

The Application of Problem-Based Learning in Improving Speaking Skill at Madrasah Aliyah Negeri 1 Palu

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ABSTRACT

This research aims at investigating how to improve the speaking skill at Madrasah Aliyah Negeri 1 Palu through Problem-Based Learning. This research employed Classroom Action Research (CAR) where the subject was 22 students. The researcher and her collaborator collected the data by using observation checklists, field notes, test, and questionnaire. The data were analyzed qualitatively and quantitatively. The results showed that the application of problem-based learning techniques could improve the students' speaking skill. In cycle 1, there were 10 students successful in speaking test and the rest were not successful. The group achievement was 45, 45% and the mean score was 67, 36%. The researcher continued to cycle 2 because the result of the speaking test in cycle 1 did not meet the criteria of achievement (50%). In cycle 2, the result revealed that there were 18 students who were successful and there were only 4 students who were not successful. The group achievement was 81, 81% and the mean score was 78, 27%. The research has been completed in cycle 2 because the result showed that the criteria of success 50% have been achieved.

Key words: Problem-Based Learning, Improvement, Speaking skill

Background

English Language Acquisition (ELA) means we acquire language as our new language, and it can be a second or foreign language. But in Indonesia, English becomes a foreign language, because we acquire it by learning.

Nowadays, the teaching and learning process at schools demands teachers to teach their students based on the School Based Curriculum. The curriculum is developed by schools with the standard competencies and basic competencies stated by the central government.

So the English teachers of Madrasah Aliyah Negeri 1 Palu teach their students based on the School Based Curriculum, where students must be active in learning English, therefore all skills in learning English including speaking, listening, reading, and writing must be taught to them.

However, it is not easy to master all the skills; the teachers should develop and design syllabuses based on the students' needs and levels. For instance: if the main point of student's language learning is truly to enable them to use English, speaking skill should be taught and practiced more than reading and writing skills in the speaking class, because speaking is a crucial part in foreign language learning, but in learning speaking English, Indonesian students may get some difficulties because some patterns of English are different from Indonesian language.

Based on the researcher's experience in teaching English to the students in class of language program at Madrasah Aliyah Negeri 1 Palu, most of them have problems in speaking. First, the students are afraid of being laughed at his/her friends in speaking, it can be seen when the teacher asked them several questions, some of them tend to use Indonesian language in replaying it and others are silent. Second, even they are students in class of language program who have extra time in learning English, some of them still difficult to express their ideas in English.

Based on those problems, the English teacher found the real problems faced by the eleventh year students in class of language program at Madrasah Aliyah Negeri 1 Palu during the teaching and learning process:

1. The students' pronunciations are not intelligible, especially in using appropriate sounds of words.
2. The students are lack of vocabulary, even in everyday communication.
3. The students are afraid of making mistakes in producing the English sentences orally.
4. Some of the students cannot speak English correctly
5. The students feel shame in speaking English.

Based on the students' problems above, the researcher concludes that most of the students' problems are in the aspects of fluency, so she only focused her research in the area of fluency, especially to enable the students to use appropriate sounds of words in speaking English.

To overcome those problems, English teachers at Madrasah Aliyah Negeri 1 Palu should be challenged in providing an effective and creative method in teaching, where the teachers can attract the students' motivation in speaking learning.

Based on those problems, the researcher applied Problem-Based Learning in teaching speaking for students in language program class, because she believes that the use of Problem-Based Learning can encourage the students' motivation, curiosity, it can make the learning fun where students do activities together with their friends, and it can improve the students' speaking fluency, in order the students can produce clear sounds, because sound is also important to be learned as having a good pronunciation.

Besides, the students can also improve the stock of their vocabulary, especially for daily communication, and the students can use English language automatically in solving the problems, where they can share with their friends about what they already know, and what they need to know.

In Problem-Based Learning, problems were provided as the way to lead the students to be able to speak not to make them able to find the solution, because the researcher was only focussed her research on fluency aspect.

In addition, teacher becomes a facilitator of learning who is providing appropriate sources, designing the students' assessments, and providing probing questions, which leads the students in solving their problems activities so the speaking environment can be applied.

