

**THE EFFECTIVENESS OF TEACHING SPEAKING USING
PROBLEM BASED LEARNING ATELEVEN GRADE STUDENTS OF
SMA NEGERI 4 KEDIRI IN ACADEMIC YEAR 2015/2016**

SKRIPSI

**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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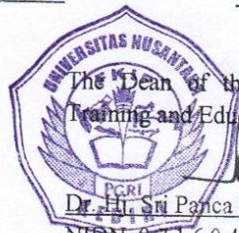
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ABSTRACT

Speaking is one of important skill in English. Through speaking someone can create of words or sentences to express the feeling and ideas to the listener for communication. But people also believe that speaking is difficult because people should not only learn about pronounce word. 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 holistical rating on speaking rubric form to asses the students. In this research, the researcher chose eleven grade of SMA Negeri 4 Kediri as the population and XI IPA 5 as the sample who consist 25 students.

The research result sevelars that students' skill in speaking is still considered low. The pre-test result indicated that, the totaly score of pre-test is 1306,75 and the mean of pre-test is 52,27. The highest score is 66, 67 and the lowest score of pre-test is 25. It can be concluded that mostly the students had a difficulty in speaking English. Their score is unsatisfying because the English standard score of the school is 70. By being given series of trestments with PBL students' speaking skill improved. The totaly of post-test is 1544,75 and the mean of post-test is 61,79. The post-test result showed that the highest score is 75. Unfortunately, the lowest score of pre-test is 30. It can be concluded that there is an increasing score of students' speaking ability after post-test is conducted. It is clear to be seen from the changing of students' score. There are many students get better score than before. The result of this research shows that 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.

Key words: Speaking, Problem Based Learning.

I. INTRODUCTION

Speaking is the ability to deliver information using voice or sound through words or sentences. Speaking also is one of productive skill, because the learners, especially English learners, should produce information in English orally. According

to Kelly and Watson (2010:5), communication as a process through which people create meaning by exchanging verbal and nonverbal symbol. So, in communication, someone creates a process of delivering information or message both



done verbally or by words and using body language, facial expression or gestures. In line with this Thornbury (2003:1), speaking is so much of part daily life that we take it for granted. The average persons produces tens of thousands of words a day, although some people- like auctioneers or politicians – may produce more than that. These statements imply that through speaking someone can create of words or sentences to express the feeling and ideas to the listener for communication.

Besides speaking is important, the purpose of teaching speaking is the students' participation in using the language actively, not the sentence accuracy. More students are active in speaking is better than more accuracy done by students. According to Kline (1989: 1), the purposes of speaking suggest the general kinds of responses desired from the audience, purposes of information, persuasion, or entertainment. And do not state what the speaker is to do. Rather they tell what the speaker wishes the audience to understand, believe, feel, do, or enjoy. In addition, Carraquillo(1994: 133)says that through speaking people can express themselves concisely, coherently, and manner that suits all audiences and occasions. Further, from these two statements, the principal function of

speaking is for communication there is a proces of interchanging ideas and opinions among human as the member of society,to communicatefor sharing of experience, information and for persuation or entertainment.

Teaching speaking is one of processes of teaching English focusing on the production speech sound. In addition, speaking is the way for students to express their emotions, to communicate needs, to influence others and to interact other persons in any situation. According to Wallace, Stariha, and Walberg (2004: 10), teachers can also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak. The teachers can illustrate how well-known speakers have adapted their presentations in ways to suit these different circumstances. Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher- assigned topics. Preparing for debates and participating in them help students to see both sides of various issues. Students also benefit from interviewing others and from participation in dramatic



presentations. In addition, Kayi (2006: 2), states that what is meant by “teaching speaking” is to teach ESL learners to: Produce the English speech sound and sound pattern, use word and sentence stress, intonation pattern and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgment and use the language quickly and confidently with few unnatural pauses, which is called as fluency. Both of these statements that teaching speaking is activity in teaching learning English that focus in the produce of speech sound which organize people’s thought in a meaningful sequence and people should use an appropriate stress, intonation, and rhythm to deliver it.

Students encounter some difficulties; there are some students seldom use the target language, less of idea, and less of motivation to practice the foreign language in daily conversation. They are also too shy and afraid to take part in the conversation. According to Kline (1989: 1), recent studies show that speaking in front of a group is by far the greatest fear of most people. One study has shown that

many beginners feel inhibited because they lack self confidence and do not dare to start talking (Gethin and Gunnemark, 1996: 137). In addition, Baker and Westrup (2003:14-16) say that the speaking problems for young learners are: too much materials, lack of confidence and interest in the topic. It means that the problem of speaking is reluctance because of lacking of confidence or nervous in expressing idea, and comprehends the message and an interesting topic will support them to speak in the classroom.

In learning process, students must be active to build critical thinking. Here the job of teacher is to facilitate to lead the students to the material that will be discussed and to give feedback during the learning process. According to Dyer, Gregersen, Clayton, Cristensen and Foster (2011:53) also found an innovator is a good observer and always ask something by raising new idea. An innovator observes their circumstance to get new matter and active to test hypothesis. An innovator also always tries the new matter based on their ideas and experiences. Learning based integrated the scientific approach in general represent inquiry activity that is a process to think comprehend about something by raising question. Further, Jhonson (2004: 45) state that one study



shown that Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world. It means that studying based on inquiry always relate with offering the questions based on the studied problems, formulating the hypothesis, and collecting the data. So, in this activity of study based on inquiry includes are discovery learning, project based learning and problem based learning.

