2019.

### ***Instrument of the Research***

#### **a. Writing Islamic Text**

Writing test was used to know students errors in writing Islamic text. The researcher provided three topics about islamic text (Al-Fatihah, Fasting in Islam and Muhammad Is the last prophet of Islam). Then, students were asked to write some paragraphs according to the topics.

#### **b. Interview**

Interview is a method which permits an exchange of ideas information. The researcher used list of unstructured question to interview. With this, the researcher conducted an interview to the students to know the students' errors writing in Islamic text.

### ***Procedure to Collecting Data***

To collect of the data in this research used writing result test and interview. The first procedure was writing test. In this research, the students chose one of three topics and develop the topic into some paragraphs. Then, the researcher identified the students' common errors in writing. The second prosedure was interview. In the interview, the researcher asked some questions to the students related to their difficult in writing islamic text. It recorded and transcribed.

### ***Technique of Data Analysis***

The data of this research were analyzed by using several steps. Firstly, the researcher collected the students' writing test to be analyzed according to Dulay's theory. They were studied carefully. Secondly, the errors were classified into four subcategories of surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' writing. The errors found in clauses and sentences. A sentence may contain one error or more, and then they were analyzed separately. Thirdly, the data were interpreted and described systematically according to the types of error. The errors were identified and classified into the subcategories of comparative taxonomy. The last step was errors evaluation by tabulating the errors to get the percentage of each subcategory. In this step, the frequencies of errors were identified and the numbers of errors were presented in the forms of tables. The formula of the percentage was presented as follows (Dulay, Burt, & Krashen, 1982)

$$\% \text{ Type of errors} = \frac{\sum \text{Student's errors on each category}}{\sum \text{Student's errors}} \times 100\%$$

Not only used the percentage by Dulay's theory but the researcher also used percentage by Nasution to see the percentage of students' correct answer and wrong answer in errors writing Islamic text. which the formula as follows (Nasution, 1995) :

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of error occurred

N = Number of cases (total frequent / total individual)



Interview will be processed with some stages are as follows:

a. Data reduction

Data reduction was a form of analysis that sharpens, classifies, directs, discards the unnecessary and organize the data in such a way that the final conclusion can be drawn.

b. Presentation of data

Presentation of data was an activity when a set of information is prepared, thus giving the possibility of conclusion. Form of the presentation in the form of Islamic text.

c. Withdrawal conclusion

A conclusion was the result of an analysis that can be used to take action. In this section, the researcher will express the conclusions of the data that have been obtained. This activity is intended to find the meaning of data collected by looking for writing error in Islamic text.

## Results

To know the description of the students' errors in writing, the writer identified and classified errors into 2 aspects: Lexicon category and surface strategy. Then the writer made the reconstruction of the errors' writing which made by the students.

### *The Types of Students' Error in Writing Islamic Text*

This research was analyzed based on (Dulay et al., 1982) theory, the surface strategy taxonomy which concerns on omission, addition, misordering error. These errors defined as mechanics (spelling and punctuation), grammar, and word choices. To find out the types of errors, the researcher documented the students' writing. After that, the percentage of each category of errors in their writing was counted.

Table 1. The Tabulation of Students' Error in Writing

No.	Error Classifications	Frequency	Percentage (%)
1	<b>Lexicon Category:</b>		
	a. Sentence Pattern	20	29.41%
	b. Tenses	3	4.41%
	c. Pronoun	1	1.47%
	d. Spelling	25	36.76%
	e. Vocabulary	3	4.41%
	f. Punctuation	7	10.29%
	g. Article	5	7.35%
	h. Conjunction	1	1.47%
	i. Preposition	3	4.41%
	Total	68	100%
2	<b>Surface Strategy</b>		
	a. Omission	54	65.85%
	b. Addition	25	30.48%
	c. Misordering	3	3.65%
	Total	82	100%

The table above shows that the students' error in writing Islamic text on lexicon category namely; 29.41% of sentences pattern errors, 4.41% errors in tenses, 1.47% error in pronoun, 37% errors in spelling, 4.41% errors in vocabulary, 10.29% errors in punctuation, 7.35% errors in article, 1.47% error in conjunction, and 4.41% errors were found in preposition. While in the

surface strategy there were 65.85% errors in omission, 30.48% errors in addition, and 3.65% errors in misordering.

To make the data clear, here was the table the percentage of the students' right and wrong answer in writing Islamic text:

Table 2. The Percentage of the students' answer in writing Islamic text in Lexicon Category:

<b>Classification Errors</b>	<b>Frequency of wrong answer</b>	<b>%</b>	<b>Frequency of right answer</b>	<b>%</b>
Sentence Pattern	10	62.50%	6	37.50%
Tenses	1	6.25%	15	93.75%
Pronoun	1	6.25%	15	93.75%
Spelling	4	25%	14	75%
Vocabulary	3	18.75%	13	81.25%
Punctuation	5	31.25%	11	68.75%
Article	5	31.25%	11	68.75%
Conjunction	1	6.25%	15	93.75%
Preposition	3	18.75%	13	81.25%

Based on the table above, the researcher states that the highest errors are made by students in writing Islamic text is sentence pattern errors there are 10 students or 62,50% made errors, the second is punctuation and article by 5 students or 31.25%, the third errors in spelling by 4 students or 25%, the fourth is errors in vocabulary and preposition by 3 students or 18.75% an the last is errors in tense, pronoun, and conjunction by 1 students or 6.25%. These errors described the problem which students face in their writing and the students also are still need to improve their ability to write a text because they tend to make errors in writing as the result of their native language transfer since they have not been familiar with the English language system which makes them lack of competence to the target language.

## Discussion

In preceding explanation, the data were taken from students' errors in writing Islamic text. The writer classified the students' errors in writing. Then the writer only focused on two areas: Lexicon Category (Sentence Pattern, Tenses, Pronoun, Preposition, Punctuation, Article, Conjunction and Spelling) and Surface Strategy (Omission, Addition, and Misordering). Here were the explanations about the calculation and interpretation of the data:

### **Lexicon Category**

From the data of the students, the researcher found many errors in lexicon category form that made by the students. Many lexical items consist of more than one word, and have a structure of their own. So, lexical errors are learners' error in word and which is ungrammatical. Here are the explanation about calculation and interpretation of the data:

#### *Sentence Pattern*

Among 16 students who became the sample, 29.41% total of errors made by the students in sentence pattern. The writer assumed that this error caused by the *Mother Tongue Interference* or error resulting from the transfer of grammatical and stylistic elements from the source language to the target language. We can classify the errors in Sentence Pattern as the errors in *Omission* because the students sometimes forget to put the subject or the verb whereas it is very important in making a sentence.

### *Tense*

Tense error was committed by the third semester students of IAIN Bone. Among 16 students who became the sample, 4.41% total of errors made by the students in Tense. The writer assumed that tense was not a problem for students when they wrote Islamic text. Because of from 16 students only 1 student makes error in this item. The errors in Tense also happened because of *Translation* means a student translates his first language sentence or idiomatic expression in to the target language word by word. We can classify the errors in sentence pattern as the errors in *Omission*. Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology for example the past tense inflection –ed.

### *Pronoun*

There was 1 or (1.47%) student made errors in pronoun with the percentage 93.75% or 15 students were true in using Pronoun in their writing. A pronoun is a word that is used in the place of a noun or noun phrase. Pronoun errors happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. We can classify the errors in Pronoun as the errors in *Selection* because the students still confuse to choose and to use the word to be the right pronoun.

### *Spelling*

75% or 12 students made errors in Spelling. The errors in spelling occurred because of the *Carelessness* when the students wrote because most of the students did not know aware about the spelling of the word. We can classify the errors in Spelling as the errors in *Selection* because the students made errors in writing the word to be the right spelling.

### *Vocabulary*

18.75% or 3 students made errors in vocabulary in writing Islamic text. The errors in vocabulary occurred because the students are not being able to choose the right vocabulary in writing. We can classify the error in vocabulary as the errors in syntax and semantic aspect.

### *Punctuation*

31.25% or 5 students made errors in Punctuation. The errors in Punctuation occurred because of the *Carelessness* when the students wrote because most of the students did not know aware about the Punctuation. They sometimes forget to put punctuation mark the end of the sentence that they wrote. We can classify the errors in Punctuation as the errors in *Selection* because the students made errors in writing the word to be the right Punctuation.

### *Article*

31.25% or 5 students made errors in writing an article. The errors in article occurred because of the *Carelessness* when the students wrote because most of the students did not know aware about how to write the right article. In this research the writer found some errors were made by students in writing article like, *a obligation* and the right words is *an obligation*. They sometimes confuse to put the right article in front of a word in the sentence that they wrote. We can classify the errors in article as the errors in syntax and semantic aspect.

### *Preposition*

3 students made errors in Preposition with the percentage 6.25 % in Preposition when they were writing Islamic text. Preposition errors also happened because of *Overgeneralization* that

is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word. We can classify the errors in Preposition as the errors in *Omission* because the students commonly omit the preposition' words such as at, of, in, for, by, etc.

Below are some results of the students' interview about errors in writing Islamic text:

**Student 1:**

R : According to you, what is writing? Could you explain?

S1 : Writing is a media is used by someone to communicate or make a note.

R : What is Error?

S1 : An Error that cannot be corrected again.

R : What are difficulties you face when writing a text in English about Islamic text?

S1 : One of my difficulties in writing is I sometimes confuse to choose a word that are suitable to be used in a sentence and not only that the choice of conjunctions also is very difficult for me.

**Students 2:**

R : According to you, what is writing? Could you explain?

S2 : Writing is a medium of human communication that represents language with symbols

R : What is Error?

S2 : Errors are the flawed side of learner speech or writing. It means that learners cannot learn language without systematically committing errors first.

R : What are difficulties you face when writing a text in English about Islamic text?

S2 : One of my difficulties in writing is I cannot express my idea in English caused by lack of vocabulary and inability to write with the right grammar. I also have problem using schematic structure according to the selected essay.

According to the result of interviews above, the researcher concludes that the students often make errors in writing a text, it is proved by the result of the interviews with student 1 says that one of her difficulties in writing is sometimes confuse to choose words that are suitable to be used in a sentence and not only that the choice of conjunctions according to her is very difficult.

The next student said that writing is a medium of human communication that represent language with symbols, she also face some difficulties in writing Islamic text like, she cannot express her idea in English caused by lack of vocabulary and inability to write with the right grammar. She also has problem using schematic structure according to the selected essay.

Based on the result of the interview above, the writer connects with the statement from (Vendityaningtyas & Styati, n.d.) in Byrne states that he categorizes three problems that made writing skill difficult to master, namely; linguistic, cognitive, and content problems.

The first problem is Linguistic. This is related to our shrewdness in writing down the structure the right and therefore the sentences that are formed will be able to blend together. The second problem is cognitive problem related to mastery we are in the form of language, structure, grammar that is useful for communication effective in writing. And the third is a problem about ideas. This is related to anything that can we put it in writing. We often lose ideas in the middle of the writing process.

Making errors is an important aspect to get information whether it is caused by grammatical error or slip of the tongue either in spoken or written language. It is connected with interview of the researcher with one of the students says that:

Student 3:

R : Why are errors in writing a text so important to know?

S3 : Because everyone has made a lot of error when they are writing, so it is very important to know the errors we made, so that we can improve our writing ability.

According to students in the result of the interview above, the researcher concludes that errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.

### **Surface Strategy**

The surface strategy focuses on the change of the structure in a written language. The student may *add* important thing or *omitt* unimportant thing in their writing; they also may *misform* items.

Omission is a kind of error that characterized by the absence of an item that must appear in well-formed utterance of target language. In this research, the writer found many errors were made by students in omission. There were 54 total errors in omission from 16 students or 65.85%. It occurred because they were not careful write a word in writing a sentence, so there were some words that they didn't put in the sentences. For example, "Prophet was Muhammad born in approximately 570 year of the Elephant" becomes "Prophet **Muhammad born** in approximately 570 year of the Elephant".

Addition is a the opposite of the omission. This kind of error that characterized by the presence of an item that must not appear in a well-formed utterance of target language. In this research, the writer found many errors were made by students in addition. There were 25 total errors in addition from 16 students or 30.48%. For example, "Al-Fatihah is required to read when they pray" becomes "Al-Fatihah is required to reading when they pray".

Misordering is a kind of error that characterized by the incorrect placement of a morpheme or group of morphemes in a utterance of target language. In this research, the writer found some errors were made by students in misordering. There were 3 total errors in addition from 16 students or 3.65%. It means that only a few students did an error in misordering. For example, "Al-Fatihah has become the breath for Islam people in Northern of the word" becomes "Al-Fatihah has become the breath for people Islam in Northern of the word".

### **Conclusion**

The data of this study took from English composition written by the third semester student of English department at IAIN Bone I Academic Year 2018-2019. The findings in this study show that there were many lexical errors found in the students' writing text. It can be looked from the lexical errors that appear in their compositions. Although the students know well the words they are using and difficult English spelling make them confused to write the lexical items.

Data from the present research points to the fact that the total number of lexical errors that the researcher found in the students' writing Islamic text was 150 errors that consisted of lexicon category was 68 errors and surface strategy was 82 errors. And the findings of this research also found that most of the students' errors in the lexical category are sentence pattern. Sentence pattern is the highest errors made by the students in writing Islamic text with 10 students or 62.50% made errors; The second is punctuation and article by 5 students

or 31.25%; The third errors in spelling by 4 students or 25%; The fourth is errors in vocabulary and preposition by 3 students or 18.75%; The last is errors in tense, pronoun, and conjunction by 1 student or 6.25%.

Based on these findings, the researcher concludes that the Third Semester of English Study Program IAIN Bone in Academic Year 2018-2019 have less ability in writing a text. Most of students' errors are dominated by sentence pattern and omission. Therefore, these errors describe the problems which students face in writing Islamic text.

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# Students' Self-Confidence in Speaking Skill

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## Abstract

The objective of the research was to find out whether or not describing people improve students' self-confidence in speaking skill by the second grade of *SMK Kristen Makale*. In doing this research, the writer used quantitative method. The population of this research was the second grade students which consist of 139 students and divided into eight classes. This research employs a cluster sampling where the writer took only 25 students as respondents. The instrument that used by the writer in collecting data is questionnaire. The result of this research found that describing people could improve students' self-confidence in speaking. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self-confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self-confidence level). It means that the students have shown raising the self-confidence level from precisely into the medium after learning using describing people.