Actually Students in class of language program consists of two classes. They are in the Eleventh year and the Twelve Year Class. But the researcher used the Eleventh year students in class of Language program, because she does not want to disturbed the examination class, and the reason for choosing class of Language

program because she focused her research on speaking test so she has to use an appropriate sample for her research.

Problem Statement

Since the students in class of language program not fluent in speaking, the researcher formulates the research questions as follows:

How can the application of Problem-Based Learning Technique improve the speaking skill of the Eleventh Year Students of Language Program at Madrasah Aliyah Negeri 1 Palu?

Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition of speaking first because many experts define speaking in different ways. Edmonson (1981) defines that speaking is the conversation which is used by at least two participants and taking place in a non-formalized setting, and it could be happened in anytime and everywhere.¹

So, the researcher assumes that speaking is the process of expressing ideas through orally. It is one of the most important language skills because it is a processes of conveying our messages to other people by using language orally, where the speakers say words to the listeners not only to express what in their minds but also to express what they need to know from others.

Nowadays, many people like to communicate by using English because it is one of the International languages so we have to pay attention to the English language itself by improving our knowledge through practice. We must have basic knowledge of words in order to be able to practice speaking.

Speaking is understandable if the message that we are going to deliver can be achieved by the listeners/interlocutor. As Elinawati (2009) describes that speaking is divided into two types of activities; planning and execution. In planning activity, people

¹Edmonson, W., *Spoken Discourse Longman*, (Cambridge University Press: New York, 1981) p. 134

first think what they want to say. After that, they utter the sounds, words, phrases, and sentences based on what they want to say.² So the researcher argues that every spoken language has its own purposes such as conveying information, emotion, or attitude; and everything based on what the speaker's feeling. People spend many times in speak than write as Richard and Renandya (2002) argues that in some situations, people will use speaking to give instruction or to get things done, to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. In some occasions, speaking is more dominant than writing.³

The Elements of Speaking

Speaking is an activity to express opinions, feelings or attitudes about something by using language. Normally, speaking in term of communication can be effective if it is done by both speaker and listeners being interacted with each other. Elder (1994) describes:

There are two parties involved in speaking, the speaker and the listener; both sides have positive roles to play. The speaker has to encode the message he wishes to convey in appropriate language; while the listener has to decode or interpret the message. The message itself, in normal speech usually contains a good deal of information which is redundant.⁴

Based on the above statements, the researcher explains that there are two process in speaking, they are encoding process and decoding process; where in encoding process, the speaker has to plan or think what he/she want to say in order the interlocutor are able to decode or giving a feed back about what the speaker's says.

²Elinawati. (2009). *Developing Speaking Skill of Year XI Students of SMAN 3 through Module*. Unpublished Master Thesis, Tadulako University: Palu.

³Jack C. Richards et al., *Methodology in Language Teaching*, (Cambridge University Press: London, 2002) p. 201

⁴Elder. B., *Communication Skill*. (McMillan Education: South Melbourne Australia, 1994) p. 3

So the the communication between the speaker and also interlocutor can be running well.

Elements of speaking become important for students who want to learn speaking. Therefore, the elements of speaking have the role in making our language understandable. Speaking has three elements such as; vocabulary, pronunciation, and grammar.

Vocabulary

As a component of language, vocabulary is important to provide meaningful thought. Hornby (1975) states that vocabulary is a total number of words (with rules combining them) make up a language.⁵ It means that the existence of the language is based on vocabulary because words such as nouns, verb, adverb, and adjective have an important role in constructing sentences.

In learning a language, whether as the first, second, or foreign language, when people communicate with other people, they use words, phrases, or sentences to express the meanings they want other people to know and respond. Words in language have two aspects-the meaning and function. Nouns, verbs, adjectives, and adverbs are all meaningful words.