Problem based learning is one of that pedagogic phenomenon's that are both a learning activity and an assessment. According to Graaf and Kolmos (2003), Problem based learning is an educational approaches whereby the problem is the starting point of the learning process. Usually, the problems are based on real-life problems which have been selected and edited to meet educational objectives and criteria. In this line, Hung, Jonassen, and Liu (2003: 488), problem based learning is an instructional methodology: that is, it is an instructional solution to learning problems. The primary goal of PBL is to enhance learning by requiring learners to solve problems. Further, Cindy(2004), problem based learning (PBL) is an instructional method in which students learns through facilitated problem solving. In PBL, student learning centers

on a complex problem that does not have a single correct answer. Student work in collaborative groups to identify what they need to learn in order to solve some problems. It means that problem based learning is method which includes helping student to develop knowledge understanding through discussing or grouping to solve some problems and from all that is get as result of activity of have interaction with individual humanity.

Among three methods, it is believed the problem based learning (PBL) is good alternative in relation to the problem existed for responding previous related, problems. The writer would like to investigate Problem Based Learning helps students more confidence to speak English and be better in speak English. The writer tries to conduct a research about “ The Effectiveness Of Teaching Speaking Using Problem Based Learning At Eleven Grade Students Of Sma Negeri 4 Kediri In Academic Year 2015/2016.”

II. METHOD

This research used experimental research with one-group pre-test-post-test design since the researcher intended to examine the cause and effect between two variables, the writers conclude that this study has two variables. The independent



variable is Problem Based Learning and the dependent variable is teaching students' speaking ability.

This research was carried out at eleven grade of SMAN 4 Kediri academic year 2015/2016 and it was conducted in first semester. The researcher only used pretest and post-test as the way for collecting the data. Pretest will be conducted before the researcher give treatments to the students and post test will be conducted after the researcher give treatments to the students. The pre-test and post-test here will be conducted in one way, it is in the form of oral test.

The population in this research was students of eleven grade of SMAN 4 Kediri academic year 2015/2016. The sample of this research is the eleven grade students only XI IPA 5, which has 25 students consist of 10 male and 15 female. This the total samples of this research are 25 students..

The teaching learning process was done in five meeting there are pre-test, 3 meeting treatments and the post test. The first meeting was conducted by giving the pre-test to know students' ability before being taught using Problem based learning. Then the treatments, in this research conducted by 3 treatments there are first meeting (Familiarizing), second meeting (

Tempowering) and third meeting (Internalizing). Finally meeting was giving the post test to know students' ability after being taught using problem based learning and data analysis of the influence problem based learning to the students and data analysis of the influence of problem based learning to the students.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the result of students' score in pretest, the total pre-test score of class XI IPA 5. From diagram above, the highest score is 66, 67. Unfortunately, the lowest score of pre-test is 25. It can be concluded that mostly the students had a difficulty in speaking English. Their score is unsatisfying because the English standard score of the school is 70.

After being given the treatment, the students' speaking ability was improved that can be seen from the result of students' speaking ability in post-test the highest score is 75. Unfortunately, the lowest scores of pre-test are 30. However, mostly the students of XI IPA 5 class got good scores. It can be concluded that

mostly the students are able to spoken in English using problem based learning technique So, it can be concluded that students' post-test score is higher than students' pre-test score.

Then, the scores from pretest and posttest were Related to the hypothesis and data that have been analyzed above, it was shown that calculation 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% or in other words as like:

Table 1.1

**Table The statistical computation of
using t-test**

D F (N - 1)	t- sco re	t-table		Signific ance (Ha)	Ho
		5%	1%		
24	12,67	1,711	2,492	Very significa nce	Rejec ted

Based on the data on the table above, it means that 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 Effectiveness of Teaching Speaking Using Problem Based Learning at Eleven Grade Students of SMA Negeri 4 Kediri in Academic Year 2015/2016.

IV. CONCLUSION AND SUGGESTIONS

It can be conclude that before using Problem based learning, students speaking ability of the eleven grade students of SMA Negeri 4 Kediri were poor. They mispronounce having mispronounced word which causes misunderstanding. Then after using problem based learning, their speaking ability increased. They can pronounce word correctly by discussion with their friend. They are also enriches various vocabularies that they have never known before. These new knowledge help them in speaking activity. Problem Based Learning help create good athmospher among students which makes the students more confident to speak. Through small group interaction, the students speak their ideas more freely. Without fearing that their friends will laugh at them. Besides, they become more active in asking questions and participating in the classroom speaking activity. This result



from the fact that all group members support one another in speaking. That is one of the advantages of putting the students together in a group which consist of studnents with different level of ability. Problem Based Learning is really appropriate in teaching speaking. It is the unique and cooperative technique to express students' idea. It also made the students interested on the material that is given by teacher. In addition, the students had more motivation when they speak by using problem based learning. But the researcher is also found some limitations and handicaps in conducting the research. The students still confuse with the steps of

learning. So the researcher still guides the students to do learning process in order the students understand the steps and procedure.

Finally, the suggestion purposed for English teacher who should give their students stimuli, to analyze the problem and try to find solution to the problem as well. For the students, the researcher suggests to use problem based learning. Then, for the other researcher, the researcher hopes that other researchers could improve the content of this skripsi by adding more explanation, example, and references.

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