

The Use of Problem Based Learning Method in Teaching Speaking for Senior High School

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ABSTRACT

Speaking is one of important skills that should be mastered in teaching and learning process because with speaking we can communicate each other also can express our ideas as well. The purpose of this paper is to describe the use of problem based learning method in teaching speaking for senior high school. Problem based learning requires the students to think critically about problem that they have in their daily life and try to find problem solving. In implementation of problem based learning method, the writer divides teaching activities into three procedures, such as pre-teaching, whilst-teaching, and post-teaching activity. Problem based learning method makes the students learn independently also more active in teaching and learning process.

Key Words : Teaching speaking, problem based learning method.

INTRODUCTION

Background of the Problem

In learning English, there are four skills that should be mastered by students. One of them is speaking. Speaking is a key for communication in English. In fact, although students in senior high school know about it, but many students can not speak well. Actually, it is one of problems that we find in senior high school students. In Indonesia, English as foreign language has been taught at school from junior high school until senior high school.

Speaking is a skill and as such needs to be developed and practised independently of the grammar curriculum.

In addition, speaking is so much a part of daily life that we take it for granted (Thornbury, 2005). So, speaking is an important skill that should be improved by every students and has related with another skills and make complete each others.

Unfortunately, the students' speaking ability is obstructed by several factors. Based on the observation in the classroom, there are four factors the students can not speak in English language :

1. Students have less opportunity to speak in the classroom. Many students can not speak English at school. In this case,

they usually speak in Indonesian language and their mother language and finally make a habit and no chance for them to speak English.

2. The teacher is not communicative to students. English is a subject that is learned by students at school. This is a big chance for them to speak English to interact with their friends, especially with their teacher. But some teacher use the methods of teaching learning that are not allowing the students to give feed back to teacher. The teacher does not lead the students to speak English. The teacher dominate to speak in the class and make the students feel bored because they only listen to their teacher without giving the time to speak.
3. The environment is not comfortable in the classroom. It can influence the students not to speak in English. Sometimes, the environment in the class is not effective for them to speak because their class is noisy and distracting their concentration to study.

4. The students have lack of confidence. When some students try to speak in front of the class in English, they felt that their peers would look down and another student laugh at them when they made mistakes after they speak. It make the students lack of confidence to speak and do not want to speak English next time.

In order to solve the problem above, the writer sees that problem based learning method will be able to make speaking learning communication. The implementation of problem based learning method for senior high school students will motivate the students to speak. Because in problem based learning method, the teacher give learning issues as a problem. Then, the students reach the solution of problem. They try to learn first, think critically and get the answer with speaking. Last, the students feel confidence to speak in English.

Purpose of Writing this Paper

The writer has purposes to write this paper, they are :

1. To describe about the problem based learning method.

2. To share knowledge for future teacher and others about the important of problem based learning method.
3. To fulfill a partial requirement to get Sarjana (S.1) Degree at English Department of the Faculty of Teacher Training and Education Bung Hatta University.

The Organization of Paper

This paper consists of four chapters. The first chapter is an introduction consisting of the background of problem, formulation of the problem, purpose of writing this paper, and the organization of paper. Chapter II deals with review of the literature. This chapter has three sub-topics namely : speaking, problem based learning method, and the steps of using problem based learning. Topic on speaking consists of three sub-topics, they are the definition of speaking, the principles of teaching speaking, and some methods in teaching speaking. Topic on problem based learning method consists of four sub-topics, they are the definition of problem based learning, the characteristics of problem based learning, the implementation of problem based learning, and the advantages of problem based learning. Topic on the steps in using problem based learning consists of how to use problem based learning in teaching speaking. Chapter III deals with the

implementation of using problem based learning method in teaching speaking. It comprises pre-teaching activity, whilst-teaching activity, and post-teaching activity. Chapter IV consists of conclusions and suggestions.