**Keywords:** *speaking skill, describing people, self-confidence*

## Introduction

In the world, if the someone listen about the term "English", almost no one of them do not know it because English can be found in all place around us, moreover human in this era life in technology era, so that human can get information, quickly. English is very important in human life because English is the international language. There are four skills we must know if study English they are listening, reading, speaking, and writing. In order to know about English, people must know the basic knowledge of each skill. Globalization era makes English must be taught in school.

In this research the researcher focused in speaking skill. Speaking is the one skill that very important to mastery. As Ur (1991;120) declares that, "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing". So, speaking is very important skill which helps students to use and to transmit knowledge in effective way. English as a foreign language student are obliged to master speaking skill in order to communicate their ideas easily, effectively, and confidently.

Self-confidence according to Ryan (2000:27) concept of self-confidence relates to self in one's personal judgment, ability, power, etc. Sometimes manifested excessively, it means that self- confidence is important. Without self- confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, they are going to be get so much information from the things that they read, they get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well.

Based on the researcher experience in teaching practice academic years 2016/2017 of English department of FKIP UKI Toraja, the researcher saw the defiance to do it. Several students who were giving the task can do it well. The score of student of the assessment showed over average. It means the students comprehend all material that was given, like as in individual task or group discussion task. The researcher found the problem of students mainly less of self-confidence in speaking. For example, when the researcher invites the students for explaining or writing their task in front of class, many of them cannot do it. The researcher saw the student have self-confidence when read the conversation with their partner.

However, if the students common to explain their task by themselves, it was hard to do by them. Therefore, the researcher wants to improve their self-confidence in speaking with describing people because, useless if the students only do task in paper form but they less in self- confidence to explain it. Describing people one of the topic in English teaching and learning that study about how to explain out people with their characteristic, like face, hair, skin and etc. the researcher will use the describing people as step to improve the students' self-confidence. Self-confidence is one of the affective factors which have a noticeable impact on the progress of students' learning.

## Method

In this research the researcher used quantitative method in order to find out whether or not describing people improve students' self confidence in speaking skill by the second grade of *SMK Kristen Makale*. To complete this research need second sources as addition data. There are some places to get the secondary sources like from some reference books, internet, articles, thesis that related with the title. The procedures of collecting data are as follow:

1. Questionnaire one (Q1), the researcher gave the respondents questionnaire include 25 statements to measure the students' self-confidence.
2. Treatment, the researcher teaches the respondents' material about describing people.
3. Questionnaire two (Q2), the researcher explained to respondents how to do the questionnaire.

After they finished answering their test, the researcher collected the respondents work. In analyzing data the researcher used descriptive method. In this step all the data grouped and analyzed to produce result of the research which suitable to the problem statement of this research.

Criteria of self-confidence according to Azwar (2001:109) as follow:

- a.  $(\mu+2,0\sigma) \leq X$  = High
- b.  $(\mu+1.0\sigma) \leq X < (\mu+2.0\sigma)$  = Medium
- c.  $\mu \leq X < (\mu+1.0\sigma)$  = Precisely
- d.  $(\mu-1.0\sigma) \leq X < \mu$  = Less
- e.  $(\mu-2.0\sigma) \leq X < (\mu-1.0\sigma)$  = Low
- f.  $X < (\mu-2.0\sigma)$  = Very Low

Where:

$\mu$  = Mean Ideal  
 $\sigma$  = Standard Deviation  
X = Score



1. High and low score is 100 and 25
2. Mean Ideal ( $\mu$ ) that is  $\frac{1}{2}$  (high score + low score) =  $\frac{1}{2}(100+25) = 62.5$
3. Deviation standard ( $\sigma$ ) that is  $\frac{1}{6}$ ( high score – low score) =  $\frac{1}{6}(100-25) = 12.5$

Level of self-confidence	Score
High	$(\mu+2.0\sigma) \leq X = (62.5+25) \leq X = 87.5 \leq X$
Medium	$(\mu+1.0\sigma) \leq X < (\mu+2.0\sigma) = (62.5+12.5) \leq X < (62.5+25) = 75 \leq X < 87.5$
Precisely	$\mu \leq X < (\mu+1.0\sigma) = 62.5 \leq X < (62.5+12.5) = 62.5 \leq X < 75$
Less	$(\mu-1.0\sigma) \leq X < \mu = (62.5-12.5) \leq X < 62.5 = 50 \leq X < 62.5$
Low	$(\mu-2.0\sigma) \leq X < (\mu-1.0\sigma) = (62.5-25) \leq X < (62.5-12.5) = 37.5 \leq X < 50$
Very Low	$X < (\mu-2.0\sigma) = X < (62.5-25) = X < 37.5$

*Self-confidence score category*

No.	Level of self-confidence	Score
1.	High	88 – 100
2.	Medium	75 – 87
3.	Precisely	63 – 74
4.	Less	50 – 62
5.	Low	38 – 49
6.	Very Low	25 – 37

After knowing the student score, the writer find out the mean score with following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Gay, (2006:225)

Where:

- $\bar{X}$  = mean score
- $\sum X$  = total score
- $N$  = total number of students

Next, the writer getting frequency and percentage technique in questionnaire one (Q1) and questionnaire two (Q2) with employed the following formula:

$$P = \frac{f}{n}$$

Where:

- $P$  = the percentages
- $f$  = the frequency
- $n$  = total number of respondent

## Results & Discussion

The comparison between classification of frequency and percentage of questionnaire one (Q1) and questionnaire two (Q2)

No.	Category	Score	Questionnaire one (Q1)		Questionnaire two (Q2)	
			F	%	f	%
1	High	88 – 100	1	4	7	28
2	Medium	75 – 87	4	16	11	44
3	Precisely	63 – 74	14	56	5	20
4	Less	50 – 62	5	20	2	8
5	Low	38 – 49	1	4	-	-
6	Very Low	25 – 37	-	-	-	-
<b>Total</b>			<b>67.88</b>		<b>79.76</b>	

In this research, the researcher got the result of the data in finding shown that mean score in questionnaire one (Q1) is **67.88**. This means that the self-confidence level by the second grade students of *SMK Kristen Makale* is classified into precisely category of self-confidence. Then, the researcher used some step in doing treatment, they are : a) explain about describing people, b) teaching how to describe their classmate, c) the researcher command students to describe one of their classmate in front of class (characteristics and physical appearance).

After doing treatment and gave questionnaire two (Q2), the researcher got the result of the data in finding shown that the mean score in questionnaire two (Q2) is **79.76**. This means that the student score by the second grade of *SMK Kristen Makale* in used describing people to improve their self-confidence in speaking skill is classified into medium self-confidence level. It has been analyzed that indicated that there were significant differences between questionnaire one (Q1) and questionnaire two (Q2).

## Conclusion

Based on the data analysis and discussion on the previous chapter the researcher concludes that the describing people improve students' self-confidence in speaking skill by the second grade of *SMK Kristen Makale*. It was proved by the mean score of the students in questionnaire one (Q1) is **67.88 (precisely self-confidence level)** and students mean score in questionnaire two (Q2) is **79.76 (medium self-confidence level)**. It means that the students shown raising of the self-confidence level from precisely into medium after learning using describing people.

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# Investigating the Beliefs about Self of College Students in Solving Mathematical Problem

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## Abstract

Human life is about an entity which always experiences the changes. Each sector of our life involving education, technology, economics, and social will be advanced gradually. These advancements let everyone to encounter the new problems or challenges for sure. Knowing this fact, ability in solving a problem is a must for us to have. The process of solving problem is influenced by several factors, like belief which is called belief system in mathematics education. Mathematics education is assumed to be able to grow and enhance one's beliefs system in solving a problem. This research is a case study which concerns a part of beliefs system namely beliefs about self. This study aimed to investigate the beliefs about self of college students who are 18-22 years old in solving mathematical problem. Four voluntary participants were given mathematical problem and interviewed separately. The result shows that each participant has beliefs about self which is positive or negative oriented. One of the factors promoting the beliefs about self is experience. It is recommended to conduct a similar study with larger sample.

**Keywords:** *beliefs system, beliefs about self, college student*

## Introduction

Life that involves various sectors will always experience the changes gradually. These changes are used to encourage the appearance of the new problems and challenges. People do not ever know what kind of problems that will come to their life. Problems always demand the solution. Solution is obtained through the process of solving problems done by someone. We need to solve the problems independently. Ability in solving problem is not a theoretical skill that can be taught but an empirical skill obtained through experience and training. This is the importance of mathematics education to be learned by everyone. Mathematics education will train each people in solving problems.

Mathematics is a discipline which its main purpose is to shaping the one's point of view or thinking way in solving problem. Based on this point of view, people then turn to think the solution for the problem that they find. Math prepares a person to be able to deal with changing circumstances in the life of the ever-evolving world through practice behavior on the basis of logical, rational, critical, accurate, honest, effective, and efficient (Suherman, 2003). Thus, through a mathematical education a person is not only expected to master mathematical symbols, formulas, and procedures but also apply their mathematical mindset in daily life.

Solving problems is a comprehensive activity that involves a number of abilities, both cognitive and affective abilities (Ozturk & Guven, 2016). One of the affective abilities needed in solving mathematical problems is beliefs. Belief is the principles of a person who will influence

him in thinking, making decisions, and behaving. In mathematics education, the term belief is namely as beliefs system.

Beliefs system is a research topic that is quite interesting for many researchers, especially researchers in the field of education. Stylianides & Stylianides (2014) in their study tried to find out whether there was a positive effect on student beliefs in solving the problem if given short duration intervention. The results of this study further explore the approaches that are considered effective to give a positive impact on the beliefs in solving the problem, rather than describe how the participants beliefs. Lerch (2004) also conducted a study on beliefs system. His research aims to see how making decisions play an important role in solving routine and nonroutine problems. The results of his study show that a beliefs system gives the people confidence to be able in solving the given problem.

Ozturk & Guven (2015) conducted a case study of some high school students in Turkey aiming to check their beliefs in the process of solving the problem. This study uses interviews and observations. The results show that beliefs owned by students influence them in making decisions. In this study, Ozturk & Guven recommends to conduct the same case studies on samples with different country backgrounds as they consider the beliefs of a system owned by a person to be influenced by a country or cultural background. This current study goes from the opportunities and suggestions that arise from studies that have been done before. This study aims to examine and explore in detail and in-depth related beliefs system owned by some students with a certain age range. To achieve this objective, in addition to collecting various related literatures, data collection was also done by providing two test questions as well as interviewing volunteer-selected participants.

Until now, according to experts there is no exact definition related beliefs system. Schoenfeld (1985) still analogize beliefs system as a mathematical point of view owned by someone. Beliefs system can be distinguished by its object (McLeod, 1992); beliefs about mathematics, beliefs about self, beliefs about mathematics teaching, and beliefs about social context. Beliefs about mathematics tell about a person's point of view on the urgency of mathematics in life. Beliefs about self tell about a person's perspective on himself and his own ability to solve problems. Beliefs about mathematics teaching tell about one's point of view of existing mathematics teaching. While beliefs about social context tell about cultural issues that exist in mathematics education.

Belief about self is the chosen concern in this current study. It is chosen by researcher based on certain considerations. In solving a problem, in addition to a variety of thinking skills, a person is also required to have confidence in himself and his own ability. This belief and point of view are closely related to beliefs about self. Therefore, the researcher conducts case study research on some college students with a certain age range to know how beliefs about self they have in solving mathematical problems.

## **Method**

For the purpose of this study, qualitative approach was applied. A case study method was employed to investigate the beliefs about self of college students in solving real world-mathematical problems according to their answers test and explanation obtained by clinical interview. The purpose of this case study was to describe the current situation in detail rather than draw the generalization. Mathematical and clinical interview were conducted separately for each participant. The participants for this study are four college students who are 18-22 years old. The selection of participants was based on voluntariness.

## Results & Discussion

In this section, we will discuss the beliefs about self in solving mathematical problems of each participant separately. Each of four participants was given the different code. M1 is for participant 1, M2 is for participant 2, M3 is for participant 3, and M4 is for participant 4. These mathematical problems were distributed to them and the clinical interview also took place.

1. The circumference of a rectangle field is 90 meters. If the length of its field equals to twice of its width, can you determine its length? Why?
2. Anita, Anida, and Annisa go to the fruit shop. Anita bought 1 kg of apples and 2 kg of oranges for Rp43.000,00. While Anida bought 2 kg of apples and 1 kg of oranges for Rp41.000,00. Annisa has only Rp50.000,00. If Annisa wants to buy 2 kg of apples and 2 kg of oranges, is it her money enough to pay?

### ***M1 Beliefs about Self in Solving Mathematical Problems***

M1 was given the first problem. She was asked to read the problem carefully. The researcher then asked M1 whether she had ever encountered the similar problems before. M1 confidently answered yes and even experienced to solve them. Researcher asked the M1 opinion about how to solve the given problem. M1 thought that the problem was pretty easy because she only needs to find the length of the field by determining its width first. M1 said that she can solve it because once completed the similar problems. However, not long after trying to solve the problem, M1 said that she was give up and felt her answer was weird. M1 then was given the second problem. The questions asked by researchers in interview session were similar to previous interview. In solving the second problem, M1 seems more confident than before because she found the solution and though that it was correct. M1 was asked about her beliefs on the solution. M1 then felt doubt because the price of 1 kg of orange that she found was considered as less logical. However, M1 surrendered and said that she did not want to recheck or revise her answer.

The explanation given by M1 in the interview can show the beliefs about self that she has in solving the mathematical problem. M1 believes that she does not have good skills in mathematics although she often encounters the similar problems before. This causes M1 to feel insecure in solving the given mathematical problem. M1 had tried to solve these problems even if the answer was not completed or not correct. However, despite realizing that the answer was probably not true, M1 chose to give up because she did not want to repeat the process of solving the mathematical problem. M1 assumes that no matter how many efforts that she makes in solving mathematical problem, she believes that her answers will most likely be false. This is due to M1's belief in her inability to solve the mathematical problem, even though she realizes that she should not think like that.

