

**IMPROVING STUDENTS' MOTIVATION IN LEARNING SPEAKING
SKILLS BY USING CREATIVE PROBLEM SOLVING**

(A Quantitative Descriptive Study at SMA Muhammadiyah 4 Makassar)



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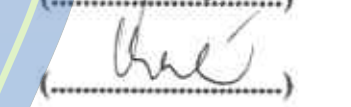
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	Appendix	-Menambahkan questionnaire dalam Bahasa Inggris -Menambahkan penjelasan pada dokumentasi kegiatan Merevisi PPT Skripsi	
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Dengan ini menyatakan saya bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri, dan bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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Makassar, Juli 2021

Yang menyatakan

HENDRY

MOTTO

***PRAY, WORK HARD, IKHTIAR, TAWAKKAL
AND ALLAH WILL DONE EVERYTHING.***

(Hendry,2021)



ABSTRACT

Hendry, 2021. Improving Student Motivation in Learning Speaking Skills by Using Creative Problem Solving in Thesis of SMA Muhammadiyah 4 Makassar. Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Consultant I Dr. H. Bahrun Amin and Consultant II Hijrah.

The purpose of this study is to find out how Creative Problem Solving increases student motivation in learning speaking skills in class XI SMA Muhammadiyah 4 Makassar. This study uses a quantitative descriptive method with research instruments using a questionnaire and an assessment with a Likert scale.

Student motivation in learning speaking skills in the first questionnaire before treatment obtained a score of 69.70. That is, students' motivation in learning speaking skills is at a level that is good enough for 80% of students and the other 20% is at a moderate level. The second questionnaire given after the treatment reached a score of 88.90. There were 6 (60%) students who got a very good level, 4 (40%) students who got a good level and no students got a sufficient and sufficient level. This shows that there is an increase in students' motivation in learning speaking skills. The positive and significant effect of learning motivation on the results of the second questionnaire given after the treatment reached a score of 90.50. This shows that there is a positive and significant influence on students' learning motivation. There were 9 (90%) students who got a very good level.

This study shows that creative problem solving can increase students' learning motivation in learning speaking skills and there is a positive and significant influence on students' learning motivation about teachers who use this method in the learning process.

Keywords: *Learning Motivation, Speaking, Creative Problem Solving*

ABSTRAK

Hendry, 2021. *Meningkatkan Motivasi Belajar Siswa dalam Pembelajaran Keterampilan Berbicara dengan Menggunakan Creative Problem Solving* pada Skripsi SMA Muhammadiyah 4 Makassar. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Konsultan I Dr. H. Bahrudin Amin dan Konsultan II Hijrah.

Tujuan penelitian ini untuk mengetahui bagaimana *Creative Problem Solving* meningkatkan motivasi belajar siswa dalam pembelajaran keterampilan berbicara pada siswa kelas XI SMA Muhammadiyah 4 Makassar. Penelitian ini menggunakan metode deskriptif kuantitatif dengan instrument penelitian menggunakan *Questionnaire* serta penilaian dengan skala Likert.

Motivasi siswa dalam belajar keterampilan berbicara pada angket pertama sebelum perlakuan diperoleh skor 69,70. Artinya, motivasi belajar siswa dalam pembelajaran keterampilan berbicara berada pada tingkat yang cukup baik untuk 80% siswa dan 20% lainnya berada pada tingkat sedang. Kuesioner kedua yang diberikan setelah perlakuan mencapai skor 88,90. Ada 6 (60%) siswa yang mendapat tingkat sangat baik, 4 (40%) siswa mendapat tingkat baik dan tidak ada siswa yang mendapat tingkat cukup dan kurang baik. Hal ini menunjukkan bahwa ada peningkatan motivasi siswa dalam belajar keterampilan berbicara. Pengaruh positif dan signifikan motivasi belajar pada hasil angket kedua yang diberikan setelah perlakuan mencapai skor 90,50. Hal ini menunjukkan bahwa terdapat pengaruh yang positif dan signifikan terhadap motivasi belajar siswa. Ada 9 (90%) siswa yang mendapat tingkat sangat baik.

Penelitian ini menunjukkan bahwa pemecahan masalah secara kreatif dapat meningkatkan motivasi belajar siswa dalam pembelajaran keterampilan berbicara dan terdapat pengaruh yang positif dan signifikan terhadap motivasi belajar siswa tentang guru yang menggunakan metode ini dalam proses pembelajaran.

Kata Kunci: *Motivasi Belajar, Berbicara, Creative Problem Solving*

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In writing this Thesis the researcher found many difficulties, so the researcher realized that this Thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to write as follows :

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Makassar, Agustus 2021

Writer

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CHAPTER I

INTRODUCTION

A. Background

English is one of the human languages in the world that has an important role in communication. It has become an international language and almost practiced in all parts of life, especially in this global era full of competition. English becomes one of the determiners and assessments of the competition. So that we need to learn the language, it is similar to the statement that English has been dispersed and diversified. It has been adopted and adapted as an international means of communication by communities all over the globe.

There are four skills language in Senior High School, namely reading, listening, writing, and speaking. Especially speaking skills, many students considered that learning speaking as a difficult subject. This difficulty is caused by the psychology factor of the students and lack of teachers' creativity in teaching speaking skills in Senior High School. Speaking is like the first assessment for each learner who is studying English, and each learner has to speak. This statement means an obligation, duty, task, fact, implementation, process. Although we still find some students are speaking little or even passive in the classroom, it can be learning. It can be caused by many things, including the students, the class situation, environment, teaching method, technique, approach or even from the teachers who cannot deliver their material successfully.

The second and foreign language teaching, speaking is considered to be difficult among the four skills. One who wants to speak to others sometimes faces some troubles. He cannot produce his ideas, argument or feelings communicatively. Therefore, in speaking, more efforts are required on the part of teachers. Chastain further states that it is not enough for students to listen to a speech only.

Based on the information from English teacher at SMA Muhammadiyah 4 Makassar at the eleventh grade students, especially at the class XI MIPA, 80 percent of the students were less interested in learning English. For English subjects is the easiest subject to learn but the ability of students to English subjects for speaking skills is still very well taken. Most of the students are less interested in the material, and learning methods are very boring and do not spark the spirit of students in learning or finding problems in the lesson. The lack of a spirit of learning students so that the achievement of aspects in speaking subject is not fulfilled, such as vocabulary mastery and fluency in English. In this study, researchers want to improve the learning spirit of students to be more interested in learning English especially in speaking skills.

In relation to the statements above, the teachers of English are expected to create effective teaching and learning processes in improving the students' motivation in learning speaking. One of the strategies is the use of the creative problem solving method of teaching speaking.

Based on the background above, this research will focus on search titled: *"Improving Students' Motivation in Learning Speaking Skills by Using Creative Problem Solving in SMA Muhammadiyah 4 Makassar"*.

B. Problem Statement

Based on the statement in the background above, the writer then formulates the problem of the research as follows:

1. How does creative problem solving improve the students' motivation in learning speaking skills at the eleventh grade students of SMA Muhammadiyah 4 Makassar?
2. Is there a significant influence on the learning motivation of the eleventh grade students of SMA Muhammadiyah 4 Makassar about how teachers to use creative problem solving?

C. Objective of Study

Relating Statement above, the writers formulates the objective of the studies is to find out the improvement of the students' motivation in learning speaking skill subject through the use of the creative problem solving at the eleventh grade student of SMA Muhammadiyah 4 Makassar.

D. Significance of The Study

The outcomes of this research are expected to be useful contributions to the teaching and learning process, especially for English teachers in teaching speaking skills, not only for students but also for the teachers as educators and further researchers who are interested in the same matter.

E. Scope of The Reasearch

This research was limited to using of the creative problem solving to improve the students' motivation in learning speaking skill subjects at the eleventh grade student of SMA Muhammadiyah 4 Makassar. It was focused on the students' extrinsic motivation to learn speaking subjects. These items were very important to be identified by the researcher to improve the role of the creative problem solving in motivating and overcoming the students' problems in learning speaking.



CHAPTER II

REVIEW OF RELATED LITERATURE

This creative problem solving research is aimed at increasing students' learning motivation in speaking subjects. Technically, the use of the creative problem solving method will stimulate students to think critically where they will look for ways to solve the problems faced with the solutions and critical thoughts that will encourage them to express their opinions and motivate them to speak in public. creative problem solving has been carried out by several researchers.

A. Previous Research Findings

There are several previous researchers who have conducted research related to creative problem solving learning methods and their relationship with increasing student motivation. Previous research findings are discussed as follows:

There have been many studies on creative problem solving for English teaching and learning methods. The first study by Fata (2018) entitled "The Effect of Creative Problem Solving (CPS) Learning Method on Student Learning Outcomes of Class X Man 3 Banda Aceh". The aim of this study is to provide knowledge in order to enhance student learning outcomes in mathematics and creativity in problem solving using the Creative Problem Solving (CPS) learning model on the topic of SPLDV in class X SMA. The findings of this report, in particular, can be seen as a starting point for future research and can help to advance math education.

The second study by Hobri (2020) entitled "The Effect of Jumping Task Based on Creative Problem Solving on Students' Problem Solving Ability". The aim of this research is to see if using a jumping task focused on creative problem solving will help students improve their problem-solving skills. The research used a triangulation tool, which included both qualitative and quantitative data. Students in the eighth grade at a Junior High School are the subjects of the study. Using cluster random sampling, the research sample is divided into three groups. Two students from the experimental class make up the qualitative research sample, which was chosen using purposive sampling based on their most specific responses. Pre- and post-tests on solving a problem sheet, as well as an interview result, were used to collect data. It means that after implementing a jumping challenge based on innovative problem solving, the student problem solving tests of three classes vary (CPS). The qualitative approach is used to analyze the results of the students' work and interviews. It demonstrates that students' problem-solving abilities in mathematics learning with a jumping task based on CPS are superior to their problem-solving abilities in mathematics learning with a sharing task based on CPS. Students' problem-solving abilities in mathematics learning with a sharing challenge focused on CPS are superior to students' problem-solving abilities in the traditional model.

