

ORAL COMMUNICATION IN TEACHING SPEAKING USING PROBLEM BASED LEARNING ON VOCATIONAL SCHOOL STUDENTS

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana guru menerapkan Komunikasi Lisan menggunakan teknik PBL untuk membantu siswa mengembangkan keterampilan berbicara mereka. Penelitian ini menggunakan metode kualitatif. Dua belas siswa SMK jurusan TKR (Teknik Kendaraan Ringan) berpartisipasi dalam penelitian ini. Penelitian ini menerapkan Pembelajaran Berbasis Masalah karena diintegrasikan ke dalam proses belajar mengajar. Dua pertemuan dilakukan dalam penelitian ini. Guru menjelaskan materi pelajaran secara normal pada pertemuan pertama. Pada pertemuan kedua, guru menerapkan Komunikasi Lisan dengan menggunakan PBL sebagai sarana model pembelajaran, dan ditemukan bahwa strategi yang digunakan sudah dapat membantu siswa dalam berbicara bahasa Inggris. Oleh karena itu, Komunikasi Lisan menggunakan Pembelajaran Berbasis Masalah dapat membantu siswa menjadi lebih aktif dalam berbicara bahasa Inggris.

Kata Kunci: Kemampuan berbicara, komunikasi lisan, PBL, Sekolah Menengah Kejuruan.

Abstract

This study aims to determine how teachers apply Oral Communication using PBL to help students develop their speaking skills. This study uses the qualitative method. Twelve vocational students were majoring in *TKR (Light Vehicle Technical)* participated in this study. This research implemented Problem Based Learning as it was integrated into the learning and teaching process. Two meetings were carried out in this study. The teacher explained the subjects' material normally at the first meeting. At the second meeting, the teacher applied Oral Communication using the PBL as a means of learning model, and it was found that the strategy used had been able to help students in speaking English. Therefore, Oral Communication using Problem Based Learning can help the students become more active in speaking English.

Keywords: Speaking skill, oral communication, PBL, Vocational School.

INTRODUCTION

Speaking ability is a critical quality for vocational students after graduation while interviewing for jobs or communicating with people when joining the working world in order to compete in today's employment market. It can help the students interview for a job or communicate in society. However, some students find it more challenging to acquire speaking skills than other skills because many factors influence speaking skills, including age, motivation, or context in which language is learned (i.e., the context of a second language or the context of a foreign language). Apart from the ability to use language correctly (i.e., linguistic competence), students should have other competencies, namely, sociolinguistic, discourse, and strategic competencies, which are components of communicative competence (Savignon, 2017).

The industrial nowadays requires communication skills for their workers, so speaking skills need to be taught for vocational students. Therefore, vocational students need to learn communication ability in order to maintain relevance with the global environment. As

workers, we should create communication with others, so it is required to have the ability to speak well. In the business world, (Crosling & Ward, 2002) it had been conducted a study and surveyed 24 employers of Monash business graduates and it was found that oral communication skill is one crucial factor for graduate students to succeed in the job market. From the early work of Lomas (1934) and Henning (1935) to the more recent work of Phillips (1965, 1968) and (McCROSKY, 1977), it has been repeatedly found that some people are more apprehensive orally than others, and this anxiety harms their contact activity as well as on other important aspects of their lives. Some people find it difficult to speak directly to others; they are embarrassed or awkward when they begin a discussion. It may have an impact on their connection in real life, particularly in the workplace, where communication with others is required. Though speaking activities and pronunciation activities are addressed separately here, the intention is not to imply that they are mutually exclusive. (Smith, 1964), professor of speech and theater at Indiana University, says that the value of communication cannot be overlooked and that

there are various ways of helping the audience understand others and reinforce the sense of the speaker.

