

The Implementation of Problem Based Learning in Teaching Speaking Analytical Exposition Text to Eleventh Grades

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Abstrak

Berbicara adalah salah satu keterampilan penting dalam Bahasa Inggris karena berbicara merupakan keterampilan produktif yang digunakan untuk berkomunikasi antar dua orang atau lebih. Fungsinya adalah untuk menjaga hubungan sosial supaya tetap terjalin dengan baik. Namun, mengajar berbicara tidaklah mudah dan membutuhkan perhatian khusus, walaupun berbicara merupakan salah satu pelajaran yang menarik bagi siswa. Untuk mengatasi hal ini, model Pembelajaran Berbasis Masalah diterapkan dalam proses belajar mengajar guna membantu siswa dalam meningkatkan keterampilan berbicara mereka. Oleh karena itu, tujuan dari penelitian ini adalah untuk menggambarkan penerapan dari model Pembelajaran Berbasis Masalah, untuk mengetahui kinerja siswa dan respon siswa selama menerapkan model pembelajaran ini dalam pengajaran teks eksposisi analitik di kelas XI. Penelitian ini diterapkan di kelas XI SMA dengan desain penelitian kualitatif. Peneliti melakukan pengamatan, memberikan tugas kepada siswa, dan melakukan wawancara kepada siswa. Instrumen yang digunakan peneliti adalah catatan observasi, hasil berbicara siswa dan hasil wawancara. Berdasarkan data yang diperoleh, model Pembelajaran Berbasis Masalah dapat diterapkan dalam pembelajaran teks eksposisi analitik, khususnya dalam meningkatkan kemampuan berbicara siswa karena kegiatan yang terdapat dalam model pembelajaran ini sangat sesuai untuk meningkatkan kemampuan berbicara siswa.

Kata kunci: Berbicara, Kurikulum, Teks Analitik, Model Pembelajaran, Pembelajaran Berbasis Masalah.

Abstract

Speaking is one of the important skills in English because it kind of productive skill that use to communication between two people or more. The function is to communication in a society in order to keep the relationship well. However, teaching speaking is not easy and need special attention although teaching speaking is kind of the interesting subject for the students. To overcome this problem, PBL model can be applied in teaching learning process in order to help the students increase their speaking skill. Therefore, the objective of this study are to describe the implementation of PBL in teaching speaking, the student's performance and the student's response during the implementation of PBL as a model in teaching speaking analytical exposition text to eleventh grades. This study was applied to the eleventh grades of Senior High School and conducted in qualitative research design. Then, to collect the data the researcher did an observation, gave the student's task and did an interview. The instruments used to collect the data are observation field note, student's speaking result and interview. Based on the data, the result of this study shows PBL can be implemented in teaching speaking analytical exposition text because this the activities in teaching and learning process is appropriate to increase the student's speaking skill.

Keywords: *Speaking, Curriculum, Analytical text, Learning Model, Problem-Based Learning.*

INTRODUCTION

Nowadays, learning English is needed by everyone, especially for students. The main reason that makes English needed by students because English is an international language, which is used to communicate by people across different countries. In other words, students will be easy to communicate or interact with people from other countries by using English. The second reason, students will be easy to find or understand some information written in English because there are some information which are not only written in Indonesian but also in English. Then for the last reason, English is used in most aspects such as business, politics, social and culture (Sri Handayani, 2016:103). Therefore, improving

the quality of learning process in English is needed to be done to make the students mastering English well. Then, it is also important to know several factors that can hinder the learning process.

According to a research that is conducted by Misbah (2017), there are several factors that make students have difficulties in learning English. One of the factors that make students has difficulties to learn English is students lack of communication in English. The factor can be a barrier for students because it can inhabit the students in producing some words in English. Meanwhile, the aim of learning a language is applying the language to communicate (Tarigan, 1983:15). To overcome it, students need to practice the language a lot.