The third study by Tambunan (2019) entitled "The Effectiveness of the Problem Solving Strategy and the Scientific Approach to Students' Mathematical Capabilities in High Order Thinking Skills". The goal of this

study was to discover more successful problem-solving strategies for students' mathematical abilities in high-order thought skills using a theoretical method. The non-equivalent pretest-posttest control group configuration was used in this quasi-experimental analysis. Students in the research group were taught a problem-solving technique, while students in the control group were taught a scientific method. The study group had $n = 138$ participants and the control group had $n = 139$ participants from public and private high schools in Medan, Indonesia. According to the study's hypothesis testing, students' mathematical abilities in communication, imagination, problem solving, and mathematical reasoning were improved more effectively by using a problem-solving method than by using a scientific approach.

In another study that explain, in study by Muhammad Syawal Amran (2019) entitled "Creative Problem-Solving (CPS) Skills among University Students". Malaysia's National Education Blueprint (Higher Education) 2015-2025 was launched with the aim of improving higher education. In order to foster excellence in higher education, six learner aspirations have been established. The blueprint aimed to improve students' and graduates' characteristics in accordance with the world of 21st century education. Creative Problem-Solving (CPS) abilities are one of the qualities that have been highlighted. Individuals' ability to solve problems through the advancement of new and brilliant ideas is referred to as CPS skills. As a result, the idea of innovative problem-solving skills among university students will be presented in this article. Furthermore, the problems and challenges of creative problem

solving, as well as the factors that affect this ability, will be discussed in this article. In addition, a study of creative problem solving (CPS) skills theory is proposed in order to better understand information processing and approach the problem creatively among students and university lecturers. As a result, this paper will contribute to students and higher education institutions developing innovative problem-solving skills.

In study by Rubenstein (2019) entitled "Students' strategic planning and strategy use during creative problem solving: The importance of perspective-taking". The aim of this study was to look at which strategies students discussed before starting a creative problem-solving (CPS) challenge (strategic planning), which strategies they reported using during the task (strategy use), and which strategies best predicted real creative outcomes. Although completing multiple CPS story assignments, fifty-eight fifth and sixth graders were interviewed. They were graded on their imaginative fluency, versatility, originality, usefulness to stakeholders, and elaboration in their responses. Although several methods were found to be significantly linked to innovative results, perspective taking was the most reliable predictor. The difference in creative fluency and 5 percent in creative versatility across products was accounted for by planning to take a stakeholder's perspective. Students who reported using the perspective-taking technique were also more likely to develop original ($r = .34$) and useful ($r = .39$) answers, as well as provide more elaboration ($r = .42$). This study showed how a semi-structured interview protocol can reveal the complexities of CPS strategic approaches, as

well as provide preliminary evidence to support the creation of prospective interventions focusing on perspective-taking strategies.

The study by Kusuma (2018) entitled "Creative Thinking Ability based on Students' Metacognition in Creative Problem Solving Learning Model With Recitation and Self-Assessment in Ethnomatematics". This study aims to: (1) investigate the learning quality of the Creative Problem Solving model with recitation and self-assessment based on Ethnomatematics in students' creative thinking ability; and (2) explain the creative thinking ability on Creative Problem Solving model with recitation and Creative Problem Solving model with recitation and self-assessment based on Ethnomatematics in students' creative thinking ability. This study used a mixed method approach with sequential explanatory variables. Students' metacognition scores in VII C class in SMP N 1 Getasan academic year 2017/2018 decided the research subject. The data was gathered through observation, testing, and interviews. The data analysis tended to show that (1) the Creative Problem Solving (CPS) learning model with recitation and self-assessment based on Ethnomatematics has good consistency in the planning stage, learning phase, and final learning result; (2) low metacognition subjects were able to meet the fluency and elaboration indicators; and (3) low metacognition subjects were able to meet the fluency and elaboration indicators. However, the flexibility indicator, novelty indicator, and elaboration indicator had not yet been completed; moderate metacognition subjects were able to complete the fluency and elaboration indicators, but the flexibility indicator and novelty indicator had not yet been completed; and high

metacognition subjects were able to complete the entire set of indicators, including fluency, flexibility, and novelty indicators.

Based on the explanation above, the writer concludes that there are many various methods, strategy and techniques that have been used the previous research to teach and improve student motivation in learning. But for this research, the writer has a different strategy and technique to teach for the students' motivation improvement.

B. Some Partinent Ideas

1. Learning Motivation

a. Learning Motivation

Learning motivation according to Sardiman (2018: 75) is "The overall driving force within students that causes learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved".

Thus in learning, student achievement will be better if students have the motivation of parents to succeed greater in the student. Because there is a tendency that someone who has high intelligence may fail to achieve due to a lack of motivation from parents.

b. Learning Motivation Function

Motivation in learning is very important in meaning to achieve the expected goals of the teaching and learning process so that student motivation in learning needs to be built.

There are three functions of motivation according to Sardiman (2001):

1) Encourage the emergence of behavior or actions.

Without motivation, there will be no action. Motivation in this case is the driving force of every activity to be carried out.

2) Motivation serves as a guide.

This means that motivation directs change to achieve what is desired. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of the objectives.

3) Motivation functions as a mover.

It means to move someone's behavior. In addition, learning motivation serves as a driver of effort and achievement.

Someone does something because of motivation. Better motivation in learning will show good results, in other words, that with diligent efforts based on motivation, it will produce good achievements.

c. Types of Learning Motivation

In general, motivation can be grouped into two types, namely (Priyitno, 1989: 10).

a) Intrinsic Motivation

Intrinsic motivation is the desire to act which is caused by a driving factor from within (internal) individuals. Individual behavior occurs without being influenced by factors from the environment. But individuals behave because they get energy and behavioral influences from within themselves that cannot be seen from the outside.

Intrinsic motivation is the desire to act which is caused by driving factors from within oneself. From the definition above, it can be concluded that intrinsic motivation is an impulse from within the individual, where the urge moves the individual or subject to meet needs, without the need for external encouragement.

b) Extrinsic motivation

According to Sardiman (2001) define extraneous motivation as motives that become active and function due to external stimuli. Extrinsic motivation can be said to be more due to influence from outside which is relatively changing.

Extrinsic motivation can also be said as a form of motivation in which learning activities are started and continued based on external encouragement that is not related to learning activities.

From some of the definitions above, it can be concluded that someone who is extrinsically motivated does an activity not because he wants to know something, but wants to get praise, prizes, and so on.

d. How to Generate Learning Motivation

There are several ways to generate learning motivation in individual students in carrying out their learning activities. According to Nasution (1982: 81), ways to generate learning motivation include:

a) Giving Numbers

Many students learn that the main thing is to achieve good grades, so usually what is being pursued is numbers or grades. Therefore, the steps that can be taken by the teacher are how to give numbers that can be related to the values contained in each knowledge.

b) Giving Gifts

Prizes can arouse someone's motivation to learn if he has the hope of getting it, for example, a student is awarded a scholarship, then the student will likely be active in learning activities, in other words, he has learning motivation to maintain achievement.

c) Passion To Learn

Learning outcomes will be better if the student has the desire or determination to learn something.

d) Knowing the Results

By knowing the learning outcomes that have been carried out so far, it will be able to show students' motivation to study harder, because learning outcomes are feedback for students to find out their learning abilities.

e) Give Praise

Praise as a result of a job well done is also a good motivation.

f) Growing Interest in Learning

Students will feel happy and safe in learning if accompanied by an interest in learning. And this cannot be separated from the student's interest in the field of study they are taking.

g) Nice atmosphere

Students will feel safe and happy in learning if accompanied by a pleasant atmosphere, both the learning process and situations that can foster learning motivation.

2. Speaking Skill

a. Definition of Speaking

Speaking ability is a part of oral communication that involves using language to convey feelings, thoughts, and knowledge, as well as to request information from others. In the language classroom, speaking skills should be learned and exercised. Speaking skills need special attention since the language course truly allows students to communicate in English. In fact, most of us speak more than we write in our everyday lives; however, many English teachers still devote the majority of class time to reading and writing practice, almost completely neglecting speaking and listening skills. According to the preceding paragraph, there should be a strong balance of classroom instruction.

Channey (1998: 13) states that speaking is the process of building and sharing through the use of verbal and non-verbal

symbols in variety of contexts. Speaking involves the use of words and the production of sound in order to convey concepts, feelings, thoughts, and desires orally in a normal voice. Furthermore, communication success is often determined by the listener as well as the speaker.

Speaking refers to a person's act, utterance, or discourse. Speaking skills are one of the skills that students who want to advance in their lives must possess. Anyone with a basic understanding of English would find it challenging to learn speaking skills. People who know what to say and how to say it would have a strong speaking ability.

b. Notion of Teaching Speaking

★ Teaching speaking is sometimes considered as a simple process of commercial language schools around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 1989: 48).

Based on the statement above that teaching conversation to the students in foreign language is simple. Because learning spoken language sometimes ignores the grammar rules and the other hand the students need good habits in English speaking practice.

c. Components of Speaking

In speaking, there are some specific elements that have strong correlations with this skill. They are:

1) Accuracy.

Marcel (1996: 15) states that accuracy is a way of people in using appropriate words and patience of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar. Harmer (1991: 15) states that aspects of speaking can be divided as follows: a) Pronunciation pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency.

