THE EFFECT OF PROBLEM BASED LEARNING STRATEGY TOWARD STUDENTS' SPEAKING ABILITY AT THE FIRST GRADE OF SMAN 1 ENAM LINGKUNG

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Tujuan dari penelitian ini adalah untuk melihat pengaruh dari penerapan *problem based learning* sebagai salah satu strategi pembelajaran teks *descriptive* terhadap kemampuan berbicara siswa dalam mengungkapkan deskripsi tentang orang, benda atau tempat

Metode penelitian yang diterapkan adalah *pretest-posttest control group design*. Teknik pengambilan sample memakai *cluster sampling.* Sebagai sample penelitian ditetapkan siswa SMAN 1 Enam Lingkung kelas X_2 berjumlah 31 orang dan X_6 berjumlah 31 orang. Kelas X_2 sebagai grup eksperiemen dan kelas X_6 sebagai grup control. Grup eksperimen diajarkan dengan *problem based learning* dan grup kontrol diajarkan dengan *metode konvensional*. Instrumen yang digunakan adalah *oral presentation test*. Test di lakukan di awal dan di akhir penelitian (*pretest* dan *posttest)* karena metode penelitian memakai metode *pretest-posttest control group desig*n. Untuk menilai kemampuan siswa di gunakan *Oral proficiency scoring criteria*. Nilai yang didapat dari kedua tes digunakan sebagai data penelitian.

Dari hasil penelitian, ditemukan bahwa kemampuan siswa mengungkapkan pendapatnya memiliki perbedaan yang cukup signifikan. Grup yang menerapkan *problem based learning* memiliki kemampuan yang lebih baik dari grup yang menerapkan *metode konvensional*. Perbedaan itu bisa dilihat dari skor pencapaian siswa kedua grup. Terlihat dari rata-rata skor siswa di grup eksperimen (79.92) lebih tinggi dari grup kontrol (75.50). Selanjutnya, hasil pengolahan data menggunakan rumus *t-test* didapatkann nilai t_{hitung} lebih besar dari nilai t_{table} pada tingkat kepercayaan 0.05 ($t_{hitung} > t_{table} = 5.139 > 1.6679$) yang juga berarti bahwa kedua grup memiliki perbedaan yang signifikan. Dengan demikian dapat disimpulkan bahwa penerapan *problem based learning* dalam pengajaran teks *descriptive* dapat meningkatkan kemampuan berbicara siswa dalam mengungkapkan deskripsi tentang orang, benda atau tempat

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CHAPTER I

INTRODUCTION

I. Background of the Problem

In learning English, there are four skills that should be mastered by the students. One of them is speaking. Through speaking, someone can convey information and ideas, and maintain social relationship by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. Some people often think that the ability to speak a language is the product of language learning. They assume that speaking is a crucial part of language learning process.

Based on an observation done at SMA N 1 Enam Lingkung and a discussion held with the English teachers, it was found that there were some problems in English speaking class coming from students and teachers. First, students felt ashamed and afraid to speak English in the classroom so that they preferred to use their mother language. They felt that their peers would look down and laugh at them when they made mistakes. Some students, who did not take any English courses, thought that their ability was bad and did not have enough confidence to speak along with their friends.

Another problem is that the students had poor grammar and pronunciation. This sometimes makes them unable to speak understandable speech. Consequently, teachers and students sometimes misunderstood one another.

The last is that they rarely practiced speaking in the classroom. After explaining the materials, the teachers only asked the students to practice one of the conversations found in the textbook. As the result they could not improve their speaking ability because there was a limited chance to practice their speaking and no feedback given by their teacher about their performance.

Then, most of the learning materials were only taken from the textbook. The material was described briefly and teacher continued giving students some task or exercise. The task given by the teacher also comes from textbook. In addition, teacher got some difficulties in choosing some appropriate strategies to teach speaking. As the result, the students did not get any significant improvement in their speaking ability.

