IMPLEMENTING PROBLEM BASED LEARNING TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMK NEGERI 1 FANAYAMA

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Abstract

Speaking is one of important skills in English. Based on the data obtained in preliminary study, some of the students of tenth grade in SMK Negeri 1 Fanayama could not reach the Minimum Competence Criterion (MCC) of English subject thatis 65, asdetermined at the school. Some of students at SMK Negeri 1 Fanayama got weaknesses in speaking skill. This research aimed at improving the students' speaking ability by implementing Problem Based Learning model. The subject of this research was 10th Grade students which consisted of 14 persons.The instruments of collecting the data were observation paper and test.This research conducted through classroom action research that consisted of two cycles.The result of observation done to the students and researcher showed that there were some undone activities that influence the success of implementation Problem Based Learning model in cycle I. Therefore, those undone activities were considered and improved in cycle II. Furthermore, the test result in cycle I showed that there were 5 students(36%) who passed and 9 students (64%) who failed. However, the test result in cycle II showed improvement of students' speaking skill. There were 12 students (86%) who passed, and 2 students (14%) who failed. It can be concluded that students' speaking skill could be improved by using Problem Based Learning model. Therefore, it is recommended to the English teacher to apply Problem Based Learning model in teaching speaking because this model can make students become active, more confident, and enjoyable.

Key words: *speaking; classroom action research; problem based learning model*

Abstrak

Berbicara adalah salah satu keterampilan penting dalam bahasa Inggris. Berdasarkan data yang diperoleh pada observasi awal, beberapa siswa kelas sepuluh di SMK Negeri 1 Fanayama tidak mencapai criteria kompetensi minimum (KKM) mata pelajaran bahasa Inggris yaitu 65 seperti yang ditentukan disekolah tersebut. Beberapa siswa di sekolah tersebut memiliki kelemahan dalam keterampilan berbicara. Penelitian ini bertujuan untuk memperbaiki kemampuan siswa dalam berbicara dengan menerapkan model Pembelajaran Berbasis Masalah. Subjek penelitian ini adalah siswa kelas sepuluh yang terdiri 14 orang. Instrumen pengumpulan data adalah lembar observasi dan tes. Penelitian ini dilakukan melalui penelitian tindakan kelas yang terdiri dari dua siklus. Hasil observasi yang sudah dilakukan kepada siswa dan peneliti menunjukkan bahwa ada beberapa

kegiatan yang belum dilakukan yang dapat mempengaruhi keberhasilan penerapan model Pembelajaran Berbasis Masalah pada siklus I. Oleh karena itu, semua kegiatan yang belum dilakukan dipertimbangkan dan diperbaiki pada siklus kedua. Selanjutnya, hasil tes pada siklus I menunjukkan bahwa ada 5 siswa (36%) yang lewat dan 9 siswa (64%) yang gagal. Namun,hasil tes pada siklus ke II menunjukkan peningkatan pada keterampilan berbicara siswa. Ada 12 siswa (86%) yang lewat, dan 2 siswa (14%) yang gagal. Dapat disimpulkan bahwa hasil kemampuan berbicara siswa mengalami peningkatan dengan menerapkan model Pembelajaran Berbasis Masalah dalam mengajar berbicara. Peneliti menyarankan kepada guru bahasa Inggris untuk menerapkan model Pembelajaran Berbasis Masalah dalam mengajar berbicara karena model ini dapat membuat siswa menjadi aktif, lebih percaya diri,dan merasa enjoi.

Kata kunci: *berbicara; penelitian tindakan kelas; model pembelajaran berbasis masalah*

A. Introduction

English is international language in the world, so it is important for people to learn the language. English plays an important role in the world because English is international language which have great influence in human life dealing with the developing of science and technology.English has four basic skills in general, they are listening, speaking, reading and writing. In four skills, the researcher focus on the speaking skill.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. By mastering speaking skill, the learners can carry out conversation with others, and give ideas. To be successful in the communication students' must be able to speak and utterance themselves through classroom activities.