2) Vocabulary. There are many definitions of vocabulary that have been given by writers (experts), like

Hiral (2010: 45) states that "Vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing) was difficult, if not impossible". Nunan (1999: 101) states that vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into "grammatical words," such as prepositions, articles, adverbs, and so on, and content words. The

"grammaticality" of vocabulary also manifests itself in the word morphology, that is, the grammatical practices that we attach to the beginning and ends of the word in order to form new words.

d. Principles of Teaching Speaking

Principles of teaching speaking are as follows Harmer in Irfan (2008: 13):

- 1) Helping students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple.
- 2) Asking students to talk about what they want to talk about.
- 3) Asking students to talk about what they are able to talk about.
- 4) Providing appropriate feedback.
- 5) Combining speaking with listening and reading.
- 6) Incorporating the teaching of speech acts in teaching speaking.

e. Problem in Speaking Skill.

The learners have their own difficulties in learning the language. The Following are the problems of Speaking skill (Munjayanah in Indriyani, 2010:17):

- a) Inhabitation: unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b) Nothing to say. Even the learners are not inhibited, you often hear learners complain that they cannot think about anything to say. The learners have no motive to express them selves beyond the gulty feeling that they should be speaking.

c) Low or uneven participation. Only one participant can talk a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners dominate, while other speaks very little or not at all.

d) Mother tongue use. It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

f. Solving of Problems in Speaking

The teacher has important role to make the students actively in the classroom. The teacher influenced to the student whether the student active or not in the class. There are some methods to solve the problems in speaking that teacher have to do to help the students (Harmer, 1991:18):

1) Use Group Work

Group work will help the students who are unwilling to speak and inhibited to speak in front of the full class. Because dividing the students in group work can increase the sheer amount of learner to speak because they will share and discuss each other about the topic

before presenting the topic to the class. So, the students have self-confidence to do so.

2) Base the activity on language class

Do not give the students the activity and also the most difficult of activity, the activity must be based on the level of the students, the level of language needed for discussion should be lower than that used in intensive language learning activities the same class. It should be easily recalled and produced by the participant but not too easy. So, they can speak fluently with the minimum of hesitation. It is a good idea to review or review essential vocabulary before the activity started.

3) Make a careful choice of topics and tasks to stimulate interest

To stimulate the interest in discussing by giving the students a good topic will give the students spirit to discuss in the classroom and show the best speaking performance from the topic given.

4) Giving instruction or training in discussion skills

Tell learners to make sure that everyone in the group contributes to the discussion by giving their opinions or their ideas; appoint chair-person to each group who will regulate participation. Give a clear instruction to the students that they should take part in the final session.

5) Keep the students speaking the target language

While discussing the class the teacher monitors to the students and the teacher has a note to the ungrammatical sentences or the teacher may appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group manages to keep it.

g. The Characteristics of a Successful Speaking Activity

Ur (1996: 120) states that Speaking for learners is not easy; at least four criteria should be covered by the learner in speaking activity.

They are:

- 1) Learners talk a lot. As much as possible from the period of time allotted to the activity is in fact occupied by learner talk.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to others, and of an acceptable level of language accuracy.

h. Main Factors in Assessing Speaking Ability

The following are the main factors that need to be considered in assessing speaking abilities Crystal in Indriyani (2010: 17), namely:

- 1) Fluency is highly complex notion relates mainly to smoothness of continuity in discourse. It includes a consideration of how sentences are connected, how sentence patterns vary in word-order and omit elements of structure and also certain aspects of the prosody of discourse.
- 2) Intelligibility, essentially depends on recognizability of the words and sentence patterns of speech. Therefore, it involves us in considering the phonetic character of conventional English, particularly from the point of view of its segmental (vowel and consonant) system.
- 3) Appropriateness refers to the suitability of language to situation. It is also about the way in which information is expressed by the choice of vocabulary, idioms and syntax.

3. The Concept of Creative Problem Solving

The problem solving learning method in this case the creative problem solving learning method is a learning method that focuses on teaching problem solving and problem solving skills, which is followed by strengthening these problem-solving skills (Pepkin, 2004). Students may use problem-solving skills to pick and improve responses when faced with a problem. Problem-solving skills, in addition to being learned by rote, help to expand the reasoning process. Students' critical thinking skills can be

stimulated by experiences or learning that enable them to develop problem-solving skills. To solve a problem and make quick and accurate decisions, critical thinking is needed.

When it comes to solving a problem, creative problem solving is a way of thinking and behaving. A simple concept that is original (original), inventive, efficient, and complex to create a solution that has value and relevance is called creative (creative). The problem (problem) is the difference between the actual situation and the ideal circumstances, as well as problems that present obstacles to individuals or groups seeking solutions. In this problem solving, solving (solving) means finding solutions to the issues at hand. So innovative problem solving is a tool, procedure, or mechanism for effectively and efficiently approaching a problem.

According to Lavonen et al. (in Irma, 2008) the specialty of the creative problem solving learning model is to place students in real situations because the problems raised are ill-defined, complex, and meaningful types of problems, with creative solutions from students. This is in line with educational study, which demonstrates that exposing students to problems related to complex issues (ill-defined problems) as much and as early as possible in the field is an important strategy for improving problem-solving skills. Students should work in groups (teams), cooperate, and maintain a professional demeanor when confronted with a variety of real-life scenarios.

Since problems are given at the start of the class, students may not have all of the knowledge they need to solve the problem. Students must, however, solve the problem using the best solution available from the data. Students will attempt to link physics principles or ideas to problem-solving. If there are any concepts related to problem solving that they have not previously understood, they will be explored separately by students in order for them to remember more about the concepts they have learned. The innovative problem solving learning model is characterized by this form of multistaged process (multistaged process).

The aspects that are very important to solving the problem are the construction of the picture of the problem. Meanwhile, the level of success is determined by the way knowledge is organized.

To compile a problem construction, one must understand four aspects of the problem, namely;

1. Initial state
2. Goal state
3. Operator
4. Limitations and strengths of a person in overcoming problems

Initial state is a comprehensive understanding of conditions when experiencing problems. The goal state is the result that someone who solves the problem wants to achieve. While the operator is an action in solving problems. The capabilities and limitations in question are the availability and ability to describe all known information about the problem.

(Irma,2008) The process of the creative problem solving learning model consists of the following steps.

1. Clarification of the Problem

Clarifying the problem includes giving students an explanation of the problem posed so that students can understand what kind of solution is expected. Clarification of the problem is needed because the solution to a problem depends on understanding the problem itself. Once the problem has been formulated, the next steps can be followed easily.

2. Disclosure of Opinions

At this stage, students are free to express opinions about various kinds of solutions/problem solving. Students try to find various alternative solutions to problems. For this reason, every student must be creative, think divergent, and have high inventiveness.

3. Evaluation and Selection

At this stage of evaluation and selection, each group discusses which opinions or solutions are suitable for solving the problem. Students review their opinions by explaining each opinion expressed so that strategies/methods/solutions that are less relevant can be crossed out. At this stage, students use critical, selective considerations by thinking in a convergent way. Students choose the best alternative that is used as a solution.

4. Implementation

At this stage, students determine which solutions can be taken to solve the problem, then apply them until they find a solution to the problem. In general, the fundamental of creative problem solving is a dynamic balance between divergent and convergent thinking (Dorval, 1999). In the creative problem solving learning model, students are trained to think of various kinds of solutions that might be used to solve a problem, collect them, and finally find an appropriate solution focus to be implemented in solving a problem creatively.

a. The Definition of Creative Problem Solving Learning

Creative Problem Solving is a learning model that focuses on teaching and problem-solving skills, which are followed by skill delivery. By using this learning model it is hoped that it can generate interest as well as creative and methods of students in English learning so that students can get the maximum benefit, both from the process and the results of their learning.

b. Effectiveness of Creative Problem Solving Learning

Creative Problem Solving (CPS) learning model is a learning model that focuses on teaching and problem solving skills, which is followed by strengthening skills, Creative Problem Solving (CPS) can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. There are 3 main characteristics of Problem Solving. There are 3 main characteristics of Problem Solving:

- 1) Creative Problem Solving (CPS) is a series of learning activities, meaning that in implementing Creative Problem Solving (CPS) there are some activities that students must carry out. Creative Problem Solving (CPS) does not expect students to simply listen, take notes, then memorize subject matter, but through Problem Solving students actively think, communicate, search and process data, and finally conclude.
 - 2) Creative Problem Solving (CPS) learning activities are directed at solving problems. Creative Problem Solving (CPS) places problems as keywords in the learning process, that is, without problems there is no learning process.
 - 3) Creative Problem Solving (CPS) is done using a scientific thinking approach. Thinking using scientific methods is a process of deductive and inductive thinking. This thought process is carried out systematically and empirically. Systematic means that scientific thinking is carried out through certain stages, whereas empirical means that the problem solving process is based on clear data and facts.
- c. The success or failure of learning depends on a goal to be achieved.

The purpose of Creative Problem Solving (CPS) learning is like what was stated as follows:

- 1) Students become skilled at selecting relevant information then analyzing it and finally re-examining the results.

- 2) Intellectual satisfaction will arise from within as an intrinsic gift for students.
- 3) The intellectual potential of students increases.
- 4) Students learn how to make discoveries through the process of making discoveries.

d. Steps for Learning the Creative Problem Solving Learning

The steps that must be considered by the teacher in managing CPS learning are as follows:

- 1) Presenting problems in general form.
- 2) Present again the problem in operational form.
- 3) Determine the completion strategy.
- 4) Solve the problem.

e. Strengths and Weaknesses of Creative Problem Solving Learning Model

Strengths of Creative Problem Solving Learning:

- 1) Students become skilled at selecting relevant information then analyzing it and reexamining the results.
- 2) Intellectual satisfaction will arise from within as an intrinsic gift for students.

- 3) The intellectual potential of students increases.
- 4) Students learn how to make discoveries through the process of doing

Weaknesses of Creative Problem Solving Learning:

- 1) Only place on one key in the learning process in solving problems.

