Research Article

The Effectiveness of the Glasser Learning Model Based on Local Wisdom on Speaking Skills State 1 Galang SMA Students

Marlina Agkris Tambunan*, Novra Melisa P. Hutabarat

HKBP Nommensen University Pematangsiantar, Indonesia

ABSTRACT

The purpose of this study is to describe the effectiveness of the model glasser learning based on local wisdom on the speaking skills of SMA Negeri 1 Galang students. This type of research is a *quasi experimental type* with the design of *The One-Group Pretest-Posttest. Pretest* observations were carried out on a group of respondents who were then given treatment. Researchers will compare the effectiveness of the learning model on the results before and after being given treatment. The sampling used in this study is a group sample (*Cluster Sampling*) because this sampling does not interfere with the teaching and learning process in the classroom. Therefore, the sample of this study involved 36 students in class XA4. The results in this study were at the pretest or before the implementation of the learning model, it reached an average of 54.61 in the less category. Skill assessment results students' speaking at the posttest or after the implementation of the learning model there was an increase reaching 74.44 in the good category, therefore based on the results of the *prettest* and *posttest* there were differences in the results of the speaking skills of class X students of SMA Negeri 1 Galang before and after using the glasser learning model based on local wisdom. Based on the data analysis of students' speaking skills at the *pretest* and *posttest*, it was obtained $t_{count} = 12.01$ at a significant level of 0.05 (95% confidence level) at df = 35 obtained $t_{table} = 2.031$. Then $t_{count} = 12.01 > t_{table} = 2.0315$, so it can be concluded that H_0 is rejected and Ha is accepted, glasser model based wisdom effective in improving skills speak SMA Negeri 1 Galang students.

Keywords: glasser model, skill speak, wisdom local

Introduction

The Skills speak is is part from Skills speak a ability speak in say sounds articulation or say words for express, state, convey ideas, thoughts, opinions, ideas , and feeling to others as partner speaker based on by trust self, honest, true, and responsible answer with remove problem psychological like shy, low self, tension, and so on Sudarmo, (2021); Akkara et al., (2020); Saldaria et al., (2019); Al-Jarf, (2022). Speak is a delivery process information, ideas or idea from speaker to listener. In delivery information, directly oral a speaker must capable deliver it with good and correct so that information the could received by listener Purwanti et al., (2022);Saed et al., (2021);Feng, (2019). For Becomes speaker ok, speaker must capable catch information by critical and effective, thing this related with activity listen. If speaker is a good listener so opponent say capable catch information with good Syakur et al., (2020). Based on results interview conducted with SMA Negeri 1 Galang students specifically class XI states that student feel difficulty in speak specifically in lesson present results study in discussion and seminars. Student not enough capable for present results study by coherent and with good Indonesian and right. Besides that, students are also lacking active in comment other people 's reactions to results research. A number of student feel difficulty in talk, feel inferior and no believe self. Ability student still below the average value is 65. Value the still below the KKM (Criteria Minimum completeness is 75. This is show that ability students at school the still low. The researcher also obtained data from Indonesian teachers that of 40 students only 21 people made it reach KKM value. Besides that, the researchers also held make test in the form of quiz given to student with results only 45% students out of 40 people who can skilled speak and get value above 75 and 55 % again student get value below 75. Cause low results speak on student because a number of factor among others. First, the low ability speak student in front class on moment activity discussion take place. Second, the low understanding student to method convey report results study in discussion and seminars. Third, low response student to Theory learning speak specifically comment other people's reactions to presentation results research. This thing make the need solution to problem that.

According to Budiman et al., (2020) model learning is framework conceptual which describe procedure which systematic in organize experience study for reach destination study certainand working as guidelines for designers learning and para teacher in plan activity study teach McKenney et al., (2015);Sailer et al., (2021);Budiman et al., (2020). Glasser Model is a planning model learning that gives design by conceptual to the teacher in learning, where in learning glasser expected student after get lesson the could apply in life everyday (Macnab, 2020). As for steps from Model Glasser according to Clark & Mayer, (2016) is *Instructional Goals, Entering Behavior, Instructional Procedures, Performance Assessment.* Learning model glasser based wisdom local. Wisdom local according to Hidayati et al., (2020) is cement fastener in form culture that has there is so that based on its existence. Wisdom local could defined as something culture created by actors local through the proces over and over again, through internalisation and interpretation religious teachings and socialized culture in form norms and made guidelines in life daily for society (Fadli, 2020);(Dwivedi et al., 2020). Wisdom available local in environment student the could affect ability student in speak because very dominate and recognize the area.

