

## THE ELEVENTH GRADE STUDENTS OF THE ISLAMIC SENIOR HIGH SCHOOL IN BONDOWOSO WILL BENEFIT FROM THE IMPLEMENTATION OF A PROBLEM-BASED LEARNING METHOD

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### ABSTRACT

English is one of the important aspects to be mastered in this era. English also the most widely used language in various aspects of life, including science, education, business, economics, technology, entertainment, etc. English is not always the first language in some countries. There are several countries that make English as a second language and even a foreign language. Meanwhile, in Indonesia, English is still a foreign language. English as a foreign language, has entered the education curriculum in Indonesia since Indonesia reached its heyday. This research used Classroom Action Research as the research design. Classroom Action Research was a research that aimed to improve the quality of learning practice, that focused on the process of the teaching and learning in the class. As a result of research obtained, Classroom Action Research had been conducted in two cycle that consisting of 2 meetings and 1 meeting for the post test in every cycle. The result pointed out that the implementation of Problem Based Learning could improve students' speaking skills in the Eleventh-grade G2 students of MAN Bondowoso. The results showed that the application of Problem Based Learning could improve the speaking skills of class XI G2 students of MAN Bondowoso.

**Keywords:** *Problem Based Learning Method, Speaking Skills*

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## INTRODUCTION

In this globalization era, language has an important role as a means of communication. Rohmah (2005:107) stated that nowadays, English as a world language is not merely an international language. English is one of the important aspects to be mastered in this era. English also the most widely used language in various aspects of life, including science, education, business, economics, technology, entertainment, etc. English is not always the first language in some countries. There are several countries that make English as a second language and even a foreign language. Meanwhile, in Indonesia, English is still a foreign language. English as a foreign language, has entered the education curriculum in Indonesia since Indonesia reached its heyday. The existence of a policy from the government to establish English as a foreign language is to improve the quality of human resources, and this is an effort for the Indonesian people to be able to follow the development of science and technology in the world, because in this era of globalization a lot of latest information or research uses English. It is hoped that after studying English, students can communicate in English both written and spoken.

As one of four basic skills in English, speaking has important role in language learning process. Ur (1996:120) stated that speaking is the most important skill to be mastered of all the four skills, such as listening, writing and reading. Fulcher (2003:24) said that speaking is a verbal use of language to communicate with others. Everyone needs to express their ideas, thoughts and feelings on spoken ways. Bueno, Madrid, and McLaren (2006:321) stated that speaking is the most difficult skills language learners have to face. Among the four basic skills of English language, speaking seems to be difficult because the speakers have to produce sentences spontaneously at a time.

Meanwhile, on the preliminary research result of teaching and learning process, the researcher found that teaching speaking was not easy because the teacher faced some problems, such as the students was lack of vocabularies for example when the students did not know the general English vocabulary such as "wide, clean,

walk and see" words and etc, they had less ability in pronouncing common English vocabularies for example when they wanted to pronounce the vocabulary "laugh and love" words and etc , they didn't know the structure of the sentences, they experienced some hesitations on what they wanted to conveyed. Based on the result of interview with the English teacher revealed that the students still have lack in speaking ability especially on the vocabulary, pronunciation, grammar and fluency aspects. The English teacher had tried to overcome that find of problem by implementing Communicative Active Learning method as an effort made by the English teacher. In fact these efforts are still not successful

In this opportunity, the researcher and the teacher are interested in choosing Problem Based Learning (PBL) method to be implemented on the teaching and learning process to develop the students speaking skill. The researcher believe that this method would give more opportunities to the students to express their ideas in interesting and enjoyable ways. Barrows and Tamblyn (1980:18) defined that Problem Based Learning method as new method and the learning process has a results from the process of working toward understanding or resolution of a problem. Problem Based Learning (PBL) is an approach that challenges the students to learn through solving a given problem that is in accordance with the surrounding life. In Problem Based Learning method the teacher didn't give the students all about the information, but required the students to do aresearch situation, develop appropriate questions and produce their own plan to solve the problem. Robert (1997:4) said that Problem Based Learning is a teaching technique that educates by presenting students with a situation that leads to a problem for them to be solved.

## **METHOD**

This research used Classroom Action Research as the research design. Classroom Action Research was a research that aimed to improve the quality of learning practice, that focused on the process of the teaching and learning in the class. Djunaidy (2008:8) stated that Classroom Action Research was one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem that

exist. In this study, the research design was using model Kemmis and Mc Taggart. There were four phases that should be conducted namely: planning, acting, observing, and reflecting.