- 2) The existence of students who do not have adequate intellects will be left behind.

C. Conceptual Framework

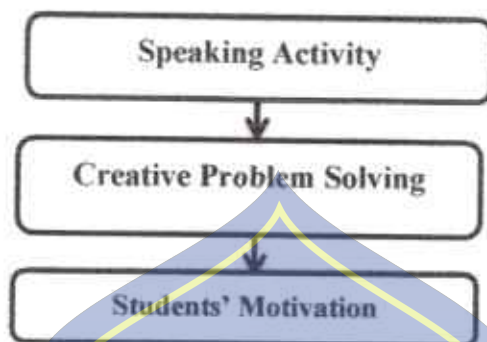


Figure. 2.1

Conceptual Framework

Based on figure 2.1 the conceptual framework above shows the process of research to improve the students' motivation in learning speaking subjects through applying the creative problem solving method. This method will give the influence to improve students' motivation in learning speaking that covers accuracy, which focuses on vocabulary; fluency focuses on smoothness.

CHAPTER III

RESEARCH METHOD

A. Research Design

A descriptive design was used in this research. One of the research designs that include a questionnaire on the research topic is this one. Descriptive analysis is done to evaluate the value of an independent variable, which may be one or more variables (independent), without comparing or linking them to other variables.

This research used descriptive analysis method with a quantitative approach. Done by taking steps - steps of data collection, classification and analysis or data processing, making conclusions and reports with the main objective to make a description of a situation objectively in a descriptive.

This descriptive research is one type of experimental quantitative research that is relatively easy. This study described the quantitative data obtained concerning the state of the subject or the population's phenomenon.

The purpose of descriptive research is to describe the characteristics or behavior systematically and accurately. Typically, descriptive research is not designed to test hypotheses, but rather efforts to provide information about the physical, social, behavioral, economic, or psychological characteristics of a group of people.

Whereas what is meant by a quantitative approach is the approach used in research by measuring indicators. Indicator of research variables

that an overview is obtained between the variables the purpose of the quantitative approach is to measure the dimensions to be examined.

The use of quantitative descriptive methods harmonizes with the research variables that focus on actual problems and phenomena that occur at present with the results of the research in the form of numbers having meaning.

This research design aimed to find out the implementation of the creative problem-solving concept to improve students' learning motivation in speaking skills of class XI MIPA SMA Muhammadiyah 4 Makassar. In this research design, the research procedure was to use a group of subjects. The subject group in question was the experimental group. The subject in question was a class XI student of SMA Muhammadiyah 4 Makassar, from which subjects were obtained from the population used.

The existence of research design will provided clear guidance to researchers in conducting their research. Based on these definitions, the design of this study was:



Figure 3.1

Based on Figure 3.1 above explains that the variable x is an independent variable that is Creative Problem Solving, and the variable y is the dependent variable that is student motivation.

B. The Variables

1. Research Variables

In this research the writer also took two variables, these were:

a. Independent Variable (X)

The Independent variable is variable, which can give influence or response to the dependent variable. In this research, the independent variable was the result of the test from the use of Creative Problem Solving.

b. Dependent Variable (Y)

The dependent variable is variable, which caused or influenced by other variables. The dependent variable in this research was the test's result about students' motivation in learning speaking subjects.

C. Population and Sample

1. Population

The population of the research was taken from 65 students of SMA Muhammadiyah 4 Makassar in 2020/2021 academic year.

2. Sample

The sample of the research was taken from the population. This research used a random sampling technique by taking ten students from 15 students at eleventh grade student of SMA Muhammadiyah 4 Makassar. The researcher took 10 students from this class as research objects based on the results of observations and

limited the number of objects to make it easier to take the results of research and the application of the learning methods.

D. Research Instrument

1. Observation

The observations in this study were carried out as the first step of the research. This observation is carried out to find out what is the problem statement to be studied. In this study, the research object was given a test to determine the extent of interest and speaking ability of the research object.

2. Questionnaire

A questionnaire is a technique or method of collecting data indirectly (researchers do not directly answer questions with respondents) by giving a set of questions or written statements to the respondent to answer. In this case, the scale used by researchers in making questionnaires was a Likert scale; this scale is used to measure attitudes, opinions, and perceptions about the phenomena.

No	Favorable	Score	Unfavorable	Score
1	Strongly Agree	5	Strongly Agree	1
2	Agree	4	Agree	2
3	Netral	3	Netral	3
4	Disagree	2	Disagree	4
5	Strongly Disagree	1	Strongly Disagree	5

Sugiyono (2016)

Table 3.1
Likert Scale

With a Likert scale, the variables to be measured are translated into indicator variables. The indicator is then used as a starting point for compiling instrument items, which can be statements or questions. The answers to each instrument item that uses a Likert scale have gradations from very positive to very negative.

This technique was used to obtain data about the educational environment at home associated with learning achievement in the classroom obtained by students of grade XI MIPA SMA Muhammadiyah 4 Makassar.

This technique was used to find out how far students understand the creative problem solving method before giving treatments in the learning process, then it was used again to find out how interested students are in using creative problem solving during the learning process for speaking skill subjects after giving treatments.

No	Problem Statement	Question	
		Favorable	Unfavorable
1	Students Motivation	1,2,3,5,6,7,10,11,12, 13,14,15,16,17,19	4,8,9,18,20
2	Positive and Significant Influence	21,22,24,26,28,30,32, 33,34,36,37,38,39,40	23,25,27,29,31,35

Sugiyono (2016)

Table 3.2
The Questionnaire Assessment Indicators

Table 3.2 shows that in this study there is a mapping of indicators on the questionnaire based on the problem statement where each problem statement has favorable and unfavorable questions.

E. The Procedure of Collecting Data

To obtain data in this study, several techniques were needed, namely:

1. Observation
2. Selecting sample
3. Giving treatment to the object
4. Giving Questionnaire
5. Analyzing data

F. Technique of Data Analysis

A data analysis technique is a method or procedure for converting data into information so that the data's characteristics are easy to comprehend and useful for solving problems, especially those involving study. Data analysis can also be described as activities that transform data from a study's findings into information that can be used to draw conclusions. Data analysis is used to explain data so that it can be interpreted, as well as to draw conclusions regarding population features based on data collected from experiments, which are typically based on estimating and testing hypotheses.

When working with descriptive statistics, researchers must first consider the type of data. If the researcher has discrete data, absolute frequency, relative frequency (looking for percentages), and measures of

core tendencies, such as mode, median, and mean, can be used to present the data. According to Sugiyono (2012: 148) states that descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations.

Descriptive statistical functions, for example, define data based on groups that have not been structured and can be easily interpreted by people who need to know about the state of the variable. Descriptive statistics often serve to present knowledge so that others may benefit from the data provided by analysis.

Quantitative research is distinguished by the fact that it is only concerned with numbers, both those obtained by counting and those obtained by other means. The information gathered during the data collection is then analyzed and presented in an easy-to-understand format.

Quantitative data can be presented in the form of figures or graphic images as a result of quantitative analysis. The results of data collection yielded many pieces of information that will help researchers solve problems. Several steps are involved in data processing, including tabulation, counting, and analyzing data. Meanwhile, to simplify the data process, the SPSS computer program is used.

1. Data selection

After all the data has been collected, the authors make a settlement, whether the collected data can be processed or not—separate which data can be used and which data cannot be used.

2. Data tabulation

In the data tabulation activity, the writer takes three steps, namely the activity of making or providing the necessary table lanes as needed, including each alternative answer for each question item and each respondent and the third step, the activity of calculating the alternative frequency of each item and alternative answers the answer.

3. Calculate alternative answers

To obtain the conclusions of the study, the authors set the percentage calculation technique. That means that each alternative answer for each item is calculated for its frequency and is processed by comparing the number of frequency of respondents' answers to each item with the number of respondents multiplied by one hundred percent. The formula used to calculate data is as follows (Sumarsini Arikunto, 2002: 60):

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

Information :

P = percentage sought

F = frequency (respondent's answer)

N = Number of cases (number of respondents)

(Sumarsini Arikunto, 2002: 60)

Then the data is formulated into two variables. These variables are the dependent variable (the effect of reward and punishment) and the independent variable (student motivation). Therefore, the authors use the bivariate correlation coefficient technique, which is a statistical technique that can be used to explain the closeness of the relationship between the two variables

To determine the relationship between the two variables being studied, the author is based on the level of correlation coefficient (r), namely (Sumarsini Arikunto, 2002: 60):

The "r" correlation index number for product-moment	Interpretation
0,00-0,20	Between variable X and variable Y. There is indeed a significant, but the significant is very weak or so low that the significant is ignored (it is assumed there is no significant between the variables X and variable Y).
0,20-0,40	Between variable X and variable Y, there is a weak or low significant. (considered no significant between variable X and variable Y).
0,40-0,70	Between the X variable and the Y variable, there is a moderate significant enough.
0,70-0,90	Between variable X and Y there is a strong significant or high.
0,90-1,00	Between the X variable and the Y variable, there is a very strongsignificant or very high.

(Sumarsini Arikunto, 2002: 60)

Table 3.3
The Indexes of Significant

4. Hypothesis Testing

In testing the hypothesis the author uses a statistical hypothesis with (there is an effect of creative problem solving on student motivation), (there is no effect creative problem solving on student motivation), to test the hypothesis in this study will tested using t test (t-test) (partial)

$$x = \sqrt{\frac{r^2(N-1)}{1-r^2}}$$

t count > from t table is significant H_a and accepted or the hypothesis is accepted. Whereas if t count < t table is not significant or in other words H_0 accepted or there is no influence of the independent variable on the dependent variable is not significant.

(Sumarsini Arikunto, 2002)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher concludes that there is improvement of using creative problem solving to improve students motivation in learning speaking skills at XI MIPA SMA Muhammadiyah 4 Makassar.