There are twelfth texts taught in senior high school stated by K- 13 and one of the texts is analytic expositions. The text is considered to be the best text in practicing speaking skill. It is because the text provides several hot topics which makes students speak up to share their arguments. In addition, the text can develop students' critical thinking because the students are not only expected to show their argument but also to give solution related to certain issue. Generally, analytical text is a kind of text that can stimulate students to deliver their arguments or opinions about a topic. However, making students speak up to deliver an argument in English is not easy for teachers. According to Mueen (2000:2), there are some factors which makes students have difficulties to speak up and to deliver their argument in English. First, students lack of vocabulary. The students cannot speak more in English if their vocabulary is limited. Meanwhile, someone who wants to deliver an argument should have a lot of vocabularies to explain their argument clearly. Second, students lack of self-confidence, shyness and nervous to speak English. Unconfident, shyness and nervous make the students cannot able to speak English fluently because the difficulties in speaking can be affected by someone emotion. Therefore, teachers need to choose an appropriate learning model to help students in elaborating their argument.

There are four models in teaching and learning process that are recommended to be applied in the curriculum (K13). The models are discovery learning, problem based learning, project based, and co-operative learning. From those four learning models, Problem Based Learning seems to be an appropriate model for students to teach Analytical Exposition text. There are some reasons that make PBL chosen to teach Analytical Exposition text. First, PBL is kind of learning model that have similar characteristic with Analytical Exposition text, which are both of them provides several authentic problems to teach the students. Second, PBL can stimulate the students in exploring their critical thinking (Duch, 1995). It can stimulate student's critical thinking because in PBL the students need to collect data or some information, which is the data need to develop more to strengthen their argument, which is this activity similar to the generic structure of Analytical Exposition text. In the text, the teacher asks the students to show their argument related with the problem that given before. In other words, the students already through several process or stages that can increase their critical thinking, automatically. Therefore, the researcher chooses PBL to Analytical Exposition text and observes the implementation of Problem Based Learning in teaching speaking Analytical Exposition Text to Eleventh Grades.

Moreover, this study brings several research questions in order to give the focus and the limitation in the context.

1. How is the implementation of problem based learning in teaching speaking analytical exposition text to eleventh grades?
2. How are students' performance toward the implementation of problem based learning in teaching speaking analytical exposition text to eleventh grades?
3. How is the students' response toward problem based learning to in teaching speaking analytical exposition text to eleventh grades?

The result of this study are hoped can increase student's speaking ability and help the teacher who want to teach the students, especially in improving the student's speaking ability. Besides, it is hoped to be an useful for the other researcher who want to conduct a research which have similar context that is implemented Problem-Based Learning model in teaching speaking.

METHODOLOGY

The researcher conducted this study in qualitative research design. The researcher choose qualitative research design because the researcher describe the implementation of PBL in teaching speaking Analytical text, describe the students' performance and describe the students' response toward the implementation of PBL in teaching speaking analytical text. According to Ary et al (2010) the basic of descriptive qualitative research itself is to interpret something through an experience. Therefore, the researcher doing observation to interpret the learning and teaching process.

The researcher conducted this research in SMA 1 Kota Mojokerto. Then, the subjects in this study are 20 students of XI IPA 1 class and an English teacher who had implemented Problem-Based Learning in teaching speaking Analytical Exposition text.

The data of this study are observation, student's speaking performance, and interview. Firstly, the researcher gained the data by conducting observation in teaching and learning activity. The observation consist of field note in each meeting. Secondly, the researcher report the student's speaking performance during the implementation of Problem-Based Learning in teaching speaking Analytical Exposition text. The last, the researcher was interviewed the students toward the implementation of PBL in teaching speaking. Then, for source of data in this study are teacher and students. The researcher chooses teacher and students as source of data in this study because the researcher conduct a research related to teacher and students in the teaching and learning process of English.