Competitive workplaces require engineers to communicate using technical knowledge to various audiences rapidly. The centrality of communication skills in professional engineering practices is also recognized by companies and industries nationwide. Researchers suggest that most of the time spent communicating in written or oral form is spent on practicing engineers (Crosling & Ward, 2002). A study carried out by industry members shows that engineers spend more than half their day interacting with either other people working on the same project or with people outside the business (Vest et al., 1996). The article by (Dick, A. S., Basu, 1987) highlights the importance of communication in relation to professional activities, "writing, speaking and drawing may be seen as instruments for analyzing and generating knowledge, not just passing it on".

The system of the teaching-learning process in vocational school is by practice or simulation. The students in a vocational school are prepared to be workers after they graduate. The way vocational schools teach is to make the students feel the real industrial world, so they will not confuse when entering jobs. This system usually focuses on the major of students. For example, engineering students will focus on practice and learn about engineering than learn others course like English, math. This situation makes students think it is more important to learn anything related to their major than learn other courses.

It is critical for teachers to design appropriate ways for developing students' speaking skills, particularly for their future careers. According to Kuivamaki (2015), English is required in vocational schools for their future careers in fields such as social and healthcare, customer service, and having a good speaking competence for business and administration. It is reasonable to argue that learning speaking skills for vocational school students is essential for their future career prospects. This study conducts in order to assist speaking skills for students especially engineering students at vocational schools, by using oral communication using Problem Based Learning (PBL). Hopefully, this study can help to teach students speaking skills. Speaking is one crucial aspect for vocational students when they attend job vacancies. Interviews need good speaking skills, so it is also essential for them to learn how to communicate aside from their principal.

2013 Curriculum is competence and a character-based curriculum. 2013 Curriculum was born due to numerous critiques of the 2006 School-based Curriculum. The theme of the 2013 curriculum is the generation of Indonesian people who are productive, creative, innovative, and active through the strengthening of attitudes, knowledge, and skills. Based on this theme, the implementation of the 2013 Curriculum is expected to generate a productive, creative and innovative human being.

The core competencies of the 2013 Curriculum are divided into four aspects, namely KI-1, KI-2, KI-3, and KI-4. KI-1 is the core competence for moral aspects, KI-2 is the core competence for social aspects, KI-3 is the core competence for intelligence aspects, and KI-4 is the core

competence for skills. This research focuses on speaking skills. Thus, the relevant factor is KI-4, which encompasses core competencies and skills. KI-4 consists of essential competence in the contextual arrangement of the spoken transactional text. In the core competencies of the 2013 Curriculum, there are many forms of transactional text materials for eleventh graders in vocational school students listed in the core competencies and essential competencies of the 2013 Curriculum, such as asking and providing information on events, acts, conditions, and others. Students must interpret these transactional texts in recognition of the way that the aim of the speech activity itself is to consider the context of the speech. This study focuses on transactional text related to asking and giving information related to opinion.

Spoken transactional text related to asking and giving information related to giving opinion listed in the basic competence in 2013 curriculum. The basic competence stated:

4.2 *menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

It explains that students need to arrange spoken and written, short and straightforward interaction transactional texts related to giving an opinion, reflecting the text's function, structure, and language features in a contextual manner.

Moreover, with general information that has been explained so far, this research has the purpose of explaining more details about:

How is oral communication implemented using PBL at vocational school?

How does the students' speaking competence result from implemented oral communication using PBL at vocational school?

METHOD

Research design is a plan to gather the required information the author needs. Determining the appropriate research design will reduce the likelihood of variable error (Myers, Well, & Frederick, 2010). Based on the research problem and research questions above about oral communication strategies to teach speaking skills for engineering students.

Appear in 1969 at McMactter University in Canada for medicine major. It has since been successfully implemented in many medical and other programmers, such as economics, law, and psychology. A PBL program in its original form is presented in a set of problems that form the basis of the learning process. Other educational methods, such as lectures and skills training, are available to support PBL. Examples include the use of PBL as part of a partial engineering strategy, for example (examples are Woodland, 1996; Cawley, 1991). There are five syntaxes of Problem Based Learning (PBL). First is students an orientation to the problem. Second, organize

students. The third step is the individual and group research guide. Next, develop and present the work. The last step is to analyze and evaluate the problem-solving process.

