

**THE USE OF PROBLEM-BASED LEARNING TO IMPROVE SPEAKING ABILITY OF
THE CLASS X AT SMK MUHAMMADIYAH JEMBER
IN THE 2019 / 2020 ACADEMIC YEAR.**

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ABSTRACT

Dwi Wijaya. 2020 *The Use of Problem-Based Learning in Improving Speaking Ability to the X Class at SMK Muhammadiyah Jember in the 2019 / 2020 Academic Year*. Thesis The Faculty of Teacher Training and Education English Department, Muhammadiyah University of Jember. The Advisors : Yeni Mardiyana Devanti, M. Pd. (2) Widia Oktarini, MA.

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Speaking is one of the important skills which must be mastered by the students in learning English. However, many students find speaking as one of the problem that they face when they want to learn English. Therefore, it is important to do research entitled “The Use of Problem-Based Learning in improving speaking ability to the class X at SMK Muhammadiyah Jember in the 2019 / 2020 academic year”.

In this research, the problem is “how can Problem-Based Learning improve speaking Ability to the class X at SMK Muhammadiyah Jember in the 2019 / 2020 academic year?” and the objective of this research referring to the research problem is to find out how Problem-Based Learning can improve speaking ability.

The design of this research is classroom action research. The research subject is class X consisting of 35 students. The data are collected using interview, direct observing and test and instrument used is test items. In order to analyze the data students’ speaking score, average score formula is used.

In designing a Problem-Based Learning lesson, teachers should first identify what standards or outcomes they want their students to know by the time they reach a viable conclusion to the problem. By first knowing what outcomes teachers want from their students, teachers can then choose or develop a problem that allows students to successfully reach those assigned standards or outcomes. There are many resources teachers can use in developing a problem for a Problem-Based Learning lesson. All of the students were active in teaching and learning activities and enthusiastic about it. Those caused the result of cycle two achieved the criteria of success. Problem-Based Learning improved the students’ speaking ability in two cycles average scored of student is 68 in cycle 1 to 80 in cycle 2 and it was known that there were

85.7% of 35 students who active in the class and there were 14.28% of 35 students were passive in the class.

Based on the research result, It can be concluded that Problem-Based Learning is able to improve speaking ability at SMK Muhammadiyah Jember in the 2019/2020 academic year.

ABSTRACT

Kata Kunci: Kemampuan Berbicara, Pembelajaran Berbasis Masalah

Berbicara adalah salah satu keterampilan penting yang harus dikuasai oleh Siswa dalam belajar bahasa Inggris. Namun, banyak siswa yang menganggap berbicara sebagai satu kesatuan dari masalah yang mereka hadapi ketika mereka ingin belajar bahasa Inggris. Karena itu, penting untuk melakukan penelitian berjudul “Penggunaan Pembelajaran Berbasis Masalah dalam meningkatkan kemampuan berbicara ke kelas X di SMK Muhammadiyah Jember pada tahun akademik 2019/2020”.

Dalam penelitian ini, masalahnya adalah "bagaimana Pembelajaran Berbasis Masalah dapat meningkatkan Kemampuan Berbicara kepada siswa kelas X di SMK Muhammadiyah Jember pada tahun akademik 2019/2020?" dan tujuan dari penelitian ini mengacu pada masalah penelitian adalah untuk mengetahui bagaimana Pembelajaran Berbasis Masalah dapat meningkatkan kemampuan berbicara.

Desain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian adalah kelas X yang terdiri dari 35 siswa. Data dikumpulkan menggunakan wawancara, observasi langsung dan tes dan instrumen yang digunakan adalah item tes. Untuk menganalisis data skor berbicara siswa, rumus skor rata-rata digunakan.