There are three research instruments in this study. The first research instrument is field note. The second instrument is speaking rubric and for the last instrument is interview guide. Here, the researcher used field note in order to remember some activities or events that happened during the observation. According to Ary et al (2010) there are two part of observation. They are descriptive part and reflective part. Ary et al (2010) explain descriptive part is everything that happens in the class, such as the teacher or student's activity or teaching and learning process in the classroom. Then, reflective part is describing the researcher's personal feeling. So the researcher explains or describe her feeling in the reflective part. The feeling can be about the situation that happens in the classroom, the implementation of the method that use by the teacher, etc. In short, the researcher write some important points during observe the class by using take a note as one of the instrument in this study. The second research instrument is speaking rubric which is adapted from Brown (1994). This rubric use to evaluate the students speaking performance. This rubric consist of five aspects, there are grammar, vocabulary, fluency, pronunciation, and content. Each aspects has a different score column. Then, for the last research instrument is interview guide. In interview guide, the researcher not only asks the students but also records the students' responses toward the implementation of PBL in teaching speaking analytical text. The purpose of this instrument are to know the student's response and to make sure that the model which use by the teacher to teach speaking analytical text is appropriated to used or not.

Then, there are three kinds of data collection techniques in this study. First, the researcher doing observation directly using takes a note to get some information. Socond, the research continue to conduct speaking task, it is to know the student's speaking performance after applying PBL model. The last, the researcher has an interview section with the students, it is to know the student's response toward the implementation of PBL model in teaching speaking.

In this study, the researcher analyzes all of the data using a theory of Ary et al (2010). The theory consists of familiarizing-organizing, coding-reducing, and interpreting-representing. Firstly, the researcher familiarizing and organizing the students' speaking performance include of excellent, good, poor or very poor. Then, the researcher also organizing some argument of the students, which one is agrees and disagrees in implemented PBL to teach speaking analytical text. Secondly, the researcher has classified the teacher explanation, students' performance, and students' response. The last, the researcher interpreted the data in

detail by describing teaching and learning process, describing the students' performance, and describe students' responses in order to analyze students' feeling toward the implementation of Problem-Based Learning in the class.

RESULT AND DISCUSSION

This section shows the findings after conducting the observation of the teacher implementation and the result of problem based-learning in teaching speaking analytical exposition text.

The Implementation of Problem Based Learning to Teach Speaking Analytical Exposition Text

The researcher was conducted a research in class XI IPA 1 of SMA PGRI 1 Kota Mojokerto by using observation field note to observe the teaching and learning process. The researcher was observed the class in two meeting. The first meeting held on Thursday, 14th February 2019. The second meeting was done on Thursday, 28th February 2019. Each meeting was conducted in 90 minutes.

In the first meeting the teacher only implemented 4 stage of problem based learning, which were orienting learners on learning problems, organizing learners to learn, leading the students to solve the problem and developing and present the result of the discussion. In this meeting, the teacher does not implemenetd the stage systematecillay. Here, the teacher implemented the second stage firstly, which was organizing learners to learn. In the stage, the teacher divided the students into several groups. There are four group in this class. Each group consists of 5 students. The teacher asked the students to count from one until five. After that, the teacher was orienting learners on learning problems. Here, the gave a problem to the students. The problem is about the existence of mobile phone for students in the school. The teacher asked the students to give a comment and an opinion related to the problem, it is should "agree or disagree" and then give the reasons. Then, the teacher asked the students to work in group. Here, the teacher moves around to control the students during discussion and to make sure that the students already understand the task. Besides, the teacher also helped the students if they have some questions related with the task. The last, the teacher asked the students to prepared their result of discussion and present it in front of the class. There are two group which presented in the first meeting, they are group 1 and group 4.

The second observation held on Thursday, 28th February 2019. In this meeting the teacher continuo to implemented two stage of problem based learning, which were developing and presenting the result of the discussion and analyzing and evaluating the process of

problem solving. The teacher asked group 2 and group 3 to present the result. After all of the group presented the result of their discussion, the teacher and the students analyze and evaluate the process of problem solving together.

