

CHAPTER I

INTRODUCTION

1.1 Background

Language is very important to our daily lives. English is the language used as an international language. Critical language skills include four Language skills; listening, speaking, reading, and writing. In English, since 2006 Competency-based curriculum has stated that one of the learning objectives of English is to develop communication skills, both orally and in writing of language. This means that speaking is an essential skill in language learning. Because it is used to express an idea, a feeling, or to make a communication. Speaking is a part of daily life that we take for granted (Thornbury, 2005:1).

Speaking is considered a pure and variant activity outside linguistics and linguistics. The theory of language developed mainly in the abstract context of usage and the origin of diversity. Speakers speak to influence their listeners. It is the result of the learning process. Students' communicative competence is an essential aspect of teaching oral expression, becoming necessary for successful language learning if language functions as a meaningful expression system. Some people often think that the ability to speak a language is a product of learning a language. They claim that saying is an essential part of the language learning process. According to Littlewood (1981: 61), says is ways to use languages as means of communication. And if the success of Speech is measured by someone's ability to carry on a conversation in the language.

Learning English at school is a way to **learn** English from **scratch**. The process of teaching and learning English in junior high **school** aims to **improve students' communication skills**. Students **need** to understand and **create** spoken and written **texts to develop communication skills, represented by** four language skills: listening, speaking, **reading**, and writing. Therefore, teaching and learning English focuses **on** developing **students'** four language **skills**. (Ministry of Education, 2006) Studying English in Indonesia focuses on students' ability to communicate in English. Second, students need to be incentivized to share. Students should be able to use English in the classroom without the intention to use language, and finally, without fear of making decisions when they make a mistake.

Communication can be described as a language skill through oral or conversational communication. Verbal expression is one of the critical indicators of language learning in high school. This is one of the ultimate language learning goals (BSNP, 2006: 278). English is also an essential means of communication. In everyday life, people often communicate with others verbally rather than in writing. Also, many professions require language knowledge. Employees must share well with their partners to create a good communication environment. You also need to be an excellent speaker to integrate and negotiate with other companies. In particular, conversational English skills are very important for learners to use in real life now and in the future.

Based on interviews with English teachers from SMP Muhammadiyah 1 Jember, it was found that in the 8th grade, the results of a needs analysis by researchers on English proficiency development in this junior high school show that especially the eighth graders of Muhammadiyah 1 Jember Junior High School have difficulty learning speaking ability that require the learning process of English proficiency. This is due to skill learning. Speaking English is considered difficult for students because English is different from the language they use in their daily lives.

This is made even more difficult because there are no suitable media to support the learning of these speaking ability.

Teachers use only the learning resources available at school, but they are still very rare because they are not clear and exciting. No developer (teacher) has tried to develop media based on the needs of students. In addition, they also have problems with motivation and concentration in oral communication. Most children are not taught how to speak a language (Yule, 2006: 154). Therefore, donating various materials is not the only way to go through, but it also requires proper skills to teach speaking.

Researchers attempted to perform class action research using problem-based learning (PBL) for the question above. Problem-based learning allows them to test and test what they have experienced. To know what they need to learn.

Develops the social skills necessary to improve the implementation group. According to Hmelo (1997: 236), APP puts learning into a real problem and makes students responsible for their learning, helping them become active in education. They also have a limited vocabulary. When I want to improve my English, I usually use Indonesian or Boogie-Woogie. But I don't know English words. Third, I was confused when the teacher gave some instructions in English. They do not understand what the teacher is explaining. These problems make students passive and shy. PBL increases are speaking of eighth-graders of SMP Muhammadiyah 1 Jember, by intrinsic motivation for expressing an oral dialogue in the current situation.

Getting students to speak English is hard work for English teachers. It takes a long process of practice and learning. Students of foreign language learners find that their mother tongue is entirely different from English. At the same time, chances to learn English and practice it out of actually living are very limited in time and space. Therefore, surnames need plus practice in

speaking English. Considering the importance of fluency in speaking, the Indonesian government states that students should master this skill completely, not only speaking theory but also practice.

One of the methods offered by the 2013 curriculum is Problem Based Learning. Yew (2009:11) states that Problem Based Learning is a learning approach that seeks to create a learning environment where students learn in the context of significant problems, actively construct mental models in the process in a collaborative fashion, and develop self-directed learning skills in the process. This PBL brings together four relatively new insights into learning, namely that learning can be considered a constructive, self-directed, collaborative, and contextual activity. It also increases students' self-confidence (Klein. 2009). They also conduct independent learning activities from memorization and repetition to discovery, integration, and presentation. Listening, communicating, and taking responsibility to respond From knowledge of facts, terminology, and content to understanding processes; from theory to the application; Rely on teachers for empowerment (Candau, 2003).

1.2 Problem Statement

Based on the explanation above, the writer formulated research questions as follows:

1. How is the implementation of Problem-based Learning on students' speaking ability?

1.3 Objective of The Research

1. To find out the implementation of Problem-based Learning on students' speaking ability

1.4 Operational Definition of the Terms

In order to give clear some key in this terms in this research, the researcher needs to make the interpretation and define the meaning of some key terms dealing with this research:

1.4.1 Speaking Ability

An ability to convey information verbally, communicate effectively, and assure that listener can understand.

1.4.2 Problem-Based Learning

A method which involve students to communicate, share ideas to solve the problem, and their speaking will be improved.

1.5 Significance of the Research

1. Analysing Benefits

- a. The results of this study can contribute to the literature on the use of problem - based learning models.
- b. The results of this study can be used as a reference in developing studies used by middle school teachers.

2. Practical Advantage

- a. for researchers

The results of this study can add knowledge, understanding, and experience using a problem-based learning model to teach spoken language to middle school students.

- b. Benefits For Students

The use of the problem-based learning model was an effort to arouse students' interest to be interested, understand, and can speak.

c. Benefits For teacher

- 1) The results of this study can contribute to the use of appropriate and diverse models for speech education.

1.6 Scope of the Research

The scope of this research is SMP Muhammadiyah 1 Jember and focuses on the level of students' language, pronunciation, and vocabulary. As part of the research, the researcher analyzed by conducting interviews with English teachers to find out how the student's abilities at SMP Muhammadiyah 1 Jember were in the level of language, pronunciation, and vocabulary of students using the PBL learning method.

