THE APPLICATION OF CREATIVE PROBLEM SOLVING METHOD IN TEACHING READING RECOUNT TEXTS TO THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PALEMBANG

Ana Theriana
taqiratu@gmail.com

PGRI University Palembang

Abstract: The title of this study was, "The Application of Creative Problem Solving Method in Teaching Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang". The purpose of this study was to find out whether there was significance difference or not between the students who were taught in Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not. Nonequivalent control group design of quasi-experimental design was applied in this study. Based on the result of this study, the creative problem solving method could improve students' achievement in reading recount text. It was gained from the students' post-test scores in the experimental group which were higher than the control group where the average of students' posttest in experimental group was 78.19 and post test in control group was 68.68. From the calculation of the data, it was found out that score of t-obtained was 4.099 and score of t-table was 1.994. With significance level (0.05) for two tailed. It meant that t-obtained was higher than t-table, 4.099 > 1.994. Since t obtained was higher than t-table, the Null hypothesis (Ho) was rejected and Alternative hypothesis (Ha) was accepted. It could be concluded that there was a significant difference between the students taught in Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not.
Keywords: creative problem solving method, teaching, reading recount texts

There are many kinds of text that can be used to develop the students' reading ability. Those are descriptive, report, narrative, recount, procedure, analytical exposition, hortatory exposition, discussion, argumentation, and so on. The researcher applied the recount text to teach reading comprehension. According to Andersons in Syifa (2009, p.24), a recount is a piece of text that retells past events, usually in the order in which they happened. Meanwhile, Widiati et al (2016, p.138) stated that recounts are used to tell about past events**.**

Recount text is a kind of text that used to retell about past events which has a purpose to give the reader an explanation about what happened and when it happened. In addition, there are several types of recounts such as diaries, letters/postcards, journals, autobiographies and biographies, or anything related to histories (historical recounts). A recount text has a generic structure that consist of orientation (opening), a series of events, and reorientation (closing)."

There is one method which can help students in comprehending the text and being active in teaching and learning process. It is creative problem solving method. According to Creative Education Foundation (2015, p.8),

> *"Creative Problem Solving Method helps people re-define the problems and opportunities they face, come up with new, innovative responses and solutions, and then take action. The tools and techniques used make the process fun, engaging, and collaborative. CPS not only helps create better solutions, it creates a positive experience that helps speed the adoption of new ideas".*

Zhou (2017, p.23) declares creative Problem Solving is a 'toolkit' approach to creative thinking which often frustrates those people who believe that there is no way that you can 'teach' creativity but that is an inherent quality of a person. Creative Problem Solving breaks opinion about difficulty to guide creativity in students. Even creativity is abstract, basically creativity of students can be guided by appropriate way or method in teaching and learning process. Creative problem solving can solve problems that found in reading process and make students more active in learning process.

Based on the explanation above, the researcher was interested in conducting a research entitled ""The Application of Creative Problem Solving Method In Teaching Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang".

LITERATURE REVIEW
Concept of Creative Problem Solving Method

Creative problem solving has been using for method of teaching. Treffinger, Isaksen and Dorval (2003, p.1) state that creative problem solving or CPS has been used for more than 50 years by organizations throughout the world. During that time, CPS has always developed the stages of the method since many decades ago. Nevertheless, CPS continues to provide creative solution to solve problems or finding opportunities.

Creative Education Foundation (2015, p.15) states Creative problem solving is a proven method for approaching a problem or a challenge in an imaginative and innovative way. Creative problem solving provides help in mapping problems and challenges students in overcoming them. In problem-solving stage, CPS asks students to think more creative and innovative and reach creative and innovative solutions. Similar to Treffinger, Isaken and Dorval (2003, p.1), Creative Problem Solving is a model to help you solve

problems and manage change creatively. It gives you a set of easy-to-use tools to help translate your goals and dreams into reality. It means that CPS will provide many stages to help students to reach the goal and solution in teaching and learning process. Identically, Mitchell and Kowalik (1999, p.4) Creative Problem Solving or CPS is a process, method, or system for approaching a problem in an imaginative way and resulting in effective action.

Zhou (2017, p.23) declares his statement differently, Creative Problem Solving is a 'toolkit' approach to creative thinking which often frustrates those people who believe that there is no way that you can 'teach' creativity but that is an inherent quality of a person. Creative Problem Solving breaks opinion about difficulty to guide creativity in students. Even creativity is abstract, basically creativity of students can be guided by appropriate way or method in teaching and learning process.