#### SUBJECT OF RESEARCH

This research conducted at MAN Bondowoso, that located in Khairil Anwar st, Bondowoso District. The researcher chosed this place because some reasons, like: (1) The students faced some problems in speaking skill. (2) The English teacher had never applied PBL as method in teaching speaking. (3) The teacher agreed to conduct this research with the aim to improve the students' speaking skill by using Problem Based Learning method. The Subjects of this research were the Eleventh-grade students of MAN Bondowoso in Academic year 2022/2023. The class consisted of 35 female students. The researcher chosed this class because some reasons, like: (1) The students had low abilities in speaking skills, especially in the aspects of Vocabulary, pronunciation, grammar and fluency aspects. (2) The students were not enthusiastic in learning English subject. (3) The students felt ashamed and not confident in their expression. (4) Almost the students only gave a respond on the teachers' question by Yes and No word.

#### DATA COLLECTION TECHNIQUE

In this Classroom Action Research, the researcher collected the data by using some techniques of collecting data, those are:

##### Speaking Test

The test that used in this research is oral test of speaking performance. This test gave after giving treatments. It was done to know about the students' speaking performance by whole-class. The test model that had given was in the form of students' speaking performance, especially about the "Suggestion and Offer" topic. The students had given different problems that were in accordance with everyday life and in accordance with the learning syllabus being faced at that time. The students asked to solve the problem that have been formed.

##### Observation

Observation in this case, would be used by the researcher to find out the previous data that used as a base for the researcher doing this research.

#### Interview

The researcher conducted the interview to gain the information related to the teaching and learning process also to find out the real condition that exist in the classroom. The data was collected by interviewing the English teacher and the students. In the preliminary research, the interview aimed to get data of the teachers' and students' opinion, information, also expectation about speaking skill in the English teaching and learning process, including the students' problem in learning speaking.

#### Document Review

Document review was a way of collecting data by reviewing existing documents related to the teaching and learning process. The document review that used were lesson plan, Students' speaking score, the presence list of the students class XIG-2. The document review used for making the research process run well.

#### DATA ANALYSIS TECHNIQUE

In processing of analysis the data, the researcher categorized the data into two techniques, they were qualitative and quantitative. The qualitative data got from the observation during the teaching and learning process, interview and document review. While the quantitative data got from the students' speaking score of the test that have done in each cycle. To identify the improvement of students' speaking skill, the researcher used some steps to analyze the speaking ability and to know the result of students' speaking.

In completing the numerical data, the researcher tried to get the average of students' speaking score within before the implementation and every cycle in order to know how well Problem Based Learning implement in the classroom.

The researcher used certain formula to identify the mean of the students' score based on Ary (2010:108) . The formula is:

Notes:

" $\bar{x}$ " = the average of students score (mean)

$\sum x$  = the individual score  
 $n$  = the number of students

Then, the reseacher tried to get the class percentage which pass the target score or the Criteria of mastery learning (KKM). The score that must be achieved considering the speaking performance' score is 75. The result of the speaking test analyze by using the following formula to find out the percentage score based on Yogesh (2006:278):

$$P = F/N \times 100\%$$

Notes:

P = the class percentage

F = total percentage score (the number of students who pass the KKM)

N = the number of the students

#### DATA VALIDITY

In this research, the researcher used content validity. Burn (1999:160) stated that Validity is an essential criterion for doing an evaluation about the quality and acceptability of a research. It means that a test can be said valid if the measures what it would be measured.

### RESULTS AND DISCUSSION

After the research implementation, the information was gathered through the reflection. Each of the was explained furthermore, as follow;

#### 1. The result of the students' score

In reflecting phase, the researcher and the English teacher discussed the conclusion of implementing the Problem Based Learning from the action. Based on the students' post test I result, it could be known that the students' speaking skill in the aspect of Grammar, Vocabulary, Pronunciation and Fluency was increased.

In the first cycle, the researcher and the English teacher revealed that students still experienced a little difficulty in conveying what they want to convey. It happened because of the lack of vocabularies they memorized. In the aspect of pronunciation, students also still experience a slight improvement in pronouncing common words that were usually spoken in daily activities. In fact, it also very influential in terms of fluency in their

speaking skill. While in the process of post-test 1 the English teacher found that the students still felt nervous as they have to solve the problems given in front of the class. Furthermore, the students got the problem from the researcher directly not by reading on the card. That made the students uncomfortable and nervous.

