

## **PROBLEM-BASED LEARNING STRATEGY IN IMPROVING STUDENTS' SKILL IN PERFORMING A SPEECH**

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### **Abstract**

This study focused on students' skill in performing a speech and had conducted based on the problem. The students think performing a speech is the difficult thing, the students think there are problems appear when the students perform a speech in front of the people, suddenly forgetting the script, getting anxious, and getting blank. The researcher considered to conduct this study when doing observation at MAN 2 Parepare since the students showed fair competence in performing a speech. The objective of the study is to give some abilities and knowledge in this case Contextual Teaching and Learning that focused in Problem-based. The study applied quasi-experimental design, with two groups namely experimental class and control class. The populations of the study were the twelfth grade students at MAN 2 Parepare where the total numbers were 84 students. The samples of the study were consisted of 39 students. The result showed that the students' skill in performing a speech of the twelfth grade students of MAN 2 Parepare could be improved through Problem-Based Learning Strategy. In performing a speech, the speakers need to be brave, except having some abilities in performing a speech.

**Keywords:** Improving, performing a speech, contextual teaching and learning, problem-based learning.

## **Introduction**

Talking or greating someone is one of our daily activities, both talking directly with the people and by using hand phone. People generally think that talking is a simple or easy thing that could make the people knows what the other people mean. Therefore, talking in front of some people such addressing a speech, performing a presentation as well as being a MC are reputed as something foreign/unfamiliar. The competence of public speaking is not belonged to everyone. Sometimes, the people who want to speak in front of the public or the audiences make a lot of preparations.

There are some experts stated their opinions about public speaking. According to Webster's Third New International Dictionary (2017), Public Speaking is the act of process of making speeches in public and the act of science of effective oral communication with audience. In Balqis Khayyirah's book, David Zarefsky has his own opinion that Public speaking strategic for success, public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listener. According to Ys. Gusnadi, public speaking is a communication form which is addressed orally about a thing or a topic in front of people (Khayyirah, 2014).

Interacting with other people does not always take place in front of dialogues. There will be an occasion which requires us to speak in front of people. We have to speak in front of adolescents, peers, colleagues, etc. There will be the time where we need to stand at a podium in front of an audience, raise up on a stage, and speak over a microphone. And honestly, not all people do feel comfortable being the center of focus in a room of a certain occasion. The reality shows that so many people have gone to college and have sat through lectures so many for so many sessions in a year, however, they still frequently face difficulties for being not able to speak in public when they are required to do it due to less knowledge of survival language and communication strategy. This has conduced mentality problems such as anxiety, nerve etc which finally lead to their inability to speak in front of an audience confidently and effectively (Arafah and Bahar, 2017).

The fact illustrates and highlights the important of learning public speaking skills. Having the knowledge of public speaking absolutely facilitates someone to speak in front of and audience with high self confidence and less fear because the person

exactly knows how to do it well. In fact, having the skills is not enough. Whether some adult or some students still state that it is too difficult to get rid of the nerve, anxiety, worry, and fright.

Based on the research's experience, performing a speech is not easy. Memorizing the manuscript is one of the difficult things. Occasionally, the speaker have memorized the script, but when in front the audiences or on the stage the speaker lose it. It happens because of nerve and anxiety appears suddenly in our head. Because of it, the researcher thinks there must be a method or strategy to solve it. The researcher decided through Contextual Teaching and Learning (CTL), the problem in performing a speech could be decreased.

Today, there is a tendency to back in consideration that students would study better if the environment was created artless. Studying will be meaningful if the students experience what the students are learning, whereas knowing. Learning process orientates in mastering material is proved successful in remembering competence in short-term but in supplying problems in their long-term lives fail.

CTL approach is a studying concept that helps teacher to link between the material with the student's real situation and support the students to make a relation between their knowledge with applying in their live as a family member or society. In contextual class, teacher's duty is to help the students to achieve their purposes. Teacher has to more be concerned with the strategy than giving the information (Aqib, 2015).

Problem-Based Learning is one of the inovation in learning. Today, Problem Based Learning was used in universities, and also it is being developed in schools. Problem Based Learning was created in the students' situation as the centre. By using the problem around the students' situation, the students could think critically and find out the solution naturrally.