Based on researcher's experience at *PengenalanLapanganPersekolahan II* at the tenth grade of TKJ Study Program of SMK Negeri 1 Fanayama, the researcher found that most of the students' speaking ability still lacked and the average score of student especially in reading is lower than Minimum Competence Criterion (MCC), where the MCC of English subject is 65.Students encountered some problems in mastering speaking skill. In reality, the preliminary studying at SMK Negeri 1 Fanayama showed that all students especially at the tenth grade of TKJ Study Program have difficulties in learning English speaking skill.The students had low ability in mastering all the components of speaking, such as insufficient vocabularies, less knowledge to build the grammatical statement, lack practice of pronunciation, low fluency and comprehension during expressing ideas. Another problem was less motivation to learn. The students were not interested in studying English, they were unmotivated during teaching learning process. In addition, they did not have self confidence to speak English and feel afraid and shy if they do mistakes during doing communication activities. Based on the students' problem above, the researcher concludes that most of the students' problems are in the components of speaking. so in this research the researcher focus in the area components of speaking

Based on the explanation above, the researcher conducted a research entitled **"Implementing Problem Based Learning Model to Improve Students' Speaking**

Ability at the Tenth Grade of SMK Negeri 1 Fanayama".

Definition of Speaking

Speaking is an activity of delivering message, it occurs between speaker and listener orally. According to (Fulcher 2003:23) Speaking is the verbal use of language to communicate with other.It means that this activity involves two or more people in whom to participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

(Nunan 1991:38) stated that "To most people mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability tocarry out a conversation in the language". Speaking ability as the ability to use in essentially normal communication, stress, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. The existence of speaking is important and cannot be separated by existence of a language. It means there is no interaction exist without speaking.

Teaching Speaking Skill

Usually learning another language means learning the dictionary, grammar and the sound of system in that language. According to (Harmer 2007:123) there are three main reasons for getting students to speak in the classroom. Firstly, speaking activity provide rehearsal opportunities chances to practice real life speaking in the safety in the classroom. Secondly, speaking tasks in which students try to use any or all

of the language they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Function of Speaking

According to (Richard 2008:21)There are three the function of speaking, they are talk as interaction, it meanstalk that refers to what we normally mean by conversation. Talk as transaction, it means talk that refers to situation where the focus is on what is said or done. And talk as performance, it means talk that transmits information before an audience.

Types of Speaking

As stated by (Brown 2004:141–42) the basic types of speaking are divided in to five categories, namely imitative, intensive, responsive, interactive, and extensive (monologue). Measurement of speaking ability is to know the teaching learning process achievement. (Hughes 2003:131–33) states that there are five component of testing speaking ability, namely: accent, grammar, vocabulary, fluency, and comprehension.

Problem Based Learning

Problem Based Learning is a strategy of expressing ideas to experience real life context to build critical thinking and problem solving skill. According to (Tan 2009:15) Problem Based Learning has been

widely touted to be an effective instructional method for the present climate of change and innovation. It means that Problem Based Learning is the right learning method to change the atmosphere or the learning process in the classroom.

According to (Major and Baden 2004:4), Problem Based Learning has been defined as an innovative self directed collaborative approach to learning which makes use of students' problem solving skills. It means that Problem Based Learning is an approach that refers to collaboration between students who utilize thinking to solve problem. Problem Based Learning also support students' thinking skills to a higher level, especially critical thinking skills. It means that in PBL the students are required to be more active and think critically.

As stated by (Delisle 1997:15) there are three the teacher's role in PBL, namely: the first, teacher as curriculum designer, it means the teacher would review the curriculum to find the best place for PBL activities. The second, teacher as guide it means the teacher assumes the role of guide or facilitator. And the third, teacher as evaluator, it means the teacher monitors the effectiveness of the problem, the quality of students' work.It can be concluded that in PBL the teacher have role to manage the learning environment and encourage students' engagement with and immersion in the problem.

According to (Major and Baden 2004:83) there are several roles of students' in Problem Based Learning, namely:

a. Practical, real world problem solver. In this role student analyses the situation, identifies the overarching structure of the problem and develops solutions to the problem.

b. Expert or decision maker. In this role the students analyses the situation in order to make a variety of decision and identifies the learning issues within a given situation.

c. Self directed learner. It means independent motivated individuals who set clear goals, plan ahead, seek challenges and push normal limits to achieve high standard.

d. Communicator, educator or humanist. As the communicator, students learn to speak effectively and directly to the team and present their ideas clearly.

e. Advocate. Students in PBL teams become supporters in finding reasons for clients, defending a stance or a cause, and encouraging team members to agree with a position or with new information.

f. Participator in a community of learners. Students not only assume some of the responsibility for the learning of the fellow team members.

g. Scientist or scholar. Students become producers of knowledge who are capable of making significant contributions to the field's knowledge base.

h. Apprentice. The students become tutors themselves learned by transmitting what they have learned to other students in the team.

i. Explorer. Students interact with the physical world and with other people as they discover concepts and apply skills.
j. Creative and critical thinker. Students analyze the information by clarifying and setting the purpose and then selecting a strategy to achieve the purpose.
k. Person or individual. Students do not lose track of themselves and they work to clarify their values, abilities, interests and goals to other students.