1. First Questionnaire

a. Students' Motivation in Learning Speaking Skills

Variable	Mean Score
Students' Motivation	69.70

Table 4.1

The Mean Score of Students' Motivation in Learning Speaking Skills

Table 4.1 shows that the mean score of students' motivation in learning speaking skills at eleventh grade SMA Muhammadiyah 4 Makassar before treatment was classified as fairly good level. Based on the description of the frequency and percentage table of the results of the first questionnaire below.

No	Score	Category	Control	
			Frequency	%
1	96-100	Excellent	0	0
2	86-95	Very Good	0	0
3	76-85	Good	0	0
4	66-75	Fairly Good	8	80%
5	56-65	Fair	2	20%
6	36-55	Poor	0	0
7	00-35	Very Poor	0	0
Total			10	100%

Table 4.2

The Frequency of Students' Motivation in Learning Speaking Skills

Table 4.2 shows that there are no students who reach a level above fairly good. There were 8 (80%) students got fairly good level, 2 (20%) students got fair level and none of student got poor and very poor level.

b. Positive and Significant Influence on the Learning Motivation

Variable	Mean Score
Positive and Significant Influence	70.90

Table 4.3

The Mean Score of Positive and Significant Influence on the Learning Motivation

Table 4.3 shows that the mean score of positive and significant influence on the learning motivation at eleventh grade SMA Muhammadiyah 4 Makassar before using creative problem solving in teaching and learning process was classified as fairly good level. Based on the description of the frequency and percentage table of the results of the first questionnaire below:

No	Score	Category	Frequency	Control
1	96-100	Excellent	0	0
2	86-95	Very Good	0	0
3	76-85	Good	1	10%
4	66-75	Fairly Good	7	70%
5	56-65	Fair	2	20%
6	36-55	Poor	0	0
7	00-35	Very Poor	0	0
Total			10	100%

Table 4.4

The Frequency of Positive and Significant Influence on the Learning Motivation

Table 4.4 shows that there are no students who reach a level above very good level. There were 1 (10%) students got good level, 7 (70%) students got fair level, 2 (20%) students got fair level and none of student got poor and very poor level.

2. Second Questionnaire

a. Students Motivation in Learning Speaking Skills

Variable	Mean Score
Students' Motivation	88.90

Table 4.5

The Mean Score of Students' Motivation in Learning Speaking Skills

Table 4.5 shows that the mean score of students' motivation in learning speaking skills at eleventh grade SMA Muhammadiyah 4 Makassar after using creative problem solving was classified as very good level. Based on the description of the frequency and percentage table of the results of the first questionnaire below:

No	Score	Category	Control	
			Frequency	%
1	96-100	Excellent	0	0
2	86-95	Very Good	6	60%
3	76-85	Good	4	40%
4	66-75	Fairly Good	0	0
5	56-65	Fair	0	0
6	36-55	Poor	0	0
7	00-35	Very Poor	0	0
Total			10	100%

Table 4.6

The Frequency of Students' Motivation in Learning Speaking Skills

Table 4.6 shows that there are no students who reach an excellent level. There were 6 (60%) students got very good level, 4 (40%) students got good level and none of student got fairly and fairly good level.

b. Positive and Significant Influence on the Learning Motivation

Variable	Mean Score
Positive and Significant Influence	90.50

Table 4.7

The Mean Score of Positive and Significant Influence on the Learning Motivation

Table 4.7 shows that the mean of positive and significant influence on the learning motivation at eleventh grade SMA Muhammadiyah 4 Makassar after treatment was classified as very good level. Based on the description of the frequency and percentage table of the results of the first questionnaire below:

No	Score	Category	Control	
			Frequency	%
1	96-100	Excellent	0	0
2	86-95	Very Good	9	90%
3	76-85	Good	1	10%
4	66-75	Fairly Good	0	0
5	56-65	Fair	0	0
6	36-55	Poor	0	0
7	00-35	Very Poor	0	0
Total			10	100%

Table 4.8

The Frequency of Positive and Significant Influence on the Learning Motivation

Table 4.8 shows that there are no students who reach a level excellent level. There were 9 (90%) students got very good level, 1 (10%) students got good level.

3. Significant Improvement in Students' Learning Motivation by Using Creative Problem Solving at Eleventh Grade SMA Muhammadiyah 4 Makassar

a. Students Motivation in Learning Speaking Skills

	Mean Score	N	Correlation	Sig.
First Questionnaire	69.70	10	.395	.259
Second Questionnaire	88.90	10		
Paired Differences	Mean		-19.20	
	Sig. (2-tailed)		.000	

Table 4.9

SSPS IBM Significant Improvement of Students' Motivation in Learning Speaking Skills

From the calculation of the significant improvement of the students motivation in learning speaking skills between the results of the first questionnaire before giving treatment and the results of the questionnaire after giving treatment, the results obtained were r_{xy} 0.259, significant (2-tailed) 0.000 and the number of subjects was 10.

Statistical hypothesis:

H_a : sig.2 tailed < 0.05 (there is a significant improvement)

H_o : sig.2 tailed > 0.05(there is no significant improvement)

The calculation results show that the correlation coefficient of the students motivation in learning speaking skills between the results of the first questionnaire (X1) before giving treatment and the results of the

second questionnaire (X2) after giving treatment is 0.396. Then the significance is 0.000 smaller than 0.05 (sig. 2 tailed $0.00 < 0.05$).

b. Positive and Significant Influence on the Learning Motivation

		Mean Score	N	Correlation	Sig.
First Questionnaire		70.90	10	.469	.172
Second Questionnaire		90.50	10		
Paired Differences	Mean	-19.60			
	Sig. (2-tailed)	.000			

Table 4.10

SSPS IBM Significant Improvement of Positive and Significant Influence on the Learning Motivation

From the calculation of the significant in positive and significant influence on the learning motivation between the results of the first questionnaire before giving treatment and the results of the questionnaire after giving treatment, the results obtained were r_{xy} 0.172, significant (2-tailed) 0.000 and the number of subjects was 10.

Statistical hypothesis:

H_a : sig.2 tailed < 0.05 (there is a significant improvement)

H_o : sig.2 tailed > 0.05 (there is no significant improvement)

The calculation results show that the correlation coefficient in positive and significant influence on the learning motivation between the results of the first questionnaire (Y1) before giving treatment and the results of the second questionnaire (Y2) after giving treatment is 0.172. Then the significance is 0.000 smaller than 0.05 (sig. 2 tailed $0.00 < 0.05$).

B. Discussion

The description of the data that was recapitulated through the distribution of the questionnaire test as shown in the previous section showed that there was an increase in students' motivation in learning speaking skills by using creative problem solving at eleven grades of SMA Muhammadiyah Makassar. This data is supported by the results of a questionnaire on students. This study focuses on improving students' motivation in learning speaking skills and positive and significant influence in the use of creative problem solving in the teaching and learning process of speaking skills.

1. Students' Motivation in Learning Speaking Skills

In this study, there were two questionnaires given. The first questionnaire was given before giving treatment to students and after giving treatment. The students' motivation in learning speaking skills on the first questionnaire before treatment, the score obtained was 69.70, that means, students' motivation in learning speaking skills is at a fairly good level for 80% of students and the other 20% is at a fair level. The results of the second questionnaire given after treatment reached a score of 88.90. It shows that there is an improvement in students' motivation in learning speaking skills.

The results of the research for the first problem statement, namely improvement of students motivation, showed that there was a development in students' motivation in learning speaking skills. It can be seen from the

results of the first questionnaire given before the application of creative problem solving in the teaching and learning process with a score of 69.70. In the description, 8 out of 10 students as objects in this study, are at a fairly good level, which means that 80% of all research objects get an average of 66-75 points from a questionnaire containing statements of students' motivation and interest in learning speaking skills.

The results of the second questionnaire were given at the time after giving treatment to students or as research objects with the same statement and the same scoring point format. The results of this second questionnaire with a score of 88.90 with data 6 out of 10 students with a percentage of 60% got an average point of 86-95 in the very good category. These data indicate that there is an increase in student answer points on the questionnaire before treatment to after treatment.

2. Positive and Significant Influence in Learning Motivation

Positive and significant influence of learning motivation in the first questionnaire before treatment obtained a score of 70.90. This means that positive and significant influence of learning motivation is at a level that is quite good for 70% of students and the other 20% is at a moderate level. The results of the second questionnaire given after the treatment reached a score of 90.50. This shows that there is an increase with a positive and significant influence on students' learning motivation.

The second problem statement of this research is whether there is a positive and significant influence on students' motivation to use creative

problem solving in the teaching and learning process for speaking skills subject. In this study, in addition to improving students' motivation in learning speaking skills, it also aims to find out the positive and significant influence on students' motivation on how teachers use creative problem solving in the teaching and learning process. Positive and significant influence in the form of students' attitudes in participating in class learning, how students do assignments and listen during learning.

In this study, for this problem statement, two questionnaires were also given, namely before and after treatment on the research object, but the researcher only focused on the second questionnaire after being given treatment. This is done because the results of the second questionnaire that can answer the first problem statement whether there is a positive and significant influence are the results after giving treatment in accordance with the problem statement of this study. Judging from the data where the results of the score reached 70.90, 7 out of 10 students who became objects in this study got an average of 66-75 points in the fairly good category.