Dalam merancang pelajaran Pembelajaran Berbasis Masalah, guru harus terlebih dahulu mengidentifikasi standar atau hasil apa yang mereka ingin siswa ketahui pada saat mereka mencapai kesimpulan yang layak untuk masalah tersebut. Dengan terlebih dahulu mengetahui hasil yang diinginkan guru dari siswa mereka, guru kemudian dapat memilih atau mengembangkan masalah yang memungkinkan siswa untuk berhasil mencapai standar atau hasil yang ditugaskan. Ada banyak sumber daya yang dapat digunakan guru dalam mengembangkan masalah untuk pelajaran Pembelajaran Berbasis Masalah. Semua siswa aktif dalam kegiatan belajar mengajar dan antusias melakukannya. Hal itu menyebabkan hasil siklus dua mencapai kriteria keberhasilan. Pembelajaran Berbasis Masalah meningkatkan kemampuan berbicara siswa dalam dua siklus nilai rata-rata siswa adalah 68 pada siklus 1 hingga 80 pada siklus 2 dan diketahui bahwa ada 85,7% dari 35 siswa yang aktif di kelas dan ada 14,28% dari jumlah siswa. 35 siswa pasif di kelas.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa Pembelajaran Berbasis Masalah mampu meningkatkan kemampuan berbicara di SMK Muhammadiyah Jember pada tahun akademik 2019/2020.

INTRODUCTION

Speaking is one of English skills. The ability of speaking skills in English is a priority for many foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency (Richards, 2008. p.19). According to Maxom (2009, p.183) speaking is the most important skill in English language teaching and it is almost impossible to have true mastery of a language without actually speaking it. Moreover, it also involves putting a message together, communicating the message, and interacting with other people (Lindsay and knight, 2006. p.58). So, speaking is a difficult skill because it is used to practice how to produce and express ideas and feelings. The students have to be given many opportunities to speak in order to be able to speak English well and fluently. Therefore, this phenomenon must be treated by suitable technique in order that the students' problem is solved.

To design speaking activities or instructional material for second language or foreign language teaching, it is also necessary to recognize the different functions of speaking in daily communication and the different purpose for which our students need speaking skill (Richards, 2008. p. 20).

Preliminary study was done by interviewing the English teacher doing speaking pre-test of SMK Muhammadiyah Jember. Based on the interview with the English teacher that most students have difficulties in improving speaking abilities such as, fluency, pronunciation, grammar, and vocabulary. Based on the pre test, the average of speaking score is 66 and the target score for this research is 70. However, the biggest problem faced by the student is lack of vocabulary. Therefore, the phenomenon is that the students do not feel comfortable and relaxed in learning speaking. Even the students are afraid to make mistake and shy to speak English in the classroom.

One of the strategies to solve this problem is Problem-based learning. Problem-based learning is an instructional method in which students learn through facilitated problem solving. Students work in collaborative groups to identify what they need to learn in order to solve a problem. They engage in self-directed learning (SDL) and then apply their new knowledge to the problem and reflect on what they learned and the effectiveness of the strategies employed. The teacher acts to facilitate the learning process rather than to provide knowledge (Cindy E, 2004. p. 235). Problem Based Learning (PBL) also is facilitating learners to experience learning as a result of the process of working in order to understand or solve a problem. In other words, Problem Based Learning (PBL) is a strategy for construct or grow certain competencies by using problem as stimulus as well as focus learner's learning activities (Boud & Feletti, in Kristiyani, 2008. p. 17). So that's why the researcher choose Problem-based Learning is one technique because it can give many advantages not only for teacher as a sender of information but also students as receiver. Students will feel easier and more interested in understanding the lesson that is being taught, because the students can get stimulus in expressing their idea by the information that they found and also by their teamwork.

Based on the above discussion, this classroom action research entitled as the use of Problem-based Learning of the class X in improving students' speaking ability at SMK Muhammadiyah Jember in the 2019/2020 academic year conducted.

