IMPROVING NINTH GRADE STUDENTS' SPEAKING SKILL THROUGH THE APPLICATION OF PROBLEM BASED LEARNING (PBL) METHOD AT SMPN 3 TUNGKAL JAYA MUBA

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Abstract

This research is aimed at improving the ninth-grade students' speaking skill through Problem Based Learning (PBL) method when it is applied in teaching speaking. The research was carried out through action research. The researcher acted with the students and the English teacher as the collaborator. The subjects of the research were 20 students of Ninth Grade of SMPN 3 Tungkal Jaya, Musi Banyuasin in the academic year of 2021/2022. The data collection included the application of Problem Based Learning method in three cycles. The data were analyzed using quantitative and qualitative data. The research findings showed that Problem Based Learning method improve students' speaking skill. It enables students to practice some speaking techniques in the form of group work, and it eases them in improving speaking. The improvement of speaking skill can be seen from the result of speaking test which has the mean score test 1 is 50%, test 2 is 70% and test 3 is 85%. This research also showed that the activities in Problem Based Learning enhance students' skill in improving speaking skill. The conclusion suggests that the application of Problem Based Learning method improve the ninth grade students' speaking skill effectively at SMPN 3 Tungkal Jaya, Musi Banyuasin.

Keyword: Problem Based Learning Method, Speaking skill.

Introduction
Background

Speaking is one of the four language skills often considered the most important one to be mastered by every student to be competent in communication. Since speaking skill is taken into account as the very important skill which them should acquire, the progress of this acquisition is measured in terms of their achievement in spoken language. The students who have ability in speaking means they are capable of sharing their ideas, thoughts and opinions to listeners in English orally. Many foreign learners are interested in learning certain languages also because they want to speak in that language. Someone is involving in communication to speak his mind for many purposes and meaning senses. It might convey something, inform, warn, give comment, describe and etc..

Unfortunately, many students have problem in speaking. It is caused by the internal and external factors. The internal factors include are motivation and interest while the external factors are teachers' teaching techniques and facilities as well.

Students of English as a foreign language, like in Indonesia included the ones at the ninth grade students of SMPN 3 Tungkal Jaya Muba where the researcher is teaching now are demanded to be competent and to develop speaking skill in both formal and informal situations in English speaking well. This is because there is an assumption that speaking skill is the result of learning English as a foreign language. In fact, this result is beyond what is expected. In researcher's class, for instance, many students have low speaking skill. They prefer using Indonesian or even mother tongue in class room activities. Merely 35 % of spoken interaction is in English. Based on (Gebhard, 2001) stated that one of the problems that some EFL/ESL teachers have in teaching and in encouraging students to speak English is that some of them including advanced ones are still so shy or have such high anxiety over speaking that they do not talk even in classroom. Similar problem occurs in the researcher's class at SMPN 3 Tungkal Jaya Muba. Most of them do not talk in English for they do not have sufficient self-confidence in expressing their ideas. They

are shy to speak English because they are afraid of making mistakes or being shy of attracting other students' attention to their speech.

The other problem found in the researcher's class is that most of the students understand, to some contents, what they talk about but they are not willing to use it. When they are asked to answer or to give their ideas, they prefer to be quiet. They are confused because of lack of vocabulary and the grammar they need to express their ideas.

The researcher assumes if the students are taught by using proper method, they were motivated to speak up. Therefore; English teacher should find and use an effective method. In this case, th The researcher chooses this method for some reasons. As more verbal interaction is extremely needed to overcome the lack of speaking skill. Problem Based Learning method can be used in a variety of settings, including in the classroom. The principle of as the development of age into the era of globalization, all the problems on this planet turns increasingly complex, innovative and transparent. People who are not creative and innovative absolutely will be left behind by the rapid flow of these developments. The same case takes place in education, particularly in the learning process, in which there are many learning methods emerging for the purpose of progress and success in learning. PBL also can make students think creatively and they do not depend on their teachers. They are supposed to find or search the problems individually or group work independently.

One such method is the Problem Based Learning (PBL) with which is innovatively pictured by effective concept in improving learners' learning achievement and increasing achievement motivation of learners as well. Therefore, the researcher is interested in conducting classroom action research entitled "Improving ninth-grade students' speaking skill through Problem Based Learning Method of SMPN 3 Tungkal Jaya Muba." The researcher used Problem Based Learning as one of the methods considered be effective. Hopefully, it will be useful to be used at this school as one of teaching methods among many other ones in enhancing students' speaking ability. The

researcher chooses this method due to this could handle and solve those problems above.

LITERATURE REVIEW

Concept of Speaking

It is necessary to present the nature of speaking. Speaking is one of the most important skills to be developed and enhanced as a means of communication orally. Many definitions about speaking have been proposed. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.

Speaking ability was defined as the ability to communicate fluently, which requires not only mastery of language features but also the ability to process information and language 'on the fly.' It necessitates the capacity to work together to handle speaking turns and nonverbal communication. It occurs in a real-life situation with little time for comprehensive planning. As a result, fluency is essential to achieve the conversation's purpose (Harmer 2001) in Rika (2014).

In additional, (Hughes, 2007) in Darul (2012) explained that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.

According to (Thornburry, 2005) in Yulianto (2011) confirmed people take speaking for granted because it is so common in our daily lives. Speaking is the verbal expression of any language. People construct and employ a number of speech organs in order to make speech.