In study this, the use of learning models glasser this will treated to Theory Skills talk. According to Alkathiri, (2019), Skills speak is Skills reproduce current system sound articulation for convey will, needs feeling , and desire to person other. The glasser model is the simplest model. He describes a learning design or development into four components, which can be described as follows:
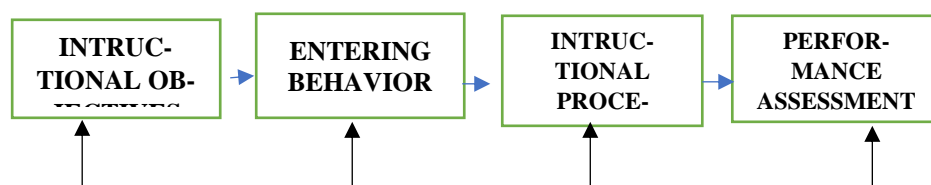
Figure 1. Glasser model learning design

This is what underlies this research. The learning model is expected to improve students' ability to present and comment on the research results that have been presented. The purpose of this study is to determine the effectiveness of using Glasser's learning model based on local wisdom on speaking skills. Therefore, it is necessary to conduct research on the effectiveness of the Glasser learning model based on Local Wisdom on the Speaking Skills of Class X students of SMA Negeri 1 Galang.

Methods

Type research used in research this that is type *quasi experiment* with design *The One-Group Pretest-Posttest* (Aiman et al., 2020);(El-Sabagh, 2021)*.* Observation *pretest* conducted on group later respondents given existence treatment. After that, researcher To do

observation to respondent with *posttest* on same size with before (El-Sabagh, 2021)

$$O_1 X \quad O_2$$

Design this implemented on the same unit called with design in participants. Usually design this used in evaluate effect a program with short time without existence control. So that results obtained show significant value. Among score *pretest* and *posttest* (Nguyen, 2021);Nguyen, (2021) By because that researcher will compare the effectiveness of the learning model on results before and after gave him treatment. Population in study this is student class X SMA Negeri 1 Galang consisting of of 8 classes. Withdrawal sample used in study this that is sample group (*Cluster Sampling*) because withdrawal sample this no interfere with the learning process teaching in the room class. So from that sample study this involve class X A4 as many as 36 students.

Table 1. Research Population

Class	Amount
X A1	36
X A2	36
X A3	36
X A4	36
X A5	36
X S1	36
X S2	36
X S3	36
Total students	**288**

(Source: Data from SMA Negeri 1 Galang)

Results and Discussion
Results Study

Destination in study this for knowing how effectiveness of learning model glasser based wisdom local in learning Skills speak on student class X SMA Negeri 1 Galang. Based on

results research conducted on class experiment with use sample relate so obtained results in the form of score or score tests performed. As for the value data presented students as following :