The researcher design used in this study is qualitative research design since the result will be explained in the form of words and descriptions. There are several aspects that will be analyzed in this research. According to (Harris & Umeda, 1974) says that there are some language aspects. First, Pronunciation is the way of pronouncing words. Someone who is studying English must use and learn English pronunciation. Second, Grammar is a language rule-system. Grammar is a unit system and language patterns. Third, is vocabulary or the words we use in the language. Next, Fluency is someone's speech level parameter. Anything that has strong fluency is easy and quick to practice or use the language in the correct linguistic order. Last Comprehension refers to the capacity of the speaker to understand the intention and meaning in general. Good understanding means good intelligence. If somebody's understanding of the language is strong, this will affect the ability to speak.

This study was conducted in one of the vocational school classrooms in Bojonegoro. The participants were students from the *TKR* class eleventh grader in SMKN 2 Bojonegoro. The students worked in groups. Then, the teacher gave different topics for each group. The topic would be related to their major. Then, there was also an individual task. The students made conversation with their pair related to the problem given. The teacher scored based on their final project (focus group discussion).

RESULTS AND DISCUSSION

The Class Situation

The subject of this study was eleventh grader Technical Vehicle students in one of the vocational schools in Bojonegoro. The number of students in the class is twelve students consisting of eleven males and one female. The meeting was conducted face-to-face in the classroom. The observation was conducted in two meetings by the researcher.

First Meeting Activity

Pre-Teaching Activity

In this first meeting, the teacher entered the class and started the lesson by greeting the students. Then, the teacher reviews the previous material. After that, the teacher gave the students an apperception by providing statements related to daily life and trying to stimulate the students before they learn the next chapter. The way the teacher stimulates students is by asking the student's opinions. The teacher asked about the policy to study at school in shifts. Then the students gave their opinion. Finally, the teacher delivers the learning material that was transactional text, especially opinion and mentioning the learning objectives. The teacher spent about ten minutes on pre-teaching activities.

Whilst Teaching

Soon after the end of the pre-teaching activity, the teacher continued to the next step, which was whilst teaching. In this session, the teacher started to explain the learning material. The teacher uses PowerPoint presentations in order to convey the material. The material sources are from a module published by the ministry of education and culture directorate general of middle education PSMA directorate 2020.

The teacher asked first what they know about the transactional text. "*Can you explain to me about transactional text?*". Then, the students tried to answer to the best of their knowledge. Then, the teacher mentioned the learning material, transactional text, especially opinion. After that, the teacher asks about opinions, and the students answer. Next, the teacher explained the definition of transactional text and the opinion. Next, the teacher explained how to express an opinion; there are two types: personal *point of view* and *general point of view* and gave some examples. After that, the teacher explained how to respond to opinions. There are two ways to respond (agreement and disagreement). The teacher provides examples and explains how they use agreement or disagreement to respond to opinions. After that, the teacher gave examples of using opinion and the agreement response and disagreements response.

Finally, the teacher gave the students some exercises. For a matter of knowledge, the teacher uses multiple-choice quizzes. Questions were created and formed in the Google Form and shared the link to the students. For the speaking skill test, the teacher served several topics, and the students tried to give their opinion related to the topic. There was a joint discussions section between students and teachers in this session, and they were free to express their opinions.

Post Teaching

Before the class ended, the teacher did such reflection to the students. The teacher gave a chance to the students to ask about some points they might not understand well. Then, the teacher checks students' attendance. The teacher closed the class and presented information related to learning activities that would be carried out at the next meeting, and gave closing greetings.