### ***M2 Beliefs about Self in Solving Mathematical Problems***

M2 was given the first problem. She was asked to read the problem carefully. The researcher then asked M2 whether she had previously encountered a similar problem. M2 replied that she had experienced the similar problem before. The researcher then asked M2's opinion about the given problem and the way she would do to solve the problem. M2 replied he would try to solve the problem because she had experience with similar problems. M2 could determine the asked length. However, M2 did not give the complete answer. She did not relate the answer to the asked question and felt enough just by doing a mathematical calculation. The researcher then asked if M2 felt confident with her answer. M2 said that she

was pretty sure. Then M2 was given the second problem. The questions asked by the researcher were similar to those asked in the previous interview. For the second problem, M2 said that she was pretty sure that she could solve it because she felt familiar with this kind of problems. After completing the second problem, M2 was asked about her belief about answer. M2 felt confident because the solution was obtained through appropriate procedure. M2 also said that she had considerable experiences in solving similar problems. The explanation given by M2 in the interview can show the beliefs about self that she has in solving the mathematical problem. M2 is less convinced that she has good skills in mathematics even though she could solve both given problems correctly. She will become more confident in her abilities if only she felt that she has experiences in solving the similar problems.

### ***M3 Beliefs about Self in Solving Mathematical Problems***

M3 was given the first problem. She was asked to read the problem carefully. The researcher then asked M3 whether she had previously encountered a similar problem. M3 replied confidently that she had experienced similar problems before. The researcher then asked M3's opinion on the given problem and the way she would do to solve it. M3 replied that she could solve it by finding the width of the field first. Then, M3 could find the length of the field. In addition, M3 also related her calculation with the asked question. The researcher then asked whether she was convinced with her answer. M3 replied that she was very confident because she had experienced in solving similar problems before.

After that, M3 is given the second problem. The questions asked by the researcher are similar to those asked in the previous interview. For the second problem, M4 said that she also believed that she could solve it because she has experienced in solving similar problems before. After solving the second problem, M3 was asked about her belief on her answer. M3 did convince because the solving process was appropriate to the procedure. M3 also said that she has many experiences in solving similar problems. The explanation given by M3 in the interview can show the beliefs about self that she has in solving the mathematical problem. M3 believes very well that she has a good ability in mathematics. M3 confidence is reasonable. It is because she has experiences in solving similar problems.

### ***M4 Beliefs about Self in Solving Mathematical Problems***

M4 was given the first problem. She was asked to read the problem carefully. The researcher then asked M4 whether she had previously encountered a similar problem. M4 admitted that she had never studied this kind of topic before. The researcher then asked whether M4 could solve the given problem. M4 answered she could not because she was not convinced that she would not understand the problem. After being motivated, M4 still did not want to solve the problem and chose to give up. M4 chose to leave the answer sheet for problem 1 blank. Then M4 was given the second problem. The questions asked by the researcher were similar to those asked in the previous interview. For the second problem, M4 responded with much more confidence than before because she admitted that this kind of problem had been met before. M4 was pleased that she had found the answer and felt better than encountering the problem 1. M4 was asked about her belief in the answers. M4 was pretty sure because she had used the mathematical procedure that she considered appropriate. The explanation given by M4 in the interview can show the beliefs about self that she has in solving the mathematical problem. M4 believes that she does not always have good skills in mathematics. This causes M4 to feel less confident in solving the given mathematical problem. M4 tends to choose giving up from the beginning and do not want to try at all. M4 thinks that it would be better to give up earlier than to face difficulty in solving problems then.

In this case study, it is revealed that each of observed participants has beliefs about self. However, the beliefs about self that they have can be positive or negative orientation. Participant who has better positive beliefs about self are M3. In solving both mathematical problems given, she always felt confident to find a solution. M2 also has the positive beliefs about self, but it is not as well as M3. M2 sometimes still has doubts about herself, but the doubt will quickly disappear when she gets support. M1 has the positive beliefs about self that is lower than M3 and M2. M1 almost wanted to give up in solving the given problems, but she kept trying even though the answer that she found was incorrect. Based on this study, researcher thought that the positive beliefs about self is very influenced by experience factor. Experience in solving problems will encourage someone to be more confident in solving the other new problems. Not only positive beliefs about self, but also there were participant who has negative beliefs about self. M4 was assumed to have negative beliefs about self because in encountering the first problem, she strongly believed that she would not be able at all. Not only was she unable, she also assumed that she would not even be able to understand the problems given to her. It was because for M4, trying to understand the problem was something heavy and will waste energy. Therefore, M4 chose to surrender from the beginning rather than have to find difficulties in solving the problem then.

## Conclusion

Problem solving is a scientific process through by a person, starting from understanding the problem to determine the needed information in finding solution to evaluating the appropriateness of the solution with the asked question (Williams, 2003). Problem solving process is influenced by certain factors. Schoenfeld (1992) divides the factors that affect the problem-solving process into four. First, *resources* that include formal and informal knowledge related facts and routines. Secondly, *heuristic* that refers to the used strategy and techniques. The third, *control* including method used by a person to examine the problem-solving process. Fourth, the *beliefs system* that is a person's mathematical perception about himself, his environment, or the encountered topic.

Beliefs system can be classified by its object (McLeod, 1992) including beliefs about mathematics, beliefs about self, beliefs about mathematics teaching, and beliefs about social context. Beliefs about self tell about a person's perspective on himself and his own ability to solve problems. While we are talking *beliefs about self*, it means we are talking about confidence, self-concept, or other similar attributes (McLeod, 1992). Some scholars define confidence in diverse expressions, but they all share the same characteristic, that is one's belief and feelings on his own abilities (Hendriana, Rohaeti, & Sumarmo, 2017). This kind of beliefs will encourage someone to be able in giving the best effort in solving the encountered mathematical problems.

When a person believes that he has the ability to solve mathematical problems, then he will decide to solve them. He will keep trying to solve the problem although it is possible that he will not find the solution. Otherwise, when a person believes that he does not have the ability to solve mathematical problems, then he will decide not to solve them. This research is a case study concerning the beliefs about self in which the result cannot be generalized. But at least, we can know that beliefs about self play an important role in decision making or behavior of someone. Beliefs about self owned by someone can give a positive or negative effect to him. It is strongly recommended to conduct a similar study with larger sample.

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# Efektivitas Penerapan Model *Realistic Mathematic Education* (RME) Dengan Menggunakan Alat Peraga Terhadap Prestasi Belajar

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## Abstrak

Penelitian ini merupakan penelitian eksperimen yang bertujuan untuk mengetahui dan mengukur keefektifan penerapan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga pada materi kubus dan balok. Jenis penelitian kuantitatif dengan *one grup pretest- post-test design*. Populasi dalam penelitian ini adalah peserta didik kelas VIII SMP Negeri 5 Maros dengan sampel yang diambil secara acak sebanyak 30 peserta didik dalam satu kelas eksperimen. Data penelitian ini dianalisis secara deskriptif dan inferensial dengan uji normalitas sebagai uji prasyarat analisis. Hasil analisis data menunjukkan bahwa rata-rata *pre-test* 21,10 sedangkan rata-rata *post-test* 76,67. Rata-rata skor gain ternormalisasi 0,74 dalam kategori tinggi dan berdistribusi normal untuk data prestasi belajar. Berdasarkan uji-t diperoleh  $0,000 < \frac{1}{2} \alpha = 0,025$  yang berarti terdapat peningkatan yang signifikan. Pada *post-test* juga memperlihatkan bahwa 24 dari 30 peserta didik (80 %) telah mencapai nilai KKM mata pelajaran matematika di SMP Negeri 5 Maros. Hasil penelitian ini menunjukkan bahwa Penerapan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga efektif terhadap prestasi belajar.

**Kata Kunci:** *Realistic Mathematic Education* (RME), alat peraga, gain ternormalisasi

## Pendahuluan

Salah satu tantangan berat bangsa Indonesia adalah menyiapkan sumber daya manusia yang berkualitas yaitu manusia yang beriman, cerdas, unggul dan berdaya saing. Kualitas manusia Indonesia dapat dihasilkan melalui penyelenggaraan pendidikan yang bermutu. Dalam kehidupan pendidikan memegang peranan yang sangat penting untuk menciptakan manusia-manusia yang berkualitas. Namun permasalahan pendidikan selalu muncul bersama dengan berkembang dan meningkatnya kemampuan manusia, situasi dan kondisi lingkungan yang ada, pengaruh informasi dan kebudayaan, serta berkembangnya ilmu pengetahuan dan teknologi. Salah satu usaha untuk meningkatkan kualitas pendidikan adalah dengan meningkatkan kualitas pembelajaran matematika.

Matematika adalah salah satu mata pelajaran yang dipelajari di sekolah dan merupakan ilmu pengetahuan dasar yang sudah dikenalkan pada anak mulai dari jenjang pendidikan sekolah dasar. Dalam pembelajaran matematika kemampuan berpikir sangat diperlukan peserta didik, terkait dengan kebutuhan peserta didik untuk memecahkan masalah yang dihadapinya dalam kehidupan sehari-hari. Kemampuan berpikir seorang peserta didik dalam proses pembelajaran

harus dimulai pada saat penanaman konsep dari materi ajar yang disampaikan. Karena dengan awal seorang pendidik melakukan penanaman konsep yang mampu diterima baik oleh seorang peserta didik maka selanjutnya proses pembelajaran matematika juga akan lebih bisa dapat diterima dengan baik oleh para peserta didik. Akibatnya, ketika dari awal pada saat penanaman konsep seorang peserta didik tidak mampu menangkap apa yang disampaikan oleh pendidik maka selanjutnya peserta didik sudah mulai tidak tertarik dan menganggap pelajaran matematika itu susah.

Dalam pembelajaran matematika pada sekolah menengah pertama materi pelajaran yang dipelajari adalah kubus dan balok yang dimulai dengan pembahasan mengenai pengertian, sifat-sifat, jaring-jaring, luas permukaan dan volume. Pada awal materi ini seorang peserta didik harus sudah mengetahui konsep-konsep dasar pada kubus dan balok sehingga pada saat sudah mulai masuk dalam penyelesaian masalah seorang peserta didik akan mudah menyelesaikannya. Namun, permasalahannya banyak peserta didik hanya mengetahui pengertian atau yang benda berbentuk kubus dan balok. Tetapi pada saat penyelesaian masalah kubus dan balok peserta didik sudah mulai kesusahan untuk menyelesaikannya.

Dari hasil observasi di SMP Negeri 5 Maros, diperoleh bahwa masih rendahnya ketuntasan nilai matematika pada peserta didik. Hal ini diduga pada proses pembelajaran hanya pendidik yang aktif sedangkan peserta didik hanya menyimak apa yang diajarkan oleh pendidik tetapi tidak ada respon timbal balik yang dilakukan dan tidak ada kegiatan yang bisa membuat peserta didik aktif. Maka dari itu peneliti berusaha mencari model dan bantuan alat untuk meningkatkan proses pembelajaran matematika dalam materi kubus dan balok.

RME atau Pendidikan Realistik Matematika Indonesia adalah suatu teori tentang pembelajaran matematika yang salah satu pendekatannya menggunakan konteks "dunia nyata" (Fatthurrohman 2015:185). Pendekatan realistik atau RME juga dapat diartikan sebagai cara mengajar dengan memberikan kesempatan kepada peserta didik untuk menyelidiki dan memahami konsep matematika melalui suatu masalah dalam situasi yang nyata. Dalam pembelajaran ini peserta didik diajak untuk membentuk pengetahuannya sendiri berdasarkan pengalaman yang telah mereka dapatkan atau alami sebelumnya. Jadi dalam model RME peserta didik akan lebih berperan dalam pembelajaran dimana dia akan menyangkut pautkan apa yang ada didunia nyata sesuai dengan materi pembelajaran sehingga peserta didik akan mudah memahami maksud dari pembelajaran tersebut.

Dalam penelitian Rahmawati, yang berjudul "Peningkatan Hasil Belajar Matematika Konsep Geometri Melalui Penerapan Model RME pada Siswa Kelas VIII-c SMPN 13 Bontoa Kabupaten Maros". Pada hasil dari penelitiannya, ia mengemukakan bahwa pada pembelajaran matematika setelah menggunakan model RME mengalami peningkatan pada peserta didik di dalam kelas dengan di lihat dari hasil belajarnya. Dalam proses pembelajaran matematika umumnya seorang pendidik hanya menggunakan papan tulis sebagai media penyampaian materi ke peserta didik. Namun pada zaman sekarang sudah banyak media pembelajaran yang bisa digunakan pendidik pada pelajaran matematika seperti dengan menggunakan alat peraga pada proses belajar mengajar. Menurut Karso (2009:14) alat peraga merupakan segala sesuatu yang dapat digunakan untuk menyalurkan pesan dan dapat merangsang pikiran, perasaan, perhatian dan kemauan peserta didik sehingga dapat mendorong terjadinya proses belajar pada dirinya. Dengan adanya alat peraga peserta didik dapat termotivasi dalam kegiatan belajarnya dan dapat menambah daya tarik juga minat peserta didik untuk belajar. Alat peraga dalam pendidikan sangatlah perlu terutama pada mata pelajaran matematika. Pada pembelajaran matematika, ada materi ajar matematika yang memerlukan alat peraga seperti

halnya dalam materi kubus dan balok dimana ini akan membantu peserta didik dalam proses pembelajaran yang membuat mereka akan terlibat langsung.

Dalam jurnal penelitian Nursupriana, (2010) “Pengaruh Penggunaan Alat Peraga Lingkaran Terhadap Hasil Belajar Siswa Kelas VIII Pada Pembelajaran Keliling Dan Luas Lingkaran”. Dalam hasil penelitian bahwa ada pengaruh yang signifikan antara penggunaan alat peraga lingkaran terhadap hasil belajar matematika peserta didik kelas VIII SMPN 1 Sindangagung – Kuningan.

### **Rumusan Masalah**

Berdasarkan latar belakang diatas maka dikemukakan rumusan masalah dalam penelitian ini sebagai berikut : (1) Apakah penerapan model *Realistic Mathematic Education* dengan menggunakan alat peraga efektif terhadap psetasi belajar? ; (2) Bagaimana efektivitas penerapan model *Realistic Mathematic Education* dengan menggunakan alat peraga terhadap psetasi belajar?

### **Tujuan Penelitian**

Berdasarkan permasalahan dan rumusan pemecahan masalahnya maka tujuan penelitian ini adalah : (1) Untuk mengetahui penerapan model *Realistic Mathematic Education* dengan menggunakan alat peraga efektif terhadap psetasi belajar; (2) Untuk mengetahui efektivitas penerapan model *Realistic Mathematic Education* dengan menggunakan alat peraga terhadap psetasi belajar.

