



**THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN TEACHING
SPEAKING IN SEVENTH GRADE AT SMPN 1 GROGOL KEDIRI IN ACADEMIC
YEAR 2014/2015**

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University of Nusantara PGRI Kediri



By:

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**ENGLISH DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR 2014/2015**



APPROVAL PAGE

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Approved by the advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri


Kediri, August 18th, 2015

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ABSTRACT

DIPTA NINDITA, 11.1.01.08.0058. The Implementation Of Problem-Based Learning in Teaching Speaking in Seventh Grade at SMPN 1 Grogol Kediri in Academic Year 2014/2015. Thesis. English Department, The Faculty of Teacher Training And Education, University Of Nusantara PGRI Kediri, August, 2015.

In learning English, there are four skills that they have to learn, they are speaking, writing, reading and listening. One of the skills that students must learn is speaking. Speaking is very important because by mastering speaking skill, student can carry out conversations with others, give the ideas and exchange the information with others. Unfortunately, most students in VII grade of Junior High School have difficulty to learn speaking skill, because in daily life they do not communicate in English. But in another chance, the students look interesting when taught speaking using scientific approach especially using Problem-Based learning. Based on the problem, the purposes of the study is to know the implementation of Problem-Based Learning in teaching speaking.

The research design applied in this research is qualitative and the approach of this research is case study. The subject of this research is VII-C class and the English teacher. To get the data, the researcher used three instruments. They are observation, interview and documentation. The data will be processed by analyzing an selecting the data by using Problem-Based Learning to teach speaking. The research was held on March 14th and March 15th 2015 by using three instruments. The researcher using observation to observe the implementation of PBL in teaching speaking. While, the researcher using interview to gain the data toward the students and English teacher. The researcher also take video record as documentation.

Based on the result of this research, 1) there are four of five roles that implemented by the teacher. They are introduce problem and vocabulary, group students and provide resources, observe and support, and follow up and assess progress. Besides, the result also shows that 2) PBL has some advantages toward students. The advantages are PBL makes students easy to understand the material, PBL makes the students more active to speak English, and PBL increases students' motivation.

As the result, it was seen that it shows almost the roles have done implemented by the the teacher above. But there are some roles, that the teacher passed because some condition. Also, there are some advantages of PBL affected students in speaking class and make the students more better to study. PBL makes the students easy to understand the material, PBL makes the students be more active to speak and PBL increases students' motivation.

Key Words: Problem-Based Learning, Speaking, Teaching Speaking.



I. INTRODUCTION

English has become one language which is used by most of people in the world. In learning English, there are four skills that they have to learn, they are speaking, writing, reading and listening. One of the skills that students must learn is speaking. Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. While, speaking is so much a part of daily life that we take for granted (Thornbury, 1995:1). From those statements above, the writer can conclude that speaking is an activity involving two or more people in whom the participants are both the listeners and the speakers having to act what they listen and make their contribution at good speed.

Speaking is important thing to study and the students have difficulty to learn, but in another chance, the students look interesting when taught speaking using scientific approach. Scientific approach is general structure of the whole learning process in 2013 curriculum. In its development, teacher can fill it with variety of learning models, one of them is using Problem-Based Learning (PBL).

According to Kosasih (2014:83), there are three types of models suggested in 2013 curriculum, they are discovery learning, problem-based learning, and project-based learning. In PBL, learning process is changed from teacher-centered learning to students-centered learning. This students-centered learning could involve the students' active participation in the learning process, especially in speaking activities. When students believe that they can achieve their goals, the daily tasks of homework, test preparation, and the overall learning process become easier. According to Kosasih (2014:88), Problem-based learning is a learning model based on real-world context.

Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. It can help students in solving the problem that they often faced in speaking. According to Hmelo (2004: 236), PBL is well suited to helping students become active learners because it situates learning in real-world problems and makes students responsible for their learning. The usage of Problem-Based Learning in the learning process make the students feel happy, and active in the learning process. They solve the problem together in their group and discuss each other so that their ideas and information



can develop. Through problem-based learning, it is expected that students are able to speak English. The researcher curious why the students more interest when taught using PBL. To get information for the research, the writer chooses SMPN 1 Grogol Kediri for some reasons. SMPN 1 Grogol Kediri have implemented 2013 curriculum for two years or four semesters, so that the application of 2013 curriculum is more better than the other schools that have implemented the 2013 curriculum for one semester. The other reason, SMPN 1 Grogol Kediri is a model school so the students have a good qualified to conduct the research.

For these reasons, the writer is interested to know how implementation Problem-Based Learning In teaching speaking at SMPN 1 Grogol Kediri. She also wants to know advantages of teaching speaking using Problem-Based Learning to the seventh grade students at SMPN 1 Grogol Kediri.