At the twelfth grade of MAN 2 Parepare, students have to perform a speech to get their good score in English course. Many of them confess that it is to torture us. Besides, students have to make a script, students also must memorize it and perform it in front of the teacher and other students. Then, when the speaker performs it all troubles appear suddenly such as forgetting the script, nerve, anxiety, fright etc. So, their performing will fail. The researcher considered that this happens because of lack of

technique or strategy, so Contextual Teaching and Learning that focused on Problem-Based Learning was proposed to for solving the problem.

Based on the background above, the researcher was interested in conducting a research under the title “Improving Students’ Skill in Performing a Speech Through Contextual Teaching and Learning (CTL) at the Twelfth Grade of MAN 2 Parepare (Focused on Problem-Based Learning)”.

Based on the previous background, the researcher formulated problem of the study “Is Contextual Teaching and Learning (CTL) that focused on Problem-Based Learning able to improve students’ skill in performing a speech at the twelfth grade of MAN 2 Parepare?”

## **Method**

This research is quantitative research because it will use numbers of statistic. This research employed Quasi Experimental Design. Nonequivalent Control group Design is used in this research. This research is presented as follows:

|                |   |                |
|----------------|---|----------------|
| O <sub>1</sub> | X | O <sub>2</sub> |
| O <sub>1</sub> |   | O <sub>2</sub> |

- Where :
- O<sub>1</sub> : Pre-test for the experiment group and control group
  - X : Treatment in applying Contextual Teaching and Learning (CTL) that focused in Problem-Based Learning to the experiment group
  - O<sub>2</sub> : Post Test for the experiment group and control group (Sugiono, 2013)

There are two variables of this research; these are independent variable and dependent variable. Independent variable of this research is through contextual teaching and learning (CTL) specifically for Problem-Based Learning Strategy. Dependent variable of this research is students’ skill in performing a speech at the twelfth grade of MAN 2 Parepare.

The study was conducted in MAN 2 Parepare Jl. Jend. Sudirman No. 23 Parepare, South Sulawesi and it took duration was about one month.

The population of this study was the twelfth grade of MAN 2 Parepare. It consisted of two classes. They were class XII MIA consisted of 63 students and class XII IS consisted of 21 students. The total number of them was 84 students. Where XII MIA 1 class consisted of 4 males and 14 female and the total were 18. XII MIA 2 class consisted of 2 males and 19 females and the total were 21 students. XII IS 1 class consisted of 5 males and 19 females and the total were 24 students. XII IS 2 class consisted of 5 males and 16 females and the total were 21.

Based on the population, the researcher chose two classes those were XII.MIA 1 and XII.MIA 2 as sample by using purposive sampling. The researcher considered that the students' understanding or knowledge about performing a speech is balance. Besides, it was recommendation of English teacher. The teacher stated that the students in the class have representation of the population. XII.MIA 1 as an experimental class that consisted of 18 students, and XII.MIA 2 as a control class that consisted of 21 students. The total numbers of samples were 39 students consists 6 male and 33 female.

In collecting data, researcher used writing test and performance as the instrument of this research. The students made a speech that relates to the students' environment or relates to the students' real life situation as the writing test. After making a speech, the students addressed their speech as the performance test.

The data collected through the test was analyzed quantitatively. This quantitative analysis employed statically calculation to the test the hypothesis. Some formulas were applied in this research to process the data as follows:

Scoring the students' correct answer of pre-test and post-test.

$$\text{Score: } \frac{\text{Students' Correct Answer}}{\text{Total Score}} \times 4$$

Classifying the score of the students into the following criteria:

Table 1. Classification of the Students' Score

| NO | Predicate | Competence Score |       |           |
|----|-----------|------------------|-------|-----------|
|    |           | Knowledge        | Skill | Attitude  |
| 1  | A         | 4                | 4     | Very Good |
| 2  | A-        | 3,66             | 3,66  |           |
| 3  | B+        | 3,33             | 3,33  | Good      |
| 4  | B         | 3                | 3     |           |
| 5  | B-        | 2,66             | 2,66  |           |
| 6  | C+        | 2,33             | 2,33  | Fair      |
| 7  | C         | 2                | 2     |           |
| 8  | C-        | 1,66             | 1,66  |           |
| 9  | D+        | 1,33             | 1,33  | Poor      |
| 10 | D         | 1                | 1     |           |