Based on the calculation result, the percentage of the students who got score  $\geq 75$  was 68% of total students. Whereas the target of succes of this research was 75%. It mean that the percentage of students who passed the criteria of minimum score (KKM) had not been reached yet. So, the researcher decided to increase the students' speaking skill in the next cycle.

After implementing slight of changes in the second cycle, the researcher found that there were many improvements and changes in the activities and learning processes of the students, especially on the students' speaking score in many aspects, such as vocabulary, grammar, pronunciation, and fluency aspect.

In the vocabulary aspect, the English teacher revealed according to the fact that the students were very weak in the vocabulary aspect, because most of the students did not know some basic vocabulary that were commonly used in daily activities, such as uncle, address, street, area, ambition, etc. The students experienced a lot of improvement in the vocabulary aspect. There were many new vocabularies that they got after implementing Problem Based Learning especially in every learning process about "Suggestion and Offer" topic.

In the aspect of pronunciation, the students also found many mistakes in pronouncing some very basic words commonly used in everyday life, for example in the pronunciation of the words brother, live, come, listening, etc. The students also experienced an improvement in the aspect of pronunciation, they said some common English words correctly and boldly.

In terms of grammar, the students also experienced a lot of improvement. Initially only a few students of them could understand the structure in a text or sentence. After studying the "Suggestion and Offer" chapter with the implementation of the Problem Based Learning method, the students understood the use

of formulas in forming a sentence to give some advices or to offer something.

The fluency of the students' speaking skills also experienced a lot of improvement. Some students experienced some hesitations and sometimes had to search for or thought about the words they wanted to say. Another students spoke fluently without hesitation or searching for the next word they wanted to say. In addition, there were some students experienced about quite hesitant, limited range of vocabulary and structure about the words and sentences they wanted to say.

Based on the result of the post test II, the mean score of the class in speaking skill gained 79. The percentage of the students who reach the score  $\geq 75$  was 82.8%. it meant that, there were 29 students who passed the passing criterion. The speaking score reached the criteria of succes in this research and the research finished. The result of the post test showed that the implementation of Problem Based Learning method had worked well to improve the students' speaking skill.

## 2. The result of observation

In the first cycle, the observation sheet showed that the teaching learning activities have done well although there were some problems that should be solved, such as, increasing the students' interest in the following class. Based on the reflection phase in the first cycle, the researcher done some changes to the next cycle. The changes that have been made are expected to provide good development in various aspects, one of which is to increase enthusiasm and interest in the process of learning English in the classroom.

After implementing some changes based on the reflection phase in the first cycle, the researcher found some improvement on the students in their process of the learning activities. Based on the observation sheet in the second cycle, that was observed directly by the English teacher as the collaborator, there were many improvements and changes in the activities and learning processes of the students. It could be seen from the progress of the first, second and third meetings in the first cycle and the second cycle every week. The situation and condition of the class



which was initially crowded, then turned into a more calm and very conducive class. The students who were initially only passive in the learning activities, then they turned to be active in the class, although there were still some students who did not meet the expectations of the researcher.

The students who were initially embarrassed and not confident, they experienced changes for the better than before. They dared to try and begin to have high self-confidence in the learning process, especially in the speaking aspect. They began to be brave in answering some of the questions presented, and dared to come to the front of the class when asked to do a speaking practice.

## **CONCLUSION**

As a result of research obtained, Classroom Action Research had been conducted in two cycle that consisting of 2 meetings and 1 meeting for the post test in every cycle. The result pointed out that the implementation of Problem Based Learning could improve students' speaking skills in the Eleventh-grade G2 students of MAN Bondowoso. The results showed that the application of Problem Based Learning could improve the speaking skills of class XI G2 students of MAN Bondowoso. It based on the increasing the score of the speaking test performance in their performance to solve the problems given in the "Suggestion and Offer" chapter. It could be explained that after the implementation Problem Based Learning as the learning method in the Classroom Action Research the students who passed the KKM was 82% or 29 students which means there were 6 students who could not achieve the KKM. It was better than the percentage in cycle I which was only 68,57%. Thus, the result of the post-test in cycle 2 has already exceeded the criteria of success in this research. The aspect of speaking skills that improved after implementing the Problem Based Learning was Grammar, Vocabulary, Pronunciation, and Fluency.

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