Second Meeting Activity

Pre-Teaching Activity

The pre-teaching activity in this second meeting was similar to the previous one. The learning activity started on time. The teacher entered the class and greeted the students. The teacher reviewed the previous material by asking the students questions such as "*do you still remember what we have learned in the previous meeting?*" and "*do you still remember how to respond to the opinion?*". Some students answered the questions. After a short discussion about the latest material, the teacher explained today's materials to the students. The teacher explained that there was an assignment that must be done in a group. There were four groups. The students may

choose the member of the group by themselves. The teacher motivated the students to be more active in their group, and also, the teacher announced that he assessed the individual competence.

Whilst teaching

The teacher started dividing the class into several groups. The class consisted of 12 students and was divided into four groups: three students in each group. Then, the teacher provides several topics to the students. Each group has one topic to discuss. To determine the choice of topics for each group, the teacher uses a lottery. The topics are related to their major, that is, vehicle technical. To determine the topic of the problem, the teacher has conducted research and studied related to the department's syllabus. After each group had their topic to discuss, the teacher explained what they should do. The teacher gave each group about 20 minutes to discuss, and then at the end, they should present their role-play in front of the class.

There are five steps in the PBL activity. The teacher explained the simple explanation to the students to make sure they understood what they had to do more easily. The teacher explained that they have to work in a group, but each student must be active and participate in discussing their topic. They have to learn and analyze the topic they have first. Then, they have to discuss the causes of the problem in a group. There should be many causes of the problem. After that, they discuss how to solve the problem. Then, they evaluate their work about the topic, the causes, and the problem-solving. The teacher asks the students to make a chart to make them easier to work. Some students did not understand what they had to do, so the teacher approached one group, practiced, and gave some examples. At the final stage, the teacher asked the students to make conversation by looking at their assignment and recording it. The final result of the assignments is in the form of written and students video recordings. They had to perform simple conversations based on their assignment.

Post Teaching Activity

The teacher did a quick review of the transactional text related to opinion material in post-teaching, starting from the beginning of the learning process. The teacher asked about the social function, generic structure, and language features used in the transactional text. Besides that, the teacher asked how to respond to opinions. After that, the teacher asked are they have something they do not understand about transactional text related to opinion, but no one asked. Then, the teacher did some discussion with the students about what they think about speaking in English, because as the vocational student who prepared for work after graduating feels essential or not for them to learn the English language, and what obstacles make them hard to learn English. Finally, the teacher gave closing greetings.

The Result of Implementation Oral Communication Using PBL to Teach Speaking on Vocational School Students

In the first meeting the teacher explained learning material in a normal way. The teacher explained about the definition of learning material that was transactional text, provided the examples of transactional text, and asked the students to read and made some simple transactional in the written form and verbally. By paying attention when the teacher asked the students to read the examples of the use of transactional text that the teacher had provided, it was possible to conclude that their speaking English ability was still below average. Many of them also did not understand the meaning of a few simple terms.

In the second meeting, the teacher implemented oral communication using PBL to teach students. the learning materials were same as in the previous meeting. In the second meeting was focused on the assignment given by the teacher. The students divided into four groups. Then, the teacher provided problem topic for each group and they had to work together. The topic of the problem given is outside the English book module they have. Therefore, to do the given task, they are required to be more active. Students can freely use resources to seek knowledge to complete their assignments. In this way, they were more active and creative because they were not too dependent on their English module book. When they presented their work, the students' speaking abilities were better than at the first meeting. It can be said that their ability in English has developed slightly compared to the first meeting.

The Extent of The Oral Communication using Problem Based Learning Assist Students in Pronunciation Aspect Through Transactional Text

In the form of observation during teaching and learning activities, the teacher applied oral communication using the PBL to teach students speaking skills. Students must work in a group during the teaching and learning activities, and they have to discuss with their friends. The students discussed orally with their friends and did their assignments. In the end, they created a conversation with their group member based on their assignment and recorded it.

In the first meeting, the teacher conversed with the students by giving some opinions through a PowerPoint presentation, and the students tried to respond.

T: Okay, class, let us move to the next slide. I have already prepared some topics and let us discuss them together.

S: What should we do with those topics, sir?