REVIEW OF THE RELATED LITERATURE

The Principles of Teaching Speaking

According to Nunan in Bailey (2005), there are five principles of teaching speaking. They are :

- 1. Be aware of the differences between second language and foreign language learning contexts.**

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have few opportunities to use the target language outside the classroom. Meanwhile, a second language (SL) context is one where the target language is the language of communication in the society such as English in the UK or Spanish in Mexico). Second language learners

include refugees, international students, and immigrants.

2. Give students practice with both fluency and accuracy.

In language lessons – especially at the beginning and intermediate levels – learners must be given opportunities to develop both their fluency and their accuracy. They can not develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

4. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings. As we know, when we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Meanwhile,

transactional speech involves communicating to get something done, including the exchange of goods and or services.

Based on the explanation above, the principles in number 2 and 3 related with problem based learning method. In implementation, the teacher should give opportunities for the students to think critically and get the answer of the problem or learning issue that given by the teacher. Not only that, the students can practice speak in front of the class to present the answer. The teacher only guide them during in progress of teaching and learning process.

Problem Based Learning Method

Problem based learning is one of the popular methods in the process of teaching and learning. Before learning something, the students should identify a problem, in the real or cause study. In PBL (Problem Based Learning), the students should be active to resolve the problem. PBL is not designed to help the teacher to give more information for the students.

The purpose of problem based learning is to help the students develop their skill for thinking and giving solution for the problem. Strategy of problem based learning is to give a problem and assignment that will happen in real world for the students also their effort on solving the problem. For more information,

problem based learning actually is used in medical school and was pioneered at McMaster University, Hamilton, Ontario, Canada in the late 1960s by Howard Barrows and his colleagues (Wikipedia, Free Encyclopedia). Nowadays, not only on medical school, but also at education school, this method is used by the teachers.

For teaching and learning process in the class, here is the example by using problem based learning from the teacher to the students. A class is divided into some groups. Every group has five until six members. For the first step, that groups must do definition about learning issues. They made sure every problem that presenting to find how to divided each task for them in resolve the problem. Then, the implemented of problem based learning that so aggressive need many sources and references.

In this paper, the writer prefers to use problem based learning method to improve students' speaking ability in senior high school. After get that learning issues, they try to solve the problem, the students can give respon or answer in oral communication. Not only make students think critically, but also can improve their speaking in English in front of the class. Every group or every student has different of learning issues, they must be active to practice it by themselves.

The Implementation of Problem Based Learning

In teaching and learning process on the class, according to Putra (2013), there are main steps of problem based learning :

1. To orient students to the problems.
2. To organize students to learn.
3. To guide to investigate independently or in group.
4. To develop and presenting the result of work.
5. To analyze and evaluate the results of solving problem.

More detail steps are given in this table below :

Steps	No .	Teachers Activity
Orientation to the problem	1.	To give information the purpose of learning
	2.	To create a class environment that allows happen an exchanges more ideas.
	3.	To instruct for the questions or the problems.
	4.	To encourage the students expressing more ideas.
Organizing the students	1.	Help the students to

for learn	2.	find the concept based on the problem. To examine the students' comprehension of the concept that they find it.
Guiding to investigate independently or in group	1.	To make easy for students to do or solve the problem.
	2.	To encourage cooperation in finishing all of the assignments.
	3.	To encourage and create more dialogues and discussions with friends.
	4.	To help the students for define and organize their homework related with the problem.
	5.	To help students formulate the hypothesis.
	6.	To help the students in giving solution.
Develop and present the result of work	1.	To guide them to make their students activity sheet (LKS).
	2.	To guide the students in presenting the result of the work.

Analyze and evaluate the result of solving problem	1.	To help students for reviewing the result of solving problem.
	2.	To motivate the students to follow solving problem.
	3.	Evaluate the material of subject.

Table procedure of problem based learning method

THE IMPLEMENTATION OF USING PROBLEM BASED LEARNING METHOD IN TEACHING SPEAKING Pre-Teaching Activities

Pre-teaching activities that are given by teacher also have purpose, such as :

1. To help the students focus their attention to the lesson.
2. To motivate the students to learn the lesson.
3. To open their mind about the topic of the lesson that they will be learnt.