3. Significant Improvement in Students' Learning Motivation by Using Creative Problem Solving at Eleventh Grade SMA Muhammadiyah 4 Makassar

The significance of the development of students' learning motivation in this study can be seen in the results of the comparison data between the scores of the distribution of the first questionnaire

before treatment and the questionnaire after treatment. With the same statement can clarify the increase in the specific variables in this study. Several statements on the questionnaire contain how students are motivated to learn speaking skills and are more motivated to be able to speak in front of the class by using teaching methods such as creative problem solving in the teaching and learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on this study, the researcher conclude as below:

1. The score on the first questionnaire before treatment for eleventh grade students of SMA Muhammadiyah 4 Makassar about students' learning motivation in learning speaking skills was 69.70 with the average points of students being at a fairly good level, then after being given treatment with creative problem solving methods in the teaching and learning process it provides developments in students' motivation to learn and speak in speaking skills subject as evidenced by the data of the second questionnaire score after treatment 88.90 with the average points of students being at the very good level.
2. The results of the second questionnaire that were given after giving treatment to the research object proved that in the use of the creative problem solving method in the teaching and learning process for speaking skills at eleventh grade of SMA Muhammadiyah 4 Makassar there was a positive and significant influence to learning motivation about how teacher using creative problem solving can be seen in the questionnaire score reaching 90.50 with the average student points at the very good level.

B. Suggestion

Based on the conclusions above, some suggestions can be given.

1. For students in eleventh grade at SMA Muhammadiyah 4 Makassar

In learning speaking skills subject, it is necessary to have strong motivation and habituation in learning to increase confidence in speaking. It is recommended for students to pay more attention and habituation in speaking, especially in communicating and speaking in front of the class.

2. For English teacher

The results of this study related to student learning motivation in speaking skills were very good. Therefore, the researcher hopes the result of this research can be used as a reference which can be implied by the teacher.

3. For others researcher

The researcher hopes that the result of the research can be an additional reference to the following research for further research, especially in students' motivation in learning speaking skills.

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A

P

P

E

N

D

I

X



APPENDIX I

RESPONDENTS QUESTIONNAIRE IMPROVING STUDENTS' MOTIVATION IN LEARNING SPEAKING SUBJECT BY USING CREATIVE PROBLEM SOLVING IN SMA MUHAMMADIYAH 4 MAKASSAR

A. Identitas Responden

Nama:

Kelas:

B. Petunjuk Pengisian

1. Kuesioner ini terdiri dari 40 item pernyataan, bertujuan mengukur motivasi belajar siswa, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian di bawah.
2. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda, oleh karena itu isilah setiap item pernyataan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan.
3. Berilah tanda (√) pada kolom kategori jawaban yang paling sesuai dengan kondisi anda dan yang anda alami dalam mengikuti pembelajaran.
4. Pastikan Anda telah mengisi seluruh pernyataan dalam kuesioner ini.

Pengertian yang ada dalam kolom tersebut adalah sebagai berikut.

Bagian I.

No	Pertanyaan	Pilihan Jawaban				
		SS	S	N	TS	ST S
1	Saya menyukai pelajaran Bahasa Inggris		☒			
2	Saya menyukai keterampilan (skill) Speaking dalam Bahasa Inggris		☒			
3	Saya senang terhadap pelajaran Speaking dalam Bahasa Inggris		☒			
4	Speaking adalah salah satu keterampilan (skill) yang sulit		☒			
5	Saya memahami materi pelajaran dengan cara pengajaran yang dilakukan oleh guru		☒			
6	Saya merasa tertarik untuk belajar speaking dengan cara pengajaran guru		☒			
7	Saya merasa termotivasi untuk bertanya dan berbicara tentang hal yang belum saya pahami		☒			
8	Saya merasa kesulitan berbicara didepan kelas		☒			
9	Saya merasa kesulitan saat mencoba menyampaikan pendapat didepan kelas		☒			
10	Saya merasa kesulitan mencari materi yang ingin saya sampaikan saat berbicara didepan kelas		☒			
11	Saya menyukai pembelajaran dengan metode yang telah dilakukan oleh guru		☒			
12	Saya merasa terbantu untuk berbicara didepan kelas saat guru menggunakan metode tersebut dalam pembelajaran		☒			

13	Dengan metode pengajaran seperti ini, saya merasa termotivasi untuk terus meningkatkan kemampuan Speaking saya						
14	Dengan metode pengajaran seperti ini, membantu saya dalam berbicara didepan kelas						
15	Cara guru mengajar pada pelajaran Speaking dalam Bahasa Inggris dengan metode pembelajaran seperti ini menyenangkan bagi saya						
16	Saya selalu memberikan pendapat saat diskusi.						
17	Jika ada pendapat yang berbeda, maka saya akan menanggapi.						
18	Saya hanya diam saja dan tidak pernah memberikan pendapat saat diskusi.						
19	Saya berusaha untuk mempertahankan pendapat saya saat diskusi.						
20	Saya selalu gugup ketika sedang berpendapat di depan teman.						

Bagian 2

21	Saya mengerjakan tugas Bahasa Inggris dengan sungguh sungguh						
22	Saya menyelesaikan tugas Bahasa Inggris dengan tepat waktu.						
23	Bagi saya yang terpenting adalah mengerjakan soal atau tugas tepat waktu tanpa peduli dengan hasil yang akan saya peroleh.						
24	Setiap ada tugas Bahasa Inggris saya langsung mengerjakannya.						
25	Saya tidak serius dalam mengerjakan soal maupun tugas yang diberikan oleh guru.						
26	Saya akan merasa puas apabila saya dapat mengerjakan soal Bahasa Inggris dengan memperoleh nilai baik.						
27	Jika ada soal yang sulit maka saya tidak akan mengerjakannya.						
28	Saya selalu mendengarkan penjelasan guru dengan baik.						
29	Saya lebih senang berbicara sendiri dengan teman dan tidak mendengarkan pada saat guru menjelaskan.						
30	Saya selalu bertanya kepada guru mengenai materi yang belum saya pahami.						
31	Saya malas bertanya kepada guru mengenai materi yang tidak saya pahami.						
32	Saya selalu menjawab pertanyaan yang diajukan oleh guru.						
33	Saya selalu mengerjakan sendiri tugas Bahasa Inggris yang diberikan oleh guru.						
34	Saya senang belajar Bahasa Inggris karena guru						

	mengajar dengan menggunakan berbagai cara.					
35	Menurut saya kegiatan belajar Bahasa Inggris membosankan karena guru hanya menjelaskan materi dengan berceramah saja.					
36	Saya senang belajar Bahasa Inggris karena guru menggunakan permainan dalam pembelajaran.					
37	Saya senang belajar Bahasa Inggris karena pada saat pembelajaran dibentuk kelompok-kelompok.					
38	Saya tidak mudah terpengaruh dengan jawaban teman					
39	Saya selalu ragu-ragu dalam menjawab pertanyaan.					
40	Saya tertantang untuk mengerjakan soal-soal Bahasa Inggris yang dianggap sulit oleh teman.					

No	Dimensi	Item	
		Favorable	Unfavorable
1	Students Motivation	1,2,3,5,6,7,10,11,12,13,14,15,16,17,19	4,8,9,18,20
2	Positive and Significant Influence	21,22,24,26,28,30,32,33,34,36,37,38,39,40	23,25,27,29,31,35

APPENDIX II

The Result of The Answer from The First Questionnaire Before Treatment

1. The Result of The Answer from The First Questionnaire Before Treatment For Students' Motivation in Learning Speaking Skills

NO	Nama Lengkap	Kelas	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X2.16	X2.17	X2.18	X2.19	X2.20	Total Studets Motivation X1
1	Rahmat Hidayat	XI	4	4	4	2	5	3	3	2	4	4	2	2	3	4	3	3	3	2	4	2	64
2	Wahyudi	XI	4	5	5	5	4	5	3	2	4	4	4	5	4	3	4	4	4	2	5	2	70
3	Mardhatillah Maulidah	XI	4	4	5	3	3	3	3	2	4	4	4	4	3	4	3	4	4	2	4	3	69
4	Reski Amanda	XI	4	3	4	3	3	3	3	2	4	5	3	3	3	4	4	4	4	2	4	2	66
5	Muh Riand Adithya	XI	4	4	4	4	3	3	3	2	3	3	5	3	3	5	3	3	4	1	3	2	72
6	Nahda Tunnasya NS	XI	4	4	4	4	3	4	4	2	3	3	5	4	5	3	4	3	4	1	4	2	73
7	St Arfa Chantika	XI	2	3	5	2	5	4	4	2	2	4	4	4	4	5	2	3	3	2	3	2	63
8	Silmi B	XI	4	4	5	2	4	4	4	1	4	4	4	4	4	4	5	4	2	4	4	3	73
9	Nurhalima	XI	4	3	5	2	4	4	5	1	4	5	4	4	5	4	4	4	2	1	4	2	72
10	Adinda Hafsari	XI	4	2	5	2	5	4	5	4	4	5	4	4	4	4	5	4	4	3	3	2	75

2. The Result of The Answer from The First Questionnaire Before Treatment for Positive and Significant Influence in Learning Motivation

NO	Nama Lengkap	Kelas	Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y1.11	Y1.12	Y1.13	Y1.14	Y1.15	Y1.16	Y1.17	Y1.18	Y1.19	Y1.20	Total Influence Y1
1	Rahmat Hidayat	XI	4	4	3	3	2	4	4	4	4	4	4	4	4	4	2	4	4	5	4	3	73
2	Wahyudi	XI	3	5	3	3	3	4	3	4	4	4	4	4	4	5	3	5	4	4	3	5	75
3	Mardhatillah Maulidah	XI	3	4	3	3	4	4	4	3	4	4	4	4	3	4	3	5	4	4	3	4	73
4	Reski Amanda	XI	3	4	3	3	2	3	4	4	3	4	3	3	3	5	2	5	4	4	3	2	63
5	Muh Riand Adithya	XI	3	4	2	4	4	3	4	2	4	4	3	3	4	2	3	4	3	4	3	2	63
6	Nahda Tunnasya NS	XI	4	2	3	5	3	2	3	2	4	3	5	5	2	3	4	3	3	5	4	4	69
7	St Arfa Chantika	XI	4	5	3	5	3	4	3	3	4	3	4	4	4	5	2	4	2	3	4	2	72
8	Silmi B	XI	4	2	3	4	4	4	2	4	4	3	4	4	4	5	2	5	5	3	4	2	72
9	Nurhalima	XI	3	2	3	4	4	4	4	2	5	4	4	4	4	5	2	5	4	3	4	3	73
10	Adinda Hafsari	XI	4	2	3	4	4	4	4	1	4	5	4	5	4	5	3	2	2	5	4	5	76