Language is commonly define as a tool for communication among human beings and is basically based on meaning. People communicate their meanings; include opinions, intentions, requests, etc through language. Harmer (1991) states that if language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flash.⁶

Pronunciation

Pronunciation has a great role in supporting oral skill. When we want to speak English intelligently, we have to know several factors such as English grammar and have enough vocabularies, because when someone arranges words or sentences, the sentences must be in good order. As the opposite, if someone

⁵Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford University Press: Oxford, 1975) p. 95

⁶Jeremy Harmer, *The Principle of English Language Teaching*, (Longman: London, 1991) p. 153

has done badly in arranging words or sentences automatically people cannot understand his or her utterances; because it will be potentially create misunderstanding. It's related to Lewis and Hill (1985) state we need to remember that we cannot communicate anything at all unless you can say the words in a way because of bad pronunciation.⁷

Even pronunciation is a difficult part in learning a foreign language; it does not mean that students will not success in their language learning. In here, teachers play important role, where they have to be aware of setting an artificially high standard of correctness in the early stages, they also have to consider about the students' background. For instance; there is no initial word "th" in Indonesian language. As the result, Indonesian students will probably getting confuse in using the word. So the implication is that Good can be used differently to different students; and differently at different stages of each student's learning.

Besides, sound is also important to learn in pronouncing the words, as good pronunciations influence the ability to communicate, we need to produce clear sound. It is based on the consideration that when student acquire their first language, they started to recognize individual sound from their environment. Then, they make progress by saying words and expression.

Grammar

Grammar is a study about language forms. It may also be said as a description of the rules that sentences are formed, how words arranged, and how sound are pronounced. As stated by Sulaiman (2004) "The grammar of a language is simply an orderly description of the people in a given society, talk of the sounds that people utter in various situation, and of the acts which accompany or follow that sounds."⁸

⁷M. Lewis et al., *Practical Technique for Language Teaching*, (Commercial Color Press: London, 1985) p. 69

⁸Hanafi Sulaiman, *Introduction to Linguistics*. Unpublished Modul, (Tadulako University: Palu, 2004) p. 18

The roles of grammar that we learnt at school were often those of element of speaking that we do not normally use. In this case, sometimes when we speak, we just focus on how to use vocabulary and how to pronounce it without any attention about how to arrange it grammatically. Of course, we should choose the words which are suitable with the context occurred.

Teacher of English must be familiar with teaching language which emphasize on grammar because it is now realized that grammar has a place in the language learning process, where grammar we also study about part of speech. So Grammar or structure of a language also plays an important role in speaking. As stated by Nuhung (2007:33), in relation to the teaching of English, the teacher must construct students in formal grammar, pronunciation stress, and vocabulary as necessary.⁹ Also the teaching of structure or grammar cannot be neglected even though the main emphasis of English teaching is to help the students speak and communicate fluently in English.

Components of Speaking

According to Heaton (1988) there are some components of speaking that should be improved by the students,¹⁰ as follows:

1. Fluency

Fluency means the ideas of the speaker can run smoothly. So, when teacher and the students use a particular words that are arranged in a proper way, the students are able to deliver what they want to express. Richard et al. (1985) remark that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.¹¹ Fluency can be improved by creating classroom activities where

⁹Nuhung B., *Teaching English as a Foreign Language*, (Tadulako University: Palu, 2007) p.33

¹⁰Heaton J. B., *Writing English Language Test*, (Longman Group: Hongkong, 1988) p. 100

¹¹Jack C. Richards et al., *Longman Dictionary of Applied Linguistics*, (Longman Group UK Ltd: London, 1985) p. 176

students must be able to negotiate meaning, use communication strategies, correct misunderstandings and work together to avoid miscommunication in speaking.

The fluency consists of pronunciation of the language users as competent how to say some words or how to pronounce some words, sentences, and expressing ideas fluently. This knowledge is made up of three areas such as; sound, stress, and intonation.

2. Accuracy

Accuracy means the language that we are going to deliver is constructed in correct grammatical rules. Accuracy is a good pronunciation by the speaker which can make the listener easy to understand the language. Parrot (2002) describes that accuracy is the ability of learners in using appropriate grammar, vocabularies and phonology in their speaking.¹² It means that accuracy of the speaker can be understood without being influenced by mother tongue so the researcher argues that accuracy is the more the difficult aspect for Indonesian learners, because most of them still speak by being influenced of their mother tongue.

