
THE EFFECT OF PROBLEM-BASED LEARNING TO THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan pengaruh pembelajaran berbasis masalah pada kemampuan berbicara siswa kelas sepuluh di SMK Muhammadiyah 1 Palu. Penelitian ini menggunakan penelitian eksperimen dengan desain quasi-experimental. Sample penelitian ini adalah siswa kelas X Farmasi sebagai kelompok eksperimen dan siswa kelas X TKJ A sebagai kelompok control. Mereka dipilih melalui teknik convenience sampling. Pengumpulan data dilakukan melalui pretest dan posttest data dianalisis menggunakan rumus uji-t untuk membandingkan nilai rata-rata kelompok eksperimen dan kontrol. Hasil analisis data menunjukkan bahwa t -tabel (1,986) lebih tinggi dari nilai t (0,98), sehingga hipotesis ditolak. Artinya pembelajaran berbasis masalah tidak berpengaruh secara signifikan terhadap kemampuan berbicara siswa. Hal ini disebabkan oleh beberapa faktor seperti situasi, pelaksanaan pengajaran, dan partisipasi siswa.

Kata Kunci: *Problem-Based Learning, Kemampuan berbicara.*

ABSTRACT

The objective of this research is to find the effect of problem-based learning to the speaking ability of the tenth grade students at SMK Muhammadiyah 1 Palu. This research employed experimental research of quasi-experimental design. The samples were the students of X Farmasi as the experimental group and the students of X TKJ A as the control group. They were selected using convenience sampling technique. The data were collected through pretest and posttest analyzed by using t-test formula to compare the mean score of the experimental and control groups. The result of the data analysis shows that t-table (1.968) higher than t.value (0.96), so the hypothesis is rejected. It means problem-based learning has no effect significantly to the students speaking ability. That caused by several factors such as situation, teaching implementation, and students participation.

Keywords: Problem-Based Learning, Speaking Ability

INTRODUCTION

Speaking is an essential skill in a language. It is one of the skills besides listening, reading, writing. Speaking is a process of communication, sharing information, knowledge, feelings and ideas. Speaking ability becomes important in a communication because if students are weak in speaking ability, they can not express their ideas well to others. In communication, students sometimes get misinterpretation about the meaning of the points that are conveyed to them. Therefore, to avoid that there are several aspects that students should be considered while expressing ideas such as how to speak fluently, accurately and comprehensibility.

Speaking English is a skill that should be mastered by students. According to Harmer (2001 : 269) “The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’”. It means when speak English, students are not only being fluent but also being accurate. Therefore, when students speak fluently and accurately as a result the information, they will be easier to be understood by listeners.

Based on the curriculum 2013, teaching learning process focuses on students centered-learning, requiring students to be more active and creative. Regarding the goals of the curriculum 2013 of teaching English in SMK level, the students should know how to request and provide spoken and written information in English. In order to use English orally, the students are expected to speak English fluently, accurately, and comprehensibility.

However, based on the researcher’s observation, the students at SMK Muhammadiyah 1 Palu remained poor especially in speaking English. The students got some difficulties to respond oral questions in English. They were also shy to speak up in front of their friends. Only a few students tried to answer the oral questions and most of them did not respond at all. There are some problems found in teaching and learning English process at SMK Muhammadiyah 1 Palu. First, the teacher still applied lecture model in teaching learning process, so the students did not get active because the teaching learning process focuses on the teacher. Second, the teacher mostly used Indonesia language in teaching English, so when the student speak in English the students have problems in speaking such as in pronunciation. There are also many phonemes errors in articulations of vowels, consonants, and stress as well

as still poor in grammatical use. There are tenses errors of present tense and past tense, it is because they are rarely practice. Lastly, when speaking English, most of the students did not get the points because they lacked of vocabulary. As a result, students still got confused how to express their ideas because of those problems.

Related to the problems above, this research attempted to find out the effect Problem-based Learning method on students' speaking skill. Problem-based learning is a teaching model which focuses on the students and self-directed learning skills. The use of problems in acquiring new knowledge is the starting point of a principle in learning methods (Barrows, 1982). In this case, the model is students centered-learning which are all activities focus on the students. It can make students get more active and practice more speaking English in the class. According to Gallagher (1997), Problem-based Learning (PBL) creates-initiating learning with a problem and using teacher as problem-solving guides rather than as all-knowing experts. In addition, this method can built students' critical thinking, reasoning skills, creativity and independence. Problem-based Learning can be the solution to some problems faced by the students.

METHO D

This research used a quasi-experimental design by conducting a pretest, treatment, and posttest. This research implemented the non-equivalent control group design. In this research design, there were two objects of the research. They were the experimental and the control groups. The experimental group got treatment, while the control group did not. This design was adapted by Creswell and Creswell (2018) as follows:

$$\begin{array}{l} \text{Experimental group :} \\ \text{Control Group :} \end{array} \quad \begin{array}{c} \frac{O_1 \quad X \quad O_2}{O_3 \quad O_4} \end{array}$$

This research conducted a pretest before giving treatment to identification students' prior knowledge in speaking ability. After giving pretest, this research applied problem-based learning as a treatment on experimental group while on control group still applied conventional method which is lecture method. Finally, after giving the

treatment, both of groups were given a posttest to know the influence of problem-based learning. The population of this research is tenth grade students of SMA Muhammadiyah 1 Palu. This research applied non-probability sample in sample selection. This research used convenience sampling because it can representative the population without seek to generalize it. The sample is Teknik Farmasi class selected as the experimental group, and Teknik Jaringan Komputer & Telekomunikasi (TKJT) A class, as the control group. Both of groups chosen because have similar level in speaking English. This research instrument of data collection was a test, pretest, and posttest. Then, this research gave a score and calculated the result of test.

