

**THE EFFECT OF USING PROBLEM BASED LEARNING
(PBL) METHOD TOWARD STUDENTS' SPEAKING SKILL
(An Experimental Research at the Eleventh Grade
Students' of SMA Somba Opu Kabupaten Gowa)**



A THESIS

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ABSTRACT

HARIANTO, 2017. *The Effect of Using Problem Based Learning (PBL) Method Toward Students' Speaking Skill at the Eleventh Grade Students' of SMA Somba Opu (An Experimental research)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Makassar Muhammadiyah University. It was guided by Bahrun Amin and Nurdevi Bte Abdul.

The objective of this research was to find out the effect of using Problem Based Learning towards students' speaking skill. The population of the research was the eleventh grade students of SMA Somba Opu in the academic year 2017/2018. It consisted of four classes, XI IPA 1 with 30 students, XI IPA 2 with 28 students and XI IPS 1 with 40 students, XI IPS 2 with 40 students, and the total of population was 138 students and the total of sample was 80 students'. To know whether or not the use of Problem Based Learning (PBL) Method improve the students' speaking in term of fluency and accuracy, the researcher used quasi experimental research and applied in 40 students of XI IPS 2 as experiment class, and 40 students of XI IPS 1 as control class.

The method that was used in these research was quantitative method which the data was served by numerical and tested by statistical formula of t-test. The design of research was quasi experimental research. To get the data, the researcher used observation sheet and speaking tests as the instrument of research, consisted of pre-test and post-test.

The result of the research was the mean score of experimental class was 67.1. After using Problem Based Learning the mean score increased to 82.4. It means that Problem Based Learning was effective towards students' speaking skill. Then the value of t-test was 6.8 while the value of t-table significant degree of 1% with $t(1-\frac{1}{2}\alpha)$ or $t(0.995)$ was 2.640. It means that t-test was higher than t-table or $t_{observe} > t_{table}$. It was indicated the null hypothesis was rejected and the alternative hypothesis was accepted. In conclusion, based on the difference of mean score between pre-test and post-test, Problem Based Learning was effective to be applied in teaching speaking and based on t-test, using Problem Based Learning has significant effect towards students' speaking skill in SMA SOMBA OPU.

From these findings, the researcher made conclusion that by using Problem Based Learning (PBL) Method can improve the students' vocabulary in speaking English.
Keyword: Speaking skill, Problem Based Learning

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CHAPTER I

INTRODUCTION

A. Background of the study

English as an International language was spoken by people almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. English become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English was used as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education. In other word English takes an important role in communication such a medium for every nation to communicate each other.

In Indonesian government, English was considered as the first foreign language and the compulsory subject to be taught in secondary schools. Also, it considered as optional subject or local content materials to be taught in elementary schools and as a requirement subject to pass National Examination.

The objective of teaching English was enable students to communicated in English orally and written form. Accuracy and fluency were aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills was the objective of English teaching based on the current School-Based Curriculum.

To create an atmosphere conducive to learning and fun, there needs to be an attractive packaging learning model. Learners do not feel burdened by the teaching material that must be mastered. If the learners themselves were looking for, process, and concluded the problem that studied the knowledge that they would get longer attached in mind. Teacher as facilitator for the ability to choose the method effective learning to improve critical thinking skills learners.

Ur (1996:120) states that teaching speaking activity can be called successful when the characteristics of successful speaking activity can be achieved by the students. Those characteristics were: (1) Students talk a lot, in which students as much as possible of the period of time were allotted to the activity was in fact occupied by students talk. That was may seem obvious, but often most time was taken up with teacher talk and pauses; (2) Participation was even. Classroom discussion was not dominated by a minority of talkative participants: all get a chance to speak, and contributions were fairly even distributed; (3) Motivation was high. Learners were eager to speak because they were interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective; and (4) Language was of an acceptable level.

Learners express themselves in utterances relevant, easily comprehended to each other, and of an acceptable level of language accuracy.

Learning objectives will clarify teaching and learning process in the sense of situations and conditions that must be done in teaching and learning. The learning model used by teachers should be able to help analysis process learners. One method was Problem Based Learning method (PBL). It was expected that the method of PBL was better to improve active learners when compared to conventional methods. The effectiveness of the model was more active learners in thinking and understanding the material in groups to conduct investigations and inquiry to the real problems around it. So they get the impression of a deep and meaningful about what they learned. By implementing the PBL method of learning science learners were expected to be able to use and develop critical thinking skills to solve problems with using a variety of strategies completion.

The fact was the students often made mistakes in doing the speaking activity conducted by the teacher, because the students have difficulties to memorize every words important to using in speaking, the fact students know many words, but they always forget. The reason was the students rarely practice speaking in the school.

Based on the discussion above, the researcher was interested in carrying out an experimental research dealing with Problem Based Learning (PBL) in teaching speaking. The researcher only takes XI IPS 1 as a control class and XI IPS 2 as an experimental class, because the researcher got information from English teacher that the score of class XI IPS 2 in speaking was still low. That was why that class was categorized as a sample in order to improve the speaking skill.

B. Problem Statement

Based on the background of study above, the problem of the study was:

1. Does the use of Problem Based Learning (PBL) Method improve the students' speaking in term of fluency for the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa?
2. Does the use of Problem Based Learning (PBL) Method improve the students' speaking in term of accuracy (vocabulary) for the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa?

C. Objective of the Study

Based on the research statement, the particular study was aimed at finding out:

1. Whether or not the use of Problem Based Learning (PBL) Method improve the students' speaking in term of fluency for the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa.
2. Whether or not the use of Problem Based Learning (PBL) Method improve the students' speaking in term of accuracy (vocabulary) for the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa.