RESEARCH METHOD

This research was intended to improve the speaking ability by using PBL; method for the X grade student at SMK Muhammadiyah Jember. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action. To measure the student percentage of their speaking ability, the researcher uses this formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} : The avarage score

$\sum x$: Total of student score

n : The number of the students

(Furqon, 2003:42)

The second cycle is conducted under the condition if the result of the first cycle has not achieved the criteria of success. If it is achieved the success, the first cycle is stopped. The steps in analyzing the data were as follows:

1. Scoring the result of the speaking competence test in Cycle 1.
2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the research and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which was used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

THE RESULT OF THE RESEARCH

Based on the result and percentage of students' involvement in teaching learning, it was known that there were 35 % of 30 students active in the class and there were 65% passive in the class. This means that the teaching reading comprehension by using PBL was less interesting for the students. It could be said that the students did not give optimum response. In addition, by conducting observation along with the teaching learning process of reading comprehension, the process observation was carried out.

Tab. 4.2.2. The Average of Observation Checklist for Cycle 1

Based on the result and percentage of students' involvement in teaching learning, it was known that there were 68.56% of 35 students active in the class and there were 31.42% passive

in the class. This means that the involvement of student in the class when used Problem based Learning was less interesting enough for the students according to the target is 85%. It could be said that the students did not give optimum response significantly. In addition, by conducting observation along with the teaching learning process of Speaking ability and active participant of the student was carried out.

4.2.2 The Result of Speaking Test in Cycle 1

The test was conducted to measure the students' speaking ability. 35 Students were present at that day. From the test result, 19 students got 70 and ≥ 70 and 16 students got ≤ 70 in speaking test.

4.2.2.1 Table of The Result of speaking Test in Cycle 1

The Data Results	Cycle 1
The average score of speaking test	68
The number of the students who scored 70 and ≥ 70	19

The average score was 68 and the number of the students who scored 70 and ≥ 70 was 19. Based on the above table, teaching speaking ability using Problem based learning in cycle one still could not reach the criteria of success (70) and the requirement of students scoring ≥ 70 . From the data above, it can be concluded that speaking test in Cycle 1 was not successful.

4.2.4 The Result of Observing in Cycle 2

Based on the result of observation, it was known that there were 85.7% of 35 students who active in the class and there were 14.28% of 35 students were passive in the class. It means that the active participant by using Problem based Learning was successful in catching the students' attention. It can be said that the students gave response significantly.

4.2.5 The Result of Speaking Test Cycle 2

The test was conducted to measure the students' speaking ability 35 Students were present at that day. From the test result, 30 students got ≥ 70 and 5 students got ≤ 70 .

4.2.5.1 Table The Result of Speaking Test in Cycle 2

The Data Results	Cycle 2
The average score of speaking test	84
The number of the students who scored ≥ 70	30

The average score was 84 and the number of students who scored ≥ 70 was 30. Based on the above table, teaching speaking ability using Problem based learning in cycle two successfully reach the criteria of success (70) and the requirement of students scoring. From the data above, it can be concluded that the requirement in this research had already been achieved.

From the result of second cycle that the students achieve the target score in the second meeting. Therefore, the students' participation in the teaching learning process of the reading comprehension had also improved. The students were actively involved in teaching learning process. It could be said the teaching speaking ability by using PBL in cycle 2 can improve the students reading comprehension ability and could raise the students to be enthusiastically involved in the teaching learning process. In other words the implementation of the action in cycle 2 is successful and the actions were stopped.