Creative problem solving has many purposes. According to Creative Education Foundation (2015, p.8), some purposes are

1. Helping re-define the problems and opportunities they face
2. Coming up with new idea, innovative responses, and solution
3. Training to take action
4. Making learning and teaching process fun, engaging, and collaborative
5. Creating better solutions and positive experience
6. Helping speed the adoption of new ideas

The example of applying creative problem solving in teaching and learning process is the activity of comprehending the reading text. The students can perform problem-solving skills to select and develop responses creatively. Not only by memorizing without thinking, problem solving skill expands the thinking process creatively.

Here is CPS Model:
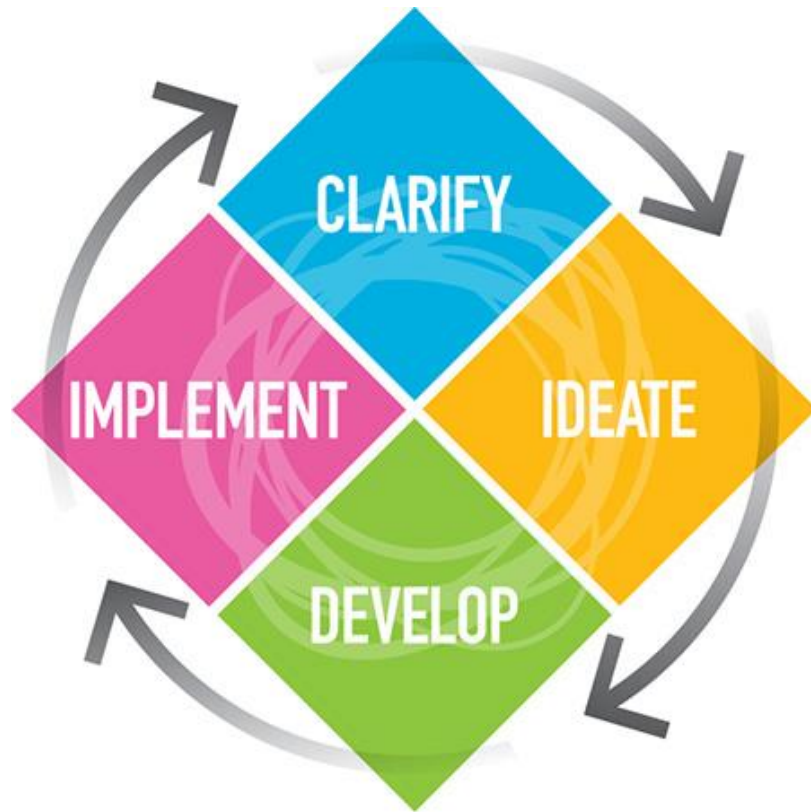
(Source: Creative Education Foundation, 2015, p.22)

The Concepts of Reading

Reading is one of a basic skill in learning English. Richards and Schmidt (2010, p.483) stated that reading is written text that can be understood by the reader. Everybody usually knows that reading is one of skills that need process for extracting the message or main idea of one text. According to Lems (2010, p.33), "Reading is an interactive process that takes between the text and the reader's processing strategies and background knowledge." Meaning that reading is the way how the reader to understand the written text and to get some information or knowledge from the text that had been read.

Moreover, Johnson (2008, p.3) claimed that reading is the practice of using text to create meaning. The two key words here are creating and meaning. Linse (2005, p.69) stated that reading is a set of skills that involve making sense and deriving meaning from the printed word. If there is no meaning being created, there is no reading taking place.

According to Patel and Jain (2008, p.117), there are four types of reading. Those types are common faced by student. Here are four types of reading: (1) intensive reading, (2) extensive reading, (3) aloud reading, and (4) silent reading.

1. **Intensive Reading**

   Intensive reading is related to further progress in language learning under the teacher's guidance. Extending knowledge or vocabulary and idioms will be provided by intensive reading. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. For example, the material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

2. **Extensive Reading**

   Extensive reading is other types of reading. Extensive reading will help the students to develop to active vocabulary and enrich learners' knowledge. Extensive reading is reading for pleasure. The readers do not care about specific or important information after reading. Most of them read to keep them update. For example, Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

3. **Aloud Reading**

   Aloud reading pushes students to talk and read any subject matter. The students should pronounce very well in English. Aloud reading enable students to develop the skill of reading very well by speaking or expressing ideas and pronunciation as well. For example, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud.