Student's Speaking Performance toward the Implementation of Problem Based Learning in Teaching Speaking Analytical Exposition Text

The researcher analyzed the student's speaking performance in the first and second meeting. There were 20 students in the IPA 1 class that became a subject of this research. In this part, the teacher divided the students into four groups and each group consists of 5 students. In the first meeting, there were 10 students which were performed, they are group 1 and group 4. Then, there were 10 students which performed in the second meeting. They are group 3 and group 2. Here, there are five aspects that become the category of the student's performance. There were grammar, vocabulary, fluency, pronunciation, and content. The researcher has categorized the score from good, fair and poor. Here, the researcher analyzed the student's speaking performance using a rubric adapted by Brown, HD (1994). Based on the rubric, the researcher knows that there are three groups which got good score range. They are group 1, group 4, and group 3. Then, for group 2 get fair score range.

a. Score Range : Good

Group 1

This is the result of group 1. This group is becoming the first group who presented the result. There were five members in this group and every member showed their argument well. The score range of this group is good/very good. This group has very good level in the grammatical aspect, although there are some errors in the grammatical structures possibly caused by attempt to include a variety. This group also has a very good level in the vocabulary aspect. It means that they have a good language control. Besides, this group has a good range of vocabulary, although there is an unfamiliar vocabulary that they used to share their argument. For instance, the word of "addicted". The word is unfamiliar because the students rarely used the word to communicate. However, the vocabulary which used of this group is very good. Then, this group has very good level in the fluency aspect. All of the members have a smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two. The signs of fluency include only small word of pauses, such as "ums" or "errs". It means that the students do not have to spend a lot of time to speak or explain their argument or opinion. The students also could explain the argument clearly. In the pronunciation aspect, this group got good level. There are

some efforts at accent but it is definitely non-native. For instance, the pronunciations of the word "reduce" in the first argument. Besides, the voice of this group is loud enough and most of the members look interested to showed their opinion and argument toward the topic. Then, this group has a very good level in the content aspect because the content is appropriate to the topic and all of the members could mention and explained the argument very well. There are five arguments, which is all of the arguments can support the answer, although the argument is simple but this group could explain the argument completely.

b. Score Range : Good

Group 4

The second performance comes from group 4. There are five members in this group. The score category of this group is good/very good. This group is becoming the second of best performance in this class, because this group got very good score in every aspect. The grammatical rule of this group is very good, although there are some errors in grammatical structures possibly caused by attempt to include a variety. This group also has a very good language control and good vocabulary. Most of the members used an appropriate vocabulary. Then, the fluency of this group is very good. They have smooth and fluid speech, although they look few hesitations and there is an inaudible word or two in their speech. Most of the members in this group do not have to spend a lot of time to speak or explain their argument or opinion. In other words, they can explain their arguments in a simple language so it makes their performance looks satisfying. This group has a very good pronunciation, especially in the words of "smart phone" and "technology". Most of the members in this group could pronoun both of the words clearly. Besides, this group also has a good effort at accent. For instance, this group could pronoun the word of "permits" and "human" correctly. All of the words sound good. The last is content aspect. The content of this group is also very good. There are four arguments, which are all of the members could mention and explained the arguments in a simple language. Furthermore, the arguments are suitable toward the topic. Besides, this group could respond the teacher's question and showed the answer or opinion in a simple explanation so it makes their performance good.

c. Score Range : Good

Group 3

The third performance comes from group 3. This is the best performance in this class. The score range of this group is good/very good. The score is almost perfect. There are two aspects got excellent score, they are vocabulary and pronunciation aspect. Then, there are third aspect got very good level, they are grammar,

fluency, and content aspect. In this group, there are five members. All of the members have strong arguments and big confidence to show their arguments. Besides, the voice of this group is very loud. So it makes the class quite and all of the students focus on their performance. This group has very good level in the grammatical aspect. It means that there are some errors in grammatical structures possibly caused by attempt to include a variety. This group also used an appropriate vocabulary to explain their opinion. Besides, most of the members in this group used a wide range of vocabulary well, such as the word of “alternative tools”, “manage our time” and “group chat”. All of the words are simple and appropriated to the topic. This group also has very good level in the fluency aspect. It means that there are few hesitations, some inaudible word or two. This group does not have to spend a lot of time to speak or explain their argument or opinion. In other words, all of the member in this group can speak fluently, give a simple explanation and only have small word of pauses. This group was got excellent level in the pronunciation aspect. In fact, the pronunciation of this group is excellent. Most of the members in this group have a good accent, especially in the word of “knowledge” and “communicate”. This group could pronoun both of the words clearly and correctly so it makes the audience easy to understand the meaning of the words. Then, this group had a very good content. The content is appropriated to the topic and very clear. There are four arguments and all of the member could explain the argument well. In other words, this group only mention some important points and explain it in a simple sentence so it makes this group becomes the best group from this class.