In curriculum 2006, the students are asked to be able to communicate. They were asked to learn some kind of texts. These texts will be practiced in four language skills including speaking. One of those texts is descriptive text. Descriptive text is used to describe someone, something, or place. However, the teachers did not create a situation in which student could practice in a real-world context. They tended to memorize the list of word given by the teacher. It made the students bored if they were just asked to memorize every word that was printed in the textbook.

From the explanations above, it can be concluded that teaching speaking in this school needs to be concerned. One of the ways to solve the problems above is by applying an appropriate technique in teaching speaking that can help students to be more active in learning. One of the techniques is problem based learning (PBL). According to Hmelo (2004; 235),PBL uses real life problem to gain students critical thinking. 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 Nurhasanah, (2009:12), Problem-based learning (PBL) is a learning that uses real-world context to improve students' critical thinking and problem solving skills as well as to acquire the essential knowledge and concepts of the learning material.

Bandura (1997: 142) says that students are also more motivated when they believe that the outcome of learning is under their control. Students are more motivated when they know what they are learning and when their educational activity is implicated in personal meaningful tasks (Ferrari and Mahalingham, 1998; 33). Furthermore, Hmelo (2004: 237) underlines the goal of the problem based learning (PBL). It is to make students intrinsically motivated in the learning speaking. Intrinsic motivation occurs when learners work on a task motivated by their own interests, challenges, or sense of satisfaction.

Based on the background above, supported by some theories, it can be seen that the problem based learning could improve the students' speaking ability. Therefore, this study sought the effect of using PBL in improving the speaking ability of the first grade students at SMAN 1 Enam Lingkung, especially their ability in describing things.

J. Identification of the Problem

Based on the explanation on the previous part, the researcher found that there were some problems faced by students in learning speaking. The first, students are less active in participating in the classroom activities such as answering questions and giving opinions. Furthermore, students have poor grammar and pronunciation, which make it hard for them to communicate with their teachers and classmates. Their pronounciation is still affected by their native language. And also, they rarely practiced speaking in the classroom. So, there are no significant improvement in their speaking ability.

There are also some other problems caused by teachers. Teachers could not create good and interesting learning atmosphere in the teaching-learning process because they did not use variety of media and techniques. The techniqueused does not challenge students to speak. In the classroom, teaching process was dominated by teacher using lecturing method that gives less chances to the student to practice speaking. Students' speaking ability was rarely showed in learning process. As a

result, speaking is just to give the mark to students rather than knowing how to speak English well. Therefore, the students'speaking ability is low.

K. Limitation of the Problem

Based on the identification of the problems above, the problem of the research was focused on the implementation of problem based learning in speaking class to create good and interesting atmosphere in teaching and learning speaking. As the result, the students' speaking ability can be improved.

L. Formulation of the Problem

Based on the identification and the limitation above, the problem of this research isformulated as: "what is the effect of using problem based learning on students' speaking ability in learning descriptive text for the first grade students in SMAN 1 Enam Lingkung ? "

M. Hypotheses

Based on the formulation of the problem above, the hypotheses of the research can be defined as follows.

H-1 The use of problem based learning in speaking descriptive gave significant effect on students` speaking ability in first grade students of senior high school.

H-0 The use of problem based learning in speaking descriptive gave no significant effect on students` speaking ability in first grade students of senior high school.

N. The Purpose of the Research

The purpose of the research was to find out whether problem based learning give significant effect toward speaking ability in senior high school.

O. Significance of the Research

This research gives alternative ways in improving students' speaking ability by using problem based learning (PBL). For teachers, it helps teachers to teach speaking. Beside, students can feel the benefit of learning because the problems are solved directly linked to real life, it can improve the student motivation and interest in the material being studied

P. Definition of Key Terms

1. Problem based learning is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems.
2. Strategy is a plan of action designed to achieve a specific goal.
3. Speaking ability is student capability in speaking which is reflected students' score in speaking test