D. Significance of the Study

1. Theoretically
 - a. The result of the study was expected to be able to widen the skill of teachers in using Problem Based Learning (PBL) Method in order to improve students' speaking skill.
 - b. As a reference to other researchers who want to study PBL method more intensively in teaching speaking.
2. Practically

- a. The result of the study was suggested to apply the Problem Based Learning (PBL) Method to increase the students' competence in English speaking skill.
- b. The used of Problem Based Learning (PBL) in speaking can make the students were more enjoyable in doing their tasks associated with the speaking materials.

E. Scope of the Study

Scope of the study was focused on students' speaking in fluency and accuracy to try experiment of the effect of using Problem Based Learning (PBL) Method Toward Students' Speaking at the Eleventh Grade of SMA Somba Opu Kabupaten Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

Many researchers have expose the identification of the students attitudes and interest in learning English to make the teaching and learning process more effective, especially in teaching speaking. Some of the findings were cited briefly below:

Nur Annisa (2009) conducted a research entitled “The Implementation of Problem Based Learning to Improve Students’ Learning Outcomes and Creativity (Study on Students of Class XI Taking APK-2 Program in SMK Negeri 1 Turen on Subject Training of Mail Handling)”. She concluded based on the result, the implementation of a problem based learning model can improve students’ learning. The improvements can be seen from three aspects of assessment, namely cognitive, affective and psychomotor. The implementation of a problem based learning model can improve students’ creativity class APK 2 in SMK Negeri 1 Turen on subject Training of Mail Handling when they found problems that needed solutions. Sri Suparsi (2010) conducted a research entitled “The Effort to Improve the Speaking Skills in a Report Results Discussion with Problem Based Learning Approach (A Classroom Action Research in the Second Grade of Marketing Program at SMK Pancasila 7 Pracimantoro Wonogiri Academic Year 2010/2011)”. The research results indicates that the learning method was effective to be used for presenting the report of the discussion result.

Arisandi (2010) conducted a research entitled 'Improving the Students Speaking Skill through Interview Technique'. He concludes that interview technique was more effective in increasing students speaking skill. It was proved by statistical analyses by t-test for speaking skill was greater than t-table.

Thaib (2010) conducted a research entitled "Use of Learning Model PBL (problem based learning) for Improved Students in speaking". He concluded based on the results of research actions carried out by three cycles, indicating that the used of the model PBL (Problem Based Learning) in learning to speaking proven effective in improving students' speaking ability. That was evidenced by the increase in the average value of students at each cycle.

Wardah (2013) conducted a research entitled "The effectiveness of problem based learning method to teach speaking skill viewed from students' critical thinking (an experimental study at the second semester of English program students of fkip tanjungpura university pontianak in the academic year of 2)". She concluded that Problem Based Learning was an effective method to teach speaking to the second semester of English Program Students of FKIP Tanjungpura University Pontianak in the Academic Year of 2012/2013. The effectiveness of the method was influenced by the students' critical thinking.

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

Speaking was a complex activity, when people speak they produce not only sounds but also involve fluency and accuracy. Widdowson (1985:54) states that speaking was simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or of grammatical system of language or both. It means that the speakers have kept at least phonological system or grammatical system in themselves.

Speaking was the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:202). The most common thing was that speaking includes other people both individual and group as the speaker and listener. To most people, mastering the art of speaking was the single most important aspect of learning a second language, and success was measured in terms of the ability to carry out a conversation in the language. So, speaking can be understood as oral expression because it was used to express the idea by saying words or sentences, even though many other things were included in it. Speaking was more than producing the meaning of sound; it was an activity which involved fluency and accuracy. Tarigan (1990:3-4) defined that speaking was a language skill

that was developed in child life, which was produced by listening skill, and at that period speaking skill was learned.

According to Arsjad and Mukti U.S (1991:17) the ability to speak was the ability to pronounce the sounds of articulation or words to express, express thoughts, ideas and feelings. According to Nurgiyantoro (2001:276) the ability to speak was the ability to pronounce the sounds of articulation or words to express, express thoughts, ideas and feeling. Based on Competence Based Curriculum speaking was one of the four basic competences that the students should gain well. It becomes an important role in communication. Speaking can find in spoken cycle especially in join construction of text stage. In carrying out speaking, students face some difficulties one of them was about language it is self. In fact, most of students got difficulties to speak even though they have a lot of vocabularies and have written them well. The problems were afraid for students to make mistakes.

Speaking was the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Students' skill in conversation was core aspect in teaching speaking, it

becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, Nunan (1991:39) states that the successful in speaking was measured through someone ability to carry out a conversation in the language. We confess that there were many proponent factors that influence teaching speaking success and there were many obstacle factors why it was not running well.

According to Ladouse (1991:23) speaking was described as the activity as the ability to express oneself in the situation, or the activity to report acts, or the ability to converse or to express a sequence of ideas fluently.

From the explanation above, the researcher concludes that speaking was what we say to what we saw, feel and think. When we feel something, we want someone can hear us. So, in the process we can call it was an interaction between two sides. When someone speak to other person, there will be a relationship.

Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate the situation. It means that the main objective of speaking was for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her

communication to his/her listener, he/she has to understand any principle that based was speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks he/she should understand what was he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stern in Risnadedi, (2001: 56-57) said watch a small child's speech development. First he listen, then he speaks, understanding always produces speaking. Therefore was must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there was an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking can not be separated from language. On the other hand, speaking can be called as oral communication and speaking was one of skills in English learning. This become one important subject that teacher should given. That was why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978:98) stated that oral practice becomes meaningful to students when they have to pay attention what they were saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with practise vocabularies and good or acceptable pronunciation. Speaking ability was the students' ability in

expressing their ideas orally which was represented by the scores of speaking and speaking was only an oral trail of abilities that it got from structure and vocabulary.