In conclusion, students in PBL is the center of teaching and learning process. Student share responsibility for their learning and take some ownerships well as assuming multiple and changing roles within a new context as the face in many responsibility.

Characteristics of Problem Based Learning
According to (Evans, N David & Lang 2006:445), there are several characteristics of PBL, namely:

1. Students centered. Through PBL, traditional teacher and student role change.
2. Small group. Students work together in small group and provide a framework in which students can test and develop their level of understanding of the material.
3. Teacher as facilitator. The teacher's function is to encourage, keep students on track, provide information or suggest sources of information, and be fellow learner.
4. Problems as a focus and stimulus for learning. In teaching learning process the problem will be used

as a focus and to stimulate students to find the solutions.
5. Problems vehicles for developing problem solving skills. The problems are used to develop the ability of students in solve the problems.
6. Gain new information through self directed learning. By solving the problem students get new knowledge.

Based on the description, it is clear that learning with PBL model begins with problem, then students deepen their knowledge about what they already know and what they need to know to solve the problem. Students can be choose the problem that are considered interesting to solve, so that they are encouraged to play an active role in learning.

Procedures of Problem Based Learning Model
According to (Nurdiansyah&Musfiqon 2015:144–45), to provide an overview of the operationalization of the Problem Based Learning Model, the following is an example of its application on learning, as shown bellow:

- Menjelaskantujuanpembelajaran(explain the learning objectives)
- menjelaskan logistic yang dibutuhkan (explain the logistic needed)
- memotivasipesertadidikuntukterlibataktifdalampemecahanmasalah (motivate students to be actively involved in the selected problem solving)
- membantupesertadidikmendefenisikandan mengorganisasikantugasbelajar

yang berhubungandenganmasalahtersebut(help students define and organize learning tasks related to the problem)

- mendorongpesertadidikuntukmengumpulkaninformasi yang sesuai (encourage students to collect appropriate information)
- melaksanakaneksperimenuntukmendapatkanpenjelasan dan pemecahanmasalah(carry out experiments to get explanations and solve problems)
- membantupesertadidikdalammerencanakan dan menyiapkankarya yang sesuaisepertilaporan, model, dan berbagitugasdenganteman(help students in planning and preparing appropriate work such as reports, models, and share assignments with friends)
- mengevaluasihasilbelajartentangmateri yang telahdipelajariataumemintakelompokpresentasihasilkerja(evaluate learning outcomes about the material that has been studied or ask the group to present the result of work.

According to (Symons Sarah &Raine 2005:6), there are some components in Problem Based Learning, namely:

1. Group work. Students work together in small groups and provide a framework in which students can test and develop their level of understanding of the material.
2. Problem solving. The problems given in a PBL environment are often daily problem means that they face it every time in their life that need enquiry and critical analysis to solve it.
3. Discovering new knowledge. In order to find a meaningful solution, students will have to seek new knowledge.
4. Based on the real world. The main emphasis is to encourage students to start thinking like an expert early in their careers, thereby easing them to solve their daily problem in their real life.

(Khotimah 2014), stated that the use of Problem Based Learning Method has several advantages towards the students' speaking skill. First, the most important is it improves the students' speaking skill in oral communication. Second, the use of Problem Based Learning method in teaching speaking could increase students' motivation and interest in learning English especially for speaking skill. And the third, Problem Based Learning method is a technique that requires cooperation with other students in group. Thus by conducting Problem Based Learning Method, students learn social skills such as cooperation, teamwork, and communication skills which are useful in their future life.