### **Batasan Istilah**

Untuk memberikan gambaran mengenai masalah yang diteliti, maka diperlukan batasan istilah dalam membatasi makna ataupun istilah-istilah yang terkait dengan penelitian ini. Beberapa batasan istilah yang perlu dijelaskan adalah sebagai berikut : (1) Keefektifan adalah keberhasilan dalam mencapai tujuan yang telah ditetapkan. Tujuan yang dimaksud dalam penelitian ini adalah keefektifan dalam pembelajaran ini tunjukkan dengan prestasi belajar peserta didik yang diajar melalui RME dengan menggunakan alat peraga yang mencapai Kriteria Ketuntasan Minimal (KKM) belajar yang telah ditentukan dilihat dari *pre-test* dan *post-test*; (2) Model pembelajaran *Realistic Mathematic Education* adalah kepanjangan dari RME atau pendidikan matematika realistik adalah suatu teori tentang pembelajaran matematika yang salah satu pendekatannya menggunakan konteks “dunia nyata” (Fatthurrohman 2015:185); (3) Alat peraga adalah merupakan segala sesuatu yang dapat digunakan untuk menyalurkan pesan dan dapat merangsang pikiran, perasaan, perhatian dan kemauan peserta didik sehingga dapat mendorong terjadinya proses belajar pada diri peserta didik (Karso, 2009:14); (4) Prestasi belajar adalah hasil belajar atau perubahan tingkah laku yang menyangkut ilmu pengetahuan, keterampilan dan sikap setelah melalui proses tertentu, sebagai hasil pengalaman individu dalam interaksi dengan lingkungannya. (Surya, 2004:75).

### **Metode Penelitian**

Jenis penelitian ini adalah *Pre-Experimental* dengan menggunakan perlakuan pada objek penelitian dengan melibatkan satu kelompok kelas saja sebagai kelas eksperimen tanpa variabel kontrol. Perlakuan yang dimaksud adalah penerapan model *Realistic Mathematic Education* dengan menggunakan alat peraga.

Rancangan penelitian ini berbentuk *One Group Pretest-Posttest Design* sebagaimana disajikan pada Tabel berikut.

Tabel 1 *One Group Pretest-Posttest Design*

Tes awal	Perlakuan	Tes akhir
T <sub>1</sub>	X	T <sub>2</sub>

Keterangan :

T<sub>1</sub>: Tes awal, tes sebelum perlakuan

T<sub>2</sub>: Tes akhir, tes setelah perlakuan

X: Pembelajaran dengan menggunakan model Realistic Mathematic Education (RME) dengan menggunakan alat peraga

### ***Waktu dan Tempat Penelitian***

Penelitian ini dilaksanakan di SMP Negeri 5 Maros tahun ajaran 2017/2018. Waktu pelaksanaannya dilaksanakan selama dua bulan yaitu bulan April – Mei 2018.

### ***Populasi dan Sampel Penelitian***

Populasi dalam penelitian ini adalah peserta didik kelas VIII SMP NEGERI 5 Maros. Sampel yang diambil dalam penelitian ini adalah seluruh peserta didik kelas VIIIg SMP NEGERI 5 Maros sebanyak 30 orang terdiri dari 13 laki-laki dan 17 perempuan.

### ***Variabel dan Definisi Operasional***

#### ***Variabel Penelitian***

Variabel bebas (*independent variable*) merupakan variabel berpengaruh yaitu proses pembelajaran dengan menerapkan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga.

Variabel terikat (*dependent variable*) merupakan variabel yang dipengaruhi atau memperoleh pengaruh yakni prestasi belajar matematika peserta didik VIII<sub>g</sub> SMP NEGERI 5 Maros.

#### ***Definisi Operasional***

(a) Model *Realistic Mathematic Education* adalah kepanjangan dari RME atau pendidikan matematika realistik adalah suatu teori tentang pembelajaran matematika yang salah satu pendekatan pembelajarannya menggunakan konteks “dunia nyata” (Fatthurrohman, 2015:185). Dengan RME mengajar dengan memberikan kesempatan kepada peserta didik untuk menyelidiki dan memahami konsep matematika melalui suatu masalah dalam situasi yang nyata. Dalam pembelajaran ini siswa diajak untuk membentuk pengetahuannya sendiri berdasarkan pengalaman yang telah mereka dapatkan atau alami sebelumnya;

(b) Alat peraga adalah merupakan segala sesuatu yang dapat digunakan untuk menyalurkan pesan dan dapat merangsang pikiran, perasaan, perhatian dan kemauan siswa sehingga dapat mendorong terjadinya proses belajar pada diri siswa ( Karso, 2009:14 ). Dengan adanya alat peraga peserta didik dapat termotivasi dalam kegiatan belajarnya dan dapat menambah daya tarik juga minat peserta didik untuk belajar;

(c) Prestasi belajar adalah kemampuan nyata seseorang dalam belajar matematika sebagai hasil dari melakukan kegiatan belajar dan dapat diukur hasilnya. Untuk mengukur prestasi

belajar ini diambil dari nilai *pre-test* dan *post-test* yang telah diajarkan pada materi kubus dan balok.

### ***Teknik Pengumpulan Data***

Sumber data dalam penelitian ini adalah hasil tes peserta didik. Jenis data yang akan diperoleh adalah data kuantitatif yaitu diambil dari tes prestasi belajar yaitu bentuk esai dengan beberapa soal yang diberikan.

Cara pengambilan data dalam penelitian ini adalah data prestasi belajar akan diambil dengan memberikan tes kepada peserta didik sebelum dan setelah pembelajaran.

### ***Teknik Analisis Data***

Data prestasi belajar peserta didik dikumpulkan melalui pemberian tes. Tes diberikan 2 kali, yaitu sebelum proses pembelajaran berlangsung (*pretest*) dan setelah proses pembelajaran (*posttest*). Tes yang diberikan adalah tes yang telah divalidasi.

Prestasi belajar peserta didik diarahkan pada pencapaian prestasi belajar secara individual dan klasikal. Kriteria seorang peserta didik dikatakan tuntas belajar apabila memiliki nilai paling rendah 75, sedangkan ketuntasan klasikal tercapai apabila minimal 70% peserta didik dikelas tersebut telah mencapai skor paling sedikit 75.

### ***Statistik Deskriptif***

Statistik deskriptif digunakan untuk mendeskripsikan karakteristik responden antara lain berupa rata-rata dan standar deviasi responden baik sebelum dan sesudah diberikannya perlakuan. Selain mendeskripsikan prestasi belajar siswa, dalam penelitian ini akan dideskripsikan bagaimana perbedaan yang terjadi sesudah peserta didik diberik perlakuan. Perbedaan tersebut akan ditinjau berdasarkan perhitungan nilai gain ternormalisasi. Nilai gain ternormalisasi dalam penelitian ini diperoleh dengan membagi skor gain (selisih *posttest* dan *pretest*) dengan selisih antara skor maksimal dengan skor *pretest*. Perhitungan Nilai Gain ternormalisasi tersebut berdasarkan pendapat Hake (dalam Nasir 2013: 69). secara matematis dengan rumus sebagai berikut.

$$G = O_2 - O_1$$

$$\langle g \rangle = \frac{O_2 - O_1}{SM - O_1}$$

Rumus tersebut digunakan untuk menghitung gain ternormalisasi dari perbedaan yang terjadi pada prestasi belajar matematika peserta didik materi pokok kubus dan balok dengan keterangan sebagai berikut:

- G = gain (selisih)
- $\langle g \rangle$  = gain yang ternormalisasi
- $O_1$  = skor *pretest*
- $O_2$  = skor *posttest*
- SM = skor maksimal

Skor gain normal yang diperoleh diinterpretasikan untuk menyatakan kriteria peningkatan yang terjadi dan sebagai data variabel yang akan digunakan pada pengujian hipotesis

penelitian. Adapun acuan kriteria gain yang sudah dinormalisasikan menurut Hake, disajikan pada tabel di bawah ini.

Tabel 2. Kategori Gain yang Ternormalisasi

Interval	Kategori
$\langle g \rangle \geq 0,70$	Tinggi
$0,30 < \langle g \rangle < 0,70$	Sedang
$\langle g \rangle \leq 0,30$	Rendah

Nasir (2013: 69)

### Statistik Inferensial

Statistika inferensial digunakan untuk menguji hipotesis penelitian. Dalam penelitian ini digunakan analisis statistika *One Sample T-test* untuk menguji hipotesis penelitian. Namun sebelum dilakukan uji hipotesis, terlebih dahulu dilakukan uji prasyarat yaitu menguji normalitas skor gain ternormalisasi data prestasi belajar matematika.

Uji normalitas dimaksudkan untuk mengetahui apakah data yang diteliti berasal dari populasi yang berdistribusi normal atau tidak. Pada penelitian ini untuk uji normalitas digunakan program SPSS dengan prosedur berikut.

a. Hipotesis

$H_0$  : sampel berasal dari populasi yang berdistribusi normal

$H_1$  : sampel berasal dari populasi yang tidak berdistribusi normal

b. Statistik Uji

Taraf signifikansi ( $\alpha$ ) adalah angka yang menunjukkan terjadinya kesalahan analisa. Taraf signifikansi dalam penelitian ini adalah 5% atau 0,05.

c. Keputusan Uji

$H_0$  diterima apabila nilai Sig pada uji *Shapiro-Wilk* lebih dari tingkat alpha yang telah ditentukan (nilai  $p > = 0,05$ ).

## Hasil Penelitian

Penelitian ini bertujuan untuk mengetahui efektivitas penerapan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga. Perbedaan dilihat dari prestasi belajar pada pokok bahasan kubus dan balok kelas VIII di SMP Negeri 5 Maros tahun ajaran 2017/2018. Penelitian ini dilakukan dengan jalan memberikan perlakuan kepada kelompok amatan, yaitu kelompok kelas eksperimen. Subyek penelitian ini adalah 30 siswa kelas VIII-g yaitu sebagai kelas eksperimen yang menerapkan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga pada materi kubus dan balok.

Mengetahui keefektifan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga dapat dilihat dengan membandingkan antara *pretest* dan *posttest* peserta didik pada kelas eksperimen yang diajar. Sehingga dapat diketahui hasil nilai pembelajaran pada materi kubus dan balok siswa dari penerapan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga.

Deskripsi data ini dimaksudkan guna memberikan gambaran umum mengenai hasil *pretest* dan *posttest* sebelum dan setelah diberi perlakuan pada kelompok eksperimen dengan

menerapkan model RME dengan menggunakan alat peraga pada materi kubus dan balok dalam pembelajaran matematika.

Hasil analisis deskriptifnya dapat dilihat pada lampiran 7, dan untuk lebih jelasnya akan disajikan pada tabel berikut:

Tabel 3. Rekapitulasi Tes Prestasi Belajar Matematika

	<i>Pre Test</i>	<i>Post Test</i>
Jumlah Sampel	30	30
Nilai Terendah	10	68
Nilai Tertinggi	33	92
Mean	21,10	76,67
Median	20,50	80,50
Range	23	24
Standar Deviasi	6,671	6,493
Varians	44,507	42,161

Berdasarkan tabel 3 dapat dilihat bahwa skor prestasi belajar peserta didik setelah diajar dengan model RME dengan menggunakan alat peraga mengalami perubahan yang positif. Hal ini dapat dilihat dari perubahan skor prestasi yang terjadi pada nilai terendah yaitu 10 menjadi 68, nilai tertinggi dari 33 menjadi 92, rata-rata kelas 21,10 yang berdasarkan kriteria prestasi belajar berada pada kategori tinggi, serta perubahan nilai median dari 20,50 menjadi 80,50.

Berdasarkan deskripsi prestasi belajar peserta didik diatas, maka prestasi belajar matematika peserta didik menggunakan model RME dengan menggunakan alat peraga pada kelas eksperimen dalam penelitian ini dapat dikatakan efektif. Dengan kata lain, prestasi belajar peserta didik setelah diberi perlakuan berbeda dengan prestasi belajar peserta didik sebelum diberi perlakuan. Perbedaan tersebut menunjukkan adanya peningkatan prestasi belajar matematika peserta didik.

Adapun untuk ketuntasan belajar peserta didik berdasarkan aturan yang telah ditetapkan di SMP Negeri 5 Maros pada kelas VIII, peserta didik dikatakan tuntas pada mata pelajaran matematika jika mencapai nilai ketuntasan minimal 75. Setelah peserta didik diajar dengan menggunakan model RME menggunakan alat peraga terdapat 24 dari 30 orang peserta didik yang dapat mencapai nilai ketuntasan, dengan kata lain ketuntasan belajar matematika peserta didik yang dicapai pada kelas eksperimen sebesar 80 %.

Yang akan digambarkan selanjutnya adalah peningkatan yang terjadi setelah siswa diajar dengan menggunakan model RME dengan alat peraga, peneliti telah menganalisis skor gain ternormalisasi yang ditunjukkan pada tabel berikut:

Tabel 4. Gain Ternormalisasi Prestasi Belajar Matematika Peserta Didik

	Skor Gain Ternormalisasi
Min	0,52
Max	0,88
Mean	0,74
Varians	0,009
Std. Deviasi	0,09355

Pada tabel 4 menunjukkan bahwa rata-rata gain ternormalisasi prestasi belajar matematika peserta didik sebesar 0,74. Berdasarkan kategori gain ternormalisasi pada tabel 4 menunjukkan bahwa rata-rata gain ternormalisasi berada pada kriteria tinggi. Artinya, secara klasikal prestasi belajar matematika peserta didik pada materi kubus dan balok setelah diajar



dengan menerapkan model RME menggunakan alat peraga mengalami peningkatan yang tinggi.

### **Analisis Inferensial**

#### *Hasil Uji Prasyarat Analisis Hasil Penelitian*

Uji prasyarat yang digunakan dalam menganalisis hasil penelitian ini adalah uji normalitas, dimana uji normalitas digunakan untuk mengetahui data yang digunakan berasal dari populasi yang berdistribusi normal atau tidak. Uji normalitas yang digunakan dalam penelitian ini dilakukan dengan bantuan program aplikasi *Statistical Product and Service Solutions (SPSS)* versi 16. Data berdistribusi normal jika nilai-p pada uji *Shapiro-Wilk* lebih dari alpha ( $\alpha$ ).