Table 2. Results Pretest and Posttest Speak student class X A4

No	Student's Name	Pretest	Posttest
1	Adit azi Sanjaya please	47	85
2	Aldi Kurniawan	44	85
3	Alifya Nur Gusmyarna	53	77
4	Alwan Zafran Afif Saragih Sitio	53	76
5	Andreas Handerson inmate	62	77
6	women Nur Hazizah	70	71
7	Star please	51	69
8	Christina Manik	68	86
9	Desmon NE Nainggolan	51	73
10	goddess Esti	58	74
11	Divalina Sidauruk	64	71
12	Dyoni August C. Panjaitan	56	80
13	Efika Selah Ramadani	51	73
14	Ezra Sarah Louisa Sinaga	62	66
15	Feby Damanik	57	65
16	Haykal Akbar	44	73
17	Icha Livia Rammadanti	64	79
18	Krisjon Maikel S. Pakpahan	48	65
19	Lilis Tri Rahayu	58	79
20	Margretha Devany Damn it	55	78
21	Marno Jeremiah Sidabutar	67	76
22	Marsya Fitri Novianti	59	71
23	Moreno Revaldo Situmorang	45	73
24	Nabila Nazwa Aulia Sidabutar	68	73
25	Neagle Abednego Sigiro	44	84
26	Nia Rahmadani	54	71
27	Priya Helviani Simarmata	52	73
28	Purnama Sari Situmorang	65	82
29	Rendi Junfery Nainggolan	44	71
30	Reyhan Giovani Sitorus	47	70
31	Rizky Easter Sinatria O.Damanik	47	69
32	Sista Evelyn Nasution	44	63
33	Tabitha Evnike Atalya Sitanggang	68	76
34	Taufik Mazwar Annas	44	59
35	Wan Julyansen Manurung	47	87
36	Yola Glorida hello	55	80
	AMOUNT	1966	2,680

Data Analysis

Pretest data analysis and posttest on application of learning models Glasser based wisdom local on Skills speak
Average Pretest and posttest :

a. Pretest Data :

$$\bar{X}_1 = \frac{\sum x_1}{n}$$
$$\bar{X}_1 = \frac{1.966}{36}$$
$$\bar{X}_1 = 54.61$$

From result calculation the student 's average score before the use of learning models glasser on learning Skills speak is at in category less.

b. Posttest Data :

$$\bar{X}_2 = \frac{\sum x_2}{n}$$
$$\bar{X}_2 = \frac{2.680}{36}$$
$$\bar{X}_2 = 74,44$$

From result posttest data calculation the student 's average score after the application of the learning model glasser on learning Skills speak is at in category good.

Table 3. Test descriptive

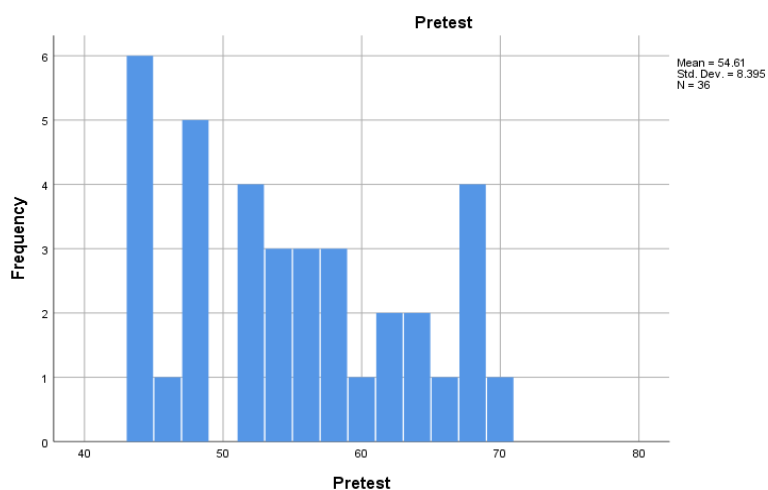| Statistics	Pretest	Posttest
Mean	54.61	74.44
Median	53.50	73.00
Mode	44	73
Std. Deviation	8,395	6,695
Variance	70,473	44,825
Range	26	28
Minimum	44	59
Maximum	70	87
Sum	1966	2680

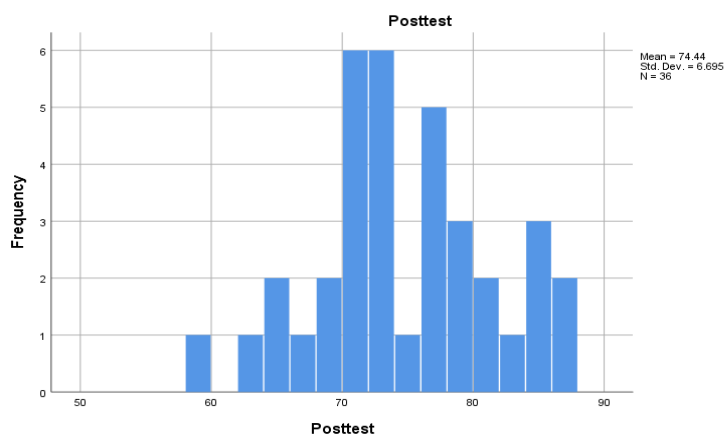*Figure 1. Pretest Histogram Image*

Figure 2. Posttest histogram

Test homogeneity conducted for knowing that two data or more sample data group originated dar population that has same variance or no. On test homogeneity this use spss version 25. Base taking the decision namely :