B. Research Method
Research Design

This research was carried out to the students at tenth grade of SMK Negeri 1 Fanayama. (Burns 2010:5) stated that action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving problem or improving the teaching/learning process. There are four

steps in each cycle for doing classroom action research, they are planning, action, observation, and reflection. The implementation of the action procedure consist of:

  a. Planning. In this step the researcher prepared all things that needed in teaching learning process.
  b. Action. It was the classroom activity that carried out by researcher to achieve the teaching learning goal.
  c. Observation. It was activity which was done by researcher to observe the effect of action to the classroom achievement.
  d. Reflection. It was the last part of each cycle. It explored the result of the observation result, analyzing, evaluating the data to be improved for the next activity.

Research Instrument

1. Observation Paper

Observation paper was used as a tool to know the students' activity. The observation papers for students were used as a tool to know the students activity during teaching speaking process by implementing Problem Based Learning Model. While the observation paper for the researcher was used as a tool to know whether the researcher applied the PBL Model based on the lesson plan that had been provided.

2. Test

Test was an instrument to elicit the students performance, with the purpose was to measure the students ability in English speaking. In this case, the oral test was conducted after teaching speaking by doing conversation.

Data Analysis

There were two ways used by the researcher in analyzing the data of this research;

1. Qualitative Data

Qualitative data was the data from the students activity during teaching and learning process in observation paper form. This data is analyzed by using theory of Miles and (Miles, Michael, and Saldana 2014:31–33), that consist of data condensation, data display, drawing and verifying conclusions.

a) Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and or transforming the data that appear in the full corpus of written-up field notes or transcription.

b) Data Display

Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps us understand what is happening and to do something-either analyze further or take action based on that understanding.

c) Drawing and Verifying Conclusion

Drawing and verifying conclusion is the third stream of analysis activity. From

the start of data collection, the data should be analyzed and interpreted what things mean by noting patterns, explanations, causal flows, and proposition.

1. Quantitative Data

The quantitative data was data which sourced from the test of the students' speaking ability.

To know the average score, the data was analyzed by using the following formula (Sudjana 2005:67) as follow:

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

Where :

$\overline{X}$= Average Score

$\sum x$= The total score of students

N = Amount of Student

After researcher got the average score of the students' ability, the researcher checked the Minimum Competence Criterion (MCC). If the average score of the students' ability in speaking is lower than MCC, it is unsuccessful. While when it is higher than MCC, it is successful.

To determine the percentage of each degree of students' ability in speaking by using the formula as follow:

$$\text{Percentage} = \frac{\text{Frequency}}{\text{Total respondent}} x 100\%$$

Where :
- Frequency = Students' score
- Total respondent = Total of students

C. Research Finding and Discussion

The location of the research is SekolahMenengahKejuruan (SMK) Negeri 1 Fanayama. It is located in Siwalawa village, Fanayama Subdistrict. After researcher got the agreement of the headmaster, this research was conducted. The subject of this research was tenth Gradeof TKJ Study Program that consisted of 14 persons. This research was designed in Classroom Action Research (CAR). The implementation of the research follows the steps below:

a. Planning, involved the preparation of syllabus, lesson plan, teaching material, observation paper and test.

b. Action, in doing teaching-learning process by using problem based learning model.

c. Observation, done by observer during teaching and learning process, where the observer observed the students' motivation, action and creativity in following lesson, and the improvement of students' speaking ability through problem based learning model. The observer also observed the researcher whether all of the activities was done or not based on the lesson plan.

d. Reflection, this step was done after observation and evaluation result. It was aimed to analyzed the observation result and to identify the students' weaknesses and improvement.

The teacher collaborator of this research was the English teacher in that school. In observing the students' and researcher's activities, the teacher collaborator used observation paper for the students' and researcher' activities which prepared by the researcher.

Observation Paper Result of Researcher in Cycle I

Based on the data analysis in the first cycle of meeting I, the researcher did 11 activities or 69% and undone were 5 activities or 31% from the total 16 activities observed. In second meeting the researcher did 11 activities or 73% and undone were 4 activities or 27% from the total 15 activities observed.

Observation Paper Result of Students' Activities in Cycle I

Based on the data analysis showed that, there was 34%activities were done and 66% activities were undone in the first meeting of cycle I. Furthermore, in the second meeting of cycle I, the students' observation result showed that there was 56% done activities and 44% undone activities.