Hasil komputasi pengujian normalitas data selengkapnya terdapat pada lampiran 7 bagian *Test of Normality*. Rangkuman hasilnya disajikan pada tabel berikut :

Tabel 5. Hasil Uji Normalitas

Sumber	Gain Ternormalisasi
Nilai-p	0,055
$\alpha$	0,05
Keputusan	Nilai-p > $\alpha$
Kesimpulan	Normal

Berdasarkan output dari *Test of Normality*, diperoleh nilai signifikansi untuk gain ternormalisasi sebesar 0,055. Karena nilai signifikansi untuk gain ternormalisasi lebih besar dari pada taraf signifikansi (sig. > 0,05), maka dapat disimpulkan bahwa data dalam penelitian ini berasal dari populasi yang berdistribusi normal.

#### **Hasil Pengujian Hipotesis**

Setelah melakukan uji prasyarat, selanjutnya dilakukan uji hipotesis untuk mengetahui ada atau tidaknya peningkatan prestasi belajar. Uji hipotesis dalam penelitian ini digunakan *one sample t-test* pada data gain ternormalisasi. Uji-t dalam penelitian ini digunakan untuk mengetahui peningkatan prestasi belajar matematika peserta didik setelah diterapkan model RME dengan menggunakan alat peraga pada materi kubus dan balok. Hasil komputasi pengujian ini dilakukan dengan bantuan *SPSS* versi 16 dapat dilihat pada lampiran 7. Rangkuman hasilnya disajikan pada tabel berikut:

Tabel 6. Hasil Analisis *One Sample T-Test*

Sumber	Gain Ternormalisasi Prestasi Belajar Matematika
$t_{hitung}$	43,326
Nilai-p	0,000
Keputusan	$H_0$ ditolak

$H_0$  : Penerapan model *Realistic Mathematic Education (RME)* dengan menggunakan alat peraga tidak efektif terhadap prestasi belajar materi kubus dan balok pada peserta didik kelas VIII

$H_1$  : Penerapan model *Realistic Mathematic Education (RME)* dengan menggunakan alat peraga efektif terhadap prestasi belajar materi kubus dan balok pada peserta didik kelas VIII

Adapun hipotesis statistik sebagai berikut :

$$H_0: \mu_{\bar{g}} \leq 0,30 \text{ versus } H_1: \mu_{\bar{g}} > 0,30$$

Dengan keterangan,  $\mu_{\bar{g}}$  = parameter rata-rata gain ternormalisasi skor *posttest* dan *pretest* prestasi belajar matematika peserta didik

Berdasarkan tabel 6 rangkuman hasil analisis data dapat diketahui bahwa  $t_{hitung} = 43,326$  dengan nilai- $p = 0,000 < \frac{1}{2}\alpha = 0,025$  maka dengan itu sesuai kriteria pengambilan keputusan untuk uji hipotesis dapat disimpulkan bahwa  $H_0$  ditolak. Artinya, penerapan model *Realisctic Mathematic Education* (RME) dengan menggunakan alat peraga efektif terhadap presetasi belajar materi kubus dan balok pada peserta didik kelas VIII.

Berdasarkan nilai pada tabel 4, terlihat parameter rata-rata gain ternormalisasi skor *post-test* dan *pre-test* prestasi belajar matematika peserta didik dengan  $\mu_{\bar{g}} = 0,74$  berada pada kriteria tinggi. Dengan itu penerapan model *Realisctic Mathematic Education* (RME) dengan menggunakan alat peraga efektif terhadap presetasi belajar materi kubus dan balok pada peserta didik kelas VIII.

## Pembahasan

Jenis Penelitian yang digunakan dalam penelitian ini adalah *Pre Experimental*. Rancangan penelitian *One Group Pretest-Posttest Design* yaitu penelitian eksperimen yang dilakukan dengan menggunakan 1 kelas eksperimen tanpa kelas kontrol dan memberikan *pretest* sebelum dilakukan perlakuan dan diberikan *posttest* setelah diberikan perlakuan.

Penerapan model *Realisctic Mathematic Education* (RME) dengan menggunakan alat peraga memberikan pengaruh positif terhadap prestasi belajar matematika peserta didik. Pengaruh tersebut dapat dijelaskan oleh nilai rata-rata tes prestasi belajar matematika yang diukur melalui tes awal (*pre-test*) sebelum peserta didik diberi perlakuan dan tes akhir (*post-test*) setelah peserta didik diberi perlakuan. Nilai rata-rata peserta didik pada *pre-test* adalah 21,10 kemudian nilai rata-ratanya meningkat menjadi 76,67 pada *post-test* di akhir pembelajaran. Pada *post-test* juga memperlihatkan bahwa 24 dari 30 peserta didik atau dengan kata lain 80 % peserta didik telah mencapai nilai Kriteria Ketuntasan Minimal (KKM) mata pelajaran matematika di SMP Negeri 5 Maros yaitu 75. Selain itu, peningkatan yang signifikan terhadap prestasi belajar matematika peserta didik juga dapat dilihat melalui parameter nilai rata-rata gain ternormalisasi prestasi belajar matematika peserta didik yang mencapai 0,74 dengan kriteria tinggi, dimana skor gain ternormalisasi prestasi belajar matematika peserta didik terdistribusi pada kriteria sedang dan tinggi. Hal tersebut menunjukkan peningkatan yang signifikan terhadap prestasi belajar matematika peserta didik pada materi kubus dan balok setelah diajar dengan menerapkan model RME dengan menggunakan alat peraga, atau dengan kata lain penerapan model RME dengan menggunakan alat peraga efektif dalam pembelajaran.

Kemudian melalui uji *one sample t test* diperoleh nilai sig(2-tailed) sebesar 0,000 dengan taraf signifikan yang digunakan adalah  $\frac{1}{2} \alpha = 0.025$  dengan ketentuan jika nilai sig (2-tailed)  $< \frac{1}{2} \alpha$  maka  $H_0$  ditolak dan  $H_0$  diterima jika sig (2-tailed)  $> \frac{1}{2} \alpha$ . Adapun nilai sig (2-tailed) yakni  $0,000 < 0,025$ , maka  $H_0$  ditolak dan dapat disimpulkan bahwa penerapan model RME dengan menggunakan alat peraga efektif.

Pembelajaran dengan model RME dengan menggunakan alat peraga pada materi kubus dan balok bertujuan untuk memudahkan pendidik dalam mengajar dan memudahkan peserta didik memahami materi. Dengan menggunakan alat peraga peserta didik akan memperoleh gambaran yang nyata sehingga proses penerimaan peserta didik terhadap materi pembelajaran akan lebih bermakna. Selain itu, pada saat diterapkan di pembelajaran peserta didik lebih tertarik dan antusias mengikuti pembelajaran, bahkan aktif bertanya dan mengemukakan

pendapat maupun pengetahuan yang telah dipelajarinya di kelas. Hal yang lebih lagi adalah peserta didik menunjukkan prestasi belajar yang baik. Hal ini terlihat ketika peserta didik aktif menjawab dan mengerjakan latihan yang diberikan di depan kelas. Peserta didik juga menunjukkan pemahaman konsep yang mendalam mengenai kubus dan balok dengan kemampuan menjelaskan yang baik di depan kelas.

Hal ini juga sesuai dengan pendapat dari Rahmawati (2016), *Peningkatan Hasil Belajar Matematika Konsep Geometri Melalui Penerapan Model RME pada Siswa Kelas VIII-c SMPN 13 Bontoa Kabupaten Maros*. Pada hasil dari penelitiannya, ia mengemukakan bahwa pada pembelajaran matematika setelah menggunakan model RME mengalami peningkatan pada peserta didik di dalam kelas dengan di lihat dari hasil belajarnya. Dan menurut Nursupriah, *Pengaruh Penggunaan Alat Peraga Lingkaran Terhadap Hasil Belajar Siswa Kelas VIII Pada Pembelajaran Keliling Dan Luas Lingkaran*. Dalam hasil penelitian bahwa ada pengaruh yang signifikan antara penggunaan alat peraga lingkaran terhadap hasil belajar matematika peserta didik kelas VIII SMPN 1 Sindangagung – Kuningan.

Berdasarkan uraian di atas dapat disimpulkan bahwa pembelajaran dengan menerapkan model *Realistic Mathematic Education* dengan menggunakan alat peraga pada kelas VIII SMP Negeri 5 Maros itu efektif diterapkan dan dapat meningkatkan prestasi belajar matematika peserta didik.

## Kesimpulan

Berdasarkan hasil penelitian dan pembahasan sebelumnya, maka diperoleh beberapa kesimpulan :

1. Rata-rata skor *pre-test* sebesar 21,10 meningkat menjadi 76,67 pada rata-rata skor *post-test*. Nilai probabilitas dari hasil analisis *one sample t-test* adalah  $0,000 < \frac{1}{2}\alpha = 0,025$  artinya terdapat peningkatan yang signifikan. Maka dari itu dengan menerapkan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga terhadap prestasi belajar matematika peserta didik kelas VIII efektif diterapkan.
2. Pembelajaran model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga efektif untuk diterapkan pada materi kubus dan balok pada kelas VIII SMP. Hal ini berdasarkan hal-hal berikut:
  - a. 80 % peserta didik mencapai ketuntasan belajar secara klasikal
  - b. Rata-rata gain ternormalisasi prestasi belajar matematika peserta didik adalah 0,74 berada pada kategori tinggi.

Dari kedua hal tersebut dapat dikatakan bahwa prestasi belajar matematika peserta didik setelah diajar dengan menerapkan model *Realistic Mathematic Education* (RME) dengan menggunakan alat peraga efektif terhadap prestasi belajar materi kubus dan balok pada peserta didik kelas VIII di SMP Negeri 5 Maros.

## Saran

Berdasarkan penelitian yang telah dilaksanakan, maka peneliti mengajukan beberapa saran sebagai masukan bagi beberapa pihak sebagai berikut : (1) Dengan adanya metode yang telah terbukti lebih efektif digunakan untuk meningkatkan prestasi belajar matematika pada materi kubus dan balok, maka diharapkan kepala sekolah dapat membuat kebijakan-kebijakan yang dapat meningkatkan dan mengembangkan mutu pendidikan khususnya matematika singga

dapat mencapai tujuan pendidikan yang diharapkan; (2) Dalam menyampaikan suatu pelajaran khususnya matematika, seorang guru diharapkan dapat memilih model pembelajaran yang tepat. Model ini harus bisa mendorong peserta didik memilih metode pembelajaran yang tepat dapat mempengaruhi keberhasilan dalam proses belajar mengajar; (3) Dengan diberikannya berbagai macam model pembelajaran seperti *Realistic Mathematic Education* (RME) menggunakan alat peraga, diharapkan peserta didik menjadi lebih aktif dan bersemangat dalam belajar serta lebih kreatif dalam mengikuti proses belajar mengajar. Keaktifan peserta didik dalam proses belajar mengajar ini dapat mempengaruhi prestasi belajar yang didapatkan peserta didik; (4) Dengan memberikan model pembelajaran *Realistic Mathematic Education* (RME) menggunakan alat peraga, dapat menambah wawasan dan pemahaman bagi peneliti guna menyempurnakan bekal di masa mendatang. Sedangkan bagi peneliti yang berminat mengembangkan penelitian ini, diharapkan mencermati keterbatasan penelitian ini yang telah dikembangkan, sehingga penelitian selanjutnya dapat menyempurnakan hasil penelitian ini.

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# An Evaluation of English Language Textbook: Interlanguage English for Senior High School Students

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## Abstract

English Language Teaching (ELT) textbooks serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for ideas and instructional activities as well as giving teachers rationales for what they do. The objective of this analysis is to know about how much a textbook meets the requirements of a good EFL textbook. The evaluation checklist used in this paper is the modification of Cunningsworth's (1995) checklist developed by Al-sowat (2012). There are nine issues of textbook evaluating in this checklist: (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) culture values; and (9) teacher's needs.

**Keywords:** *textbook analysis, interlanguage, evaluation, English, senior high school*

## Introduction

English Language Teaching (ELT) textbooks play a very important role in language classrooms. In some situations, they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught, and the kinds of language practice the students take part in. Materials should make students learn. They should also be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do. In addition, materials also should be suitable with students' needs. Therefore, the textbooks being used in Indonesia for English as Foreign Language (EFL) in particular must go along with the EFL learners' needs. In EFL situation, students rarely have chances to use English outside the classroom, consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on as well (Park, 2004:2).

Indeed, teachers and students also need a source to be used as guidance in the classroom. Therefore, textbooks become the main sources on daily basis. However, textbooks must be used appropriately in order to achieve the objectives. Here are some of the roles of textbook in teaching. Firstly, a textbook is an aid of teaching and learning. Hutchinson and Torres (in Awasthi, 2006 :1) explain that textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for inexperienced teachers can provide ideas on kinds of materials and techniques. In addition, a textbook can be the guidance for teachers in

giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master.

Cunningsworth (1995) informs that there are three types of materials evaluation: Pre-use evaluation, in-use evaluation, and post-use evaluation. Pre-use evaluation might be implemented when there is no actual experience of using the book for teachers to draw on. In-use evaluation refers to textbook evaluation whilst the materials are in use. Post-use evaluation provides retrospective assessment of a textbook's performance and can be useful for identifying strengths and weaknesses, which emerge over a period of continuous use.

Related to the problems above, the objective of this analysis is to know about how much a textbook meets requirements of a good EFL textbook. The result of this research is expected to be useful information to help the teacher to evaluate whether the selected materials have already matched with the young learners' needs or not, so that they can have some decision to improve the students' English competence for better future.

## Method

The textbook analysed in this paper is EFL textbook for senior high school students in science and social study program, entitled *Interlanguage: English for Senior High School Students XII*. The book was issued by Pusat Perbukuan Departemen Pendidikan Nasional in 2008. The authors of the textbook are Joko Priyana, Ph.D., Triyani Retno Putri Saridewi, and Yuliyanti Rahayu.

The evaluation checklist used in this paper is the modification of Cunningsworth's (1995) checklist developed by Al-sowat (2012). There are nine issues of textbook evaluating in this checklist: (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) culture values; and (9) teacher's needs. In each dimension, several statements provided and the textbook was graded for each statement by the rating scales range from one up to five, where 1 = very poor, 2 = poor, 3 = quite good, 4 = good and 5 = very good.

