
PROBLEM-SOLVING APPROACH IN LEARNING PRAGMATICS FOR STUDENTS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION PROGRAM

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ABSTRACT

This study aims to describe the effectiveness of the Problem-solving approach in Pragmatic learning for Indonesian Language and Literature Education Study Program Students UKI Toraja. The population of this study were 80 students in semester 6 of classes A and B, while the sample consisted of 26 students from class A as an experimental class and 27 students from class B as a control class. The collection of research data is by test and observation techniques. Data processing describes each variable. Research data were analyzed using descriptive statistics and inferential statistics. Analysis is used to describe the ability of lecturers to manage learning, student activities, and student learning outcomes tests. Analysis with descriptive statistics in the form of average scores for lecturer abilities, percentages for student activities, and average scores, highest scores and lowest scores for learning outcomes. Based on the test results using descriptive statistics, the following conclusions are obtained: The lecturer's ability to manage learning using the Problem-solving method can be categorized as good. This can be seen from the average score for 2 meetings of 3.51. Student activities during learning using the Problem-solving method are classified as active categories. This can be seen in the percentage of student activity during the 2 meetings of 76.25%. By applying the problem-solving method can improve student learning completeness. This can be seen from the increase in student learning outcomes before being taught (pre-test) with an average score of 22.17 and after being taught (post-test) with an average score of 81.04.

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INTRODUCTION

Learning is the most important component at every level of education and even a concept of lifelong learning emerges which means that learning lasts a lifetime. In the whole process of education is the most basic activity. This means that the success or failure of students to achieve the educational goals that have been set depends a lot on how the learning process is carried out. Much of the success of education will also be determined by the successful implementation of teaching and learning activities, namely the integration between lecturer and student activities.

Lecturers as a central figure, must be able to determine appropriate learning methods so as to encourage active, creative and efficient student involvement and a more effective learning process. In this case, the learning in question is a learning process that allows students to be able to learn easily, have fun, and can achieve the learning objectives as expected.

However, in reality the learning process carried out by students is not maximal as expected. This is based on problems that often arise, including: 1) weak management, organization and development of the learning process carried out by lecturers, 2) delivery of teaching materials carried out by lecturers is still verbal, 3) limited ability of lecturers to apply teaching materials through methods as well as existing learning media, and 4) the lack of knowledge of lecturers in the use of learning methods and media in delivering teaching materials.

Whereas in the Pragmatics learning process it is hoped that students can be actively involved in learning activities to think, interact, act to try, find new concepts or produce a work, so that it will have an impact on students' memories of what is learned and will last longer. Because a concept will be easily understood and remembered by students if the concept is presented through appropriate, clear and interesting procedures and steps. With the activeness of students in the classroom it is hoped that Pragmatics learning outcomes will also increase.

However, in reality the learning outcomes of Pragmatics for students in semester 6 of class A and B are still low. This does not only mean that students do not have learning abilities, but there are still many factors associated with it. Sometimes students who have low scores have the excuse that, in learning pragmatics, they are usually shy or hesitant to ask the lecturer about things that are not clear. In addition, sometimes students feel afraid to express their opinions, for fear of being wrong, so that the lecture material given by the lecturer will just pass by.

Overcoming these problems, lecturers must improve their ability to manage classes, mastery of learning materials, direct the learning atmosphere so that students can enjoy the learning process through the selection of effective learning methods, so that the goals that have been set can be achieved optimally. So that it will have a positive impact on the skills and learning outcomes of students.

One of the learning methods that involve students in the learning process is the problem-solving method. Problem-solving methods can make learning more meaningful. students learn to solve a problem by applying the knowledge they have or trying to find out the knowledge needed. So that students will also have an influence on student

activities to think, interact, act to try, find new concepts or produce a work, and of course have an impact on students' memories of what is learned that will last longer. In addition, in this method students are required to be able to combine the new experience or knowledge they have acquired with the experience or knowledge they have previously had. The better they do at that, the higher their ability to solve more complex problems. In addition, the Problem-solving method can improve critical thinking skills, foster student initiative in work, motivation to learn, and can develop interpersonal relationships in working groups.

THEORETICAL FRAMEWORK

Problem-Solving Method

Problem is a situation that is expected so that it must have a solution, but the problem can also be said to be the gap between reality and expectations. Problem-solving is solving problems. At this level, students learn to formulate, solve problems, respond to stimuli that describe or evoke problematic situations, using the various rules they have mastered. In teaching Pragmatics students often experience difficulties because they receive questions from their lecturers, and do not have the expertise to solve them. Therefore, in teaching Pragmatics these questions are a problem.