Freeman in Risnadedi, (2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

b. Speaking Ability

Speaking ability plays an important role in learning and understanding the language. It was the state or quality of being adequately or well qualified, having a specific role (Brown, 2001:117).

Speaking was a skill which becomes important part of daily life, and such needs to be developed and practiced independently in the grammar curriculum (Harmer, 2007:60). In addition, the teaching of speaking emphasizes on the four basic language skills and one of the basic language skills was speaking. Speaking was “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998:198). By speaking with others, students were able to know the kinds of situation in the world.

The complexity of speaking skill was represented by stages involved. There were at least three stages of speaking. They were conceptualization, formulation and articulation. Conceptualization was the process when the information was given to remind people about something which was related to their daily life. Formulation involves in making strategies at the level of

discourse, syntax, and vocabulary. Also, at the formulation stage, the words need to be assigned with their pronunciation. Last, articulation involves the use of organs of speech to produce sounds. For example, when child learns to say “mom” and “daddy” to his/her parents. His/her parents say “mom” and “daddy” firstly and their child saves the words in his/her mind. After that, the child tries to formulate and tries to say “mom” and “daddy”. This example can explain about the stages of speaking. Speaking ability was a complex skill. It was with components Accuracy and Fluency (Brown, 2001:119).

1. Accuracy

According to Brown (2001:120) there were some items of accuracy such as pronunciation, grammar, and vocabulary should be concerned by teacher.

a. Pronunciation

Pronunciation was the students’ way to utter English well. besides, pronunciation was one of difficult language components of a grammar made up of the elements or principle to determine how sound vary and pattern in language.

b. Grammar

Grammar concerns with how to arrange correct sentences in conversation. It was clearly necessary for the students when knowledge of grammar was essential for competent users of a language.

c. Vocabulary

According to Hornby (1974: 959), vocabulary can be defined in three ways: total number of words (with rules for combining them) which make up language, range of words known to a person and containing a list of words with definition or translation.

2. Fluency

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years. Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication was the most important part of speaking and it was important to communicate your ideas as naturally as possible.

According to Hartmann and Stork (1976:86), "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed.". It was possible to be fluent but not accurate, and vice versa, that was accurate but not fluent (Crystal, 1997:532).

According to Heaton (1989:115), the main factors in assessing ability, as follow:

- a. Fluency refers to how well a learner communicates meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency was often compered with accuracy, which was concerned with the type, amount and seriousness of mistakes made. Therefore, fluency was highly complex ration relate mainly to smoothness of continuity in discourse, it was include a consideration of how sentences pattern very in word order and omit element of structure and also certain aspect of the prosily of discourse. For example: A learner might be fluent (make their meaning clear) but not accurate (make a lot of mistake).
- b. Intelligibility (accuracy) refers to how correct learners use of the language system, include grammar, pronunciation and vocabulary. Accuracy was often compered to fluency when we talk about a learner's level of speaking and writing. Therefore, accuracy was essential depending on the recognition of the word and sentences pattern of speech. Therefore, involves us in considering the phonetic character of conventional English, particularly from the point of view segmental (vowel and consonant) system. For example, in the classroom, language manipulation activities can help to develop accuracy. These include of controlled practice,

drills, study and application of grammar rules and activities can help the students to 'notice' their own mistakes.

- c. Appropriateness (comprehensible) refers to suitability of language to situation. It was also about the way in which informality was expressed by choice of vocabulary, idiom system. Therefore, comprehensible was a language input that can be understood by listeners despite but not understand all the words and structures in it.

c. Speaking was Productive Skill

Speaking was the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound (Risnadedi, 2001).

d. Assessing Speaking

Assessment was an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work from a jotted down phrase to a formal essay was performance that ultimately was assessed by self, teacher and possibly other students (Brown, 2003:4).

Brown (2003:141) states as designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

a. Imitative

At one end of a continuum of types of speaking performance was the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this was purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment contexts was the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

e. Technique of Teaching Speaking

Harmer in Tarigan, (1990: 12) writes that when teaching speaking or producing skill, we can apply three major stage, those were:

1. Introducing new language
2. Practice
3. Communicative activities.

When introducing new language, the teacher should find out the genre or the text, which was meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

- 1) Information gap by using pictures
- 2) By using photographs
- 3) By using song
- 4) By using mysterious thing
- 5) Educational drama which covers miming, role play, the empty chair, simulation.

f. Elements of Speaking

As the other skills in English, in speaking, there were some specific elements that have strong correlation with the skill. According to Harmer (1992:21), aspect of speaking can be divided as follows:

1. Pronunciation

According to Harmer (2001:98), pronunciation teaching does not only makes students aware of different sounds and sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make student aware of using stress when speaking.

Pronunciation was an act or result producing the sound of speech including articulation, vowel formation, accent and inflection. Sometimes the listener does not understand what we talking about because lack in pronunciation. Pronunciation was the fact of manner of articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress use, which were the indicators of someone whether he has good pronunciation in language spoken. Furthermore pronunciation and stress were largely learned successfully by imitating and repetition. Often with reference some standard of contents or acceptability, the concepts of pronunciation may be said to include:

a. The Sound of Language

The sound of language may be well meaningless. If you said /t/ (the line shows that this was phonetic script) a few times, e.g. tu, tu, it will not be very much English. Neither will be sound /k/, /a/, or /s/ but

if we put all these were sound together a certain order we and up the word catch and does mean something.

b. Stress

Native speakers of language unconsciously know about the stress and how it works, they know which syllables of words were stressed and they know how to use stress, to change the meaning of phrase, sentences and questions.

c. Intonation

Intonation was clearly important item, and component user of language recognize what meaning it has and can change the meaning of word they say through using it in different ways, when we taught English language, students need to use rhythms and stress correctly if they were to be understood.