In the pre-teaching activities, the teacher should do several activities. They are :

1. The teacher opens the class by greeting the students. It purposes to grow the students religious characteristics.

2. The teacher asks some questions to the students. The teacher gives brainstorming activity to students through some questions that relate to the lesson.
3. The students are active to answer the questions and try to think critically about the problem in their groups. While the students answer the questions that are given by the teacher, the teacher should pay attention, give appreciation, also check their work. It purposes to give the spirit to students, to make their good confidence, also they could learn more about the problem and know their mistakes that they do.

Whilst-Teaching Activities

In this part, the teacher gives some activities to the students. They are :

1. The teacher orients the students about problem that they have on their daily life.
2. The teacher divides them into groups of four members. The group is formed based on mixed problem. It means the students in a group have different problem on their daily life and they try to resolve the problem. After that, the students will discuss their problem in their group. They have different

problem each other that happen in their daily life. There, the students share their problem with another in the group.

3. The teacher encourages the students to give problem solving after discussing in the group. The teacher asks the students to make conversation of their problem solving activity.

Students A, B, C, and D will present their discussion about implementation of problem based learning through conversation. They are talking about their problem. Their problem formed based on mixed problem. Also, they tries to resolve the problem each other in a group.

Conversation :

Students A : I do not understand with my self because I always neglect and do not focus to study.

It makes me confused and I do not know what I should do right now to overcome this problem.

Students B : I think it is so easy. You should be able to fight negligence that you have with remember how important learning for your self. You should think about bad effect that you get if you still do not focus to study. With it,

you will be motivated to learn more dilligent than before.

Students A : I think so. I do not want to get bad score because I do not focus to study. I will not be negligent anymore and need more encouragement also focus to study.

Students C : That is right. Do not be like me. I have a problem with my study time that make my scholarship at school threatened revoking because I can not keep going my score and being awful. Now, I feel confused to get a lot of money for me because my family have bad financial.

Students B : I am sorry to hear that, C. I have a friend like you and have the same condition. But now, she gets her scholarship again from her school because she changes her mind to organize her schedule to study hard and make sure to get back her scholarship from her school.

Students A : Actually not only that I think, beside the scholarship that you get, you may take a part-time job to help your self and your family to get a lot of money and make your financial of your family be better than before. But you do not forget your duty as a student. I think you can do it. If you

want, I have more links for you about part-time job. I will give it to you.

Students C : Thank you for advice and help, friends. I am really appreciate, i hope I can make my parents proud of me. By the way, B, what happen with you? Do you have a problem?

Students B : Nevermind. I just thinking about how to eliminate my bad habit to stay up at night. That is make my eyes become red and make my condition is not good. I try to stop it, but I can not. I never feel sleep, I am insomnia.

Students C : What? Insomnia? I think you must check up at hospital and discuss it with doctor also get the solution of your problem. If you still on your bad habit, your healthy is awful also influence on your study at school. Also, you always thinking about healthy lifestyles. If not start from now, when you want to do it?

Students B : Thanks, C. After school, I will ask to my mom to accompany me to go to the hospital. I do not want to be sick, I am still teenager, right?

Students A : Right, B. But, D, what is wrong with you? I see you

always keep silent and only hear our discussion.

Students D : No problem. I just remember with my problem that make my self feel uncomfortable when I am at home.

Students C : What is the problem? Tell it with us, maybe we can get the problem solving of your problem.

Students D : I and my family moves to new house one month ago. But, I do not know the reason, I can not believe and accept the condition. My home and environment around there so strange for me although we stays at there one month. My family can handle this and close with neighbor, but not for me.

Students C : You must know, the humans in this world are social beings that need each other. Next time, you need neighbor to help your problem when you stay at home. All of that need adaptation, you should try to think also see around you about your environment and your neighbor. Your family can handle this, why you are not be like them?