Not only by memorizing without thinking, problem-solving skills expand the thinking process (Pepkin in Uno, 2011: 223). A problem that is considered a problem is a problem that requires thinking skills without any examples of previous solutions. The problem is different from the practice questions. In practice questions, students already know how to solve them, because the relationship between what is known and what is being asked is clear, and usually there are examples of questions.

If there is a problem and students don't know how to solve it, students are interested and challenged to solve it. Students use all their thoughts, choose a solution strategy, and process it to find a solution to a problem (Suyitno in Uno, 2011: 223). In order for students to be able to solve a problem in the form of questions, in learning students need to be taught how to solve problems related to the learning objectives to be achieved. The form of learning in question is the problem-solving method.

According to Rohman and Amri (2013: 37), problem-solving is learning to solve problems. The ability to solve this problem includes the ability to seek information, analyze, identify problems with the aim of producing alternative actions, then considering these alternatives in relation to the learning outcomes achieved and finally implementing plans by taking appropriate actions.

Indonesian Learning Outcomes

Learning outcomes are abilities that individuals acquire after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes and skills of a person so that they become better than before. Understanding the meaning of learning outcomes in outline must be based on the understanding of learning itself. For this reason, experts express different opinions according to the views they hold. Learning outcomes are the result of an assessment of the abilities possessed by students

which are expressed in the form of test results after students follow the learning process. A person's learning outcomes are in accordance with the level of ability he has in studying the subject matter expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process. The factors that influence Pragmatic Learning Outcomes:

1) Lecturer ability

According to Syaiful Bahri Djamarah (Karuru, 2014:17) overall a lecturer is a figure that attracts everyone's attention, whether in the family, in society or at school. In general, the task of the lecturer is as a facilitator, whose job is to create situations that allow the learning process to occur in students. A lecturer must have a level of mastery in managing learning. Teaching lecturers do not only deliver learning materials to students, but are a process of effort in guiding and facilitating students and being able to choose, develop, and apply various teaching methods so that students can learn effectively and efficiently. The definition of the lecturer's ability itself is the level of mastery of the lecturer in managing learning. Not only conveying study material to students, but is a process of effort in guiding and facilitating students and being able to choose, develop, and apply various teaching methods so that students can learn effectively and efficiently

2) Student Activities

Student activity is an individual activity that can bring about changes for the better in the individual because of the interaction between the individual and the individual and the individual and the environment. Furthermore, it can also be said that student learning activities are a series of activities carried out by students in participating in learning so as to cause changes in student learning behavior, for example from not knowing to knowing or from not being able to carry out activities to being able to do activities. Thus it can be said that optimal learning outcomes can be achieved through an active learning process.

3) Learning Methods

The learning method is a path that will be taken by lecturers and students in achieving learning goals. In addition, the learning method is the lecturer's activity in choosing learning activities. This learning method serves as an explanation to make it easier for lecturers to provide learning services and also makes it easier for students to understand teaching material delivered by lecturers by maintaining a pleasant learning atmosphere. So that it will greatly affect student learning outcomes.

4) Learning Evaluation

Evaluation is one of the processes in teaching, which within certain limits can be an indicator that influences changes in student behavior. The term evaluation or assessment is a translation of the term "evaluation". and as a guide, according to Benyamin S. Bloom (in Karuru, 2013: 2) stated that, "Evaluation is the collection of sufficient evidence to then be used as a basis for determining whether there is a change and the degree of change that occurs in students or students." The purpose of learning evaluation in general is to find out whether there is a change in students and the level of change they experience after they follow the learning process. In addition to the

general evaluation objectives, there are still other dimensions of objectives as formulated in the Curriculum that the objectives or functions of evaluating student learning at school can basically be classified into the following 4 (four) categories.

- a) To provide feedback to lecturers, as a basis for improving the teaching and learning process and conducting program revisions and remedial programs for students.
- b) To determine the rate of progress or learning outcomes for each student, which among other things is required to provide reports to the parents of students, determine grade increases, and determine whether or not a student will graduate.
- c) To place students in appropriate teaching and learning situations (for example in determining majors) according to the ability level and or other characteristics possessed by students.
- d) To get to know the background (psychology, physics, and environment) of students who experience learning difficulties. The results can be used as a basis for solving these difficulties.

METHOD

Research Design

The research design is defined as a strategy to set the research background so that researchers obtain valid data according to the variable characteristics and research objectives. This research is a descriptive quantitative research that is intended to describe research variables such as lecturer abilities, student activities, story problem-solving skills and learning outcomes in learning with the problem-solving method.