3. Comprehensibility

Comprehensibility means that the idea of the speaker can be understood by the interlocutor. Communication plays an important role in speaking, because without comprehending the meaning of what is being discussed, the communication can not run smoothly. It can make one of the speaker feel bored in listening to his/her speaking if the spoken language is difficult to be understood. In conclusion we can say that our speech must be clear and understandable.

Teaching Speaking through Problem-Based Learning

As a productive skill, speaking cannot be separated from the ability in producing sound to convey ideas, feeling, and thought that involve both listener and speaker. Sukmawati (2006) states:

Speaking ability can also be defined as oral communication that shows how well someone/speaker is

¹²Parrot M., *Task for Language Teachers*, (UK: Cambridge University Press, 2002) p. 79

able to arrange the words in order to express his/her thought be understandable in listeners' mind so English teacher should be more creative to prepare an appropriate technique and strategies in teaching speaking.¹³

Based on the above statement, it is clear that the teacher should provide an appropriate method or technique in teaching speaking where there will be many times provided by teacher to students to discuss and arrange their sentences before presenting it orally.

In teaching speaking class, the teacher should speak fluently as much as possible in order that he/she will be imitated by the students. One of interesting method that can be applied in teaching speaking is by using Problem-Based Learning.

By applying Problem-Based Learning, students work with classmates to solve complex and authentic problems that can help to develop content knowledge as well as problem solving, reasoning, communication, and self assessment skill. These problems also help to maintain students' interest in learning material because students realize that they are learning the speaking skill so they need to be successful in it.

Problem-Based Learning begins with the assumption that learning is an active, integrated, and constructive process influenced by social and contextual factors. Barrow & Gijsselaers (1996) claims that Problem-Based Learning characterized by a student-centered approach, teacher as facilitators rather than disseminators, and open-ended problems in Problem-Based Learning are called "ill structured" that serve as the initial stimulus and framework for learning.¹⁴ Instructor also hopes to develop students' interest in the subject matter, emphasize learning as opposed to recall, promote group-work, and help students become self-directed learners.

¹³Sukmawati, *The Correlation between Vocabulary Mastery and Speaking Skill of the Second Year Students of SMA Negeri 4 Palu*, Unpublished Master Thesis, (Tadulako University: Palu, 2006) p. 11

¹⁴Barrows H. S. et al., *Problem-Based Learning: An Approach to Medical Education*, (Springer: New York, 1996) p. 102

The basic instruction in Problem-Based Learning curriculum is a project, where students are divided into several groups discussion, then they have to work together to solve the problems given by teacher. At this case, students are randomly divided into 4 groups, with 5-6 students in each group, and below are the following steps:

1. Students are presented the problem activities;
2. They have to discuss the problem with group and share about what they already know and what they need to know related to the problems given;
3. The students then do research for the missing information;
4. The students report back to the groups the information they have learnt;
5. Step 2 and 4 are presented until the group arrived at a possible solution;
6. The final step is students present their reports or answers to the selected problem in front of the classroom.

Advantages of using Problem-Based Learning

Below are some advantages of Problem-Based Learning proposed by (Mathews and Aydinli, 2007) are:

1. Promoting language acquisition, particularly when this interactions involve negotiation meaning;
2. The students will be easy to express their ideas because before they perform their speaking, they have time to discuss the problem activities with their friends.
3. Promoting meaningful interaction in the second language classroom. When the students are going to focus on real problems, the interactions between students will be more meaningful and authentic.
4. Helping students become more autonomous learners who will transfer the skill learned in the classroom to their lives outside of the classroom.¹⁵

¹⁵Mathews J. et al., *Problem Based Learning and Adult English Language Learners*, (Center for Applied Linguistics: USA, 2007) p.12