## Results & Discussion

### *The Layout and Physical Appearance of the Textbook*

No.	Statements	Rating
1	The textbook is durable (quality of paper and binding).	Very Good
2	The size of the textbook seems convenient for students to handle.	Good
3	The cover of the textbook is appealing.	Good
4	The main headings and subheadings are well-organized.	Good
5	The units are well organized and offer easy progression.	Good
6	The textbook contains enough pictures, diagrams, tables etc. helping the students understand the printed texts.	Good
7	Illustrations, tables, figures, graphs, etc. are relevant and functional.	Good
8	An adequate vocabulary list or glossary is included.	Good
9	The instructions in the textbook are written in a simple and clear language.	Good
10	The material contains an adequate indices and appendices.	Good
11	The textbook is provided with the necessary audio-visual aids, which help students learn the four skills in an integrated way.	Poor

The result of analysis suggests that the layout and physical appearance of the textbook *Interlanguage: English for Senior High School students XII* is suitable and appropriate to attract the students.

### ***The Content of the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	The textbook contains an appropriate table of content.	Very Good
2	The content does not conflict with students' social beliefs.	Good
3	The content does not conflict with students' background.	Good
4	The textbook covers most language skills.	Good
5	The subject matter is presented either topically or functionally in a logical, organized manner.	Good
6	There is sufficient variety in the subject and content of the textbook.	Good
7	The content promotes students' autonomy.	Good
8	The content contains real-life issues that challenge the reader to think critically about his/her worldview.	Good
9	The topics are familiar to the learners.	Good
10	The content of the material is interesting and motivating.	Good
11	The content promotes students' involvement.	Good
12	The textbook is appropriate for the learners' level.	Poor
13	The material encourages a positive attitude towards gender. (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson).	Poor
14	The textbook encourages a positive attitude towards environmental issues.	Good
15	The textbook contains self-check progress report.	Poor

These analyses indicated that the teachers agreed that the textbook accomplished the previous items in a good manner. It was clear that the textbook contained an appropriate table of content. It also covered most language skills. In addition, the content did not conflict with students' social beliefs or their background. Moreover, the content promoted students' involvement and autonomy. Furthermore, the content contained real-life issues that challenged the reader to think critically about his/her worldview, and it was presented either topically or functionally in a logical, organized manner. Additionally, the content of the material was interesting and motivating for the students.

### ***The Objectives of the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	The objectives in the textbook are clear and precise for the learners.	Good
2	The objectives are gradual in difficulty.	Good
3	The objectives are realistic.	Quite Good
4	The objectives of the materials correspond to the needs of the learners.	Good
5	The objectives demonstrate the various levels of Bloom's taxonomy.	Poor
6	The objectives recognize individual differences.	Poor
7	The objectives of the materials suit the level of the learners.	Poor
8	The objectives can be covered within the time allocated for the textbook.	Poor

The result of analysis indicated that the objectives of the textbook did not demonstrate the various levels of bloom's taxonomy. In addition, the objectives did not recognize individual differences nor did they suit the level of the learners. Also, the objectives could not be covered within the time allocated for the textbook.

### ***The Language Type of the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	The language used in the textbook is authentic i.e. like real-life English.	Good
2	The textbook includes materials for pronunciation work, e.g. individual sound, word stress, intonation etc.	Good
3	There is an emphasis on language use.	Quite Good
4	Learners are given examples of ways they can use their foreign language in the future beyond the school experience.	Poor
5	New and critical concepts are defined in the glossary or explained when they are first introduced in the text.	Poor
6	The language used is at the level of the learners.	Good

The result of analysis indicated that the language used in the textbook was authentic i.e. like real-life English and the textbook included materials for pronunciation work, e.g. individual sound, word stress, intonation etc. There was a little emphasis on language use. Furthermore, learners were not given examples of ways they could use the foreign language in the future beyond the school experience. Besides, new and critical concepts were not defined in the glossary or explained when they were first introduced in the text. Finally, the language used was suitable at the level of the learners.

### ***The Language Skills of the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	The material provides the four language skills.	Good
2	The textbook pays attention to writing activities such as controlled, guided, and free paragraphs.	Quite Good
3	The materials for listening are accompanied by activities which help comprehension.	Quite Good
4	The materials for spoken English (dialogues, role play, communication activities etc. are designed to equip learners for real-life interaction.	Poor
5	The reading passages are associated with pre/while/post reading activities.	Good
6	Relevant skills are catered for in the textbook such as critical thinking, problem solving etc.	Poor

Regarding the skills processed in the textbook, the textbook did not provide enough writing activities such as controlled, guided and free paragraphs. Besides, the materials for listening were also need more activities which helped comprehension and the spoken English (dialogues, role play, communication activities etc.) were not designed to equip learners for real-life interaction. However, the reading passages were associated with pre/while/post reading activities. Finally, relevant skills such as critical thinking, problem solving etc. were poorly catered for in the textbook.

### ***The Activities and Tasks in the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	There are a variety of activities in the textbook.	Good
2	The instructions in the material are sufficient.	Good
3	The instructions in the material are clear.	Good
4	There are instructions to explain how the exercise should be done.	Quite Good
5	The number of activities is suitable.	Poor
6	There are interactive activities that require students to use new vocabulary to communicate.	Poor
7	The activities facilitate students' use of grammatical rules by creating situations in which these rules are needed.	Poor
8	The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	Poor
9	There is a balance between the activities for language and activities for skills.	Poor
10	An adequate set of evaluation quizzes or testing suggestions is included.	Poor



The result of analysis indicated that there should be an improvement of this textbook regarding the activities and task provided. The poor aspects of the textbook regarding the activities and tasks included the shortcoming of the instructions in explaining how the exercises should be done. In addition, the number of activities was not suitable. Moreover, there was a lack of interactive activities that required students to use new vocabulary to communicate and use of grammatical rules by creating situations in which these rules were needed. Besides, the textbook did not provide communicative exercises that enabled learners to carry out their communicative tasks in real-life situations. Furthermore, there was no a balance between the activities for language and activities for skills.

### ***The Structures and Vocabulary in the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	The grammatical rules are presented in a logical manner and in increasing order of difficulty.	Good
2	The new structure is integrated in varying contexts and situations.	Good
3	The grammatical points are presented with brief and easy examples and explanations.	Good
4	The vocabulary load seems to be reasonable for the level of the learners.	Quite Good
5	There is sufficient written practice of the grammatical concepts that lead to communicative use of the language.	Poor
6	The progression of vocabulary items is appropriate.	Good
7	The new structure is repeated in subsequent lessons for reinforcement.	Poor
8	The vocabulary is functional, thematic, authentic, and practical.	Poor
9	There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.	Poor
10	The new vocabulary words are presented in a variety of ways (glosses, multi-glosses etc.).	Quite Good
11	The new vocabulary words are presented at an appropriate rate so that the text is understandable.	Quite Good

The grammatical rules in the textbook were presented in a logical manner and in increasing order of difficulty. Additionally, new structures were integrated in varying contexts and situations. As well, the grammatical points were presented with brief and easy examples and explanations to some extent. However, the vocabulary load was not reasonable for the level of the learners and the progression of vocabulary items was unsuitable. More to the point, the vocabulary words were not functional, thematic, authentic nor practical. In addition, the new vocabulary words were not presented in a variety of ways (e.g. glosses, multi-glosses, appositives) nor at an appropriate rate so that the text was understandable. Besides, the written practice of the grammatical concepts that led to communicative use of the language was unsatisfactory. Similarly, the new structure was not repeated in subsequent lessons for reinforcement. Finally, the oral practice of the grammatical concepts that led to communicative use of the language was not enough.

### ***The Cultural Values in the Textbook***

<b>No.</b>	<b>Statements</b>	<b>Rating</b>
1	The content suits the learners' current knowledge and culture.	Quite Good
2	The teaching of the target culture motivates the learners to explore their own culture.	Poor
3	The content serves as a window into learning about the target language culture (American, British, etc.).	Poor

From the result of analysis in terms of cultural values, it was concluded that the content need more improvements to suit the learners' knowledge and culture. The content also did not serve as a window into learning about the target language culture. Moreover, the teaching of the target culture did not motivate the learners to explore their own culture.

### **The Teachers' Needs**

No.	Statements	Rating
1	The use of the material is easily manageable by the teacher.	Good
2	The teacher's manual suggests an appropriate, concise method for teaching each lesson.	Good
3	The design of the materials allows the teachers to use them differently according to the needs of different learners.	Good
4	The teacher's manual helps the teachers understand the objectives of the textbook.	Good
5	The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.	Quite Good
6	The manual provides additional exercises for reinforcing various language skills in the textbook.	Poor
7	Teachers are given techniques for activating students' background knowledge before reading the texts.	Poor
8	The tests and assessment devices are helpful to the teacher.	Poor
9	The manual provides teachers with alternative and authentic assessment techniques.	Poor

The result of analysis indicated that the use of the material was easily manageable by the teacher and the design of the materials allowed the teachers to use them differently according to the needs of different learners. In addition, the teacher's manual suggested an appropriate, concise method for teaching each lesson and helped the teachers understand the objectives of the textbook to a good extent.

However, the result of analysis also pointed out that the manual did not give instructions of on how to incorporate audio-visual materials produced for the textbook. In addition, it lacked additional exercises for reinforcing various language skills in the textbook. Besides, alternative and authentic assessment techniques were not offered and the tests and assessment devices were not helpful to the teacher. Additionally, teachers were not given techniques for activating students' background knowledge before reading the texts.

### **Conclusion**

The results obtained from this analysis proved that the textbooks had some problems. According to the evaluation checklist, it could be concluded that the layout and physical appearance, the content and the objectives were appropriate as a textbook for the senior high school students. Furthermore, the instructions in the material were sufficient and clear. It also provided the new structure that was integrated in varying contexts and situations. Additionally, the teacher's manual in the textbook helped the teachers understand the objectives of the textbook.

However, These results implied that there was weakness in language type, skills, structures and vocabulary, teacher's needs, activities and tasks and culture values for the senior high school students.

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# Peningkatan Minat Belajar Siswa Menggunakan Metode Simon Berkata Pada Tema Selalu Berhemat Energi Kelas IV Sekolah Dasar Negeri 11 Sandung

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## Abstrak

Tujuan umum dalam penelitian ini adalah untuk mendeskripsikan peningkatan Minat Belajar Siswa Menggunakan Metode Simon Berkata Pada Tema Selalu Berhemat Energi Kelas IV SD Negeri 11 Sandung Kecamatan Binjai Hulu Kabupaten Sintang Tahun Pelajaran 2018/2019. Metode penelitian menggunakan metode penelitian deskriptif kualitatif, dan bentuk penelitiannya menggunakan penelitian tindakan kelas. Subjek penelitian ini adalah siswa Kelas IV yang berjumlah 11 siswa dan guru. Teknik dan alat pengumpulan data menggunakan observasi, pengukuran, wawancara dan dokumentasi. Hasil penelitian ditemukan bahwa penggunaan metode Simon Berkata di Kelas IV SD Negeri 11 Sandung dapat meningkatkan minat belajar siswa, di mana siswa terlihat memiliki antusias yang baik dalam pembelajaran. Sedangkan dari faktor guru meningkatkan kinerja dan profesionalisme guru; aktivitas siswa mengalami peningkatan keantusiasan dalam belajar dan minat belajar yang sangat baik, penggunaan metode Simon Berkata pada siswa kelas IV SD Negeri 11 Sandung dikategorikan sangat baik yaitu siklus I, Ketuntasan 18.18% dan pada siklus II, klasikal 100% sehingga terjadi peningkatan sebesar 81.82%, hal ini menunjukkan bahwa metode Simon Berkata mampu menjadi sebuah sarana yang menghantar pada pengembangan minat belajar siswa.

**Kata Kunci:** *Minat Belajar Siswa, Metode Simon Berkata*

## Pendahuluan

Era globalisasi bangsa Indonesia bertekad untuk mengembangkan budaya belajar menjadi prasyarat berkembangnya budaya ilmu pengetahuan dan teknologi (IPTEK). Dalam mengembangkan budaya tersebut, perlu diupayakan dan diwujudkan cara dan bentuk belajar yang dapat diterapkan. Hal ini karena secara tersirat, persoalan – persoalan itu seharusnya menjadi rujukan dalam membahas masalah – masalah belajar. Dalam keseluruhan proses pendidikan di sekolah, kegiatan belajar merupakan kegiatan yang paling pokok. Ini berarti bahwa berhasil tidaknya pencapaian tujuan pendidikan banyak bergantung pada proses belajar yang dialami siswa sebagai anak didik. Belajar merupakan suatu proses perubahan, yaitu perubahan tingkah laku sebagai hasil dari interaksi dengan lingkungannya dalam memenuhi kebutuhan hidupnya.

Proses belajar siswa dipengaruhi oleh banyak faktor. Oleh karena itu, siswa harus mengetahui faktor – faktor yang dimaksud, demikian juga para pendidik, pembimbing, dan pengajar di dalam mengatur dan mengendalikan faktor – faktor yang memengaruhi belajar mengajar sehingga proses belajar mengajar berjalan menjadi optimal. Ada tiga *mainstream*

yang perlu disoroti, yaitu pembaharuan kurikulum, peningkatan kualitas pembelajaran dan efektivitas pembelajaran. Kurikulum pendidikan harus komprehensif terhadap dinamika sosial, relevan, tidak *overload*, dan mampu mengakomodasikan keberagaman keperluan dan kemajuan teknologi. Kualitas pembelajaran harus ditingkatkan untuk memperbaiki kualitas hasil pendidikan. Secara mikro, harus ditemukan strategi atau pendekatan pembelajaran yang efektif di kelas, yang lebih memberdayakan potensi siswa. Ketiga hal ini, harus diterapkan secara stimulan dan seimbang jika kita ingin SDM ke depan lebih baik.

Sebagian besar metode dan suasana pengajaran di sekolah – sekolah yang digunakan para guru, tampaknya lebih banyak menghambat dalam memotivasi potensi otak. Misalnya, seorang peserta didik hanya disiapkan sebagai seorang anak yang mau mendengarkan, mau menerima seluruh informasi, dan menaati segala perlakuan gurunya. Budaya dan mental yang seperti ini, pada gilirannya membuat siswa tidak mampu mengaktivasi kemampuan otaknya sehingga mereka tidak memiliki keberanian menyampaikan pendapat, lemah penalaran, dan bergantung kepada orang lain. Budaya mental yang seperti ini berdampak pada budaya mental masyarakat secara luas, yaitu masyarakat kita yang belum bisa berpikir secara mandiri, walaupun belum bisa dipastikan budaya yang seperti ini, bermula dari sekolah atau justru sekolah dipengaruhi masyarakat luar. Akan tetapi, yang pasti semuanya saling mendukung untuk menyuburkan budaya tersebut.

