THE EFFECT OF USING PROBLEM BASED LEARNING INSTRUCTION TOWARD STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMK TI PELITA NUSANTARA KEDIRI IN THE ACADEMIC YEAR 2014/2015

THESIS

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree of Education of English Department Faculty of Teacher Training and Education University of NUSANTARA PGRI KEDIRI

By:
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ENGLISH DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
NUSANTARA PGRI KEDIRI UNIVERSITY
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APPROVAL PAGE

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Approved by advisor to be proposed to the English Department Education

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Kediri, August 22, 2015

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Approved and Accepted by all qualification

By the Education Committee of

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Kediri, August 22 2015

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PROBLEM BASED LEARNING INSTRUCTION TOWARD STUDENTS' SPEAKING ABILITY OF SMK TI PELITA NUSANTARA KEDIRI IN THE ACADEMIC YEAR 2014/2015

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ABSTRACT

Speaking is one of important skill in English because the main of most English learners is can communicate orally using English. But people also believe that speaking is difficult because people should not only learn about pronounce word. They also learn about the other element of speaking. Other reason is they difficult to express their ideas. So the teacher should make effort to help the students to get idea easily. Teaching technique which appropriate with that problem is Problem Based Learning. The purpose of the research is to know whether or not teaching speaking using problem based learning effective to the tenth grade of SMK TI Pelita Nusantara Kediri after taught using problem based learning is effective.

In this research, the writer uses pre experimental design which uses pre and post test to know the effect. The writer uses quantitative approach in this research because to know the affect, the writer is also use statistic formula to analyzing the data. The researcher use test on her research, pre and post test. Pre test given on beginning which the student is taught without problem based learning before. The post test is given to the students who are after taught using problem based learning. Then, the writer use analytical rating on speaking rubric form to asses the students. In this research, the researcher chose tenth grade of SMK TI Pelita Nusantara Kediri as the population and X RPL as the sample who consist 25 students.

The result of pre test mean is 52,27 and post test mean is 61,79. It means the result of t-score is 12, 67 at the degree of freedom 24 which was higher than the value of t-table was 1,711 at the level of significance 5% and value of t-table is 2,492 at the level of significance 1%. It means that t-score was very significant. Based on that result, it can be concluding that Problem Based Learning affect the students speaking ability. The other conclusion is the students have good pronounce word, they are available to solve the problem from the newly phenomenon. They become critical and creative person. They are also available to crate good atmosphere among their friends

Key word : Speaking, Problem Based Learning

A. BACKGROUND

Speaking is the process of designing and delivering a message to an audience. Chaney in Kayi (2006 :1) says, "Speaking is the process of building and sharing meaning through the use verbal and non-verbal symbol, in variety of context". Nunan D (2005: 2) says, "Speaking is a productive or an oral skill which consists of producing systematic verbal utterances to convey meaning". From the above definitions, it can be inferred that speaking is a process of oral skill to produce systematic verbal utterances which is building, sharing, and conveying ideas or information to other people in variety of context.

Speaking is also important in the educational context because without speaking teacher can not transfer their knowledge and convey their information to their students. All software development of internet connections today and access of variety of websites are all being carried out in English. In the educational context especially SMK, English is important because in each activities of learning are related with network access.

In this research the researcher found problems in English speaking class come from the students and teachers of SMK TI Pelita Nusantara Kediri. Firstly, students felt ashamed and afraid to speak English. Second, they felt toward their friends who took English course. Third, the problem is poor grammar and pronunciation. Fourth, they rarely practiced speaking in the classroom. Fifth is the teaching material. Most of learning materials of SMK TI Pelita Nusantara were only taken from textbook.

Related with the problems above, the teacher needs to use an appropriate technique teaching in learning process of English especially speaking skill that can help them to be more active in learning. The researcher wants to try using problem based learning model to teach English. The researcher hopes by using this learning models, the students are able to discuss and share their knowledge with their friends, then they are able to presented their result in front of the class. Tamblyn (1980:236) states, "Problem Based Learning (PBL) is part of this tradition of meaningful, experiential learning. In PBL, students learn by solving problems and reflecting on their experiences". It means that problem based learning is learning model that results from the process of working towards the understanding and resolution of a problem in a real context. Problem based learning can also give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. By using problem based learning, the students can derive meaningful contexts for language that is being learned.

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B. METHOD

Arikunto (2010: 161) states, "*Variabel adalah objek penelitian, atau apa yang menjadi titik perhatian suatu penelitian*". It means that variable is object of the research and it observed when doing research. In this research, the researcher used independent variable and dependent variable of the research because this research learned about the influence of the treatment, in cause of variable or independent variable and effect of variable or dependent variable.The independent variable of this research was Problem Based Learning Instruction. The indicators of Problem Based Learning are encouraging students to take the initiative for their own knowledge, develop critical thinking, create good atmosphere in team work. The dependent variable of this research was speaking ability at the tenth grade in SMK TI Pelita Nusantara Kediri in Academic Year 2014/2015.

Technique of this research was experimental research especially pre experimental and the researcher uses one group pre tesr-posttest design because it can compare with the result before treatment and after treatment. Ary, Jacobs, Sorensen, and Razavieh (2010:26)says, "Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable".In this research, the researcher uses 1 class to conduct the research. The researcher gave the students pre test, treatment, and post test. The approach of the research was quantitative the data in the form of number were analyzed by using statistical formula.