4. **Silent Reading**

   Silent reading is done to acquire a lot of information. Teacher has to make students read silently in reading. Silent reading makes students very active and accurate, concentrates the attention of students toward the text or the subject, and develops the skill of reading fast. For example, the selection of reading material should be

authentic. The subject matter should be interested and effective and selected from the reading material developed for it.

Criteria for Testing Hypotheses

For testing the hypotheses, the researcher used t-table. The hypotheses were tested by the critical value of t-distribution table (Hatch and Lazarton, 1991, p.595). In this study, there were two groups which were experiment group and control group to analyze whether or not the test was effective. The total number of the sample the researcher applied the t-table of one tailed test with degree of freedom (*df*) is 70 (36-1) + (36-1) = 70 at the significance level 0.05 and the critical value of t-table is 1.667. If t-obtained was lower than t-table, (*Ho*) was accepted and (*Ha*) was rejected. If t-obtained was equal or higher than t-table, (*Ha*) was rejected and (*Ha)* was accepted. It meant that there was significance difference between the students who were taught by using the Application of Creative Problem Solving Method in reading recount texts and those who were not.

RESEARCH METHODS

The researcher used an experimental research, specifically the quasi-experimental design. According to Creswell (2012, p.309), in quasi –experimental research design the researcher assigns, intact group the experimental and control treatments, administers a pretest to both group, conducts experimental treatment activities with the experimental group.

Moreover, Sugiyono (2016, p.77) stated that the quasi experimental design is divided into two types which are time series design and nonequivalent control group design. Nonequivalent control group design was applied in the study. In this study, the researcher selected two classes. One class was as control group which used conventional strategy, and the other one was as experimental group which was given treatment in learning and teaching process. In addition, this study applied CPS as the treatment for the experimental group. The pretest was given in the first time before the treatment was given to both of group (control group and experimental group) and the posttest after the treatment. The treatment was only given to experimental group.

Cohen, at al (2018, p.283) claimed that the design could be diagram as follows:

Experimental	O_1	X	O_2
Control	O_3	-	O_4
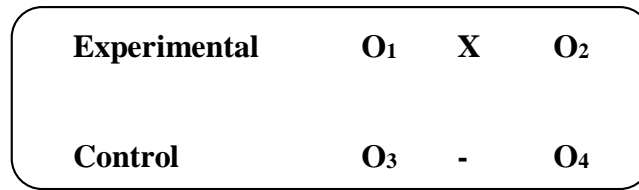
Where:

X   = Treatment by applying CPS

O_1 = Pre-test of experimental group

O_2 = Post-test of experimental group

O_3 = Pre-test of control group

O_4 = Post-test of control group

Population and Sample

According to Fraenkel, et al., (2012, p.91), "Population is the largest group to which one hopes to apply the results." Meanwhile Richard and Schmidt (2010, p.443) stated that population (in statistic) any set of items, individuals, etc. That share some common and observable characteristic and from which a sample can be taken. The population of the study was all of the tenth grade students in state senior high school 2 Palembang in academic year 2019-2020. There were nine classes consist of 324 students.

Fraenkel, et.al (2012, p.91) claimed that sample refers to any group on which information is obtained. Sampling is the selection of the students that can be used to be sample in the research. According to Richard and Schmidt (2010, p.506), "A sample is any group of individuals that is selected to represent a population." In the study, the researcher used the purposive sampling. The purposive sampling is a sampling technique with certain considerations (Sugiyono,2016, p.85). The researcher used purposive sampling, it caused both classes were taught by the same teacher and the total number of the students was similar. Then, it was good for the researcher give the scoring for them. There were nine classes of the population of the tenth grade students of state senior high school 2 Palembang. The samples of this study were X SCIENCE 5 as control group and X SCIENCE 1 as experimental group. There are 72 students which divided into two groups; they were control group and experimental group.

Technique for Collecting Data

In collecting the data, the researcher gave a test in multiple choice questions to the students. According to Richard and Schmidt (2010, p.591), a test is any procedure for measuring ability, knowledge, or performance. In this study, there were two kinds of test that were used by the researcher. They were pre-test and post-test. The pre-test was given before giving the treatment. While the post-test was given after giving the treatment to know the students' ability in reading recount text. In this test, there were four texts of recount text with total 40 questions in multiple choice questions to the control group and experimental group.

Technique for Analyzing the Data

In this study, the researcher used independent t-test. According to Field (2009, p.325), the independent sample t-test was used when there are two experimental condition and different participants are assigned to each condition. Here, the researcher compared the student pre-test both of control and experimental class and also compared the student post-test both of control and experimental class. The calculation used SPSS statistics 23. The function of independent t-test was to find out whether or not there was any significance difference between the students who were taught in the Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not. SPSS 23 was used to apply the independent t-test.