Research Design

Based on the problems faced by the eleventh year students of language program at Madrasah Aliyah Negeri (MAN) 1 Palu, the researcher designed this study in the form of Classroom Action Research (CAR). As Sprinthall, et al. (1991) states that classroom action research is designed to solve the problem that has a direct application in the setting in which the research is conducted and the sources of the problem are typically the teacher who identify a problem that they feel need an immediate solution.¹⁶

Setting of Research

Based on the subject of this research, the researcher would set her study on the eleventh year students of language program class at Madrasah Aliyah Negeri (MAN) 1 Palu. It is located on Jln. Jamur 38 Palu Barat. The researcher taught speaking skill to these students by applying the Problem-Based Learning in order the students speaking skill can be improved.

Procedure of the Research

The procedures consist of the planning, acting, observing, and reflection.

Planning

The researcher and the collaborator teacher prepared the lesson plan of the teaching-learning speaking through Problem-Based Learning Technique which includes: objectives, teaching procedures, materials of instruction, and evaluation.

Both researcher and the collaborator work together to develop the instruments in the form observation, prepared field notes and test the students. The observation sheet was used as a guide to observe the teaching and learning process. The observation was addressed to the teacher and students' activities.

To note the students and the teacher's activities that were not covered in the observation sheet, the researcher prepared field

¹⁶Sprinthall et al., *Understanding Educational Research*, (Prentice Hall Inc: New Jersey, 1991) p. 99

notes (journals). It was used to facilitate the researcher and the collaborator to get information.

In order to get an accurate judgment whether the cycle to be continued or not, the criteria of success would be determined. This is in line with the CAR concept saying that the main concept of action research suggests that an appropriate form of analysis would be through the discussion of criteria and area of concern as well as isolated instance of behavior.

Acting

The action would be applied when the teaching learning process was going on by using the plan that has been arranged before. The researcher and the collaborator teacher arranged the date and the time based on the time schedule. Since this study applied in class of Language Program, who has extra time in learning English. The study was conducted in five meetings for cycle 1, and 2 meetings in cycle 2, where on Thursday it took 135 minutes, and on Friday took 90 minutes. The steps of teaching-learning speaking by using Problem-Based Learning were done as follow:

1. The teacher presented to students the problem activities;
2. The teacher asked students to discuss the problem with group and share about what they already know and what they need to know related to the problems given;
3. The teacher asked students to do research for the missing information;
4. The teacher asked students report back to the groups the information they have learnt;
5. Step 2 and 4 were presented until the group arrived at a possible solution;
6. The final step was teacher asked students to present their reports or answers to the selected problem in front of the classroom.

Observing

The observation checklist was used in this session. The researcher would observe the students' activities and take some notes or records on the process of teaching and learning process by

applying Problem-Based Learning Technique. The researcher would make a documentation of the effects of the action which provides the basis to follow up discussion and reflection. The observation was done in class during the preparation of students in presenting their problem in front of the classroom.

Reflecting

At this stage, the researcher and the collaborator teacher evaluate the effects of the action carried out. The researcher and the collaborator interpret the data from students' score, observation, field notes, and also tests to decide whether the action done in cycle 1 is successful or fail. If it fails, the researcher would conduct another action into the next cycle.

Technique of Data Collection

Data collection is a process of collecting data concerning with the whole activities during the research. This part is very crucial in a research. The researcher collected the data about the implementation of students' progress in learning under the implementation of Problem-Based Learning.

The data of this research were analyzed descriptively and statistically. The result of non-test was described descriptively and the test applied was analyzed statistically.

In order to analyze the data easily, the researcher took the oral examination mark bands taken from Depdiknas in Elinawati (2009).