T: I want you to respond to the topics on the screen.

In this section, the teacher realized and covered that most of them do not understand the meaning of the topics served. Then, the teacher asked some students to read the topics and comment. It was surprising when they read the text, and some students could not read and pronounce some words in English such as "*interesting*", "*women*", "*underage*". After that, the teacher asked their opinion about the topics. The students looked confused and complicated to give their opinion, so the teacher helped them.

At the second meeting, the teacher taught the learning material utilizing Oral Communication using PBL. Students were more active than usual in the discussion

part. Finally, they presented their findings in the form of a video. By this strategy, the students can handle their lack of pronunciation of some words in English. They can ask their friends, search on e-dictionary or ask the teacher. The students' record was surprisingly covered that the students were better at pronouncing some English words. There are some words the teacher highlights when the student presentation such as "disturbance", "lubrication", "causes", "suitable".

There are several criteria in the pronunciation aspect that have been described by (Harris & Umeda, 1974). First, Pronunciation problems are so severe as to make speech virtually unintelligible. Second, very hard to understand because of pronunciation problems. Must frequently be asked to repeat. Third, Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. Next, always intelligible though one is conscious of a definite accent, last, Has few traces of a foreign accent. These criteria will be used to measure students' pronunciation.

In short, while the students work on their assignment independently and have no limitations tools, they can look for knowledge resources more comprehensive than depending on the teacher's explanation. The students can browse on the internet how to pronounce some words in English clearly, and then they practice it. It is a kind of self-learning that requires students to be active. The presentation showed that the students were more self-confident presenting their speaking skills, especially pronouncing some English words.

The Extent of The Oral Communication using Problem Based Learning Assist Students in Grammar Aspect Through Transactional Text

In this study, the grammar aspect can be analyzed from students' assignments. Not only in the written form, when the students speak up too. The teacher can analyze the sentence they speak is well structured or not. The teacher distributed specific exercises via Google Form to the students in the first meeting. The exercises are in the form of multiple choices. Inside the questions, there was a word game that required students to connect the following sentence correctly;

Ani: *don't you think those cookies are nice?*

Ida: *yes, but...*

Another way to assess the student's grammar competence is by paying attention when they speak. In the first meeting, the teacher gave several topics and asked the students to give their opinions. The teacher can conclude by paying attention to how they speak and form appropriate sentences. In the first meeting, the students were very passive, it was hard to make them speak up, but the teacher asked the students to speak as best they could. The example is *"I disagree, not important students, it's no effect the learning."*

From the explanation above, it can be said that the grammar competence of the students in the first meeting is under average.

In the second meeting, the students made an outline about their topic, the causes, and the problem-solving in the written form first. The teacher suggested making the outline in Indonesian first, then translating it into English later. Before the students record their discussion, the teacher recommended the students make a script to make them more manageable when they record their result of the discussion. The example of the script was in the written below;

S1: *Hello, we are from group two, we will discuss our topic about disturbance in the lubrication system. S2 what do you think about our problem? And S3 what about your opinion?*

S2: *I think the causes is because engine oil leak and lubricating oil is not suitable.*

S3: *in my opinion the other causes is because dirty lubricating oil.*

S1: *In my point of view the causes is because low oil pressure. And how about we handle this problem?*

S2: *I recommend to replace oil with the new one, or we change it with the suitable oil, and also, we can replace with appropriate pressure oil.*

S1: *Okay, that's all from our group...(greeting).*

There are several criteria in the grammar aspect that have been described by (Harris & Umeda, 1974). First, Errors in grammar and word order are so severe as to make speech virtually unintelligible. Second, Grammar and word orders make comprehension difficult. Must often rephrase sentences and/or restrict his basic pattern. Third, Makes frequent errors of grammar and word order which obscure meaning. Next, occasionally makes grammatical and /or word order errors that do not, however, obscure meaning. last, Makes few (if any) noticeable errors of grammar or word order. These criteria will be used to assess students' grammar mastery.