This research was conducted in one class as an experimental class, where at the beginning of learning, the experimental class was given a pretest before being given treatment. Then given the treatment that is the method of problem-solving. After the experimental class is given treatment, it is followed by giving a posttest or final test. The research design in question is a one-group pretest-posttest design

R : O1 X O2

Information :

O1 = Pretest or initial test (before being given treatment)

X = The treatment given is the application of the problem-solving method

O2 = Posttest or final test (after being given treatment)

Population and Sample

The population in this study were all 6th semester students of the Indonesian Language and Literature Education Study Program, UKI Toraja.

Class	Gender		JTotal
	M	F	
A	22	18	40
B	27	13	40
Total	49	31	80

Determination of the sample of this study using cluster random sampling, because it has relatively the same ability. The sampling method is:

- Determine the study population
- Determine the research sample
- Each class is numbered sequentially 1 to 3
- Both classes were randomized to get 1 class to be sampled in this study
- From the sampling technique that has been carried out, there are 26 students selected, namely class A as the class that will be taught using the problem-solving method.

Class	Gender		JTotal
	M	F	
A	8	18	26

Data Collection

Collecting research data using (1) Lecturer ability observation sheets. (2) Student activity observation sheets, (3) Learning achievement tests, and (4) Skills (action) tests. Data collection is done through observation and giving tests.

Data Analysis Technique

To find out the ability of lecturers to manage learning, the researchers collected data obtained from observations of learning activities about the ability of lecturers to apply complete learning strategies. The score obtained is calculated by finding the average score of the observations with the following formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

Information :

\bar{x} = The average result of observing the lecturer's ability to manage learning.

$\sum x_i$ = Number of observations.

n = Number of meetings.

From the average results obtained then categorized according to the following categorization:

Score	Criteria
0,00 - 1,49	Very Poor
1,50 - 2,49	Not good
2,50 - 3,49	Pretty good
3,50 - 4,49	Good
4,50 - 5,00	Very good

Data from observations of student activities in learning activities will be analyzed by the percentage of each activity observed during learning and is calculated by the formula:

$$P = \frac{\sum F_A}{\sum A} \times 100\%$$

Information :

Q: Percentage of student activity;

$\sum F_A$: Number of observed student activity frequencies;

$\sum A$ The total number of student activities.

From the results of the calculation of student activity, the scores were grouped into five categories. This grouping is based on the following categorization:

Category	Criteria
81% - 100%	Very active
61% - 80%	Active
41% - 60%	Pretty active
21% - 40%	Less active
< 21%	Very less

The learning result test is used to determine the completeness of student learning outcomes. The level of students' ability to study material can be seen from the acquisition score after taking the test. Scores obtained by students are calculated using the following formula:

$$\text{Value} = (\text{weight obtained}) / (\text{total weight}) \times 100$$

From the results of the calculation of the learning outcomes test, the scores were categorized according to the following categorization:

85 -100	Very high
65-84	High
55 - 64	Moderate
35 - 54	Low
0 - 34	Very low

The results of data analysis are used to describe the extent to which student learning outcomes increase before and after being given treatment using the problem-solving method.

RESULTS AND DISCUSSION

Lecturer Ability in Managing Learning

Observation of learning management using the problem-solving method is used to determine the ability of lecturers to manage learning. The research data obtained were analyzed and then converted into a categorization of lecturers' ability to manage learning.

So that it can be obtained that the lecturer's ability in the initial activities is quite good with an average score of 3.25. This ability consists of two aspects that are observed, namely: doing apperception with an average score of 3.5 good categories, conveying learning objectives and strategies with an average score of 3 categories is quite good. The ability of lecturers in core activities is quite good with an average score of 3.3 on the 5 aspects observed, namely: Orienting students to problems with an average score of 3.5 in a good category, orienting students to study with an average score of 3.5 good, guiding group investigations with an average score of 3.5 in a good category, guiding students to develop and presenting (presenting) work (discussion) with an average score of 3.5 in a good category, analyzing and evaluating the problem-solving process with an average score 3 good categories. The ability of the lecturers in the final activity was also good with an average score of 3.66 in the 3 aspects observed, namely: Guiding students to summarize material with an average score of 3.5 good categories, giving tests/quizzes with an average score of 3.5 moderate categories good, and gave PR with an average score of 4 good categories. The lecturer's ability to manage time is quite good with a score of 3.5. In the class atmosphere section, the score was also good with an average of 4 on 2 aspects observed, namely: student enthusiasm and lecturer enthusiasm.