a. if sig value > 0.05 then the data is homogeneous
b. if sig value < 0.05 then the data is not homogeneous.

Table 4. Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	3,249	1	70	0.076
	Based on Median	3.066	1	70	0.084
	Based on Median and with adjusted df	3.066	1	69,882	0.084
	Based on trimmed mean	3,159	1	70	0.080

Based on table on obtained that score its significance more of 0.05, it means that the data homogeneous.

Test Hypothesis
Hypothesis study this are :
H_a : model glasser based wisdom effective in improving skills speak SMA Negeri 1 Galang students
H_0 : model glasser based wisdom local not effective in improving skills speak SMA Negeri 1 Galang students

Hypothesis statistics :

$H_a : 1_2$

$H_0 : 1 = 2$

Test sample in pairs will used for determine validity proposed hypothesis based on how problem formulated and the proposed hypothesis. Temporary this, the formula problem second will handled with use test sample independent, which then will perfected with N-gain calculation, which is done with use device SPSS software version 25. Utilizing test sample in pairs for evaluate hypothesis first. This thing because test this conducted for compare results study on the same class (same sample), in particular results study pretest and posttest learning class experiment using the learning model contextual study teach with animation media creative. used for check is the average two suitable sample different one each other. Criteria decision in SPSS version 25 are :
a. Difference Among score pretest and posttest significant if sig (2-tailed) 0.05.
b. If sig (2-tailed) > 0.05, then score pretest and posttest no different by significant

Based on SPSS data management skills speak student on test pretest and posttest so obtained t $_{count}$ = 11,956. On level significant 0.05 (level _ 95% confidence) with df = 35 obtained t $_{table}$ = 2.031. Significant on level 0.05. _ Taking conclusions can also based on score sign. Obtained sig value 0.00 < 0.05. With Thus H0 is $_{rejected}$ with rejection H_0 then H_a accepted, meaning glass model based wisdom local effective in increase Skills speak SMA Negeri 1 Galang students

Discussion Study
Study this conducted at SMA Negeri 1 Galang with population study this that is student class X SMA Negeri 1 Galang with number 288 with sample study that is student class X A4 with total 36 students. Study this there is difference on Skills speak student before the application of the learning model glasser and after the application of the learning model glasser. Difference this proven with results data analysis on *pretest* that is before application reached an average of 54.61 belonging to category not enough good and results data analysis on *posttest* that is after application reached an average of 74.44 classified as category good with a mean difference ($\overline{D}$) which is -19.83.

Conclusion
This Percentage Skills speak student before applied learning model glasser with amount students who achieve category enough 15 people (41.66%), category less than 16 people (44.44%) and category very not enough there are 5 people (13.88%). Percentage ability

speak student after the application of the learning model glasser with amount students who achieve category very good 8 people (22.22%), at category both 21 people (58.33%) and category enough for 7 people (19.44%). There is difference results Skills speak student class X SMA Negeri 1 Galang before and after apply the learning model proven glasser with hypothesis with $t_{arithmetic} = 12.01 > t_{table} = 2.0315$ so H_0 rejected and H_a accepted. Study this expected could Becomes reference as reference on study next especially on field Study Indonesian Language and Literature for Becomes more research deep and relevant especially on study about enhancement Skills talk.