Tabel 1 Speaking Scoring Categories

	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression words occasionally but only one or two unnatural pauses.	Searches for easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarifications required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors but most utterances are correct.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot what is said, but must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

DATA PRESENTATION AND

DISCUSSION DATA PRESENTATION

The results of this research are analyzed statistically using some formulas adapted from hatch and Farhady (1982). In presenting data, this research analyzed the data taken from pretest and posttest that have been given to control and experimental groups. The data were gained to find out the significant improvement of students speaking ability after being given the problem-based learning method of the tenth grade students at SMK Muhammadiyah 1 Palu. Further, the researcher elaborates on the pretest and posttest results on the following table.

Table 2, The Result of Pretest and Posttest of Experimental and Control Groups

		Mea n	N	Mean Deviatio n	Std Deviatio n	Std Erro r Dev	Significanc e
Pairs I (experimenta l group)	Pretest	32.14	2	1.72	4.07	0.99	0.05
	Posttes t	32.80	2				

Pairs II (control group)	Pretest	27.91	2	0.76	2.13
	<hr/>				
	Posttes		2		
	t	27.40	2		

Table 2 shows the mean score of the pretest and posttest in the experimental and control groups. After getting the mean score of both of groups, next figure out mean deviation scores in the experimental group. In this case, to get the mean deviation scores, first thing first find out the total score of deviation. The total deviation score got from deviation in the experimental group which is individual students standard scores in the posttest were subtracted with the students' standard scores in the pretest. In the control group, the researchers did the same thing with experimental group to get the mean deviation.

Afterwards, the researchers figure out standard deviation of experimental and control groups. In counting the standard deviation both of groups, the researchers computed the square deviation of each group using formula adapted from Hatch and Farhady (1982). Then the researchers got standard deviation of experimental is 4.07 while the control group is 2.13. After that, the researcher computed the standard deviation score to get a standard error deviation, then got 0.99.

In additional, to find out the significantly effect of problem-based learning to the students speaking ability, the researchers used t-test formula to get the t-value. By computing the data, the researcher get the t-value is 0.96. Since the level of significance is 0.05 and degree of freedom is 41, the researchers got a t-table 1.683.

The data shows the t-value is 0.96 while the t-table is 1.683. It means the problem-based learning has no effect to the speaking ability of the tenth grade students at SMK Muhammadiyah 1 Palu. Therefore, the hypothesis of this research is rejected.

DISCUSSION

A study conducted by Hasnawan (2018) showed that problem-based learning on speaking ability significantly improved the speaking ability of fourth semester students in the English department at the state institute of Islam Studies (IAIN). However, in this research, the hypothesis result is rejected after testing the hypothesis. It means that the problem-based learning has no effect to the speaking ability of the tenth grade students

at SMK Muhammadiyah 1 Palu. There were some problems that might be caused this result, such as situation, teaching implementation, and student participation drove this result. All of them will be elaborate in the following paragraphs.

Firstly, the issue is related with the situation during the covid-19 pandemic, all activities were limited including teaching-learning process. When the problem-based learning was implemented, Palu city applied PPKM. It means all of the activities were limited. For schools, they may do face-to-face teaching-learning processes but should apply health protocols and limited the time in the teaching-learning process. At SMK Muhammadiyah 1 Palu, they did a face-to-face teaching-learning process but it was only 30 minutes for each lesson hour. It was a challenge for the reseacher because the English lesson has 2 allocated hours for each meeting. For each meeting, this research only has an hour when applying problem-based learning. Whereas problem-based learning takes much time in preparation, such as analyzing the case and finding the supporting sources before figuring out the solutions.

The second issue aligns with the implementation of problem-based learning in teaching speaking. Since the teaching-learning was only an hour, to make efficient time, the students must prepare themselves from home related to the topic, such as searching the material, listing the points they know and do not know, and trying to make a question related to the issues which were already written. Meanwhile in the normal condition, it should be prepared continually so the researcher can control the students to prepare themselves at home. It was proven by the students who did not prepare themselves from home related to the next topic. Therefore, an hour of lesson hour was just used for preparing their concept and searching supporting ideas, so they did not present their discussion results, and there was no reviewer for their results.

The last issue is the students' participation. There were some obstacles related to the students' participation. In the first meeting, during applied problem-based learning, almost all of the students did not speak up because they were shy with their classmates and even sharing their ideas in the Indonesian language. Only a few students shared their thoughts when asked. Moreover, although they were grouped, some of students just talked each other without discussing teh topic. It disturbed their friends who are learning seriously. In addition, when she asked the students to prepare the sources related to the topic at home, many students did not prepare them. It means the students

did not give their efforts. Therefore, to control the variable and make it still works, the researcher always reminded the students to practice learning independently in improving their speaking ability during the covid-19 pandemic. She also asked the students who more active in their groups to remind their friends to be more active in their groups and did the task for improving themselves. In teaching speaking, students' motivation is essential to attract their willingness and abilities in speaking ability, Hasnawan (2018). Meanwhile in this case, the students lack of vocabularies and ideas. Therefore, the students have no motivation to learning speaking English because their weaknesses. On the other hand, the topic also should can attract students interesting in learning English, because it is can affects to the students participation. Whereas, when implementing the problem-based learning, the students should have ideas and many vocabularies. That is why the students did not become more active in their groups. It means the researcher should be able to provide and manage more exciting topics to draw students' motivation. Therefore, the explanation above becomes the weaknesses in this research that affected the result.

CONCLUSION

After applying the treatment, collecting and analyzing the data, this research conducted that the problem-based learning has no effect to the speaking ability of the tenth grade students at SMK Muhammadiyah 1 Palu. It was proved by the t_{table} (1.683) higher than t_{value} (0.96). It means the hypothesis is rejected.

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