II. METHOD

The writer use qualitative approach in this research. The qualitative research uses case study. In this research, the data is collected naturally by observing the implementation of problem-based learning in teaching speaking at seventh grade in SMPN 1 Grogol Kediri in academic year

2015 and by conducting an interview with the English teacher of the schooling.

In this case, the subject of the research is the seventh students and English teacher of SMPN 1 Grogol Kediri. The researcher chose seventh grade student of VII-C class at SMPN I Grogol in academic year 2014-2015, and the English teacher that used Problem-Based Learning in VII-C class. Based on pre-research, teaching using problem-based learning was applied in the class also this school as a model school that implemented 2013 curriculum for 4 semesters. The object of the research is to know the teaching learning process using problem based learning in speaking. In here the researcher used instrument interview to collected the data from the English teacher and collected the data from students. The researcher used observation to observe the teacher's ways in teaching speaking and know the advantages using problem based learning in teaching speaking. And also used documentation to record all the activity in the teaching-learning process in speaking class.

III. FINDINGS AND DISCUSSION

Generally the implementation PBL in teaching speaking is divided into five roles. First, in preteaching, in very begining of the teaching learning process, the teacher did not make sure the students



to understand the goals of material but only explain to the students what they will learn that day. Second, in introducing problem and vocabulary, the teacher introduced the problem and vocabularies by showing the picture and text using powerpoint. Third, in grouping students and providing resources, the teacher divided the students into group consist of five students and ask students to find another resources. Fourth, in observe and support, the teacher in this step observe the students and help the students when the needed a help. The teacher check the group one by one and also gave feedback to their presentation. The last role, the teacher provide the students the opportunities to present and share the results of their work but the teacher did not assess students' participation and success in the activity. The teacher only assess their brave in speaking and the fluently in speaking. Almost the roles are in line with Mathews-Aydinli (2007:2).

While, there are the some advantages of PBL that researcher found in the class. First, PBL makes the students more easy to understand the material that teacher given by show the material in real context. The other advantage is PBL makes the students more active to speak English. Through the small group interaction, the students speak their ideas

more freely without fearing that their friends will laugh at them. It means their social skill is increased. Besides, PBL increases students' motivation, Problem Based Learning is interesting for students in the speaking class. Finally, there are some advantages of PBL affected students in speaking class and make the students more better to study. PBL makes the students easy to understand the material, PBL makes the students be more active to speak and PBL increases students' motivation.

There are some other findings that researcher found in the field. The reasearcher found some media that teacher used in first meeting. The media is one of important things that affected impelementation PBL in teaching speaking. The teacher used many media to develop the teaching-learning process and help the students to understand the material more easily.

The other findings is students' response. the researcher found some students' response in the teaching learning process. The students look enthusiasm to do their project in group, they prepare their speaking performance in front of the class and practice their speaking together before presentated their project. But in second meeting, some students look confused to write a simple narrative text. Other



students look enthusiasm to do their project, they prepare their presentation before and adding with body language to make their presentation more interesting.

IV. CONCLUSION AND SUGGESTIONS

In conclusion, almost the roles have been implemented by the teacher but there are some roles, that the teacher passed because some condition, such as teacher did not explain the goals of the material and explain the benefit of PBL also teacher did not provide follow up activity and did not assess in detail their speaking.

While, PBL in teaching speaking got positive response from students. Almost the students enthusiasm to practice speaking using PBL.

In order to improve and develop the implementation PBL in teaching speaking, the writer offered some suggestions that were purposed to English teacher, the school, the other researchers.

The first, for the English teacher, it is better for the teacher to introduce and explain the goal of the material to students to make students understand and know what should they learn. Then, the researcher suggests the teacher to emphasize students to use English as many as they can to improve their speaking skill. In relation with applying the roles, the

teacher is suggested to apply all the role of PBL to develop and get more experience especially in teaching speaking. The last, the teacher should give attention to the students who do not practice in front of the class, because some students still shy and don't have confidence to practice.

For the students, they should pay more attention to their teacher. The students should be active and creative in enriching their knowledge in arrange the answer in their task. Next, the students should use English in speaking class when they are talking or practicing English although it is hard. The students should not be shy and must be confident to practice English in front of the class. It is better for the students to activate their both prior knowledge and experiences to solve the problem in PBL. And last, the students should practice more to speaking in front of the class and make their sound more clearly and loudly.

For the other researchers, after reading this study, the next researchers are expected to be able in adding or completing the necessary addition of the material that might make this research to be more perfect. The detail suggestion can be seen as follow: the first is observation checklist. The observation checklist is only implemented in main activity, it is resulted in the limited data can be found through



this instrument. The whole activity should be added to gain the complete data. The second is students' assesment. The study limited only focus in implementation without adding students' assesment. Actually, it is necessary to gain the data of students' assesment to complete the last role, assess progress, of PBL in teaching speaking.

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