Table 1: Oral Examinations' Bands in Speaking

| | |
|---------------|--|
| Mark 5 | Reasonably comfortable at natural speaker speed and rhythm in everyday contexts, though there may be some hesitation when speaking on more difficult topic |
| Mark 4 | Speaks with some hesitation, especially on difficult topics, but does not unduly try the patience of the listener. |
| Mark 3 | Regular hesitation, even in everyday context, but is generally able to maintain the flow of the message |
| Mark 2 | Unacceptable hesitation even in everyday contexts. |
| Mark 1 | Speech is very disconnected |
| Mark 0 | Not capable of connected speech |

The students' scores were categorized based on the categories of students' success as follows:

Table 2: Categories of the students' success

| Bands | Result | Classify | Category |
|--------------|---------------|-----------------|-----------------|
| 5 | 91-100 | Excellent | Successful |
| 4 | 81- 90 | Very good | Successful |
| 3 | 71- 80 | Good | Successful |
| 2 | 51- 60 | Poor | Failed |
| 1 | 51 ≤ | Very poor | Failed |

Instruments

The researcher employed some instruments for data collection as follows:

a. Observation checklist bok

It was used to observe the teacher and students' activities during the teaching and learning process. The researcher used two kinds of observation sheets; they were teacher and students' observation sheets.

Teacher observation sheet relates to the teaching performance. It was used for identifying data on teaching performance. It was aimed for evaluating the way collaborator provide the topic, control and guide the students during the learning process, and the way collaborator provide students to do their presentation. While students observation sheet relates to the students' response in speaking learning process. It was used for attaining data on students' participation in the classroom.

b. Field notes

Field notes were used to note the important things related to the teaching and learning process which is not covered in the observation sheets. It was applied to get data from the field. Bogdan et al., (1998) explain that field notes are written account, what the researcher hears, sees, experiences and thinks in the course of collecting data and reflecting on the data in qualitative research.¹⁷

¹⁷Bogdan R.C., *Qualitative Research in Education*, (Allyn and Bacon: Boston, 1998) p. 107

Based on explanation above, we can assume that field notes is a tool that covers all information related to all activities in doing the research.

c. Test

Test was used to measure the students' achievement in speaking skill. The speaking assessment employed in this research was that the researcher would provide several topics. She would write down the topic in the paper then put it in the box. After that, she invited students from each group to choose one of the topics that were going to be solved, and the students have to present it in the last meeting of the cycle.

d. Questionnaire

Questionnaire was used to support the data which can give information in order to know the students' response in learning speaking through Problem-Based Learning Method.

e. Tape recorder

In order to get the real data, and also to make the researcher easy to score the students speaking skill, she used tape recorder as a medium to record the students' speaking performance.

The Criteria of Success

Since the final goal of this research is intended to find out how Problem-Based Learning improves the students' speaking skill, the researcher needs to determine the criteria of success. This research was successful if the mean score of speaking performance test was greater than or equal to 75 as the minimum standard of the achievement of Madrasah Aliyah Negeri 1 Palu in English Speaking learning. Therefore the criteria of success were determined by some indicators as follows:

1. The students can analyze the scenario problems given by teacher.
 2. The students can give innovating possible solution to the problems given by teacher.
 3. The students can critically evaluate group suggestion
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4. The students can demonstrate the prior theoretical knowledge as well as that newly acquired throughout the case study.
5. The students can use the practical skills in complementing the case study.
6. The minimum criteria of achievement must be 50 % and group students' achievement must be 75 as the minimum criteria of success.

Reflection in Cycle 1

Based on the students learning achievement in cycle 1 as shown in the table of test results, the researcher and her collaborator made a reflection. The result of reflection divided into two activities; the researcher's activities and students' activities.

Table 3: Reflections in Cycle 1

| Researcher's activities | Students' activities |
|--|--|
| 1. The researcher did not give chance for students to select their topic individually. | 1. The students took the paper from the box. |
| 2. The researcher gave unclear instructions, and it was too fast. | 2. There were several students who could not express their ideas because the researcher gave the instruction too fast and unclear. |
| 3. The researcher did not lead the students' presentation. | 3. The students lead their presentation individually. |
| 4. The researcher did not repeat her explanation. | 4. The students were getting confused when the researcher explain the materials, because she did not repeat her explanation. |

As the result of reflection in cycle 1, the researcher made some improvements in cycle 2, such as; lead the students' presentation in order the students can be more motivated in their learning since there were some guidance from the researcher. Furthermore, the researcher also assigned the students to find out their own topic problems based on their interest in order they would be more serious in doing their task together with their friends.