References

Aiman, U., Hasyda, S., & Uslan, U. (2020). The Influence of Process Oriented Guided Inquiry Learning (POGIL) Model Assisted by Realia Media to Improve Scientific Literacy and Critical Thinking Skill of Primary School Students. *European Journal of Educational Research*, *9*(4), 1635–1647. https://doi.org/10.12973/eu-jer.9.4.1635

Akkara, S., Anumula, V., & Mallampalli, M. (2020). Impact of whatsapp interaction on improving L2 speaking skills. *International Journal of Emerging Technologies in Learning (IJET)*, *15*(3), 250–259.

Al-Jarf, R. (2022). YouTube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments. *Journal of English Language Teaching and Applied Linguistics*, *4*(2), 44–52. https://doi.org/10.32996/jeltal.2022.4.2.4

Alkathiri, L. A. (2019). Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak. *Journal of Education and Culture Studies*, *3*(1), 12. https://doi.org/10.22158/jecs.v3n1p12

Budiman, A., Samani, M., Rusijono, R., Setyawan, W. H., & Nurdyansyah, N. (2020). The Development of Direct-Contextual Learning: A New Model on Higher Education. *International Journal of Higher Education*, *10*(2), 15. https://doi.org/10.5430/ijhe.v10n2p15

Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. john Wiley & sons.

Dwivedi, Y. K., Hughes, D. L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J. S., Gupta, B., Lal, B., Misra, S.,

Prashant, P., Raman, R., Rana, N. P., Sharma, S. K., & Upadhyay, N. (2020). Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. *International Journal of Information Management*, *55*(July). https://doi.org/10.1016/j.ijinfomgt.2020.102211

El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, *18*(1), 53. https://doi.org/10.1186/s41239-021-00289-4

Fadli, A. (2020). The Effect of Local Wisdom-Based Elsii Learning Model on the Problem Solving and Communication Skills of Pre-Service Islamic Teachers. *International Journal of Instruction*, *13*(1), 731–746.

Feng, W. D. (2019). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse*, *40*(4), 458–473. https://doi.org/10.1080/01596306.2017.1356806

Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno, S. (2020). Exploring the Implementation of Local Wisdom-Based Character Education among Indonesian Higher Education Students. *International Journal of Instruction*, *13*(2), 179–198. https://doi.org/10.29333/iji.2020.13213a

Macnab, C. J. B. (2020). A feedback model of human personalities. *2020 IEEE International Systems Conference (SysCon)*, 1–8.

McKenney, S., Kali, Y., Markauskaite, L., & Voogt, J. (2015). Teacher design knowledge for technology enhanced learning: an ecological framework for investigating assets and needs. *Instructional Science*, *43*(2), 181–202. https://doi.org/10.1007/s11251-014-9337-2

Nguyen, H.-T. T. (2021). Boosting Motivation to Help Students to Overcome Online Learning Barriers in Covid-19 Pandemic: A Case study. *International Journal of Interactive Mobile Technologies (IJIM)*, *15*(10), 4. https://doi.org/10.3991/ijim.v15i10.20319

Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). YOUTUBE VIDEOS FOR IMPROVING SPEAKING SKILLS: THE BENEFITS AND CHALLENGES ACCORDING TO RECENT RESEARCH IN EFL CONTEXT. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *19*(1), 66–75.

https://doi.org/https://doi.org/10.23887/jptk-undiksha.v19i1.41108

Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, *7*(7), e07543. https://doi.org/10.1016/j.heliyon.2021.e07543

Sailer, M., Schultz-Pernice, F., & Fischer, F. (2021). Contextual facilitators for learning activities involving technology in higher education: The C♭-model. *Computers in Human Behavior*, *121*, 106794. https://doi.org/https://doi.org/10.1016/j.chb.2021.106794

Saldaria, E., Ariawan, V. A. N., & Cahyani, I. (2019). Speaking skill of elementary students reviewed by gender. *Jurnal Prima Edukasia*, *7*(1), 20–27. https://doi.org/10.21831/jpe.v7i1.20363

Sudarmo, S. (2021). importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives. *Linguistics and Culture Review*, *5*(S1), 113–124. https://doi.org/10.21744/lingcure.v5nS1.1321

Syakur, A., Sugirin, S., Margana, M., Junining, E., & Sabat, Y. (2020). Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *3*(2), 684–694. https://doi.org/10.33258/birle.v3i2.897