The Result of The Answer from The Second Questionnaire Before Treatment

1. The Result of The Answer from The Second Questionnaire After Treatment For Students' Motivation in Learning Speaking Skills

NO	Nama Lengkap	Kelas	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2.16	X2.17	X2.18	X2.19	X2.20	Total Students Motivation X2
1	Rahmat Hidayat	XI	4	4	4	4	5	4	4	4	4	4	5	5	5	4	4	4	4	4	4	4	84
2	Wahyudi	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	94
3	Mardhatillah Maulidah	XI	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	84
4	Reski Amanda	XI	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	84
5	Muh Riland Adithya	XI	5	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	87
6	Nahda Tunnasya NS	XI	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	84
7	St Arfa Chantika	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	91
8	Silmi B	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	93
9	Nurhalima	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	94
10	Adinda Hafsari	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	94

2. The Result of The Answer from The Second Questionnaire After Treatment for Positive and Significant Influence in Learning Motivation

NO	Nama Lengkap	Kelas	Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Y2.10	Y2.11	Y2.12	Y2.13	Y2.14	Y2.15	Y2.16	Y2.17	Y2.18	Y2.19	Y2.20	Total Influence Y2
1	Rahmat Hidayat	XI	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	83
2	Wahyudi	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	94
3	Mardhatillah Maulidah	XI	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	88
4	Reski Amanda	XI	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	5	4	5	88
5	Muh Riland Adithya	XI	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	86
6	Nahda Tunnasya NS	XI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	92
7	St Arfa Chantika	XI	5	5	4	5	4	5	4	5	4	5	5	5	5	5	4	4	4	5	5	5	92
8	Silmi B	XI	5	5	4	5	4	5	4	5	4	5	5	5	5	5	4	5	5	5	5	5	94
9	Nurhalima	XI	5	5	4	5	4	5	4	5	4	5	5	5	5	5	4	5	5	5	5	5	94
10	Adinda Hafsari	XI	5	5	4	5	4	5	4	5	4	5	5	5	5	5	4	5	5	5	5	5	94

APPENDIX III

Mean Score Data Analysis Using SSPS IBM

1. Means Tables=X1

Case Processing Summary						
	Included		Excluded		Total	
	Cases		Cases		Cases	
	N	Percent	N	Percent	N	Percent
First Questionnaire	10	100.0%	0	0.0%	10	100.0%

Report			
First Questionnaire			
Mean	N	Std. Deviation	
69.7000	10	4.11696	

2. Means Tables=X2

Case Processing Summary						
	Included		Excluded		Total	
	Cases		Cases		Cases	
	N	Percent	N	Percent	N	Percent
Second Questionnaire	10	100.0%	0	0.0%	10	100.0%

Report			
Second Questionnaire			
Mean	N	Std. Deviation	
88.9000	10	4.70166	

X1: The First Questionnaire Before Treatment For Students' Motivation in Learning Speaking Skills

X2: The Second Questionnaire After Treatment For Students' Motivation in Learning Speaking Skills

3. Means Tables= Y1

	Case Processing Summary					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
First Questionnaire	10	100.0%	0	0.0%	10	100.0%

Report		
First Questionnaire		
Mean	N	Std. Deviation
70.9000	10	4.55705

4. Means Tables=Y2

	Case Processing Summary					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Second Questionnaire	10	100.0%	0	0.0%	10	100.0%

Report		
Second Questionnaire		
Mean	N	Std. Deviation
90.5000	10	3.97911

Y1: The First Questionnaire Before Treatment for Positive and Significant Influence in Learning Motivation

Y2: The Second Questionnaire After Treatment for Positive and Significant Influence in Learning Motivation

The Significant Improvement between X1 and X2 Using SPSS IBM

T-TEST PAIRS=X1 WITH X2 (PAIRED)

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1:	First Questionnaire	69.7000	10	4.11696	1.30000
	Second Questionnaire	88.9000	10	4.70106	1.48661

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1:	First Questionnaire & Second Questionnaire	10	.395	.159

Paired Samples Test

		91% Confidence Interval of the Difference					df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper		
Pair 1:	First Questionnaire - Second Questionnaire	-19.20000	4.57195	1.54056	-25.83495	-12.57190	9	.000

The Significant Improvement between Y1 and Y2 Using SPSS IBM

T-TEST PAIRS=Y1 WITH Y2 (PAIRED)

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1:	First Questionnaire	10.9000	10	4.55705	1.44106
	Second Questionnaire	10.5000	10	3.97911	1.25831

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1:	First Questionnaire & Second Questionnaire	10	.460	.174

Paired Samples Test

		91% Confidence Interval of the Difference					df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper		
Pair 1:	First Questionnaire - Second Questionnaire	-19.60000	4.42719	1.40000	-22.76702	-16.43298	9	.000

APPENDIX IV SYLLABUS

Mata Pelajaran

- : Bahasa Inggris Wajib
- : SMA Muhammadiyah 4 Makassar
- : XI (Sebelas)

Satuan Pendidikan

- : XI (Sebelas)

Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional"**
- **KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah**
- **KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan**

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	• Fungsi Sosial - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Struktur Teks - Memulai • Menanggapi (diharapkan di luar kelas)	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisaran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran
4.1	Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik - Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menimbulkan perilaku yang termuat di KI • Fungsi Sosial - Menjaga hubungan interpersonal dengan guru, teman dan orang lain • Struktur Teks - Memulai - Menanggapi (diarahkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb - Ucapan, tekanan kata,	dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)		Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
4.2 Menyusun teks interaksi transaksional, lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menimbulkan perbedaan yang termuat di KI • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat menangkap: Sapaan, Isi, Penutup • Unsur Kebahasaan Ungkapan dan istilah yang digunakan dalam undangan resmi Nomina singular dan plural dengan <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan	• Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar • Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan • Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai • Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya • Menempatkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	masyarakat yang dapat menimbulkan perilaku yang termuat di KI - Multimedia - Layout yang membuat tampilan teks lebih menarik.	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	- Fungsi Sosial - Menyampaikan pendapat, menggarisbawahi, dengan argumentasi analitis - Struktur Teks - Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan - Unsur Kebahasaan - Ungkapan seperti <i>I believe, I think</i> - Adverbia first, second, third ... - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, these, my, their, dsb</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda - Mencerermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencerermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren: seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadanan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadanan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI • Fungsi Sosial Mendeskripsikan, menyampaikan secara obyektif • Struktur Teks - Memulai - Menanggapi (diungkapkan di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interrogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuhan yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Saluran - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, erjaan, tanda baca, dan tulisan tangan - Topik - Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI	- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjelaskan, memberikan alasan, menyukuri, dsb.	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
(Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)		- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan permuntaan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat <i>because of ..., due to ..., thanks to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the</i> <i>this, those, my, their</i>, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik - Keadaan, peristiwa, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang terpuji di KI	
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya	• Fungsi Sosial - Menjelaskan memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks - Dapat mencakup fenomena	- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
pelajaran lain di kelas XI	- identitas gejala - rangkaian penjelasan • Unsur Kebahasaan - Adverbial <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat positif, dalam tenses yang present - Ucapan, teka-teki kata, intonasi, ejaan, tanda baca dan tulisan tangan • Topik - Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang membutuhkan perilaku yang termuat dalam KI • Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	• Topik hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	belajarnya



APPENDIX V LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI / I
Materi Pokok : *Asking and Giving Opinion*
Alokasi Waktu : 4 × 45 menit

A. KOMPETENSI INTI (KI)

1. **KI 1 dan KI 2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
2. **KI 3** : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
3. **KI 4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

3.2. Menerapkan fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya

4.2. Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat menentukan fungsi dan tujuan ungkapan menyatakan pendapat dan pikiran.
2. Siswa menemukan informasi berdasarkan ungkapan menyatakan pendapat dan pikiran.
3. Siswa menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.

4. Secara berpasangan siswa membuat percakapan ungkapan menyatakan pendapat dan
5. Secara berpasangan siswa mempresentasikan hasil teks percakapan mengenai menyatakan pendapat dan pikiran yang telah dibuat.
6. Siswa dapat menggunakan ungkapan pendapat dan pikiran dalam kehidupan sehari-hari.

D. TUJUAN PEMBELAJARAN

Setelah pembelajaran siswa diharapkan dapat :

1. Siswa dapat menentukan fungsi dan tujuan ungkapan menyatakan pendapat dan pikiran.
2. Siswa menemukan informasi berdasarkan ungkapan menyatakan pendapat dan pikiran.
3. Siswa menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.
4. Secara berpasangan siswa membuat percakapan ungkapan menyatakan pendapat dan
5. Secara berpasangan siswa mempresentasikan hasil teks percakapan mengenai menyatakan pendapat dan pikiran yang telah dibuat.
6. Siswa dapat menggunakan ungkapan pendapat dan pikiran dalam kehidupan sehari-hari.

E. MATERI PEMBELAJARAN

Fakta : Teks menyatakan pendapat dan pikiran.

Konsep : Menemukan informasi berdasarkan teks menyatakan pendapat dan pikiran melalui membaca.

Prinsip : Menjawab pertanyaan berdasarkan teks menyatakan pendapat dan pikiran.

Prosedure : Langkah – langkah dalam menjawab soal berdasarkan teks menyatakan pendapat dan pikiran.