Research Findings in Cycle 1

As the result of doing the research in cycle 1 that, most of the students in class of language program could not really motivated in their speaking learning through Problem-Based Learning Technique, where most of the students' pronunciation are not intelligible, especially in using appropriate sounds of words such as in pronouncing the word *three, chocolate, bottom, and also*, beside that some of them also still in lack of vocabulary even in everyday communication, where most of the students still difficult to produce the words eventhough the teacher always use it in explaining the materials, such as; *arrange, provide, make, and use*. It can be supported by the result of the students' test in table 4.1 on page 47, where there were only 10 students success in cycle 1 speaking test.

Based on the research findings in cycle 1, the cycle should be continued to the second cycle.

Reflection in Cycle 2

Both researcher and collaborator did reflection by analyzing and validating the data from all of the activities during the teacher and learning process, in order to know whether the cycle continued or stopped.

And the result findings of this second cycle showed that there were only 4 students unsuccessful in speaking test and 18 students or more than 50 % of them have passed the minimum group achievement. That was why the researcher stopped the cycle.

The findings of the first meeting in cycle 2 revealed that most students were able to show their active participation in the classroom activities. Even though this was the second cycle this

technique implemented in this class. It was because the researcher applied this technique in many meetings in cycle 1 so the students were familiar and able to improve their ability in speaking in cycle 2.

Based on the students learning achievement in cycle 2 as shown in the table 4.4, the researcher and her collaborator made a reflection. The result of reflection divided into two activities; the researcher's activities and students' activities. The result of reflection in cycle 2 can be seen as follows:

Table 4: the Result of Reflection in Cycle 2

| Researcher's activities | Students' activities |
|--|--|
| 1. Gave chance for students to find out the topic of their own problems based on their interest. But, the scenarios of the problems were made by the researcher. | 1. Find out the topic of the problems based on students' interest, and solve the scenario of the problems by the researcher. |
| 2. Gave clear instruction during explaining the materials and answering the students' questions. | 2. Most of students can create a dialogue or express their ideas in speaking English. |
| 3. Did not give extra time for other groups for making a discussion before doing the presentation. | 3. Did not have extra time for making a discussion before doing the presentation. |
| 4. Lead the presentation in order when the students get confused, she can help the students. | 4. Students were very motivated since there were some helps by the researcher during their presentation. |

It can be seen from the researcher and the students' achievement in cycle 1 and cycle 2 that the percentage of the students' achievement in the mean score has met the criteria of success in cycle 2, since the researcher gave clear instructions during explaining the materials, lead the students' presentations in

order they were not getting confused in their speaking learning, and the students were assigned to find out their own topic problems based on their interest in order they serious in doing their tasks, most of them were able to improve their ability in speaking English, where most of them were looking more enthusiast and without feeling shame anymore in presenting the result of their work in front of the class. Furthermore, most of them had prepared enough vocabulary before presenting their speaking presentation.

Research Findings in Cycle 2

Since the researcher assigned the students to find out the topic of the problems based on their experience in cycle 2, the findings in cycle 2 showed that almost all of the students in language program class can express their ideas by using English in front of the class. It means that Problem-Based Learning Technique give a positive impact to the students' ability in speaking. It can be seen based on the test results of the students' speaking skill in Table 4, where there were 18 students success in speaking test.

Discussion

As the result of doing this research, the researcher believed that problem-based learning through problem solving activities is effective in improving the students' speaking skill. It can be seen based on the result of students' response in questionnaire that all students like to learn English by using this technique, most of them argue that the use of this technique made them easy to finish their exercise because in doing this activities, students should express their ideas in the form of group presentation; where they should explain the way how the problems being solved.

Besides, the students feel that their ability in pronouncing English words had improved dramatically in cycle 2 since the students' pronunciations were regularly checked by the teacher during the learning process. When their pronunciations are not intelligible, both teacher and also the other students could directly correct it in order the speaker could speak English correctly, such as in pronouncing the word *three*. At this stage, the teacher asked the students to put their fore finger in front of their mouth and

pronounce the word three until the tip of their tongue touched their forefinger.