The research was carried out at SMK TI Pelita Nusantara Kediri which located on Jl. Balowerti II no 25 Kediri. The subject of this research is the tenth grade students at SMK TI Pelita Nusantara Kediri in Software Engineer (RPL) class. This research was conducted on October 2014 until June 2015. The population is 137. The total numbers of students of RPL are 25 students. It consists of 9 female students and 16 male students.

This research use tests as the instrument. "Test is a set of questions or exercise and other material to measure someone/ group skill, intelegence, ability or talent", (Arikunto, 2010:150) The researcher decide to use achievement test, "Achievement test is a test which is use to measure someone attainment after he/she study something (something that will tested)." The post-test conducted in one way only, it is in the form of oral test. Then the model of test is same with pre test, student presentation in front of the class. In this step the researcher taught speaking using problem based learning model for about two meeting. At the first stage is preparation. Second stages were term clarifying. Third stage was problem listing. Fourth stage was brainstorming. Fifth stage was hypothesis setting. Sixth stage is objective

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identification. Seventh stage is analysis. After that the students performed their result in front of the class. The researcher gave follow-up and evaluation.The post-test conducted in one way only, it is in the form of oral test. Then the model of test is same with pre test, student presentation in front of the class.

The way to scoring student's speaking ability was using analytic ratings. The researcher put six elements of speaking. There are accent, fluency, grammar, vocabulary, and comprehension. In each element the researcher put 1-6 score which appropriate with student's performance. The formula to know the score is:

$$\frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

To analyze quantitative data, the researcher analyzed the data collected by using statistical formula. The suitable technique used to measure pre-test and post-test is the t-test. According to Ary, Jacobs, Sorensen, and Razavieh, (2010:177) the formula is as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

C. FINDINGS AND CONCLUSION

The final result of the finding in this research can be concluded from the calculation data done above. The writer would like to show the final result of this research finding into a simple table and analysis as follow:

Table 4.5

The Data Analysis

No	Name	X Pre	Y Post	D	D2
1	Student 1	46,67	60	13,33	177,68
2	Student 2	38,34	50	11,66	135,95
3	Student 3	55	66,67	11,67	136,18
4	Student 4	23,34	30	6,66	44,35
5	Student 5	50	61,67	11,67	136,18
6	Student 6	55	68,34	13,34	177,95
7	Student 7	35	48,34	13,34	177,95
8	Student 8	46,67	58,34	11,67	136,18

9	Student 9	55	65	10	100
10	Student 10	63,34	75	11,66	135,95
11	Student 11	51,67	63,34	11,67	136,18
12	Student 12	60	63,34	3,34	11,15
13	Student 13	60	73,34	13,34	177,95
14	Student 14	65	71,67	6,67	44,48
15	Student 15	58,34	65	6,66	44,35
16	Student 16	58,34	66,50	8,16	66,58
17	Student 17	58,34	70	11,66	135,95
18	Student 18	25	36,67	11,67	136,18
19	Student 19	58,34	63,34	5	25
20	Student 20	60	66,67	6,67	44,48
21	Student 21	28,34	38,34	1	1
22	Student 22	66.67	75	8,33	69,38
23	Student 23	66,67	68,34	1,67	2,78
24	Student 24	58,34	68,34	10	100
25	Student 25	63,34	71,50	8,16	66,58
Total		1306,75	1544,75	**229**	**2420,41**
		52,27	**61,79**		

This calculation is aimed to answer the main research problem in case of whether Problem Based Learning effective used to teach speaking to the tenth grade students of SMK TI Pelita Nusantara Kediri or not. Ary, Jacobs, Sorensen, and Razavieh (2010:177) stated that the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test which was as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

T : ratio

$\overline{D}$: average difference

$\sum D^2$: Difference scores squared, then summed

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$(\sum D)^2$: Difference scores summed, then squared

N : number of students

Based on the t-test formula above, the researcher takes the computation of pre-test and post-test score. In which:

N : 25

$\sum D$: 229

$\sum D^2$: 2420, 41

$(\sum D)^2$: 52441

$$\overline{D} = \frac{\sum D}{N}$$

$$= \frac{229}{25}$$

$$= 9, 16$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{9,16}{\sqrt{\dfrac{2420,41 - \dfrac{(229)^2}{25}}{25(25-1)}}}$$

$$= \frac{9,16}{\sqrt{\dfrac{2420,41 - \dfrac{52441}{25}}{25(24)}}}$$

$$= \frac{9,16}{\sqrt{\dfrac{2420,41 - 2097,64}{600}}}$$

$$= \frac{9,16}{\sqrt{\dfrac{322,77}{600}}}$$

$$= \frac{9,16}{\sqrt{0,53}}$$

$$= \frac{9,16}{0,72}$$

$$= 12, 72$$

$$df = N-1$$

$$= 25\text{-}1 = 24$$

The t-table can be seen on table 4.6 in appendix:

1% = 2,492

5% = 1,711

T-score (12,67) > t-table at the degree of significance of 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be concluded that problem based learning has very significance effect to the tenth grade students' speaking ability in academic year 2014/2015 of SMK TI Pelita Nusantara Kediri.

In this research, the researcher find the benefit of problem based learning which appropriate with Tan theory. According to Tan (2009) the benefit of problem based learning, students is provided by opportunities to plan, monitor, and assess their own work is crucial to becoming more creative, helping students understand the development of creativity. In this research the students become creative because they explore their ideas on discussion .

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Problem Based Learning helps create good athmospher among students which makes the students more confident to speak. Through small group interaction, the students spoke their ideas more freely. Without fearing that their friends will laugh at them. Besides, they became more active in asking questions and participating in the classroom speaking activity.

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