

**ARTICLE**

***TEACHING SPEAKING USING PROBLEM BASED LEARNING TO  
SEVENTH GRADE STUDENTS OF SMP PAWYATAN DAHA 1 KEDIRI  
IN THE ACADEMIC YEAR 2016/2017***



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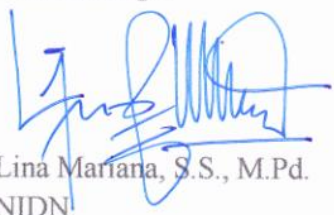

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### ABSTRACT

This study aimed to know the effectiveness of Problem Based Learning(PBL) to the students' speaking skill in the seventh grade. The type of this research was quantitative research used pre-experiment. The design of pre-experimental is one-shot case study. This research took place in SMP Pawyatan Dahanu 1 Kediri on May 2017. The subject of this research was the seventh grade students of SMP Pawyatan Dahanu 1 Kediri consists of 17 male and 23 female. The writer chose 7A as the sample. The writer analyzed the data, using statistical formula. she used test to get the data, post-test gave the students after the writer gave treatment to the students. The result shows that there was 132 score found the means of the score was 66 score for pronunciation, the second, frequent score was 127 found the means of the score was 63 score for fluency, the third, 101 score found the means of the score was 50 score for accuracy in grammar. The means total is 60 score effective enough. teaching speaking after being taught using Problem-based Learning (PBL) is effective enough, students speaking skill is improved for pronunciation, and the students can speak English confidently.

**Keyword:** Teaching Speaking, Problem-based Learning (PBL), Procedure Text.

### A. INTRODUCTION

Speaking English is one of difficult skills for students to who learn foreign language. Speaking is productive skill in which students have to express their ideas using target language. According to Pollard (2008: 33), "Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one

considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with." It means that speaking skill is one of productive skills that should be mastered by students to communication with others.

Speaking is an interactive process to produce and receive the information from the other through conversation. According to Bailey (2003: 2), "Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information." It means that speaking enables students to receive information from people through their conversation, they should understand the information and respond the information.

Speaking is using by oral produce to develop communication competence to learn young learners before they learn reading and writing. Brown (2001) in Mufaidah (2014: 13) mentioned that oral communication competence or speaking skill is the goal of English learning in elementary schools". It means that speaking skill as an initial skill that leads young learners to develop communication and speaking is the first step to students learn English language.

During teaching speaking, teachers should know the goals of teaching speaking. According to the Content standard Curriculum Senior High School, the aim of speaking for Junior High School is to enable students to have the ability in developing communicative competence in both oral and writing form. In achieving functional literacy level, to the awareness

about the essence and the importance of English in increasing competition in the global community and the last is developing the students' comprehension about the connection between language and culture. It is supported by Kayi (2006: 1) who states that teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns 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, and use language as a means of expressing values and judgments. Thus, teaching speaking makes the students can communicate using English by paying attention in speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm.

There are some problems students' speaking skill, The problems frequently found were they have lack of vocabularies, they have difficulties to speak English fluently and it makes they were not confident to speak English and less of ideas. Thus, the problems that Indonesian EFL students face in developing their

speaking performance relate to their linguistic and personality factors.

There are many ways to help the teacher teaching English especially speaking. Teacher can use some methods to teach the students and it will help the students to learn speaking. Thus, to solve the problem the writer considers PBL to improve students' speaking skill. It is supported by Fauziati (2014: 171) who states that Problem-based Learning (PBL) is widely recognised as an effective teaching method, its benefits are well documented such as : students can develop greater communication, critical thinking, and problem solving. It means that PBL is good teaching method to develop students communication and it makes students learn critical thinking to observe the problem they have. This method is unique for it's focus on learning through solving real to find possible solutions to it.