F. METODE PEMBELAJARAN

Pendekatan : *Scientific learning*,

Metode : *Creative Problem Solving* (Diskusi, Tanya – Jawab, Penugasan, Presentasi)

G. MEDIA :

- Teks menyatakan pendapat dan pikiran.

H. SUMBER : Kementerian Pendidikan dan Kebudayaan Republik Indonesia.2014. *Bahasa Inggris.kelas XI*.Jakarta. Kemendikbud RI.

I. KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

Orientasi : Guru sebagai model memusatkan perhatian peserta didik dengan cara mengajukan pertanyaan tentang apa itu pendapat dan pikiran.

Apersepsi : Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya guru bertanya tentang apa itu ungkapan menyatakan pendapat dan pikiran.

Motivasi : Guru menjelaskan manfaat dari mempelajari materi ungkapan menyatakan pendapat dan pikiran.

Pemberian Acuan : Guru menjelaskan bahwa pokok materi adalah tentang ungkapan menyatakan pendapat dan pikiran.

b. Kegiatan Inti

Observasi :

- Siswa mengamati guru yang memberikan contoh tentang ungkapan menyatakan pendapat dan pikiran.
- Siswa berupaya menemukan informasi yang diberikan guru tentang ungkapan menyatakan pendapat dan pikiran.

Questioning :

- Guru mengarahkan agar siswa bertanya pada dirinya sendiri dan diharapkan siswa dapat membuat pertanyaan
- Siswa membuat pertanyaan terkait contoh yang diberikan guru tentang ungkapan menyatakan pendapat dan pikiran.
- Guru bertanya tentang pertanyaan yang sudah dibuat siswa. *(Guru hanya mengecek apakah siswa dapat membuat pertanyaan dan guru tidak perlu menjawab pertanyaan, karena pertanyaan siswa hanya untuk menumbuhkan rasa ingin tahu tentang materi yang akan dibahas)*

Eksplorasi :

- Siswa menyebutkan ungkapan menyatakan pendapat dan pikiran.
- Siswa berlatih mengucapkan ungkapan menyatakan pendapat dan pikiran.

Mengasosiasi :

- Secara individu siswa menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.

- Siswa menyampaikan jawaban
- Secara individu siswa membuat ungkapan menyatakan pendapat dan pikiran.
- Secara berpasangan siswa mempresentasikan hasil teks percakapan yang telah dibuat.

Mengkomunikasi :

- Secara berpasangan/berkelompok siswa menggunakan ungkapan menyatakan pendapat dan pikiran
- Secara berpasangan siswa membuat percakapan berdasarkan ungkapan menyatakan pendapat dan pikiran.
- Secara berpasangan siswa mempresentasikan hasil teks percakapan yang telah dibuat.
- Siswa lain menanggapi
- Guru menanggapi dan memberi penjelasan
- Siswa dapat menggunakan percakapan mengenai ungkapan menyatakan pendapat dan pikiran dalam kehidupan sehari-hari

c. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, tujuan dan makna yang terkandung dalam ungkapan menyatakan pendapat dan pikiran.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

2. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.	Teks tertulis	PG	Soal PG
Menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.	Teks tertulis	Uraian	Soal uraian (tertulis)
Membuat percakapan ungkapan menyatakan pendapat dan pikiran.	Teks tertulis	Uraian	Soal uraian (tertulis)
Menggunakan ungkapan menyatakan pendapat dan pikiran.	Teks Lisan	—	—

3. Rubrik berbicara :

No	Nama Siswa	Aspek				Skor	NA
		Fluency	Pronunciation	Intonation	Content		
1.							
2.							

RENTANG NILAI (1-2-3-4)

Keterangan :

4 = Baik Sekali

3 = Baik

2 = Cukup

1 = Kurang

NA = Nilai didapat/ dinilai maks X 100



APPENDIX VI
SURAT IZIN MENELITI



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865388 Makassar 90221 E-mail: lp3munismuh@plasa.com



Nomor : 4234/05/C.4-VIII/VII/40/2021
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMA Muhammadiyah 4
di –

18 Dzulhijjah 1442 H
28 July 2021 M

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 6229/FKIP/A.4-II/VII/1442/2021 tanggal 24 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **HENDRY**

No. Stambuk : **10535 113716**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Improving Students' Motivation in Learning Speaking Skills by Using Creative Problem Solving at SMA Muhammadiyah 4 Makassar"

Yang akan dilaksanakan dari tanggal 30 Juli 2021 sd 30 September 2021

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

اِنَّكَ اَعْلَمُ بِمَا نَقُولُ وَرَحْمَةُكَ وَرَحْمَةُ رَبِّكَ



Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716

APPENDIX VII KONTROL MENELITI

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sirih Atas Alauddin No. 109 Makassar
Telp : (0411) 770001 (Pusat)
Faksimil : (0411) 770001 (Pusat)
Web : <http://www.muhammadiyah.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Hendry**
NIM : **105351134716**
Judul Penelitian : ***Improving Students' Motivation in Learning Speaking Skill by Using Creative Problem Solving at SMA Muhammadiyah 4 Makassar***

Tanggal Ujian Proposal : **23 Juni 2021**
Tempat/Lokasi Penelitian : **SMA Muhammadiyah 4 Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu, 31 Juli 2021	Membawa surat izin penelitian ke SMA Muhammadiyah 4 Makassar	Kepala Sekolah	
2	Senin, 2 Agustus 2021	Pengambilan data siswa sebagai responden bersama guru pamong	Guru Pamong	
3	Selasa, 3 Agustus 2021	Pengantar dan penyampaian tujuan penelitian kepada responden	Guru Pamong	
4	Rabu, 4 Agustus 2021	Pertemuan pertama dalam proses pembelajaran dengan treatment	Guru Pamong	
5	Jumat, 6 Agustus 2021	Pertemuan kedua pemberian materi dalam proses pembelajaran	Guru Pamong	
6	Senin, 9 Agustus 2021	Pertemuan ketiga tanya jawab serta stimulus pemberian isu	Guru Pamong	
7	Selasa, 10 Agustus 2021	Pertemuan keempat dimana siswa sudah mulai memberikan pendapat terkait isu sebagai stimulus	Guru Pamong	
8	Kamis, 12 Agustus 2021	Pertemuan kelima siswa saling tanya jawab mengenai pendapat masing masing terkait isu	Guru Pamong	



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Prof. Dr. H. M. Y. S. 250 Makassar
Telp : (0411) 7762000 (Gedung 1)
Email : pmu@pmu-makassar.ac.id
Web : www.pmu-makassar.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

9	Sabtu, 14 Agustus 2021	Pertemuan keenam siswa mempresentasikan secara individu	Guru Pamong	
10	Senin, 16 Agustus 2021	Pertemuan ketujuh pemberian koesioner kepada responden/siswa	Guru Pamong	
11	Selasa, 17 Agustus 2021	Pengumpulan data koesioner	Guru Pamong	

Makassar, Agustus 2021

Mengetahui,

Ketua Jurusan,

Dr. Umma Khasanah Syamsi, M.Pd.
NBM. 977.807

Pengajar/Pengajar Sekolah,

Molani, S.S., S.Pd.I
NIP. 230269121044361



APPENDIX VIII

SURAT KETERANGAN TELAH MENELITI

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

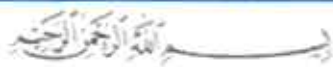
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 20 Makassar

Telp : (0411) 860 934 - 860 935 (Fax)

E-mail : umh@umh.ac.id

Web : <http://www.umh.ac.id>



Nomor : 6229/FKIP/A.4-II/VII/1442/2021

Lampiran : 1 (Satu) Lembar

Perihal : Pengantar Penelitian

Kepada Yang Terhormat

Ketua LP3M Unismuh Makassar

Di :

Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Hendry
Stambuk : 10535113716
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Barru / 06-11-1996
Alamat : Jalan Sultan Alauddin 2 Lt 2D No.8A

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Improving Students Motivation in Learning Speaking Skills by Using Creative Problem Solving at SMA Muhammadiyah 4 Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 15 Dzul Hijjah 1442 H
24 Juli 2021 M.

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX IX

LETTER OF ACCEPTANCE JOURNAL (LOA)



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan AbdulKadil No. 299 Makassar
Telp. 0831 1762576 (Secretary)
Email: prodi@unismuhmakassar.ac.id
Web: bg.dip.unismuhmakassar.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0366/BG-FKIP/LOA/B/XII/1443/2021

Dear HENDRY

It is our pleasure to inform you that, after reviewing your paper:
**IMPROVING STUDENTS' MOTIVATION IN LEARNING SPEAKING
SKILLS BY USING CREATIVE PROBLEM SOLVING**

The manuscript ID: 575

Detail checklist:

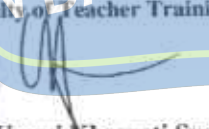
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**,
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
eltm@bg.unismuhmakassar.ac.id

Makassar, 27 December 2021 M
29 Jumadil Ula 1443 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

APPENDIX X

DOCUMENTATION



The process of learning and research has been online due to the covid-19 pandemic at the time of this research



In the learning process using material where students must express their opinions one by one as a form of evaluation

CURRICULUM VITAE



HENDRY is the first son from Buhari and Herniati. He was born on November 6th, 1996. He lives in Barru district. He completed his elementary school education at SD Inpres No.62 Padaelo, Barru in 2008. Then continued his junior high school education at MTs Attaufiq Padaelo in the same city and finished in 2012.

Graduated from high school in 2015 at MA Muhammadiyah Padaelo later accepted at the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar in 2016. He completed his Thesis in 2021 with the title Improving Students' Motivation in Learning Speaking Skills by Using Creative Problem Solving at SMA Muhammadiyah 4 Makassar (A Descriptive Quantitative Study)