Tugas guru dalam rangka optimalisasi proses belajar mengajar adalah sebagai fasilitator yang mampu mengembangkan kemauan belajar siswa, mengembangkan kondisi belajar yang relevan agar tercipta suasana belajar secara wajar dengan penuh kegembiraan, dan mengadakan pembatasan positif terhadap dirinya sebagai seorang guru. Jadi, metode pembelajaran merupakan salah satu faktor atau komponen pendidikan yang sangat menentukan berhasil – tidaknya suatu pembelajaran.

Seorang guru harus bisa membimbing, mengarahkan, dan menciptakan kondisi belajar siswa. Untuk mencapai hal tersebut, ia harus berusaha mengurangi metode ceramah dan mulai mengembangkan metode lain yang dapat melibatkan siswa secara aktif. Hal ini karena belajar aktif dapat dilihat dari dua segi, yaitu : (1) Dari segi siswa yang berarti bahwa belajar aktif merupakan proses kegiatan yang dilakukan siswa dalam rangka belajar. Aktivitas ini dapat berupa aktivitas fisik, mental, maupun keduanya, (2) Ada juga yang lebih menekankan pada keaktifan mental meskipun untuk mencapai maksud ini dipersyaratkan keterlibatan langsung berbagai keaktifan fisik.

Guru adalah variabel bebas yang memengaruhi kualitas pengajaran. Hal ini karena guru adalah sutradara dan sekaligus aktor dalam proses pengajaran. Kompetensi profesional yang dimiliki guru sangat dominan memengaruhi kualitas pembelajaran. Kompetensi adalah kemampuan dasar yang dimiliki guru. Baik bidang kognitif (intelektual), seperti penguasaan bahan, bidang, sikap, seperti mencintai profesinya, dan bidang perilaku, seperti keterampilan mengajar, penggunaan metode – metode pembelajaran, menilai hasil belajar siswa, dan lain – lain. Di samping guru, faktor yang memengaruhi kualitas pembelajaran adalah penggunaan metode pengajaran. Metode mengajar adalah suatu cara atau jalan yang harus dilalui dalam mengajar. Mengajar adalah menyajikan bahan pelajaran oleh seseorang kepada orang lain agar orang lain itu menerima, menguasai, dan mengembangkan bahan pelajaran itu, guru harus mengajar dengan cara yang tepat, efisien, dan efektif.

Jelas bahwa metode mengajar memengaruhi kualitas pembelajaran. Metode mengajar guru yang baik, akan memengaruhi belajar siswa yang baik pula. Metode mengajar yang kurang baik dapat terjadi, misalnya karena guru kurang persiapan dan kurang menguasai bahan

pelajaran sehingga cara penyajiannya tidak jelas atau sikap guru terhadap siswa dan mata pelajaran itu tidak baik sehingga siswa kurang senang terhadap pelajaran atau gurunya. Akibatnya, siswa malas untuk belajar.

Kesimpulan uraian di atas, ada kaitan eratnya dengan penelitian penulis yang berjudul “Peningkatan Minat Belajar Siswa Menggunakan Metode Simon Berkata Pada Tema Selalu Berhemat Energi Kelas IV Sekolah Dasar Negeri 11 Sandung Kecamatan Binjai Hulu Kabupaten Sintang Tahun Pelajaran 2018 / 2019”. Minat belajar siswa dapat dilihat dari nilai ulangan tengah semester yang menunjukkan masih rendahnya minat belajar siswa pada pembelajaran tematik. Artinya aspek kognitif siswa tergolong rendah sehingga menyebabkan kualitas dalam proses dan cara pembelajaran yang dinilai konvensional dengan menerapkan metode pembelajaran yang umum digunakan. Kita ketahui bahwa pembelajaran tematik yang terdapat tema – tema pembelajaran. Di mana tiap – tiap tema berisikan beberapa mata pelajaran yang telah dilakukan pemetaan, oleh karena itu, pembelajaran tematik dengan mengangkat tema – tema yang dekat dengan kehidupan siswa dan lingkungannya akan memberikan makna bagi siswa karena memenuhi kebutuhan, menarik minat, dan bakat siswa sehingga membantu dalam menyelesaikan pekerjaan atau bagi masa depan anak.

Berdasarkan penjelasan di atas, jelaslah bahwa minat memiliki pengaruh yang besar terhadap belajar atau kegiatan. Pelajaran yang menarik minat siswa lebih mudah dipelajari dan disimpan karena minat menambah kegiatan belajar. Untuk menambah minat seorang siswa di dalam menerima pelajaran di sekolah, siswa diharapkan dapat mengembangkan minat untuk melakukannya sendiri. Minat belajar yang telah dimiliki siswa merupakan salah satu faktor yang dapat memengaruhi hasil belajarnya. Apabila seseorang mempunyai minat yang tinggi terhadap sesuatu, akan terus berusaha untuk melakukan sehingga apa yang diinginkannya dapat tercapai.

Menarik minat belajar siswa yang baik dalam mempelajari tema maka dalam pembelajaran tematik harus diajarkan secara baik sesuai dengan standar isi. Keberhasilan guru dalam pembelajaran tematik sangat ditentukan oleh kompetensi atau kemampuan guru, di antaranya harus menguasai teori atau konsep tematik, metode pembelajaran tematik. Dengan mempunyai kompetensi tersebut, maka guru dalam melakukan proses belajar mengajar dapat mengarahkan siswa dengan baik.

Ada beberapa metode pembelajaran yang dapat digunakan dan diterapkan untuk pembelajaran tematik antara lain, metode Simon Berkata. Dalam penelitian ini peneliti memilih menggunakan metode Simon Berkata untuk meningkatkan minat siswa dalam pembelajaran tematik. Metode Simon Berkata merupakan salah satu jenis metode yang sering digunakan untuk mencairkan suasana penat dalam kegiatan belajar yang sekaligus sebagai hiburan, juga terbukti efektif untuk mengembalikan fokus dan konsentrasi siswa dalam belajar. Dalam metode Simon Berkata seorang siswa berperan sebagai Simon dan maju ke depan kelas. Setiap mengatakan Simon berkata “Silakan duduk” siswa lain menurutinya. Tetapi apabila Simon mengatakan “Simon” siswa lainnya tidak boleh mengikutinya. Kecermatan mendengarkan ucapan Simon menentukan pemberian reaksi yang tepat atau salah. Siswa yang salah mendapat hukuman.

## **Metode Penelitian**

Pendekatan penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif yang diteliti dengan jenis penelitian tindakan kelas (PTK). Teknik yang digunakan dalam penelitian ini adalah metode Simon Berkata dengan pendekatan kualitatif.

Arikunto (2015 : 76) “hal yang di maksud dengan *setting* atau latar penelitian adalah keadaan lokasi tempat penelitian berlangsung, meliputi situasi fisik, keadaan siswa, suasana, serta hal – hal lain yang banyak berpengaruh terhadap tindakan yang dilakukan oleh guru ketika penelitian tindakan berlangsung” Tempat penelitian berada di SD Negeri 11 Sandung yang terletak di Desa Kelurahan Simba Raya Kecamatan Binjai Hulu Kabupaten Sintang, Provinsi Kalimantan Barat. Subjek penelitian adalah SD Negeri 11 Sandung di kelas IV dengan jumlah 11 siswa pada pembelajaran tematik selalu berhemat energi tahun pelajaran 2018 / 2019. Dalam penelitian ini yang menjadi objek penelitian adalah metode simon berkata yang merupakan variabel bebas (x). Sumber data penelitian ini diperoleh melalui guru, siswa, data dokumen dan catatan lapangan.

Teknik pengumpulan data dilakukan dengan beberapa cara yakni observasi, angket (*kuesioner*), wawancara (*interview*), dan tes. Alat pengumpulan data dilakukan dengan beberapa cara yakni lembar observasi, lembar angket, pedoman wawancara, dan dokumentasi. Selanjutnya keabsahan data dalam penelitian ini adalah triangulasi. Triangulasi dilakukan pada triangulasi sumber berarti untuk mendapatkan data dari sumber yang berbeda – beda dengan teknik yang sama, dan triangulasi teknik menggunakan teknik pengumpulan data yang berbeda – beda untuk mendapatkan data dari sumber yang sama.

## Hasil Penelitian

Penelitian Tindakan Kelas (PTK) dilaksanakan dalam dua siklus yaitu siklus I dan siklus II sampai siklus mencapai KKM dan ketuntasan klasikal. PTK dilaksanakan dalam empat tahap, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Untuk mengukur keberhasilan yang dilakukan, maka ditetapkan indikator – indikator kinerjanya baik adanya kesesuaian antara urutan penyajian materi dengan alokasi waktu pendekatan yang direncanakan, adanya perubahan yang terlibat dari sikap siswa, terutama keaktifan, keikutsertaan siswa dalam kelompok serta meningkatkan minat belajar siswa menjadi lebih baik.

### *Siklus I*

#### **Perencanaan**

Pada tahap perencanaan bersama guru kelas IV, peneliti menerapkan Rencana Pelaksanaan Pembelajaran (RPP) yang mengacu pada tindakan yang diharapkan dalam PTK. Yang mana penelitian ini bertujuan meningkatkan minat dan prestasi belajar siswa pada pembelajaran tematik dengan menggunakan metode simon berkata. Selain itu, peneliti juga menyiapkan instrumen berupa lembar observasi untuk guru dan lembar observasi siswa, soal tes untuk mengukur minat belajar siswa dengan menggunakan metode simon berkata.

#### **Pelaksanaan Tindakan**

##### *Pertemuan I*

Pada tahap pelaksanaan pertemuan I, peneliti melaksanakan pembelajaran yaitu sebagai berikut : Guru memulai pembelajaran dengan mengucapkan salam, meminta ketua kelas untuk memimpin doa, melakukan kegiatan absensi siswa di kelas dengan jumlah siswa 11 orang hadir semua, menginformasikan materi pelajaran tentang sumber energi yang berkaitan dengan sumber energi yang berasal dari alam, guru menyampaikan tujuan pembelajaran yaitu siswa dapat mengidentifikasi sumber energi dari alam berdasarkan pengamatan melalui metode simon berkata, siswa mampu mendeskripsikan sumber – sumber energi dan manfaat masing – masing sumber energi melalui pengamatan dengan metode simon berkata, siswa mampu menyebutkan sumber – sumber energi saat ada kegiatan tanya jawab antara guru dan

siswa. Guru meminta siswa menyiapkan alat tulis. Guru bertanya kepada siswa tentang materi yaitu tentang sumber – sumber energi yang akan dipelajari dengan tujuan menggali pengetahuan siswa, melalui jawaban siswa guru dapat memberikan penjelasan mengenai materi yang dipelajari, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang dibahas yaitu sumber – sumber energi. Guru membagikan siswa kedalam kelompok heterogen (4-5 orang) siswa, guru meminta siswa untuk duduk pada kelompoknya, guru meminta siswa untuk menyiapkan alat dan bahan yang diperlukan dalam kerja kelompok, guru menjelaskan kegiatan kelompok, guru membagikan lembar kerja siswa dan menjelaskan cara mengerjakan tugas kelompok di LKS di masing – masing kelompok. Setelah selesai mengerjakan tugas kelompok, guru meminta tiap – tiap kelompok untuk menyajikan hasil kerja kelompoknya ke depan kelas, guru bertanya kepada kelompok yang menyampaikan hasil kerja kelompok dan guru memberikan penilaian terhadap hasil kerja kelompok. Guru memberikan kesimpulan terhadap materi bagian sumber – sumber energi yang dipelajari dan mengaitkan dengan kehidupan siswa sehari – hari. Setelah selesai, guru meminta salah satu siswa untuk memimpin doa sebagai akhir dari pelajaran. Guru memberikan salam kepada siswa begitupun siswa juga memberikan salam kepada guru.

### *Pertemuan II*

Pada tahap pelaksanaan pertemuan II, peneliti melaksanakan pembelajaran yakni sebagai berikut: Guru memulai pembelajaran dengan mengucapkan salam, ketua kelas memimpin doa, melakukan kegiatan absensi dengan jumlah siswa 11 orang hadir semua. guru menginformasikan materi yang akan dipelajari yaitu tentang sumber daya alam Indonesia. Guru menyampaikan tujuan pembelajaran yaitu: siswa dapat mengidentifikasi sumber daya alam Indonesia berdasarkan pengamatan melalui metode pembelajaran Simon Berkata. Siswa mampu menyebutkan kembali sumber daya alam Indonesia dan bagian – bagian sumber daya alam Indonesia serta siswa mampu menyebutkan manfaat sumber daya alam Indonesia melalui pengalaman belajarnya dengan metode Simon Berkata. Guru bertanya kepada siswa tentang manfaat sumber daya alam Indonesia yang mereka ketahui. Melalui jawaban siswa, guru menjelaskan materi tentang manfaat sumber daya alam Indonesia. Guru membagikan siswa ke dalam kelompok heterogen (4-5 orang) siswa, guru meminta siswa untuk duduk pada kelompoknya, guru meminta siswa untuk menyiapkan alat dan bahan dalam mengerjakan tugas kelompok, guru menjelaskan cara kerja kelompok, guru memberikan lembar kerja siswa dan menjelaskan cara mengerjakan soal di LKS. Setelah selesai dikerjakan, guru meminta masing – masing kelompok atau perwakilannya membacakan hasil kerja kelompok mereka, dan guru memberikan penilaian. Guru menyimpulkan pelajaran tentang manfaat sumber daya alam Indonesia, guru mengaitkan materi itu dengan kehidupan sehari – hari siswa, guru meminta salah satu siswa untuk memimpin doa, guru mengucapkan salam kepada siswa, begitupun siswa mengucapkan salam pada guru.

### **Observasi**

Pada tahap observasi, guru kelas IV sebagai observer melakukan pengamatan terhadap penerapan pembelajaran dengan metode simon berkata pada pembelajaran tematik tema selalu berhemat energi dilakukan peneliti di kelas IV dan mencatat setiap kegiatan serta perubahan yang terjadi pada guru mengajar. Observer mengamati setiap langkah – langkah guru mengajar menggunakan metode simon berkata serta mengamati langkah – langkah pembelajaran sesuai atau tidaknya dengan RPP yang dirancang. Kemudian, guru mengamati aktivitas siswa dalam mengikuti proses pembelajaran yang berlangsung.