According to (Brown, 1994) in (Estika, 2015) speaking is a productive skill that can be directly and empirically observed. Based on the definition, it can be drawn that speaking is a means of verbal communication that is used by people and can be observed directly when they speak. Speaking is also the interactive process of making meaning that involves producing, receiving, and processing information from one to another. When people aim to speak

something, they first construct meaning of what they want to convey. Then, they present what is on their mind through producing utterances using their organs of speech to the others.

In addition, people can control what they want to say. They can speak slowly or they can speak fast depending on what kind of response they obtain. Sometimes, people use their body gestures such as moving their hands and doing eye contacts to their listeners in a face to face communication to convey and to help the listeners understand the information. People use both forms of speaking formally and informally depends on many factors. For instance, people might speak more formally when they have conversation with their boss or when they have to convey information academically in front of many audiences.

Speaking is one of the language skills by which people can explore their purposes and communicate with others. Many researchers investigate speaking as a productive skill because it is essential to English teaching. The aim behind learning a foreign language is to speak and communicate in that language. The followings are various theories of speaking skill.

(Weir, 1993) in (Fatimah, 2016) explained that speaking involves the ability to satisfy two particular demands, processing condition and reciprocity production. The processing condition is related to speech taking place under time pressure and the reciprocity condition is related to interpersonal interaction between speaker and interlocutor. Thereby the listener can catch the oral communication. It means that when somebody talks to other people, they must tell the information clearly so that what they are talking about does not distract listening. Still emphasizing in speaking skill, (Brown and Yule, 1996) in (Fernandes, 2015) stated that the primary function of spoken language is to convey information, to establish and to maintain social relationship. So, speaking occurs if there are speaker and listener through the process of producing, receiving and analyzing the information. It means that the speaker not only has to understand the context but also the situation in which speaking takes place. They also add that one of the aims of most language programs is to develop spoken language skills and most language programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts.

Concept of Problem Based Learning (PBL)

According to (Wilkerson and Gijselaers in Loague, 2001) in (Hadi, 2017) claimed that Problem Based Learning is characterized by a student-centered approach, teachers as "facilitators rather than disseminators," and open-ended problems (in PBL, these are called "ill-structured") that "serve as the initial stimulus and framework for learning". By Problem Based Learning (PBL) the teachers as facilitator, they can lead the students to explore the students ability. The teachers are able to apply this method in speaking class, so the students become interest and comfortable to speak. The teachers also provide the students interesting topic to discuss and the topic can related to their daily life. Problem Based Learning begins with the activities of students individually or in groups in solving real problems by using strategies or knowledge that has been owned. This is inline with the opinion of (Arends, 2013) that the main purpose of the lesson is not to learn a lot of new information, but to investigate important issues and become independent learners. (Baded and Major, 2004) in (Mutia, 2014) explained the problem based learning (PBL) is an approach in which the students to develop meta cognitive skills and to expect students in use reasoning abilities to solve complex problem. (Tan, 2003) in (Auliadi, 2013) says that PBL includes the life-wide learning goals of self-directed learning, information-mining skills, collaborative - team learning reflective and evaluative thinking skills

RESULTS AND DISCUSSION

The ffindings of the research contain analysis of two different kinds of data: quantitative and qualitative analysis. The findings are important to answer questions of the research. The quantitative data gathered is aimed to answer whether Problem Based Learning can improve students' speaking skill. Qualitative data answered the second question

about what are students' opinions on the application of Problem Based Learning to improve speaking skill.

After doing the research, generally the students of the Ninth grade students could speak English by using Problem Based Learning. During three cycles treatments in 8 meetings, the result show that the students could speak English better before the research. It was indicated from the improvement of mean score of students' speaking skill in cycle two. Moreover, there are also improvement for each aspect of speaking skill in term of grammar, vocabulary, pronunciation, fluency and comprehension. The following are the detail explanation about the teaching and learning process and the findings of the research.

Before the students started their discussions, the researcher convinced them to make sure what each of them want to do before they work individually. They conducted discussions in their groups to clarifying the problem case given, defining the problem, do brainstorming based on the knowledge they have, define the things needed to solve the problem.

The researcher again reminded the students to find answers to problems from various sources. Next stages of problem-based learning method were the teacher assisted students in planning and preparing appropriate work, which is a report and helped them to share assignments about *the definition, social function and parts of labels* with friends. The teacher encouraged the students to be involved in their team work to their finish the assignment and welcomed each group to present the results of their group discussion.

During the discussion, she suggested that students speak to other students rather than her. She kept an eye on the students' activities, helped them learn more effectively, and stimulated them with questions. The researcher urged pupils to gather relevant data in order to obtain explanations and solve problems.

After the discussion to answer the problems that the group could seek the information from a variety of sources, each group delivered their finding in front of the class. Here the researcher

helped the students to analyse and to evaluate their findings.

CONCLUSION

Based on the findings and discussion of the students' speaking skill by Problem Based Learning during the three cycles of the classroom action research, it ca can be concluded that PBL improved students' speaking skill at the ninth grade students of SMPN 3 Muba. The findings showed that students' speaking skill and the indicators – grammar, pronunciation, vocabulary, fluency, and comprehension got better improved in each cycle of the research.

In addition, the researcher and the collaborators also observed that there are opinions from students that supported the improvement of speaking skill. The first opinion is motivation. By applying PBL, the students had willingness to have discussion on the materials given. The second opinion is technique. The students believe that problem based learning is better method for them to develop and improve their speaking skill. This method also makes and has them speak. The third opinion is students' participation. The classroom activity better improved the students' participation to become more active in teaching learning process. The students get involved in investigating and presenting the materials. The forth factor is students' confidence. The students' attitude were very positive toward the lecturer's guidance since they got many benefits dealt with the process of getting information and improving speaking skill.

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