d. Score Range : Fair
Group 2

This group becomes the last performance. The score range of this group is fair. There are five members in this group. All of them does not explain the argument clearly and the argument does not appropriate with the problem. This group only mentions their opinion toward the video that given by the teacher, while they could not show their arguments or reason of the disagreement of the problem. This group has a good grammatical rule. There are frequent grammatical errors that do not obscure meaning; little variety in structures. This group has very good language control. Besides, most of the members in this group have a good range of vocabulary, such as “millennial age” and “priority” in the first argument. The words are appropriate with the context of the topic, although it kind of unfamiliar vocabulary for the students. However, the language that used the students in this group is quite simple but appropriate toward the context. Third, this group has very good fluency. It means that

this group has smooth and fluid speech but there are few hesitations in their speech. Besides, there are some inaudible words or two in their fluency aspect and the volume is excellent. This group also does not have to spend a lot of time to speak or explain their argument or opinion. In other words, most of the members can explain the argument in a short time. This group also has a good pronunciation aspect. It means that the speech of this group is relatively smooth but there are some hesitation and unevenness caused by rephrasing. Then, the voice of this group is less loud so it makes the audience little bit crowded. Furthermore, the pronunciation is unlike native speaker. There are some words that are mispronunciation, such as “realizing” and “replaced”. The content that used of this group is good enough. This group can share their argument toward the video but they cannot explain their argument toward the topic. In other word, this group just mentions the general opinion or argument but cannot explain more to support the answer so it makes their performance not satisfy.

Student’s Response toward the Implementation of Problem Based Learning in Teaching Speaking Analytical Exposition Text

The researcher was interviewed the students in the second meeting. There are 16 students that become the informant in the interview section. The researcher was explained the procedure before interviewed the students. Then, the researcher was interviewed the students in a group. There were four groups, which include 4 students in every group. Here, the researcher has five questions to know the student’s response toward the implementation of problem based learning in teaching speaking analytical exposition text.

The first, related to what teaching and learning model usually used by the teacher, all of the students was answered that the teacher often implemented the same teaching and learning process before, which were giving a problem, divided the students into several group, having discussion, presented the result of discussion and analyzed and evaluated the result of discussion together.

The second, for the implementing of problem based learning, the researcher was recorded that all of the students feel comfortable and enjoy with the teaching and learning process. Most of the students give a reason that this activity is effective. Besides, some of them have a reason the teaching and learning process is funny. Then, few of them give a reason the activity makes the students active in the classroom.

The third question is about the barrier that happened in the teaching and learning process. Here, most of the students answered that the barrier comes from the language. The students feel difficult in the teaching and

learning process because the students do not understand with the language. Then, few of them stated the barrier comes from the material.

The fourth, the researcher was asked about the student's response toward the advantages of this learning model in increasing the student's speaking ability. All of the students agree that this learning model can increase their speaking skill. The reason is because the teacher asked the students to present the result of their discussion, then asked the students to give a comment or suggestion for the other group.

The last, related to the topic or the problem that given by the teacher, all of the students agree that the topic or the problem is appropriate with the material.