Calculating the frequency and percentage of the students

$$P = \frac{Fq}{N} \times 100$$

Where:

P = Percentage

Fq = Frequency

N = Total number of sample

Concluding the mean score of students' pre-test and post-test using this formula:

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

Where :

X = Mean Score

$\sum x$  = The sum of the all score

N = Total number of sample

Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ in which } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

SD = Standard deviation

SS = The square root of the sum of square

N = The total number of subject

$\sum X^2$  = The sum of square (Arikunto, 2009)

Finding out the significant different between pre-test and post-test by calculating the value of t-test by using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t = Test of significant

X<sub>1</sub> = The mean score of experimental class

X<sub>2</sub> = The mean score of control class

SS<sub>1</sub> = The sum of square of experimental class

SS<sub>2</sub> = The sum of square of control class

N<sub>1</sub> = The total number of experimental class

N<sub>2</sub> = The total number of control class

1 = Constant number

2 = The number of class involved

The criteria of testing hypothesis:

The statistical hypothesis in this research as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

To the hypothesis, the research used one-tailed test, with 0,05 level of significance.

If  $t\text{-table} < t\text{-test}$ ,  $H_a$  is accepted and  $H_0$  is rejected. It means that the applying CTL that focused in Problem-Based Learning able to improve students' skill in performing a speech. If  $t\text{-test} < t\text{-table value}$   $H_0$  is acceptable and  $H_a$  is rejected. It

means that the applying CTL that focused in Problem-Based Learning unable to improve students' skill in performing a speech (Bungin, 2005).

Based on the technique of data analysis, the researcher administered a test for experimental class and control class, they were pre-test. The pre-test was administered before giving treatment and the post-test was administered after treatment.

## Result

Data of Students' Skill in Performing a Speech on Pre-test and Post-test for Experimental Class and Control Class.

### Pre-test

In obtaining the rate scores of students' skill in performing a speech, the researcher gave writing test and performing test before giving a treatment. The students' skill in performing a speech in experimental class and control class was as follow:

Table 1. The students' skill in performing a speech in pre-test of experimental class and control class.

| No | Classification | Predicate       | Score                 | Experimental Class |        | Control Class |        |
|----|----------------|-----------------|-----------------------|--------------------|--------|---------------|--------|
|    |                |                 |                       | F                  | (%)    | F             | (%)    |
| 1  | Very Good      | (A), (A-)       | (4), (3, 66)          | -                  | -      | -             | -      |
| 2  | Good           | (B+), (B), (B-) | (3, 33), (3), (2, 66) | 3                  | 16, 67 | 1             | 4, 76  |
| 3  | Fair           | (C+), (C), (C-) | (2, 33), (2), (1, 66) | 13                 | 72, 22 | 19            | 90, 48 |
| 4  | Poor           | (D+), (D)       | (1, 33), (1)          | 2                  | 11, 11 | 1             | 4, 76  |
| 5  | Total          |                 |                       | 18                 | 100%   | 21            | 100%   |

Table 1 showed that the students' score before giving treatment. It showed that none of student got very good classification in experimental class and control class. While in Good classification there were 3 students in experimental class and there was 1 student in control class. There were 13 students got fair classification in experimental class and there were 19 students in control class. Meanwhile, in poor classification there were 2 students in experimental class, and 1 student in control class. The researcher found the students' skill in performing a speech on pre-test for experimental class and control class categorized fair classification.