RESULT AND DISCUSSION

The Application of Creative Problem Solving Method in Teaching Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang was used to develop the students' concentration in reading process. After giving the treatment, the students got the improvement in reading ability such as, they could understand the meaning of the text, they had much vocabulary, they could understand about how to identify the word and they also could determine the generic structure and language feature of recount texts.

It was interpreted that both of groups gained progress of scores before and after treatment but experimental group's score was higher than control group's score. It was found that the average of pre-test in the experimental group was 60.69 and the average of

post-test in the experimental group was 78.19. Furthermore, the average of pre-test in the control group was 60.14 and the average of post-test in the control group was 68.68.

From the t-test calculation of the students' post-test scores, it was found out that t-obtained value was 4.099 and the t-table value was 1.994. With significance level 0.05 with degree of freedom (df) was 70 (36-1) + (36-1). It meant that t-obtained was higher than t-table (t-obtained 4.099 > t-table 1.994). In other word, Null hypothesis was rejected and Alternative hypothesis was accepted.

From the explanation above, it could be interpreted that there was a significant difference between the students who taught in the Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not.

CONCLUSION

Based on the result of this study, the Application of Creative Problem Solving Method In Teaching Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang could improve the students' achievement in reading recount text. It was gained from the students' post-test scores in the experimental group were higher than the control group where the average of students' posttest in experimental group was 78.19 and post test in control group was 68.68. From the calculation of the data, it was found out that score of t-obtained was 4.099 and score of t-table was 1.994. With significance level (0.05) for two tailed. It meant that t-obtained was higher than t-table, 4.099 > 1.994. Since t-obtained was higher than t-table, the Null hypothesis (Ho) was rejected and Alternative hypothesis (Ha) was accepted. It could be concluded that there was a significant difference between the students who were taught in the Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not.

REFERENCES

Brown, H. D. (2007). *Principles of language learning and teaching. 5th(ed).* New York: Longman.Inc.

Cohen, L. (2018). *Research methods in education. 8th(ed).* New York : Routledge.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. 4th(ed).* University of Nebraska-Lincoln: Pearson Education Inc.

Field, A. (2009). *Discovering statistics using SPSS. 3rd(ed).* United Kingdom: SAGE Publicatios.

Fraenkel, J. R., Wallen, N.E., & Hyun, H. H. (2012). *How to design and evaluate research in education. 8th(ed).* New York: Megraw-Hill.

Furaidah, U. W. (2017). *Bahasa inggris kelas X.* Jakarta: Kementrian Pendidikan and Kebudayan.

Gage, N. L. (2009). *A Conceptions of teaching.* New York: Springer Science + Business Media. LLC.

Gregory, E. C. (2006). *Teaching & learning English literature.4th(ed).* New York: SAGE Publications.

Jain, D. M. (2008). *English language teaching: Methods, tools & technique .* Jaipur: Sunrise Publishers & Distributors.

Jeffries, B. S. (2007). *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster.* United State of America: Pearson Longman.

Lazaraton, E. H. (1991). *The research manual design and statistics for applied linguistics.* United State: Heinle & Heinle Publishers.

Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics. Vol 2(6)* , 92.

Saleh, Y. (1997). *Methodology of TEFL in the Indonesia context book I.* Faculty of Teacher Training and Education: Sriwijaya University.

Schmidt, J. C. (2010). *Longman dictionary of language teaching and applied linguistics. 2nd(ed).* London: Pearson Educational Limited.

Simaibang, B. (2017). *English teaching in foreign situation. 2nd(ed).* Palembang: Citra Books Indonesia.

Sugiyono. (2016). *Metodologi penelitian kuantitatif, kualitatif dan R&D.* Bandung: Alfabeta.

Syifa, I. A. (2009). *Students' achievement in reading recount text and its correlatin to their writing of the same text.* English Departement. Faculty of Language and Arts: Semarang State University.

Treffinger, D. J., Isaksen, S. G., & Dorval, K. B. (2003). *Creative problem solving: a contemporary framework for managing change.* Center for Creative Learning, Inc and Creative Problem Solving Group, Inc. Retrieved from http://www.cpsb.com/research/articles/creative-problem-solving/Creative-Problem-Solving-Gifted-Education.pdf

Zhou, C. (2017). *Handbook of research on creative problem-solving skill development in higher education.* Denmark.IGI Global: Aalborg University.

.