2. Grammar

Talking about speaking, the important thing is the messages that want to be conveyed to the listener. People do not focus on the grammar of their utterance. However, it becomes a need that the speakers also have to notice the grammar itself when they speak to others. Although grammar is neglected, people should concern on the sentence rules in grammar.

Richards (2006:23) state that, “Grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for

specific items of grammar.” It means that grammar has a rule in speaking but the teachers should not teach the grammar from the rules but from the context. It will make the students can comprehend the rules of grammar easily because they learn it from their utterance.

3. Vocabulary

Vocabulary is a must when someone wants to convey his/her thoughts, feelings, or views to other people. Without the mastery of vocabularies, someone would face the difficulties in conveying his/her thoughts, feelings, or views to other people. So, vocabulary is a part of teacher’s art and the students need to see the word how they are used. Richard and Renandya (2002:225) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from making use of language opportunities around them.

4. Fluency

The fluency of someone when speaking might draw that he or she is able to speak well. But, it needs to be noticed that the intelligibility of the words pronounced is also important. Koponen, in Louma’s *Assessing Speaking* (2004:88), stated, “Definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and connectedness.”

In addition, Louma (2004:88) states, "Fluency is the ability to talk freely without too much stopping or hesitating. At the level of someone's fluency when speaking, it can be seen whether he or she speaks natural without some hesitations about what he or she would like to say. It was possible to be fluent but not accurate, and vice versa, that was accurate but not fluent (Crystal, 1997:532).

5. Comprehension

The last element of speaking is comprehension. Comprehension is a key feature in the successful teaching for the intended meaning of written or spoken communication. Hughes (2004:132) states that the people get highest score in comprehension aspect when they "understand everything in both formal and colloquial speech to be expected of an educated native speaker". So in speaking classroom, the teacher is able to know whether the students understand or not by checking their comprehension towards the lesson which has been taught.

g. The Function of Speaking

When speaking in the classroom, the students communicate both with their teacher and friends. The students also can study language through speaking so that they can achieve the goal of learning language.

People speak or communicate to other people in order to share and convey their thoughts, feelings, opinions, and views just like what they do in their real life and social life so that the students can maintain the

relationship among them. In brief, speaking in the classroom has functions almost as same as speaking in real and social life in the society.

Speaking has many purposes that give some advantages in teaching foreign language skills. But the advantages or the function of speaking can be achieved if the teacher encourages the students by giving the opportunity and spaces for students to speak up their thought and ideas. As Littlewood (2002:93) said, “The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity”. It is important to make the classroom becomes learner-centered approach. By giving many communicative classroom activities, the teacher can build the opportunity for the students to use the language as a tool to express their thought and to communicate each other.

h. Types of Speaking Activity

The types of speaking activity in the classroom were the categories applied to the kinds of oral production that students were expected to carry out in the classroom. According to Brown (2001:271-274), there were six categories applied in the classroom, those were: (1) imitative was the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. It was carried out not for the purpose of meaningful interaction, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical,

phrasal, lexical, and phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). Intensive speaking can be self-initiated or it can even form part of some pair work activity, where students were going over certain form of language; (3) responsive was a good deal of student speech in the classroom which includes interaction of very short conversations. Short replies to teacher or student-initiated questions or comments were responsive speaking as well. These replies were usually sufficient and do not extend into dialogue; (4) transactional (dialogue) was carried out for the purpose of conveying or exchanging specific information, it was an extended form of responsive language; (5) interpersonal (dialogue) was carried out more for purpose of maintaining social relationship than the transmissio of fact and information. Transactional and interpersonal can be classified into interactive speaking; and (6) extensive speaking (monologue) was giving extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2. Problem Based Learning

a. Definition of Problem Based Learning

Cindy E (2004) "*Problem Based Learning:*" said, Problem Based Learning was a student-centered pedagogy in which students learn a subject through the experience of problem solving students learn both thinking strategies and domain knowledge. The problem based learning format originated from the medical school of thought and was now used in other school of thought too. The goals of problem based learning were to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem based learning was a style of active learning.

Problem based learning model can be interpreted as a series of learning activities that emphasize the process of resolving the problems faced scientifically. Which supports the theory of problem-based learning model was a theory formulated by Prof. Howard Barrows was a pioneer development problem based learning (PBL) and Kelson, that Problem Based Learning (PBL) was a curriculum and learning process. In the curriculum, designed problems that require students received important knowledge, which makes them adept at solving problems, and has its own model of learning and have the skills to participate in the team. The learning process was a systematic approach to solve problems or face challenges later needed in everyday of life. Taufik (2009) "Inovasi Pendidikan Melalui Problem Based Learning").

This model was characterized by the use of real-life problems as something students need to learn to train and improve the skills of critical thinking and problem solving, and gain knowledge of important concepts, where the task of the teacher should focus on helping students achieve self-directing skills. Use problem-

based learning in higher level thinking, problem-oriented situations, including how to learn.

Problem based learning includes the submission of questions or problems, focusing on inter-disciplinary linkages, authentic inquiry, collaboration and produce work and demonstration. Problem-based learning was not designed to help teachers provide as much information on the student. Problem-based learning, among others, aims to help students develop thinking skills and problem-solving skills (Ibrahim 2002:5). In problem-based learning, learning attention not only to the acquisition of declarative knowledge, but also the acquisition of procedural knowledge. Therefore, the assessment was not just enough to test. Assessment and evaluation in accordance with problem-based learning model was to assess the work produced by the students as a result of their work and discuss the work together.