The small part of the script made by the students above indicates that the structure of the sentences is good enough. Students occasionally make grammatical and/or word order errors that do not impair meaning. Compared with the first meeting when they made sentences to give their opinion, this script is better than in the first meeting.

In short, it can be concluded that strategy applied in the teaching and learning process can assist students with grammar competencies. The students' used correct grammar. With these strategies applied in the learning activity, the students can be more creative than just depending on the module book's explanation and assignment.

The Extent of The Oral Communication Using Problem Based Learning Assist Students in Vocabulary Aspect Through Transactional Text

In the first meeting, the teacher used suitable learning material from the module. Even the teacher took the material from the module book, but most students did not know several essential words. While teaching and learning activities, the teacher sometimes asked students to read the material. There are some words that they do not

understand, like *"smoking"*, *"most"*, and *"believe"*. Those words above are basic words familiar to the school students, but they did not know their meaning. Then, the teacher helped the students understand the meaning of some words they were confused by translating. When the first meeting ended, the teacher realized that the students had lack of vocabularies competence.

Moving to the second meeting, the teacher gave students an assignment to write the outline and script. The problem topics were also given related to the students' engineering department, which means there was no clue in the module book. The students have to look for some words related to their topic by themselves. The students can use a dictionary, browse on the internet, or if they cannot find the word, they can ask the teacher. The teacher's goal is for students can learn new words outside of the module book. The learning strategies ran well, and students covered some new vocabularies such as *"disturbance"*, *"lubricating"*, *"pressure"*, *"suitable"*.

To measure the level of vocabulary mastery, the teacher refers to the criteria described by (Harris & Umeda, 1974). First, the vocabulary limitations are so extreme that they make conversation nearly impossible. Second, the misuse of words and very limited vocabulary make understanding quite difficult. Third, often use the wrong words: conversation is somewhat limited due to insufficient vocabulary. Furthermore, sometimes using inappropriate terms and/or having to rearrange ideas due to lexical deficiencies. Finally, the use of vocabulary and idioms is almost the same as that of native speakers.

Furthermore, the topics were about their major department. They know some vocabularies related to the topics well in Indonesian but do not know in English so that they can translate it into English. Sometimes students use improper phrases and/or have to reorganize ideas on their homework. By comparing students' vocabulary knowledge at the first and second meetings, it is clear that students learn more and know more vocabulary at the second meeting. To sum up, the result is that the students can learn new vocabularies outside the module book and be active in searching the new vocabularies by themselves.

The Extent of The Oral Communication using Problem Based Learning Assist Students in Fluency Aspect Through Transactional Text

While teaching and learning process, the teacher teaches the students to speak orally, students still hesitate and speak during the discussion phase of the first meeting. Even when they only read the text, they were not fluent in pronouncing a sentence. The students stated that they did not feel confident when speaking English. The teacher explained that they do not worry; they need to learn more because it is crucial when entering the industrial world. They should be able to speak English; at least they understand the basics.

In the second meeting, the teacher taught them how to read the text correctly. Teach them how to read word for word from the basics, then read a complete sentence directly. When they wanted to present their result of discussion in the form of recording, they wrote the script

first to make them more manageable. If the students do not know how to read their script in the right way, the students can ask the teacher how to read some part of the script they make, so, when they start to record, they present it in the right way.

the teacher refers to the criteria that have been explained by (Harris & Umeda, 1974) in the fluency aspect to measure the level of student fluency mastery. First, Speech is so halting and fragmentary as to make conversation virtually impossible. Second, usually hesitant, often forced into silence by language problems. Third, Speed and fluency are rather strongly affected by language problems. Next, Speed of speech seems to be slightly affected by language problems. Last, Speed of speech seems to be slightly affected by language problems.

Students are still not familiar with and comfortable with speaking English. When they speak English, it is clear that they are still heavily impacted by their original language. Compared to the first and second meetings. at the second meeting the students were more fluent in speaking English. The result showed that the students were starting to be a little fluent in speaking. It was proof when they recorded their assignment, and the teacher paid attention to how they spoke.