By paying attention to the 5 sections consisting of 13 aspects, in general it can be concluded that the lecturer's ability to manage learning using the problem-solving method is quite good with an average score of 3.51.

Student Activities in Learning with the Problem-solving Method

Student activity in learning with the problem-solving method was obtained from observations using student activity observation sheets. The results of the analysis of student activity data show that overall students are active in activities during learning using the problem-solving method. This can be seen from the average activity carried out during the two meetings, namely: listening/recording lecturer explanations by 16%, analyzing problems by 17%, forming groups by 7.5%, expressing ideas/ answering questions by 7.75% , conducting investigations by 14% solving both individual and group problems by 13.75%, presenting discussion results by 7.5%, summarizing the subject matter by 5%, answering tests or quizzes by 8.75% and irrelevant behavior by 2.75%.

While the high percentage of student activity can be seen in the aspect of formulating/analyzing problems. This is based on observations during the learning process, namely in the core activities when the lecturer guides students to understand problems, guides group investigations, and analyzes and evaluates the problem-solving process. In these learning activities students are more involved in aspects of analyzing problems.

Then for the high percentage of student activity can also be seen in the aspect of listening and recording the lecturer's explanation. This is based on observations during the learning process, namely in the initial activities when the lecturer conveys learning objectives and strategies, in the core activities when the lecturer guides students to understand problems through brief explanations, the lecturer guides students in developing and presenting their work through discussion, and in the final activity when the lecturer guides students to summarize the material that has been studied. In these learning activities, students do more listening and note-taking activities.

Description of Student Learning Outcomes

A description of the learning outcomes of students in semester 6 of the Indonesian Language and Literature Education Study Program UKI Toraja who were taught using the problem-solving method in detail can be presented as follows:

Table 1.1 Results of Descriptive Statistical Analysis of Pre-test and Post-test scores

Statistics	<i>Pre-test</i>	<i>Post-test</i>
Sample size	53	53
Average	22,17	81,04
Standard deviation	8,74	7,47
Maximum score	39,79	94,89
Minimum score	4,08	67,34

Based on table 1.1, it can be seen that the average pre-test score has increased in the post-test. The average score on the pre-test was 22.17 and the standard deviation of the pre-test was 8.74 with a maximum score of 39.79 and a minimum score of 4.08. While the average score on the post-test was 81.04 and the standard deviation of the post-test was 7.47 with a maximum score of 94.89 and a minimum score of 67.34.

If the pre-test and post-test values are divided into five categories, the following frequency and percentage values are obtained:

Table 1.2 Distribution of Student Learning Outcomes

Score	Category	Post test	
		Frequency	Percentage
85-100	Very high	6	23
65-84	High	20	77
55-64	Modrate	0	0
35-54	Low	0	0
0-34	Very low	0	0
Total		26	100

From table 1.2, it can be seen that in the post-test there were 6 students (23%) in the very high category and there were 20 students (77%) in the high category, so that no students scored in the medium, low and very low categories.

Based on the discussion above, it can be said that student learning outcomes in learning with the problem-solving method in the post-test, students were able to reach the very high category of 6 people and 20 students for the high category.

CONCLUSION

Based on the test results using descriptive statistics, the following conclusions are obtained:

- 1) The ability of lecturers to manage learning using the Problem-solving method can be categorized as good. This can be seen from the average score for 2 meetings of 3.51
- 2) Student activities during learning using the Problem-solving method are classified as active categories. This can be seen in the percentage of student activity during the 2 meetings of 76.25%.
- 3) By applying the problem-solving method can improve student learning completeness. This can be seen from the increase in student learning outcomes before being taught (pre-test) with an average score of 22.17 and after being taught (post-test) with an average score of 81.04.

Solving problems is a mental activity in learning that can develop students' ability to think critically and creatively. Following are the advantages of using problem-solving or problem-solving methods:

- 1) With problem-solving methods or problem-solving methods meaningful learning will occur.

- 2) In a situation of problem-solving methods or problem-solving methods, students integrate relevant knowledge and skills.
- 3) Problem-solving methods or problem-solving methods can improve critical thinking skills, foster students' initiative in work, internal motivation for learning, and can develop interpersonal relationships in group work.
- 4) Train students to design an invention.
- 5) Students have started to be trained to solve their own problems
- 6) Stimulate the development of students' thinking progress to solve the problems faced appropriately
- 7) Solve the problems faced realistically.

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