H.S. Barrows (1982) states that the definition of Problem Based Learning was an instructional method that was based on the principle that the wassue (problem) can be used as a starting point to obtain or integrate the science (knowledge). Based on the opinion of experts, it can be concluded that the Problem Based Learning (PBL) was an instructional method that encourages students to know how to learn and work in teams to search for the solution of problems in the real world. Simulation was used to activate the curiosity of a problem before the students start learning a subject. Problem Based Learning (PBL) prepares students to think critically and analytically, and to be able to obtain and use appropriate learning resources.

It can be interpreted that the PBL was that the starting point of the learning process of learning based on real-life problems in the past on this wassue

stimulated students to study the problem was based on the knowledge and experience they have had before (prior knowledge) so that prior knowledge of this will form a new knowledge and experience. Using small group discussions were the main points in the application of PBL. PBL was a learning process in which the problem was the main guide to the direction of learning. Thus, there was a problem which was used as a means for students to learn something that can contribute their knowledge.

b. Background of the Importance of Problem Based Learning

Learning methods were less effective and efficient, causing unbalance cognitive abilities, affective and psychomotor learning for example monotonous from time to time, teachers were authoritarian and less friendly with the students, so that students feel bored and less interest in learning. To overcome this then as a lecturer and teacher educators should always improve the quality of professionalism that was giving students the opportunity to learn to effectively engage students in the learning process.

The success of learning in terms of achievement of competency standards, was very dependent on the ability of the learning process the teacher can create a situation that allows students to learn so that was the starting point of learning success (Semiawan, 1985). The number of theoretical and research experts who study shows that the learning will be successful when students participate actively in the learning process. On the basis of this comes the term Student Active Learning Method. One approach that accommodates learning Student Active Learning was Problem Based Learning (PBL) was developed from the idea of democratic values, learn effective cooperative behavior and appreciate the diversity of the community.

Problem Based Learning (PBL) intends to provide the space for free thinking to the students to look for concepts and solve problems related to the material presented by the teacher. Because basically the science of Mathematics aims to make students understand mathematical concepts with everyday life. Having skills on the surrounding natural to develop knowledge about the natural processes, be able to apply mathematical concepts to explain the shwere of natural phenomena and capable of using simple technology to solve problems found in everyday life (Terry 2010).

According to H. Rosenthal 1992:195-200, questions and problems that submitted must meet the following criteria:

- a. Authentic, the problem must be rooted in the real world life students of the principles rooted in specific disciplines.
- b. Obviously, the problem clearly defined, in the sense not to cause new problems for students who in turn create new problems for students who in turn complicate the completion of students.
- c. Easy to understand, given that the problem should be easy to understand students. Besides the compiled and produced in accordance with the level of development of students.
- d. Extensive and in accordance with the purpose of learning, namely the problem that drafted and formulated should be broad, meaning that the problem include entire subject matter to be taught in accordance with the time, space and available sources. In addition, the problems that have been prepwered to be based on the learning objectives that have been set.

e. Helpful, that was a problem that has been developed and formulated to be useful, both as students and teachers as a problem solver trouble maker. Useful problem was a problem that can be improve thinking ability of students to solve problems, as well as arouse students' learning motivation.

C. Conceptual Framework

The conceptual framework underlying in this research given below:

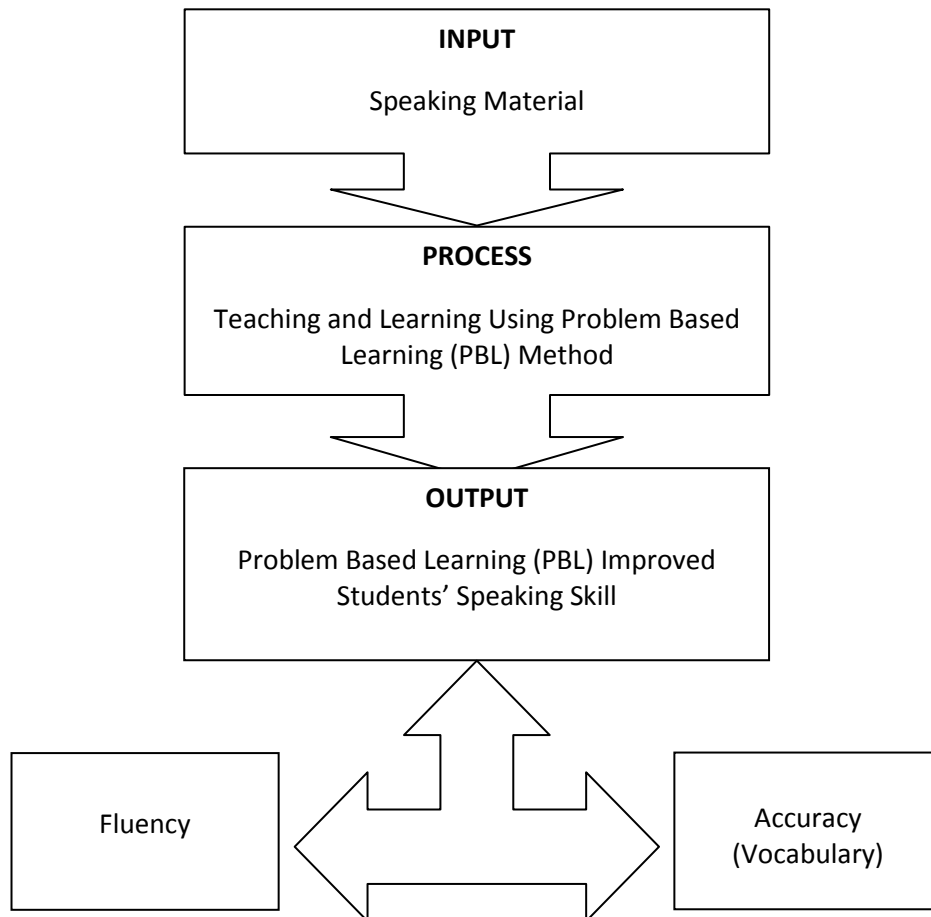


Figure 2.1 Conceptual Framework

In teaching and learning process, especially in English, many problems and activities face by the students and also the teachers. But, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard at home, that was by repeating again what they were getting at the school from the teacher to recognize or memorize the materials.