Based on the previous explanation above, there were three questions which should be investigated in this research, namely:

1. How is the students' speaking skill after being taught using problem-based learning to seventh grade students of SMP Pawyatan Daha 1 Kediri?
2. How are the results of each aspect of speaking after being taught using problem-

based learning to seventh grade students of SMP Pawyatan Daha 1 Kediri?

3. How effective is using problem-based learning to students' in speaking skill to seventh grade students of SMP Pawyatan Daha 1 Kediri?

## B. RESEARCH METHODS

The approach of this research is quantitative research, and the strategy is experimental research especially the pre-experimental design mainly using one-shot case study. This research was carried out in SMP Pawyatan Daha 1 Kediri. This school is located on Desa Banjaran, Kec. Banjaran, Kediri, which has nine classes of the seventh grade. There are 40-45 students in each class. Therefore the writer chooses 7A class as the sample of the research. This class consists of 40 students in this class, with 17 male and 23 female. The research was conducted since January to June. For the sampling technique, the writer used cluster sampling to determine the sample of the research.

In order to collect the data for the research, the writer used one types of the data collecting technique as the instrument of this research such as written test. The purpose of using these instruments is to measure the students' achievement the speaking test after teaching using PBL.

To analyze the result of the writing test that has been given to the students. The writer used analytical scoring to analyze the students' speaking product based on the scoring scheme presented by teacher's book "When Rings a Bell VII Class" (2014: 20). According this book there are five components on aspect of speaking, but the writer focus on three aspect of writing such as; pronunciation, fluency, accuracy in grammar. Next, the writer accumulated the result of the scoring and find out the Mean of the score that the students' achieve, and the score of each aspect of speaking, which will become guide to decide whether the research was succeed or not.

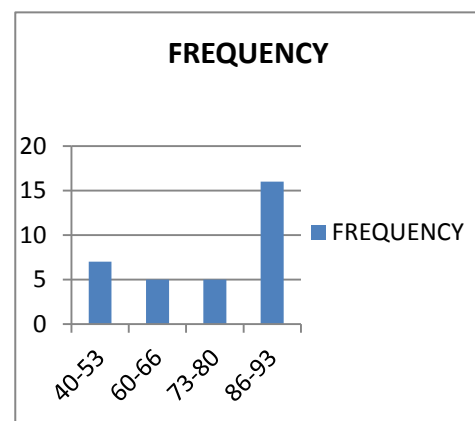
### C. FINDINGS

The aim of this research are to find out the effectiveness of PBL in teaching speaking. After analysing the data, the writer found that students' speaking skill after being taught using PBL was effective enough. From diagram 1.1 total score was increased after using this method. It could be seen from 86-93 there were 16 student. The second frequent 0-53 there were 7 students. The third, interval score was 73-80 there were 5 students. The fourth interval score 60-66 there were 5 students and the mean of the score was 60 score.

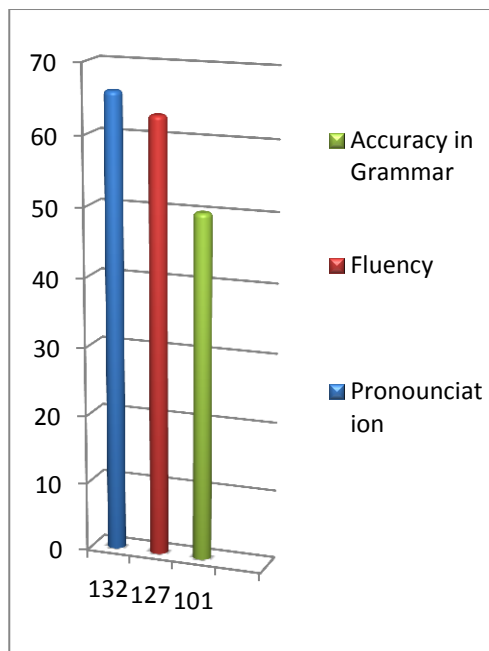
The from the diagram 1.2 the score of each aspect after being taught PBL showed that 132 score found the mean of the score was 66 score for pronunciation, the second, frequent score was 127 found the mean of the score was 63 score for fluency, the third, 101 score found the mean of the score was 50 score for accuracy in grammar. Based on the data above, it could be concluded that teaching speaking using PBL was effectiveness. It could be seen from the mean of total score after being taught using PBL was 60. Based on the classification of the score the students score approach the standard, it was effective level and the higher aspect of speaking after being taught PBL was pronunciation. The writer also provided the diagram the mean of total score and the each aspects of speaking, those are:

**Diagram 1.1**

**Diagram Frequency of total score**



**Diagram 1.2 score of each aspect**



Based on the finding of the data supported by preliminary study, Aina (2011) found that teaching speaking using PBL in SMA Negri 4 Kediri, the students' speaking ability increased and the students more confident to speak, before the researcher being taught PBL in speaking, the students mispronounced word, 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 atmosphere among students which makes the students more confident to speak. It means that the

result of the data the previous study and this research have the similarity of the result of the data, this research, the writer also found that after being taught PBL in teaching speaking to seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI in Academic Year 2016/2017 that pronunciation was higher score after using PBL in teaching speaking, and some of students got good score in teaching speaking. The differences between both of them on the places, the previous researcher conducted the research on SMA 4 Kediri while this research conducted on SMP PAWYATAN DAHA 1, and the previous researcher focus on pronunciation while the writer focused on pronunciation, accuracy in grammar and fluency

Based on preliminary study Rohim (2014) found that teaching speaking using PBL in MA Al-Maarif Singosari Malang, students got good scores in grammar, vocabulary, comprehension, fluency, pronunciation, and intonation. It means that the result of the data the preliminary study and this research have the similarity of the result of the data, this research, the writer also found that after being taught PBL in teaching speaking to seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI in Academic Year 2016/2017 that pronunciation was higher score after



using PBL in teaching speaking, and some of students got good score in teaching speaking. The differences between both of them on the places, the previous researcher conducted the research on MA Al-M aarif Singosari Malang while this research conducted on SMP PAWYATAN DAHA 1, and the previous researcher focus on grammar, vocabulary, comprehension, fluency, pronunciation, and intonation while the writer focused on pronunciation, accuracy in grammar and fluency.

Based on the explained above the writer found that after being taught using PBL in teaching speaking, students speaking skill was increased in pronunciation and they could speak English confidently in front of the class.

#### **D. CONCLUSION**

The means of the students score in speaking skill is 60, and the score of each aspect of speaking are as follows: the means of pronunciation ability was 66, the means of fluency ability was 63, and the means of accuracy in grammar was 50.

Based on the explanation above, the writer concluded that PBL is appropriate method in teaching speaking skill and the higher score after being taught using PBL was pronunciation than the other aspect.

The writer found that the mean of total score was 60. it was effective enough score based on the classification score

#### **1. Suggestion**

Based on the result of the research that was done in SMP Pawyatan Daha 1 Kediri especially at the seventh grade students in academic year (2016/2017), in this opportunity the writer tries to give score and recommendation to everyone who relates. The result of this study is expected to give practical contributions to English teachers, the and the following researcher;

1. For the English teachers, the writer suggested to be PBL to increase students pronunciation. The writer suggested to use picture to create the problem in teaching speaking using PBL, it was easier to the students solving the problem In PBL should make a group, the writer also suggested for permitting the students to make a group based on their selection.

2. For the following researcher, This research was expected for the following researchers to be reference, if the following researcher wanted to conduct this research, be more selective to create the problem to make the students easier to solve the problem in teaching speaking. When the following researcher wanted to conduct this research in the school. The



writer suggested, In PBL, students should make a group and if the following reasearcher to make it , the following researcher should consider those suggestion, such as; permitted the students to make a group based on their selection, and based on the students interest.

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