### Post-test

The data of students' skill in performing a speech were obtained through writing and performing test after they were given treatment. The result data of students' reading comprehension of post-test in experimental class and control class were as follow:

Table 2. The students' skill in performing a speech in post-test of experimental class and control class.

| No | Classification | Predicate       | Score                 | Experimental Class |        | Control Class |        |
|----|----------------|-----------------|-----------------------|--------------------|--------|---------------|--------|
|    |                |                 |                       | F                  | (%)    | F             | (%)    |
| 1  | Very Good      | (A), (A-)       | (4), (3, 66)          | -                  | -      | -             | -      |
| 2  | Good           | (B+), (B), (B-) | (3, 33), (3), (2, 66) | 14                 | 77, 78 | 3             | 14, 29 |
| 3  | Fair           | (C+), (C), (C-) | (2, 33), (2), (1, 66) | 4                  | 22, 22 | 18            | 85, 71 |
| 4  | Poor           | (D+), (D)       | (1, 33), (1)          | -                  | -      | -             | -      |
| 5  | Total          |                 |                       | 18                 | 100%   | 21            | 100%   |

Based on the table 2 there were 14 students in experimental class and 3 students in control class got good classification. There were 4 students in experimental class and 18 students in control class got fair classification. So, the researcher found that the students' skill in performing a speech on post-test for experimental class categorized good classification, while in control class categorized fair classification.

Based on the table 1 and table 2, it revealed that before giving the treatment in experimental class, the students was fair classification, meanwhile after giving the treatment through Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning strategy, the students' achievement had seen improved into good classification. While, in control class the classification was still in fair either pre-test and post-test.

Table 3. The students' skill in performing a speech progress of experimental class and control class.

| Name of Class      | Pre-Test | Post-Test |
|--------------------|----------|-----------|
| Experimental Class | 2, 28    | 2, 69     |
| Control Class      | 2, 16    | 2, 21     |

Table 3 contains the mean score of the students' skill in performing a speech in experimental class and control class in pre-test and post-test. Based on the result data above, the mean score of the students' skill in performing a speech of experimental

class in pre-test was 2, 28, but after given the treatment, the mean score of the students improved became 2, 69 in the post-test. While, the mean score of control class in pre-test was 2, 16 and in post-test was 2, 21.

The mean score of the students' skill in performing a speech between pre-test and post-test in experimental class and control class showed that the students' skill in performing a speech in experimental class more getting much progress than in control class. It means that the students' skill in performing a speech was improved significantly after the students were taught Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning strategy than after the students were taught Conventional method.

The Standard Deviation of Experimental Class and Control Class.

The result following table described analysis the standard deviation of pre-test and post-test analysis in experimental class and control class.

Table 4. The standard deviation of experimental class and control class in pre-test and post-test.

| Name of Class      | Standard Deviation |           |
|--------------------|--------------------|-----------|
|                    | Pre-test           | Post-test |
| Experimental Class | 0, 26              | 1, 07     |
| Control Class      | 0, 22              | 0, 2      |

Table 4 showed that standard deviation of experimental class in pre-test was 0, 26 and post-test was 1, 07. Then, in control class, the standard deviation in pre-test was 0, 22 and post-test 0, 2. Standard deviation of pre-test in experimental class was lowest than the post-test. The increasing of standard deviation indicated that the students' skill in performing a speech in the pre-test had less significant difference for every student than in post-test. Moreover, the improvement of variance of the students' skill in performing a speech in experimental class was better than in control class where the standard deviation of students' skill in performing a speech in pre-test was higher than post-test.

## Hypothesis Testing

In other to know whether or not difference between pre-test and post-test in experimental class and control class is statically significant, the t-test statistical analysis was employed.

The following table was the result of t-test value statistical analysis and it described the hypothesis testing of pre-test and post-test as follows:

Table 5. The result of Statistical Analysis of students' skill in performing a speech.

| Type of Test | Level Significant | T-test Value | T-table Value |
|--------------|-------------------|--------------|---------------|
| Pre-test     | 0.05              | 1,48         | 1,687         |
| Post-test    | 0.05              | 1,88         | 1,687         |

In hypothesis testing, the researcher used t-test formulas. The level of significance was set at  $\alpha = 0.05$  with degree of freedom ( $df = N_1 + N_2 - 2$ ) was  $df = 18+21-2 = 37$ . In the post-test, researcher found that the t-test value (1, 88) was higher than t-table value (1, 687). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the researcher concluded that there was significant difference of the students' skill in performing a speech through Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning strategy. In this case, Problem-Based Learning strategy could improve students' skill in performing a speech.