Learning process was the main activity in the school. There was interaction between teacher and students and valuable educative. Teaching and learning process was do and guide to reach the maximal result. To reach the maximal result, the teacher must be able to design the model base on the material subject and practice the students thinking.

Many factors can improve the students' speaking in teach English, this process of the research to improve students' speaking and to know the effect of using problem based learning method. In English learning process as input or as English materials was measure the students' vocabulary. The wrong method in teaching can make the students lazy and aware impression that subject was not important so they consider that learning was the fact of being force.

Problem Based Learning used in experimental research. There were two class namely experimental group and control group. The experimental was using Problem Based Learning (PBL) method in speaking specially vocabulary. Here, the students recount their experiences. The control group was teaching without PBL method after giving treatment and post test. The researcher found the effect of PBL method in learning speaking process.

D. Hypothesis of the Study

The hypotheses of the study can be formulated:

1. Alternative Hypothesis (Ha): There were a significant difference between students' speaking scores taught by using Problem Based Learning and without using Problem Based Learning for the eleventh grade students of SMA SOMBA OPU.
2. Null Hypothesis (Ho) : There were no significant difference between students' speaking scores taught by using Problem Based Learning and

without using Problem Based Learning for the eleventh grade students of
SMA SOMBA OPU.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research was quasi experimental research method. This study was describing the effect of treatment of two distinction, PBL method and speaking skill, the research design pre-test and post-test. Therefore, the design was called a pre-test and post-test control group design. The study design was adopted from Ary, et.al (2002:308).

Table 3.1

Research Design

Group	Pre-test	Independent variable	Post-test
E	Y1	X1	Y2
C	Y1	X2	Y2

Notes:

E : Experimental group

Y1 : Pre-test

C : Control group

Y2 : Post-test

X1 : Treatment by using PBL method

X2 : Treatment without using PBL method

This research design presented several characteristics, it consisted of groups of experimental subjects or treatment group and control group. The experimental group was manipulated with particular treatment.

B. Research Variables and Indicators

1. Variables

The following were the variables of the research:

- a. The independent variable was the used of PBL method in teaching speaking
- b. The dependent variable was improving students' speaking in term of accuracy and fluency

2. Indicator

The indicators of this research were the students' fluency (smoothness) and accuracy (pronunciation).

C. Population and Sample

1. Population

The population of the research was the eleventh grade students of SMA Somba Opu in the academic year 2017/2018. It consisted of four classes, XI IPA 1 with 30 students, XI IPA 2 with 28 students and XI IPS 1 with 40 students, XI IPS 2 with 40 students, and the total of population was 138 students.

2. Sample

The sample was selected by using cluster sampling technique and the researcher took two classes from the eleventh grade students as the sample. It was class XI IPS 1 with 40 students and XI IPS 2 with 40 students. XI IPS 1 was as a control class and XI IPS 2 as an experimental class.

D. Research Instrument

In this research, there were two main instruments which was used to collect data; they were observation sheet and speaking tests. The function of each research instrument as follows; (1) observation sheet was used to collect data about students participation in teaching learning process in speaking by using Problem Based Learning (PBL) Method. (2) speaking tests was used to measure the students' English speaking skill on both fluency and accuracy (vocabulary). The writer divided the score into five criteria, which were the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then was rated into five scale of rating scores, it was based on Haris' scale rating scores.

E. Procedure of Collecting Data

In this research, researcher used the quantitative research approach, so the technique used to get the data which related to the teaching speaking using Problem Based Learning were oral test in pre-test and post-test. To get collecting the objective data, the researcher will apply the steps as follows:

1. Pre-test

The pre-test was administered to the students before the treatment.

The procedure of pre-test were:

- a. The researcher distributed the test to the students.
- b. The researcher gave direction of the test to the students.

- c. The researcher collected test of the students after finishing answer the test.

2. Treatment

- a. Teacher greeted to students and checks the students attendance list.
- b. Teacher divided students into the pairs.
- c. Teacher explained about Problem Based Learning (PBL) Method clearly.
- d. Teacher gave brainstorming or leading question related to the topic about students problem in make a dialogue about discussion (sharing) that was going to be discussed.
- e. Teacher gave topic in the form of dialogue to be discussed or shwered.
- f. Teacher asked the students to speak the dialogue in pairs in front of class.
- g. Teacher gave students guided question related to the topic about students problem in make a dialogue asking invitation and acception invitation
- h. Teacher asked students to discuss with her/his pairs.
- i. Teacher randomly asked students to retell the result of the discussion.
- j. Teacher gave feedback and evaluation.
- k. Teacher gave chance to students to asked related to the topic about students problem in make a dialogue asking invitation and acception invitation

3. Post-test

After giving treatment to the students', the researcher administered the post-test to them. It was administered to see the value of the treatment using PBL. The test was given a bit different with test before, but the purpose was the same. The designing of the test based on the material that had been learn.

Table 3.2

Five Component of Grading Speaking Scale

Aspects	Criteria	Score
Pronunciation	Have few traces of foreign accent.	5
	Always intelligible, though one is conscious of a definite accent.	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.	2
	Pronunciation problems to severe as to make speech virtually unintelligible.	1
Grammar	Makes few (if any) noticeable errors of grammar or word order.	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure, meaning.	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.	2
	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	1
Vocabulary	Use of vocabulary and idioms is virtually that of a	5

native speaker.

Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies. 4

Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. 3

Misuse of words and very limited vocabulary make comprehension quite difficult. 2

Vocabulary limitations so extreme as to make conversation virtually impossible. 1

Speech as fluent and effortless as that of a native speaker. 5

Speech of speech seems to be slightly affected by language problems. 4

Fluency Speed and fluency are rather than strongly affected by language problems. 3

Usually hesitant; often forced into silence by language limitations. 2

Speech is so halting and fragmentary as to make conversation virtually impossible. 1

Appears to understand everything without difficulty. 5

Comprehension Understands nearly everything at normal speed, although occasional repetition maybe necessary. 4

Understands most of what is said at slowerthan-normal speed with repetitions. 3

Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions. 2

Cannot be said to understand even simple conversational English. 1

(David P. Haris, 1977: 84-85)

F. Technique of Data Analysis

The data obtained from the test was analyzed by using the procedures as follows:

1. Scoring the students' works was pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total number of items}} \times 100$$

(Jacobs et al, 2004)

2. The technique of data analysis that was used by the writer in these study was statistical analysis with t-test, the formula as follows:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

(Anas Sudijono, 2011:314)

With the explanation:

M₁ : Mean of the differences of Experiment Class

M₂ : Mean of the differences of Control Class

SE₁ : Standard Error of Experimental Class

SE₂ : Standard Error of Control Class

X : Teaching speaking by using Problem Based Learning in Experimental class

Y : Teaching speaking without using Problem Based Learning in control class

The procedures of were calculations as follows:

1. Determining Mean Score of variable X:

$$M_1 = \frac{\sum X}{N_1}$$

2. Determining Mean Score of variable Y:

$$M_1 = \frac{\sum Y}{N_2}$$

3. Determining Standard of Deviation Score of Variable X:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

4. Determining Standard of Deviation Score of Variable Y:

$$SD_1 = \sqrt{\frac{\sum y^2}{N_2}}$$

5. Determining Standard Error Mean of Variable X:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

6. Determining Standard Error Mean of Variable Y:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_2 - 1}}$$

7. Determining Standard Error of different Mean of Variable X and Mean of Variable Y, with formula:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

8. Determining t_0 with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

9. Determining Degrees of Freedom (df), with formula:

$$df = (n_1 + n_2) - 2$$

In order to ease the computation, the researcher adopted the small score of J.B Heaton to the scale of 100 as follows:

Tabel 3.3

Scale and Classification

Scale	Classification
91-100	Very Good
76-90	Good
61-75	Fair
51-60	Poor
Less than 50	Very Poor

J.B. Heaton, 1988:100

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

After conducting the research, the writer obtained two kinds of data; the score of pre-test and the score of post test. Pre test was given before the treatment and post test was given after the treatment. The results present the interpretation as follow.

1. The Difference Between Pre-Test and Post Test in Experimental Class

The pre-test was conducted to find out the data of students' speaking skill in terms of vocabulay. The result of the test was presented in the table below.

Table: 4.1

The Difference Between Pre-Test and Post-Test of Experimental Class

	Vocabulary Score	
	Pre-Test	Post-Test
Total Score	2684	3296
Mean Score	67.1	82.4

From the Table 4.1 above shows that there were an improvement of students' speaking toward Problem Based Learning (PBL) Method in term of vocabulary before and after treatment was given. The table above showed the total score of pre-test and post-test of experimental class showed that the highest score on the pre-test was 76 and the lowest score was 60 with the mean score of 67.1. Then, mean score of the pretest increased on the post-test up to 82.4. The highest score of

post-test was 92 while the lowest score was 76. The data it can be seen in Appendix 8 The Final Score of Pre-Test and Post-Test of Experimental Class.

2. The Difference Between Pre-Test and Post Test in Control Class

The pre-test was conducted to find out the data of students' Speaking toward Problem Based Learning (PBL) Method in term of vocabulary. The table below shows that there is an improvement of students' speaking before and after treatment was given.

Table: 4.2

The Difference Between Pre-Test and Post-Test of Control Class

	Vocabulary Score	
	Pre-Test	Post-Test
Total Score	2648	2920
Mean Score	66.2	73

From the Table 4.2 above, the score of pre-test and post-test of control class showed that the highest score on the pre-test was 76 and the lowest score was 56 with the mean score of 66.2. Then, the mean score of the post-test was 73. The highest score of post-test was 84 while the lowest score was 60. The data it can be seen in Appendix 9 The Final Score of Pre-Test and Post-Test of Control Class.

3. Rate percentage of the pre-test Experimental Class and Control Class

Table: 4.3

The Rate Percentage of Pre-Test

No.	Classification	Experimental		Control	
		F	%	F	%

1.	Very good (91-100)	0	0%	0	0%
2.	Good (75-90)	4	10%	6	15%
3.	Fair (61-74)	30	75%	33	82.5%
4.	Poor (51-60)	6	15%	1	2.5%
5.	Very poor (Less than 50)	0	0%	0	0%
	Total	40	100%	40	100

Based on the table of percentage above shows that from experimental class 40 students' and control class 40 students', none of them got very good score for speaking skill in term of fluency. In experimental class there were 4 students (10%) got good score, 30 of them (75%) got fair score, there were 6 of them (15) got poor score. In control class there were 6 students (15%) got good score, 33 of them (82.5%) got fair score, there were 1 of them (2.5%) got poor score. So, the result can be concluded that the students' speaking in pre-test was categorized less.