Observer menggunakan lembar observasi guru untuk melakukan pengamatan. Aktivitas guru pada siklus I menunjukkan angka dengan rata – rata sebesar 84.61%. Hasil tersebut menunjukkan bahwa penggunaan metode Simon Berkata pada siklus I sudah berjalan sesuai dengan langkah tindakan. Hasil observasi aktivitas siswa pada siklus I, diperoleh dengan rata – rata 76.92%. Masih ada siswa yang belum merespon penerapan pembelajaran dengan metode simon berkata. Untuk mencapai hasil yang diharapkan, maka peneliti melanjutkan pada siklus II agar semua siswa dapat merespon penerapan pembelajaran dengan metode simon berkata.

## **Refleksi**

Berdasarkan hasil penelitian tindakan yang dilaksanakan pada siklus I tentang peningkatan minat belajar siswa dengan menggunakan metode simon berkata pada pembelajaran tematik di kelas IV SDN 11 Sandung Kecamatan Simba Raya. Pada penelitian ini menggunakan lembar observasi guru dan siswa, lembar soal tes, wawancara guru dan siswa, dan angket minat belajar siswa terhadap penggunaan metode simon berkata. Dari refleksi siklus I diperoleh hasil sebagai berikut.

1. Hasil observasi aktivitas guru diperoleh rata – rata aktivitas guru pada siklus I sebesar 84.61 % dengan kriteria baik. Hal ini dikarenakan guru belum mengelompokkan siswa secara heterogen, guru belum mengelola waktu dengan efektif dan guru belum menerapkan metode simon berkata dengan maksimal.
2. Hasil observasi aktivitas siswa diperoleh rata – rata aktivitas siswa pada siklus I sebesar 76.92 % dengan kriteria baik. Hal ini dikarenakan siswa belum terbiasa dengan metode yang diterapkan, siswa tidak terbiasa dalam belajar kelompok, serta masih ada beberapa siswa yang belum serius untuk belajar, dan siswa masih belum aktif bertanya kepada guru.
3. Hasil tes belajar menggunakan metode simon berkata pada siklus I sebesar 18.18 % dengan kategori sangat rendah. Hal ini menunjukkan bahwa minat belajar siswa sangat rendah, serta rata – rata siswa tingkat belajar belum serius, dan siswa masih sulit untuk diatur dalam belajar baik secara individu maupun kelompok.
4. Hasil wawancara guru pada siklus I secara klasikal metode simon berkata telah dinyatakan baik dan layak digunakan dalam proses pembelajaran, dari sisi kognitif sangat berpengaruh terhadap kemajuan belajar siswa yang dianggap monoton, sehingga penggunaan metode simon berkata lebih menekankan pada kognitif siswa.
5. Hasil wawancara siswa pada siklus I rata – rata semua siswa merespon baik terhadap pembelajaran menggunakan metode simon berkata. Terlihat jelas selama proses pembelajaran siswa merasa antusias dan aktif terlibat berpartisipasi dalam belajar menggunakan metode Simon Berkata pada tema 2 selalu berhemat energi.
6. Hasil angket minat belajar siswa pada siklus I sebesar 89.54 dengan kriteria penilaian kuat. Hasil dari penyebaran angket siklus I, peneliti dapat mengukur sejauh mana minat siswa terhadap pembelajaran di dalam kelas. Dari hasil yang diperoleh menunjukkan adanya peningkatan belajar siswa menggunakan metode simon berkata.

## **Pembahasan**

### ***Penggunaan Metode Simon Berkata pada Tema Selalu Berhemat Energi***

Metode Simon Berkata adalah sebuah metode atau cara pembelajaran di mana seorang siswa berperan sebagai Simon dan maju ke depan kelas. Setiap mengatakan Simon berkata “Silakan duduk” siswa lain menurutinya. Tetapi apabila Simon mengatakan “Simon” siswa

lainnya tidak boleh mengikutinya. Kecermatan mendengarkan ucapan Simon menentukan pemberian reaksi yang tepat atau salah. Siswa yang salah mendapat hukuman. Penggunaan metode Simon Berkata pada tema selalu berhemat energi. Berdasarkan pembelajaran yang dilaksanakan pada siklus I dan II penggunaan metode Simon Berkata terbukti dapat meningkatkan minat belajar siswa, serta dapat dilihat dari hasil penyebaran angket siklus I dan II. Pada siklus I, angket minat belajar siswa diberikan setelah melaksanakan pembelajaran dengan metode Simon Berkata dengan memperoleh jumlah keterangan Ya 1790.82 dengan rata – rata 89.54 dengan kriteria penilaian kuat. Pada siklus II, angket minat belajar siswa memperoleh jumlah keterangan Ya 1809 dengan rata – rata 90.45 dengan kriteria penilaian kuat. Melihat kriteria penilaian yang kuat pada minat belajar siswa menyatakan bahwa setiap indikator minat seperti pemusatan perhatian dan pikiran, perasaan, kemauan telah dilaksanakan siswa dengan sangat baik. Hal ini membuktikan bahwa penggunaan metode Simon Berkata pada tema selalu berhemat energi dapat meningkatkan minat belajar siswa setelah guru menggunakan metode simon berkata.

### ***Peningkatan Minat Belajar Siswa***

Minat terhadap pembelajaran yang dimiliki seseorang bukan sebagai bawaan sejak lahir, tetapi dipelajari melalui proses penilaian kognitif dan penilaian afektif seseorang yang dinyatakan dalam sikap. Dengan kata lain, jika proses penilaian kognitif dan afektif seseorang terhadap objek minat adalah positif maka akan menghasilkan sikap yang positif dan dapat menimbulkan minat.

Hasil minat belajar siswa diukur menggunakan lembar angket. Berdasarkan lembar angket yang disebarkan kepada siswa kelas IV SDN 11 Sandung kecamatan Binjai Hulu, minat belajar siswa dilihat pada hasil angket siklus I dan siklus II yang disebarkan setelah akhir pembelajaran menggunakan metode simon berkata. Pada siklus I, angket minat belajar siswa diberikan setelah melaksanakan pembelajaran dengan metode simon berkata dengan memperoleh jumlah keterangan Ya 1790.82 dengan rata – rata 89.54 dengan kriteria penilaian kuat. Peneliti dalam memberikan angket kepada siswa melihat beberapa indikator yang dapat memicu minat belajar siswa, seperti pemusatan perhatian dan pikiran, perasaan, kemauan. Dalam hal ini, peneliti melihat indikator pemusatan perhatian dan pikiran terhadap pelajaran dengan metode simon berkata melalui proses kegiatan, ketertarikan, keterlibatan siswa selama proses belajar mengajar.

Pada siklus I untuk masing – masing indikator minat belajar siswa meliputi pemusatan perhatian dan pikiran, perasaan, kemauan dikategorikan baik dengan rata – rata minat siswa sebesar 89.54. Untuk indikator pemusatan perhatian dan pikiran siswa yang memicu minat belajar dapat dilihat melalui perhatian siswa dalam belajar dan pemberian tanggapan siswa terhadap subtema 1 sumber energi yang diajarkan. Namun, dalam hal memperhatikan dan memberikan tanggapan siswa dapat dikategorikan baik. Untuk indikator perasaan senang terhadap pembelajaran, siswa dalam proses pembelajaran berlangsung cukup antusias terhadap materi pembelajaran yang disampaikan oleh guru baik itu berupa memahami dan memperhatikan dalam proses belajar dikategorikan baik. Pemahaman siswa terhadap materi subtema 1 sumber energi bisa dikatakan cukup baik karena tidak semua siswa mudah memahami materi yang disampaikan. Hal ini disebabkan tingkat perhatian siswa tidak sepenuhnya terfokus pada materi pembelajaran yang disampaikan guru selama proses pembelajaran di dalam kelas. Untuk indikator kemauan atau kecenderungan pada diri siswa untuk terlibat aktif dalam pembelajaran serta untuk mendapat hasil yang terbaik dapat dilihat melalui partisipasi siswa selama proses kegiatan pembelajaran berlangsung dikelas terlihat

jelas mana siswa yang aktif dan pasif baik dalam individu maupun kelompok, dalam indikator kemauan ini termasuk dalam kategori baik. Ketiga indikator inilah yang menjadi penilaian peneliti terhadap minat belajar siswa dan menjadi acuan peneliti dalam melihat minat belajar siswa. Sehingga pada siklus I ini minat belajar siswa dikategorikan baik dan perlu ditingkatkan.

Pada siklus II, angket minat belajar siswa memperoleh jumlah keterangan Ya 1809 dengan rata – rata 90.45 dengan kriteria penilaian kuat. Melihat kriteria penilaian yang kuat pada minat belajar siswa menyatakan bahwa setiap indikator minat seperti pemusatan perhatian dan pikiran, perasaan, kemauan telah dilaksanakan siswa dengan sangat baik. Hal ini membuktikan bahwa adanya peningkatan minat belajar siswa setelah guru menggunakan metode Simon Berkata.

Untuk menunjang penelitian yang dilakukan oleh peneliti maka peneliti harus memiliki sumber yang membuktikan bahwa minat belajar siswa dapat meningkat ketika guru menggunakan metode atau model pembelajaran yang bervariasi. Salah satu contoh penelitian yang menyatakan bahwa guru dapat meningkatkan minat belajar siswa yang berjudul, “The Use of ‘Simon Says’ Game: A Teaching Method of Total Physical Response (TPR) in Teaching English Vocabulary to Young Learners”. Berdasarkan data yang diperoleh, nilai rata-rata pra-tes kelas eksperimen adalah 14.67 dan pasca-tes 17.83 sedangkan nilai rata-rata kelas kontrol pra-tes adalah 13.00 dan pasca-tes 9.67. Data hasil kuesioner pun menunjukkan bahwa mayoritas siswa memberikan respon positif.

### ***Respons Siswa Terhadap Pembelajaran Dengan Metode Simon Berkata***

Berdasarkan hasil wawancara siswa respon terhadap pembelajaran dengan metode Simon Berkata pada tema selalu berhemat energi di kelas IV SDN 11 Sandung terlihat respon siswa pada wawancara sangat baik. Pada saat pembelajaran berlangsung secara umum telah dapat memperhatikan dan berinteraksi dengan teman – teman di dalam kelas. Beberapa siswa juga sudah bisa menjawab soal dengan baik ketika diberikan pertanyaan oleh guru. Dilihat dari hasil wawancara siswa siklus I ke siklus II. Hal ini disebabkan oleh, pembelajaran yang dilaksanakan peneliti di dalam kelas mampu membuat siswa untuk berpartisipasi dalam pembelajaran. Selain itu, siswa juga sudah mulai memberikan tanggapan terhadap proses pembelajaran yang berlangsung dan siswa mengikuti pelajaran dengan baik. Untuk menunjang hasil respon yang diperoleh peneliti, maka peneliti harus memiliki sumber yang membuktikan aktivitas atau respon siswa meningkat yaitu pada penelitian yang berjudul “The Use of ‘Simon Says’ Game: A Teaching Method of Total Physical Response (TPR) in Teaching English Vocabulary to Young Learners”. Berdasarkan data yang diperoleh, nilai rata-rata pra-tes kelas eksperimen adalah 14.67 dan pasca-tes 17.83 sedangkan nilai rata-rata kelas kontrol pra-tes adalah 13.00 dan pasca-tes 9.67. Berdasarkan perhitungan uji hipotesis yang dilakukan dengan uji Mann-Whitney didapatkan nilai P sebesar 0,000 yang lebih kecil daripada nilai alpha ( $0,000 < 0,05$ ). Penelitian ini membuktikan bahwa metode TPR yang menggunakan permainan ‘Simon Says’ efektif diterapkan dalam pembelajaran kosakata bahasa Inggris. Data hasil kuesioner pun menunjukkan bahwa mayoritas siswa memberikan respon positif terhadap penerapan metode TPR. Berdasarkan hasil penelitian, peneliti berharap guru Bahasa Inggris dapat menggunakan metode ini, sebagai salah satu alternatif dalam pengajaran kosakata Bahasa Inggris.

### **Kesimpulan**

Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa penggunaan metode Simon Berkata pada tema selalu berhemat energi kelas IV SD Negeri 11 Sandung Tahun Pelajaran 2018/2019 sangat baik. Berdasarkan pembelajaran yang dilaksanakan pada

siklus I dan II penggunaan metode Simon Berkata terbukti dapat meningkatkan minat belajar siswa. Serta dapat dilihat dari hasil penyebaran angket siklus I dan II. Pada siklus I, angket minat belajar siswa diberikan setelah melaksanakan pembelajaran dengan metode Simon Berkata dengan memperoleh jumlah keterangan Ya 1790.82 dengan rata – rata 89.54 dengan kriteria penilaian kuat. Pada siklus II, angket minat belajar siswa memperoleh jumlah keterangan Ya 1809 dengan rata – rata 90.45 dengan kriteria penilaian kuat. Hal ini membuktikan bahwa penggunaan metode Simon Berkata pada tema selalu berhemat energi dapat meningkatkan minat belajar siswa setelah guru menggunakan metode Simon Berkata.

Peningkatan minat belajar siswa setelah menggunakan pembelajaran dengan metode Simon Berkata pada tema selalu berhemat energi di kelas IV SDN 11 Sandung kecamatan Binjai Hulu Tahun Pelajaran 2018/2019 sangat baik. Hal ini didasarkan pada hasil angket minat yang disebarkan kepada siswa pada siklus I, siklus II. Pada siklus I angket minat belajar siswa diperoleh sebesar 1790.82 dengan rata – rata 89.54 dengan kriteria penilaian kuat. Sedangkan pada siklus II angket minat belajar siswa diperoleh sebesar 1809 dengan rata – rata 90.45 dengan kriteria penilaian kuat.

Respons siswa terhadap pembelajaran dengan metode Simon Berkata pada tema selalu berhemat energi di kelas IV SDN 11 Sandung Kecamatan Binjai Hulu Tahun Pelajaran 2018/2019 terlihat pada respons siswa pada wawancara siswa siklus I ke siklus II. sangat baik. Hal ini disebabkan oleh, pembelajaran yang dilaksanakan peneliti di dalam kelas mampu membuat siswa untuk berpartisipasi dalam pembelajaran. Selain itu, siswa juga sudah mulai memberikan tanggapan terhadap proses pembelajaran yang berlangsung dan siswa mengikuti pelajaran dengan baik. Dengan demikian, ada peningkatan respons siswa terhadap penerapan pembelajaran dengan metode Simon Berkata.

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