The Extent of The Oral Communication Using Problem Based Learning Assist Students in Comprehension Aspect Through Transactional Text

While in the teaching and learning process in the first meeting, the teacher asked the students to read the text displayed on the screen. Most of them did not understand the meaning of the sentence provided by the teacher. Even in a simple sentence, the students did not know the meaning of the text. When the teacher asked why they did not know the meaning of the sentences shows, they answered that because all of this time they performed the teaching and learning process online, and the material was just delivered through WhatsApp, and the students did not open the material and learn it. Even if they open and learn the material sanded, their understanding will not be the same when face-to-face learning. One evidence was proof when the teacher asked the students to read the text *"smoking should be banned in the public palace"*. They even stammer when pronounced it, and some students asked the meaning of the text. *"itu maksudnya apa pak?"*, and so on. Then, the teacher slowly explained the meaning of the text by explaining word by word, so the students understood the meaning of the text. From the explanation above, the teacher realized that the students' understanding of English components is under average.

In the second meeting, the students made an outline and script discussing their problem topic. Whether they like it or not, they must comprehend what they must arrange and carry out in English. It made the students understand a bit of their assignment in English.

the teacher refers to the criteria used by (Harris & Umeda, 1974) to measure students' comprehension skills. First, cannot be said to understand even a simple conversation in English. Second, has great difficulty following what it says. Can comprehend only "social

conversation” spoken with frequent repetition. Third, understand most of what is said at a lower than normal speed with repetitions. Next, understand nearly everything at normal speed although occasional repetition may be necessary. Last, appears to understand everything without difficulty.

At the second meeting, the students were better able to understand the meaning and pronunciation of some words in English correctly. At the final step that presented their result in the form of discussion recording, the students already understood their case and were not confused anymore. The students had learned and composed their case well before presenting, so they understood their topic well.

CONCLUSIONS AND DISCUSSION

After the research was conducted, the researcher collected the data and analyzed the data. Based on the results and discussion presented in the previous chapter, it can be concluded that the researcher's strategies can assist students speaking skills. The use of Oral Communication using PBL can help students speaking skills. By applying this strategy correctly and sequentially, starting from the first step, students’ orientation to the problem. This step includes explaining the purposes of the learning, describing the required logistics, and motivating students to be actively involved in solving the selected problem. Then the second step is organizing the students, which means helping the students to define and organize the learning task. After that, the third step is the individual and group research guide. This step includes encouraging students to gather appropriate information and conduct experiments for explanations and problem-solving. The next step is to develop and present the work. In this step, the teacher helps the students plan and prepare suitable works such as reports, models, and sharing assignments with friends. Then the final step is analyzed and evaluated the problem-solving process, which means the teacher evaluates learning outcomes about the material studied or asks the group to present their work. Oral Communication using PBL can help students to develop their English-speaking skills. The PBL model is student-centered, with the teacher contributing as a facilitator only. When comparing the students' speaking abilities in the first meeting to the second meeting, when the teacher uses Oral Communication as a learning model, it is noticeable that these tactics were successful.

According to the study results, the researcher believes that this technique should be further developed in the future. The teacher must recognize that the student's ability to speak English is essential. For all students and especially vocational students, too, nowadays many companies require workers who can communicate in English. For the case in Indonesia itself, it is still challenging to build awareness of vocational students to learn English, and that is the duty of the teachers to convince their students. The teacher or the next researcher is always expected to guide

the student’s speaking abilities and educate them with various strategies in the future. Using Oral Communication using PBL could be one of the ideas in developing new methods of teaching English speaking in the future. Furthermore, the subsequent researchers (if they want to use the same technique as this) are anticipated to develop and improve this technique in a multitude of ways. The reason for this upgrade is to maintain it updated and valuable in forthcoming learning materials.

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