4. Rate percentage of the post-test Experimental Class and Control Class

Table: 4.4

The Rate Percentage of Post-Test

No.	Classification	Experimental		Control	
		F	%	F	%
1.	Very good (91-100)	0	0%	0	0%
2.	Good (75-90)	22	55%	12	30%
3.	Fair (61-74)	18	45%	27	67.5%
4.	Poor (51-60)	0	0%	1	2.5%
5.	Very poor (Less than 50)	0	0%	0	0%

Total	40	100%	40	100
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Based on the table of percentage above shows that from experimental class 40 students' and control class 40 students', none of them got very good score for speaking skill in term of accuracy. In experimental class there were 22 students (55%) got good score, 18 of them (45%) got fair score. In control class there were 12 students (30%) got good score, 27 of them (67.5%) got fair score, there were 1 of them (2.5%) got poor score. So, the result can be concluded that the students' speaking in post-test was categorized good.

5. Hypotheses Testing

In order to saw whether or not there were a significant different between the result of pre-test and post-test of the students, t-test was applied. The value of df 78 at the degrees of significance 0,01 was 2,640, and significance 0,05 was 1,991.

Table 4.5

The t-test of the students' speaking

Variable	T-test Value	T Table
X2-X1	6.8	2.640

Table above indicated that the value of the t-test (6.8) was greater than the value of t-table (2.640). It mean that there were significant different between the result of pre-test and post-test of the students'.

From the data the result of value the t_0 or t_{test} was 6.8 and the degree of freedom (df) was 78., it can be seen that The value of t in the degree of freedom of

78 and at the degree of significance 1% or t-table of df 78 with $\alpha=0.01$ with $t(1-\frac{1}{2}\alpha)$ or $t(0,995)$ was 2,640, and the degree of significance 5% with $t(1-\frac{1}{2}\alpha)$ or $t(0,975)$ was 1,991. Based on the result, it can be seen that H_a was accepted because $t_{observe}$ was higher than t_{table} .

The statistical hypothesis of this research can be seen as:

- a. H_0 (Null Hypothesis) : Problem Based Learning has no significant effect in teaching speaking
- b. H_a (Alternative Hypothesis) : Problem Based Learning has significant effect in teaching speaking.

And then, the criteria used as follows:

1. If t-test (t_o) > t-table (t_t) in significant degree of 0.01, H_0 (null hypothesis) was rejected.
2. If t-test (t_o) > t-table (t_t) in significant degree of 0.01, H_a (the alternative hypothesis) was accepted.

B. Discussions

Based on the formula above, the result of the statistic calculation indicated that the value of $\square = 6.8$ and the value of df (degree of freedom) 78 with significance 1% was 2.640. The result showed that t-test (t_o) > t-table (t_t) ($6.8 > 2.640$). It means that t-test was higher than t-table. Since t-test score in the table was higher than t-table score obtain from the result of calculating, so the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

Based on the explanation about the the writer can conclude that using Problem Based Learning in teaching speaking was succed in increasing students' score in speaking skill. From the data above, students' score can be increased after the use of Problem Based Learning. Moreover, it can be said that using Problem Based Learning improve students' achievement in speaking score.

By using Problem Based Learning, it was significant in teaching speaking compared to the use of other technique that currently used by the teacher on SMA SOMBA OPU at the eleventh grade students. It can be inferred that there were significant difference between students' speaking score who were taught by using Problem Based Learning and who were taught without Problem Based Learning. The effect of using Problem Based Learning towards students' speaking skill can be seen from the score of experimental class students that increased after Problem Based Learning was applied in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

In these chapter, the researcher will explain about the conclusion and the suggestion of the research

A. Conclusion

Based on the result of using T-test formula, it can be interpreted that from the result of the analysis of the research, it was proven that the students' score of speaking after taught by using Problem Based Learning was better than before taught by Problem Based Learning. It can be seen from the score of was higher than t-table. From the result of statistical calculation, it can be seen that the value of t_o or t-test was 6.8 and the degree of freedom (df) was 78. The value of t in the degree of freedom of 78 and at the degree of significance 1% or t-table of df 78 $\alpha=0.01$ with $t(1-\frac{1}{2}\alpha)$ or $t(0,995)$ was 2,640. The result showed that $t\text{-test } (t_o) > t\text{-table } (t_t)$ ($6.8 > 2.640$). It means that H_o was rejected and H_a was accepted. So the writer concluded that using Problem Based Learning was effective towards students' speaking skill.

B. Suggestions

Based on the conclusions that had been written, the researcher would like to recommend some suggestions. These suggestions were intended for the better teaching and learning English language. They were as follows:

1. For the teacher
 - a. The teacher should know the students' difficulties in speaking, especially in vocabulary, grammar, pronunciation.
 - b. The teacher should use problem based learning method as the interesting method in teaching learning process to motivate the students in speaking.
 - c. The teacher should give more exercises to the students in speaking, so that they do not have any difficulties when they speak.
 - d. The teacher should be creative to create a new media and new method in learning process.
2. For the students
 - a. The students should pay more attention to the teacher when she or he gives the lesson.
 - b. The students should enrich their vocabularies.
 - c. The students should practice more in speaking (conversation, discussion), so their ability in speaking improved well.
 - d. The students should consult the difficulties that they face in speaking to the teacher.
3. For the researcher

- a. The researcher should be able to take the benefit of the study such as using the final project as a reference to do the study on speaking.
 - b. The researcher should be more creative in creating an interesting media to teach and improved the students' speaking skill.
 - c. The researcher should be able to develop the used of problem based learning method in teaching learning process.
4. For the reader
- a. The reader can improved their knowledge about speaking skill and problem based learning.
 - b. The research can be a reference about how to learn speaking more interesting by using problem based learning method.
 - c. The readers can learn about speaking through problem based learning method.

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