Result of Test in Cycle I

Based on the data analysis, it showed that total of students who passed MCC was 5 students or 36% while 9 students or 64 % students was failed. The total score gained in this cycle was 678 with the average score was 48. It means that the result of cycle I was not achieved the target and the teaching learning process was not successful. Therefore, the researcher conducted cycle II.

Reflection of Cycle I

In the end of meeting in cycle I, the researcher gave a test to measure the students' speaking ability. After analyzing the result of students' speaking performance, the average score of students was 48. There were 5 or 36% of students who passed the MCC and 9 or 64% were failed. It means that in cycle I many students were failed and the students' speaking ability was far from expectation.

Observation Result of Researcher's in Cycle II

First meeting of cycle II, the researcher did 13 activities or 87%, and undone activities were 2 or 13% activities from total 15 activities observed in first meeting. While the second meeting, the researcher done 14 or 93% activities and undone 1 or 7% from total 15 activities.

Observation Result of Students' in Cycle II

In the first meeting of cycle II, the total activities done was 79% and total of undone activities was 21%. Furthermore, in the second meeting of cycle II, the students' observation result showed that there was 81% done activities and 19% undone activities.

Test Result in Cycle II

Based on the students' test result, there were 12 or 86% students who passed the MCC and there were 2 or 14% who did not passed the MCC, with the average score was 71. In this cycle, students' score and the students speaking ability had been improved. Therefore, researcher stopped to do the research.

Reflection of Cycle II

After conducting the cycle II, the researcher reflected the students' speaking ability by evaluating the result of test and observation papers. The result of cycle II showed that the teaching learning process was successful in conducting the Classroom Action Research(CAR). It caused by the researcher implemented the Problem Based Learning Model well in teaching speaking, and the students follow the course, working together, discussing cooperatively and delivered opinion or their comprehension well. Based on the students' test result, there were 12 or 86% students who passed the MCC and there were 2 or 14% students who were not passed the MCC and the average score was 71. It means that the students got improvement.

Research Finding

After conducting the research which consisted of two cycles and for each cycle consisted of two meetings with the teaching material were 'Congratulating and Complimenting Others' and 'Expressing Intention' by implementing Problem Based Learning Model at Tenth Grade of SMK Negeri 1 Fanayama, which consisted of 14 students, based on the research finding, the students have improvement in their speaking ability.

Through implementation of Problem Based Learning Model, the students felt enjoy and more confidence to express their opinions, feelings, and ideas because they can practice speaking to their friends. The students were motivated to speak and they were encouraged to share their opinions with classmates using English. This model was made classroom atmosphere in acceptable and expected condition in teaching learning speaking skill, and by working together, the students speaking ability can be improved through interaction.

Discussion

The process of teaching speaking in this research was done by implementing problem based learning model. After the researcher did the research, the result has been found through observation paper and test. Based on observation result, it showed that activities observed were well done by both researcher and students. The finding showed that Problem Based Learning Model improved students' ability in English speaking. It could be seen from the students test result in two cycles. It causedby the researcher did the procedure of the model well, the students join the process of teaching speaking, did the activities in the process of learning well and performed the dialogue in front of class well and also because PBL forced the students to speak up only in English , all of the students must say something, increase students' motivationand interest in learning English especially for speaking skill by using a fun treatment and not too formal, students will like the learning atmosphere.

The result of this model showed that PBL Model was suitable in teaching speaking skill through this model. It trained the students to learn actively and share knowledge together. The learning process become enjoyable and the students

more active. It caused through this model, the students have time to think about what they are going to say before they perform in front of class.

D. Conclusion

Based on the result of the research, it could be concluded that the students ability in speaking was improved through implementation of PBL Model. Teaching speaking by using PBL Model is enable students to learn cooperatively. The students could share their opinions each other in group, and have the chance to think about what they were going to say before do the speaking in front of class. The students feel enjoy and more fun in group, because they did practicing speaking with their friend in group. In addition, PBL Model could lead students into effective and interest classroom atmosphere. Thus, this model provide students motivation and self confident in learning English speaking skill.

Based on the conclusion above, it can be delivered some suggestion in the following:

1. For English teacher, it is suggested to apply PBL Model in learning teaching process because this model was suitable and can make students active.
2. For the students, PBL Model is useful and helpful for students to working together and share opinions each other in group through interaction.
3. For next researchers is to conduct the other research in different subject or other language skill on PBL Model to get more information about this model.

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