DISCUSSION

In the first cycle, the students' speaking ability after being given the action in teaching speaking skill through Problem based learning was failed. It is due to found that the average score of the students speaking test in cycle I was 68. Look at the objective of the research, the result of the test cycle I could not be interpreted that it was not achieved the criteria if success or the average score was 70. In other sides, it could not improve the students' speaking ability. The student still got difficulties in speaking skill. There were many students still did not understand and confused in speaking well such as, speak fluently and grammatically. Unfortunately, the researcher also had a problem in teaching in the classroom such as, managing the student was not easy and controlling them must be patient. Thus, the action cycle was processed to the next cycle by revising the lesson plan, the materials, media and design of teaching in classroom in order to make student more interested in teaching and learning process moreover, to achieve the target score of the research. after giving the action the second cycle, it was found that the students' speaking ability had significantly improved. The average score of the students' speaking test in cycle 2 was 84. It means that the students' average score had already achieved the target score or the criteria of success. The improvement of the student's speaking ability in the second cycle was also followed by the improvement of their involvement in the process of speaking activities. The improvement of students' speaking ability caused by the teaching and learning process cycle. The researcher gave more example of understanding the material and explaining the instruction that will be used in teaching and learning process.

Based on the result of observation checklist, it can be seen that the students' activeness was also higher than in the first cycle. It was found by the teacher by using Problem based learning, it can influence the students' activeness in teaching and learning process from the cycle 1 to the cycle 2. They gave positive response and interest. In relation to this case, the improvement of students' speaking ability in the second cycle was also followed by the improvement of their involvement in teaching and learning process. Thus it related to one of the advantages of having based or teamwork which is stated by Lidinillah (2007:5) " Individual students' learning difficulties can be overcome through the workgroups in the form peer of teaching ". The student will still work with their teamwork and it make them to be actively involved in discussion in teaching and learning process in the classroom.

PBL education builds on the students' background, expectations, and interests. It is common for students to be motivated to work much harder with the PBL model than with traditional teaching methods. In general, students spend more time on their studies when working with a PBL model than with traditional models. Student participation is much less in conventional courses, where the students have no say in the problem formulation (Graaff, 2003. P. 661).

From the explanation above, it can be concluded that the use Problem based learning can improve student speaking ability and involved the student to be able to share and discuss their opinion in some groups in order to solve the problem discussed.

Concerning to this researcher, it was revealed that the use of Problem based learning can improve the students' speaking ability of the class X at SMK Muhammadiyah Jember in the 2019/2020 academic year.

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The suggestion was given to the English teacher, to the students and other researcher.

Based on the discussion of the result, it can be concluded that the use of Problem based learning is able to improve the class X students' speaking ability at SMK Muhammadiyah Jember in the 2019 / 2020 academic year. Besides, they also know how to speak fluently and grammatically. Moreover, students speaking ability are improved by discussing between teacher to student and student to student, promoting meaningful personal interaction and learning (skills, attitudes or processes) and the last, adopting more responsible and independent mode of learning. Based on the result of observation checklist, it can be seen that the students' activeness was also higher than in the first cycle. It was found by the teacher by using Problem based learning, it can influence the students' activeness in teaching and learning process from the cycle 1 to the cycle 2. They gave positive response and interest. It was known that there were 85.7% of 35 students who active in the class and there were 14.28% of 35 students were passive in the class. Within a PBL student-centered classroom, students are able to use the knowledge they have and apply it towards a meaningful problem. Students start to see how the knowledge they learn helps them to solve problems in life, therefore giving them a love for learning and turning them into life long learners. As education learns to embrace this new type of teaching, teachers will have to learn to give the control of the problem and the classroom to the students.

By considering the result of the research, some suggestions are given to the English teacher, the students and other researchers. It seems that it brings a change. The students are able to share and discuss the problem, interacting in their group, identify and clarify the problem. Realizing that there was better improvement of using Problem based learning can improve the students' Speaking ability, so the English teacher is suggested to apply Problem based learning when teaching Speaking in the classroom. Thus, for the students are suggested to use the Problem based learning in the classroom in order that the students are able to speak up by giving their opinion or ideas about the problem are discussed. Then by teamwork they can solve their problem in speaking more easily.

Finally, this research applies Classroom Action Research in applying Problem based learning, and it can improve the students' speaking ability. Other researchers are suggested to:

- Applied Problem based learning not only to improve students' speaking ability but also to improve others 4 skills in English.
- Conduct the Problem based learning strategy by using another research design.

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