Furthermore, students' vocabulary had also increased through Problem-Based Learning Technique, where before they presenting the result of their work, they have to find many vocabularies to arrange their sentences in speaking.

In addition, based on the researcher's observation, all activities in Problem-based Learning made students felt enthusiastic, since there is not English presentation applied in this class before. This high enthusiasm was also shown when during the learning process; the students gave their suggestions and opinion to their friends' presentation.

When the students were enthusiast in their learning, means that they had been motivated to be involved into the class interaction. It was shown where almost all students present to the classroom in every meeting in cycle 2, where everyone was really interested in preparing questions, suggestions, and also corrections to their friends' performance in every meeting, because they were really interested in knowing how each group presented their speaking in front of the classroom.

In doing all activities in Problem-Based Learning, the students also could demonstrate the prior theoretical knowledge as well as that newly acquired throughout the case study, where they could give clear explanation such as in explaining the way how to use the Microsoft office word.

During the presentation, students were given more opportunities to deliver their ideas/opinion freely, without any judgments given by teacher. Those activities made them familiar in speaking English, so there was no feeling afraid of making mistakes anymore when the teacher asked them by using English Language.

Related to the students' performance in speaking, it indicates that the students fluency in cycle 2 was better enough than in cycle 1.

In cycle 2, It could be seen where the students were very enthusiast in expressing their ideas during the learning process.

English is a foreign language for Indonesian students that was why; the teacher's help is really needed in this speaking learning, because one of the most important aspects of the successful of this research was because of the important role that was played by the teacher; where besides as a teacher, she also became a facilitator, monitor, and also controller during the teaching and learning process.

There were two cycles in this research, because the result of doing the research in cycle 1 showed that, most of the students in class of language program could not really motivated in their speaking learning through Problem-Based Learning Technique, since this was the first time this technique applied in their class. It can be seen where most of the students' pronunciation are not intelligible, especially in using appropriate sounds of words, beside that some of them also still in lack of vocabulary even in everyday communication. It can be seen based on the result of the students' test in table 4, where there were only 10 students success in cycle 1 speaking test. So, both the researcher and her collaborator made some improvements in cycle 2 such as; giving a slow explanation in order the students can easy to understand the instruction, leading the students' presentation in order the students can be more motivated in their learning, and the researcher also assigned the students to find out their own topic problems based on their interest in order they would be more serious in doing their task.

As the result, the findings in cycle 2 showed that almost all of the students in class of language program had familiar to this technique. It can be seen where all of them were really motivated in their learning since there were clear explanation and leads by the teacher, and also they were assigned to find out their own topic based on their interest.

Conclusions

After analyzing the data in chapter IV, the researcher draws conclusions as follows:

The application of Problem-Based Learning Technique in this Classroom Action Research is very effective. It shows that the

application of Problem Based Learning Technique can improve the speaking skill of the students in language program. This can be seen from the results of the data analysis of cycle 2. There were 18 students who were successful in speaking test, and only 4 students who were not successful. The group achievement was 81, 81%. The application of Problem-Based Learning improves the students speaking skill in the following way:

1. The students expressed their ideas by using English through problem solving activities.
2. The students were assigned to find out their own topic problems based on their interest.
3. The pronunciation of the students were regularly checked by the teacher.
4. Students' discussion were facilitated by using probing questions/questions in English.

Suggestions

After doing the research, the researcher could provide some suggestions as follows:

1. For students: The students should demonstrate or provide the video of the process of their problem solving activities in front of the classroom, so it will be more interesting.
2. For teachers: The English teachers are recommended to apply Problem-Based Learning Technique in teaching speaking, because they can lead the students' discussion by providing questions in English and also can directly check the students' pronunciation, beside that for who are interested in using this technique are suggested to include local content of topic problems to supplement foreign content topics.
3. For school: Problem-Based Learning Technique should be applied in school, because it is one of effective techniques that can be used in improving the students' speaking skill, especially in the area of fluency.

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