## Discussion

This section, the researcher discussed about the result of finding during the research. The researcher gave the pre-test to the students in experimental class and control class. Pre-test in this research was the writing test and the performance test to know the prior knowledge of the students before the researcher gave the treatment. Based on the result finding in pre-test of experimental class, the researcher found that the students' skill in performing a speech were still fair which could be proved by the percentage of frequency where some of students still got fair classification of writing and performance test score. Meanwhile, in control class, the students' skill in performing a speech had same categorized either in pre-test and post-test, it was proved by the percentage or frequency where some of the students got fair classification.

The result findings of experimental and control class in pre-test showed that students' from both classes had no significance difference of students' skill in performing a speech. It showed that the students' skill in performing a speech between experimental class and control class were almost same. It was caused of the students still had lack of knowledge about basic structure of speech and the students did have confidence to perform a speech. So, it influenced the learning result of students. To solve these problems, the researcher decided to conduct the research to improve the students' skill in performing a speech. In this case, the researcher used Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning for experimental class. It was hoped there was improvement of students' skill in performing a speech after taught Problem-Based Learning strategy.

After giving pre-test, the researcher gave treatment for three meetings to the experimental class and control class, in this case, in experimental class, the researcher applied Problem-Based Learning strategy and in control class, the researcher applied Conventional method. In experimental class, the researcher gave Problem-Based Learning strategy which asked for the students to correlate their speech to their real life. The students asked for find out their problem based on their own experience. The most problems those the students stated about their parents. After finding the problem, the students analyzed that problem in order to find out the solution. The students stated the problem with their parents is the proper problem. The students stated, making more communication with the parents help us to increase the problem with the parents. Beside, the researcher gave the basic structure of speech as the students' basic knowledge of speech. After making the manuscript, the students could perform the speech easily, because of the manuscript related to the students' real life. By experiencing the problem, the students were easy to address the students' script.

While, in control class the students chose the title of speech randomly. After giving treatment, the researcher gave post-test to the students both of the classes. Post-test was conducted to know the progress of students' skill in performing a speech after giving the different treatment. The result of finding in post-test of experimental class showed that the students' skill in performing a speech was higher than the result in pre-test, which most of students got good classification of score in the pre-test. The difference result was showed in control class. Based on the result of finding in post-test

of control class, the researcher found that the students' skill in performing a speech was higher than pre-test, as well as in experimental class. However, the improvement students' score in control class did not significantly improve instead of the experimental class.

The result of finding about student' skill in performing a speech of experimental class showed that the students' skill in performing a speech of experimental class and control class showed that the students' skill in performing a speech in the both class had improved with the different progress. In experimental class, students' score had improved significantly. It indicates that there was significant difference of the students' skill in performing a speech between experimental class and control class before and after the students' were taught Contextual Teaching and Learning (CTL).

When the students taught through Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning strategy, the students could more understand the material because the students would be correlated the material to the students' real life and find out their own problem and solve it by themselves. This finding research was supported by Johnson in Rusman said to correlate the students material to the real life situation or fresh experience, it can stimulate the brain to make new connection and consistently (Rusman, 2011). Ian Reece and Stephen Walker concluded that the students would get all the material when the students take out of the students normal learning situation to 'real-life' situation (Reece and Walker, 1997). Glazer said Problem-Based Learning is a teaching strategy where the students are active to be faced in complex problem in real-life situation (Higgs, 2005). While, Ellis explained, the learning process that is correlated to the students' real-life is more effective to make the students speak. It is caused of one of CTL's component that is Authentic task. Authentic means here is the using of language that correlates to students' situation (Ellis, 1997). From the explanation above, the researcher assumed that this strategy could be applied to improve students' skill in performing a speech especially at the twelfth grade students.

## **Conclusion**

Based on the findings and discussion of the study, it is concluded that Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning strategy improved students' skill in performing a speech at the twelfth grade of MAN 2

Parepare. It was proved by the t-test in post-test was higher than t-table. It meant that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, there was significant difference of the students' skill in performing a speech between experimental class and control class before and after were taught Problem-Based Learning strategy.

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