DISCUSSION

Implementation of Problem Based Learning in Teaching Speaking Analytical Exposition Text

There were two meetings conducted by the teacher to implement Problem Based Learning. In the first meeting, the teacher has implemented the first stage by giving a real problem to the students. The problem is about mobile phone. Here, the students should choose one of choices, it is advantages or disadvantages if the school permits the students bring mobile phone to school. After that, the students should mention some arguments that can support their choice. This stage is like with the first step of PBL according to Arrend (2004) that the teacher needs to give an appropriate topic to the students and the topic should happen in the students' life. Then, to implemented the second stage, the teacher divided the students into four group, which is every group consists of 5 students. The teacher divides the students objectively by asked the students to counted. After that, the teacher has implemented the third stage of PBL by asked the students to discuss the problem in a group. Here, the teacher gives 20 minutes for the students to discuss the problem in a group. Besides, the teacher gives an opportunity to the students to ask something during discussion section. The teacher also walked around to control the students during discussion. Then, for the fourth stage, the teacher asked the students to prepare their result of discussion and perform it in front of the class. The last stage, the teacher and the students analyzed and evaluated the process of problem solving.

Here, the teacher succeeded in teaches the students. Unfortunately, the teacher does not implement the stages systematically. The teacher has implemented the first stage after the second stage. In other words, the teacher divided the students before giving a problem, which is the stage not appropriate with the step of PBL according to Arrend (2004). Besides, the teacher did not succeed in stage fourth of problem based learning, developing and

present the result of the discussion. In the stage, the teacher less to guide the students to be more active in asking and giving question or opinion toward the student's performance. In fact, the presenter less enthusiastic and the audience less respond to the presenter. Then, the stimulus that given by the teacher to the students is not appropriate. Here, the teacher asked the video again in the last stage. The teacher does not analyze and evaluated the problem which is become the topic in the teaching and learning process. So it is not appropriate with the Arrend's theory. However, the teacher has implemented all stages of the problem based learning in this activity.

Student's Speaking Performance during Implemented the Problem Based Learning

In this research, the researcher analyzed the student's speaking performance in the first and second meeting. The researcher analyzed the student's speaking performance using a rubric adapted from Brown (1994). There are five aspects or components that could be categorized of the student's speaking performance. There were grammar, vocabulary, fluency, pronunciation and content (Syakur, 1987:5). Based on the aspect, the researcher has categorizing the score from good/very good, fair and poor. It is to knows how the student's speaking performance.

In this research, the researcher knows that most of the groups has very good level or category in grammar aspect, which is this aspect becomes one of the important aspect in speaking because it can manage their sentence becomes a good context. Here, most of the groups had very good level in grammar aspect. It means that the students had some errors in grammatical structures possibly caused by attempt to include a variety.

Then, for the vocabulary aspect, most of the groups had a very good level or category. It means that most of the students have good language control, good range of vocabulary. Besides, most of the students used familiar vocabulary to explain their argument. It is to help the audience understand the context of the language easily. The vocabulary that used by the teacher or the students should be familiar in order to make the audience understand the context of the language easily.

Then, for the fluency aspect, all of the groups had very good level because they do not have to spend a lot of time to speak or explain their argument or opinion. It was related to what Brown (1994) state. He states that students who have a good fluency in speaking only need a short time to express their message to others. Besides, all of the students have smooth and fluid speech, few hesitations, a slight search for inaudible word or two.

Next, for the pronunciation aspect, some of the groups had very good level and the others have a good level. It means that most of the students had a good in pronunciation. There are some efforts at accent, but is definitely non-native. In this aspect, the students need to be carefully because the correct pronunciation gives the students comprehension about the meaning easily and someone who does not have a good pronunciation will make the audience confused to understand the meaning.

The last aspect is content. Here, most of the groups had a very good in the content. It means that the content is appropriate to the topic and then there is a strong argument which can support the answer. In this aspect, most of the students can explain their argument well, although there is a group who cannot mention an appropriate reason to support their answer.

The researcher analyzed that most of the students have a very good level in almost aspect. For instance, in grammar, vocabulary, fluency and content aspect, although there are some students who has a standard level in pronunciation aspect. However, student's speaking performance result showed that there was no group who classified into poor and very poor category. It means that there were no students who had low ability in speaking skill. Besides, the researcher concludes that Problem Based Learning has several advantages rather than the other learning models. One of the advantages of this learning model is make the students understand the learning material easily. It was related to what Sanjaya (2014) state. He states that the advantages of PBL are helps the students to understand the material in a simple way, make the students more enthusiastic in learning some knowledge and can increase student's enthusiasm in learning activity.