Students A : Absolutely right, D. Not only that, you should open

your self to accept the condition around you. Socialize with your new neighbor is important for you also for your family. Do not forget to always think positive and it depend on your self.

Students D : Thanks, friends. I do not want to be like this anymore. I will try your advice for me. I hope I can handle this.

Students B : With sharing about our problem that we have, we knows each other and we can think critically about the problem. Also, we get problem solving after discussing like this. Thanks a lot, my friends.

4. The teacher asks the students to present the result of the group work in front of the class.
5. After each group presents the result of their work, the teacher and all of the students review the problem and the problem solving at classroom.

Post-Teaching Activities

Post teaching activities are the closing activities that happen in teaching and learning process. According to BSNP (2007:17), post teaching activities should be given by teachers to students because of some reason. They are :

1. As an evaluation to the students after classroom learning. The teacher and the students do evaluation through summary or review of the lesson that has been learned by the students in the previous activities.
2. The students get feedback from the teacher after teaching and learning process. In this part, the teacher gives feedback to the students that make them understand about the lesson.
3. As a reflection for the students after doing activities of teaching and learning process. Reflection in here means the students should be responsible and honest with the lesson that they have learnt before.
4. The students know about the lesson that they will learn on the next meeting.

In post teaching activities, the teacher can give games as the closing activities. It purposes to make the students relaxed after learning, to make easy for them to remember the lesson that they have learnt, also to make solidarity among students in the classroom. According to Hadfield in Agustina (2012), a game is an activity with rules, a goal, and an element of fun. One of the most important lessons

for using games is simply that they are immensely enjoyable for both teacher and student.

Many games that can be given by the teacher to the students. One of them is guessing game. According to Agustina (2012), there are some steps of guessing game for the students :

1. The teacher explains the students about the rules of guessing game.
2. The teacher will choose two students in pair to stand up in front of class, and another students pay attention to them. One student becomes the students A, and another becomes the students B.
3. The teacher will give a word to the students A through a card like occupation, school, or etc. The students A must speak and tell about the word, meanwhile the students B think and guess what it is.

*The students A get a word
Occupation : “ secretary “*

Explain : I'm a woman that work at the office. Every work, i always type the list that given by my boss. If i come late and forget to do the list, my boss will angry with me. Who i am?

The students B answer : I am a secretary.

4. If the students B can guess the word that is given by the students A, the teacher asks them to sit on their chair.
5. The teacher will choose the next students to play guessing game in front of the class.

CONCLUSIONS AND SUGGESTIONS

Conclusions

For learning English, there are four skills that should be mastered by students. One of them is speaking. Speaking is important for us, especially for senior high school students. But in fact, many students can not speak English well although English is a subject that they learn at school.

Using problem based learning is one of methods that can be used in teaching speaking for senior high school. Problem based learning method is a method that help the students to develop their speaking skill with the problem relates to their daily life. Problem based learning requires the students to learn independently and to find the solutions of the problem. Problem based learning can help the students grow their motivation to improve speaking ability that they have.

In this case, problem based learning method has many advantages.

With this method, it is easy for the students to comprehend the concept found by themselves. Then, the students are able to make sentences to tell their own problem. Not only that, the students also can give aspiration and positive effect for the students to others.

Problem based learning method make interactions among the students member of group. This method can develop students' creativity skill, in individual or groups because problem based learning method require the students to be active.

Suggestions

Based on the conclusions above, the writer suggests that :

1. Teachers should use problem based learning method to improve students' speaking ability.
2. Teacher who teaches English using problem based learning method should be creative in choosing the problem based on the students' daily life. Also, teacher can attract the students to speak, and think critically to resolve the problem by themselves. If teacher is not creative, it might make students feel bored and do not want to speak English more.
3. Teacher should have more knowledge about the problem that will be risen by students. So, teacher should make good preparation because not all the problem are understood by students in a group.
4. Teacher should control the students while they are discussing about the problem.

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