Student's Response toward the Implementation of Problem Based Learning

After analyzing the result of the interview, it could be knowing that Problem Based Learning (PBL) could help the students to speak more in English and appropriate to use in teaching speaking. There are some reasons that makes this learning model can increase the student's speaking ability. Related to the students' response, most of the students stated that this learning activity is effective and has variation. The teacher not only asked the students to learn a theory but also asked the students to practice it and perform the result of discussion in front of the class. In addition, most of the students stated that the teacher has created a creative learning activity. For instance, give a video which helps the students analyze the topic easily. Richard (2008:20) state that making an interesting or creative activity and giving a quality material in teaching speaking is very

important because it can make the students more relax to realize their speech in daily activity. Then, most the students stated that they liked interacting with their classmate in groups because it can help the students to finish their work. It was related to what Hann and Bhattacharya (2001) said in their book that Problem Based Learning (PBL) increased the student's collaboration skill and develop their social communication skill. Besides, most of the students said that this learning activity can increase their speaking ability because the teacher asked the students to share their opinion or argument freely. In addition, the teacher also gives an opportunity to the students to give a comment toward the performance so it can support the student's speaking ability, automatically. It was related to what Corbleet and Carter (2001) stated. He states that someone needs to share their opinion, idea or feeling when they want to increase their speaking skill.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result and the discussion, the researcher concluded that the teacher implemented all stages of PBL model but the teacher does not implement the stages systematically. For instance, the teacher implemented the first stage after the second stage. Fortunately, this learning model can support the student's speaking ability. There are some reasons that make this learning model can support student's speaking ability. The first reason, there is a controversial topic given by the teacher. The topic is related with the student's life and happens in surrounding so it makes the students easy to analyze and share some arguments toward the topic. The second reason, the teacher did entirely give a theory to students but the teacher directly asked the students to discuss the problem in a group so it makes the teaching more effective and the students being active learners. The last, there are some activities that can increase student's speaking skill. The activities include of giving a problem to the students, divide the students into several groups, ask the students to have discussion group, ask the students to present the result of discussion and also ask the students to analyze the problem solving together.

Based on those activities, there is an activity of problem based learning that makes the student's speaking performance was satisfying. The activity is presenting the result of discussion, which is on stage four of problem based learning model. This activity makes the students want to speak more in English during the teaching and learning process. The reason is the students can share some arguments, opinions, comments and giving some suggestions toward the topic freely. Here, the researcher concludes that problem based learning model was

advantageous for students, especially to improve student's speaking ability. Beside it, this learning model is appropriate to use in teach speaking.

The researcher concludes that all of the students feel enjoy when they learn English through PBL because the teacher not only applied a theory but also asked the students to present the result of discussion. In addition, the teacher also gives an opportunity for the students to show their argument, comment or opinion freely. So the students feel comfortable and enjoy to speak English, although the students get some problems during teaching and learning process. For instance, the students are not familiar with the English words that used by the teacher. To overcome this, most of the students said that they will ask to the teacher directly or guessing the meaning. In short, the researcher concludes that this learning activity was advantageous for the students, especially in speaking skill.

SUGGESTION

Based on the data described above, the researcher has some suggestions for the teacher, the students and the other researcher. The researcher hopes that this suggestion gives a beneficial for the next teaching and learning activity. The researcher have two suggestions for the teacher. The first suggestion is the teacher needs to consider the stages of problem based learning before used the model to teach the students so the teacher can implement the stages of PBL systematically. The second, the teacher needs to give more motivation to the students so the students have big self confidence to speak English. Beside it, the researcher have several suggestions for the students. The first suggestion is the students need to practice more in English. Here, the researcher suggests to the students to use English when communicate with their friends. The second suggestion is the students should creative to read the references to support their knowledge. The last suggestion is the students should be more active to express their opinion, argument, comment or suggestion in the class. Then, the researcher have a suggestion for the other researcher. The other researcher should do the different research area of Problem Based Learning. For instance, implemented the other material or text and then choose the different grades.

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