ENHANCING SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY THROUGH PROBLEM BASED LEARNING STRATEGY

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Abstract

Speaking is an ability that is needed in an effort to communicate with others by expressing thought. However, some students find the difficults to convey their ideas because of some barriers such as a sense of criticism from others and shyness, low classroom participation, the tendency to use the mother tongue , and inability to develop, and express their ideas verbally. Thus, the teacher have to choose an appropriate strategy to solve those problems that the students' speaking ability improves well. One of the strategy that can be used is The Problem Based Learning. This paper discusses how the application of PBL can improve the students' speaking ability.

Keywords:speaking, Senior high school students, narrative text, The problem based learning strategy.

A. INTRODUCTION

There are four skills in English mastery. One of them is speaking. Speaking is one of crucial parts in English that should be mastered by the students besides reading, writing, and listening. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate. The function of speaking skill are to express an idea, someone's feeling, thought, and express it spontaneously by orally. Through speaking, someone can catch other's meaning when saying something. In this era, speaking also is one of the language art of talk as communication interaction with someone

Lindsay (2006) states that "speaking is a productive skill''. It involves putting a message together, communicating the message, and interacting with other people". It is supported by Torky (2006) who says that speaking as the production of auditory signals designed to produce diverse verbal responses in an interlocutor, implicates a combination of sounds in a systematic way and according to the specific language principles to produce a meaningful utterance.

However, the situation in the classroom is not usually as it is expected. There are still problems occured in learning process. Especially, when the teachers try to

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make the students express their ideas in English. Based on the informal interviews conducted on some English teachers, it is found that the students have some obstacles in speaking English.

First, the students do not have enough knowledge in constructing English sentences. Some students have ideas in their mind about the topic that is being discussed, but they do not know how to express them in English. In addition, Swary (2014) states that some students who have already had something in their mind but failed to express it, might lose their words that actually has been storied in their mind.

Second, the students have the ability to express their mind, but they choose not to speak. It is because they are worried that they commit mistakes or they will get mocked by other students. According to Ur (1991:121), this situation is commonly happen in a foreign language classroom. It may be occurred because they are worried about making mistakes (such as grammatical mistake), fearful of criticism, or a shyness of the attention that their speech attracts. As the consequence, the students cannot express their thought freely and confidently. All of those feeling are hinder them to speak by using English and automatically gave them the negative effect in the learning process.

Third, the problem might due to the topic. The topic that is being discussed might not be interesting or unfamiliar to the students. Therefore, the students tend not to get involved in the discussion.

The fourth one is low or uneven participation. In the learning process, every student needs many opportunities to speak in English actively. However, in a real life, some dominant students will speak much actively during the learning process while others are passive and saying nothing. They just looked into the teacher and doing some exercises without saying much. It can be said that how much opportunities given in order to participate also affect to the students' speaking ability.

The fifth one is mother-tongue use. There is a high tendency that the students share the same mother-tongue because it is easier for them. It is strange enough for them to speak by using a foreign language and they feel less 'exposed' if they are speaking their mother tongue.

Due to problems stated above, students may fail in speaking. Thus, the writer suggests using *Problem Based Learning* strategy to be implemented in learning process.The problem based learning strategy is an appropriate strategy to solve the students' difficulties in speaking. This strategy is usually shortened as PBL. In implementing the strategy, the students will be divided into groups and the teacher will give some issues that have to be discussed in the classroom. The students talk about the problem of the issues that is given by the teacher.

There are some definitions of Problem Based Learning provided by the experts. PBL is a teaching strategy that can be used to improve students speaking ability. This strategy requires students to work with classmates in order to solve a complex and authentic problems (Winter, 2001). It is believed that a complex and authentic problems situation can stimulate students to develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. PBL also leads students to arrange their own knowledge, improve their ability to

inquire, think critically, and improve their self-confidence so that the students get involve actively in the learning process.

Torp(2002: 16) says that PBL offers authentic experiences that maintain learning process actively, support knowledge construction, and naturally integrate school learning and real life. Through this strategy, students are engaged to be problem solvers, identifying the problem gradually and the appropriate condition for a good solution.

As the explanation above, it can be concluded that Problem Based Learning (PBL) can be used as a strategy to solve students' difficulties in speaking. This strategy also offers opportunities to the students to think critically through discussion activity.

B. DISCUSSION
a. Teaching Preparation

It is very well acknowledged that preparation before teaching process is very important to the teacher since how well the teacher preparation determine the success of teaching (Embryany, 2017). The teacher needs some guidelines to run the teaching process efficiently. These guidelines are also called lesson plan. A lesson plan contains of what students need to learn during the process of teaching and learning and how it will be done effectively. It is designed based on the curriculum and syllabus. A successful lesson plan includes the objectives for students learning, teaching/learning activities, and strategies to check students understanding (Embryany, 2017). These three components should be addressed and integrated in the lesson plan. Therefore, a lesson plan is needed to design by the teacher. This lesson plan regarding the Problem Based Learning is a method that will be implemented later.

The next thing that should be prepared by the teacher is the material. Considering that the teacher uses PBL strategy through discussion text, the teacher has to find materials related to the curriculum and the school level. Based on the syllabus there are many texts that is taught in Senior High School, one of them is discussion text. Discussion text is a text that asks the students to define the problem and to solve the problem in a group work. For senior high school students, discussion text is one of the texts that should be mastered by the students. It is stated on the basic competence number 2.1 "*Menunjukkanperilakutanggungjawab, peduli, responsif, danproaktifdalammengajukansolusiuntukmengantisipasidanmengatasipermasalah an yang terkaitdenganlingkunganalamdalambentukdiscussion text*" and basic competence number 2.2"*Menunjukkanperilakutanggungjawab, peduli, responsif, danproaktifdalammengajukansolusiuntukmengantisipasidanmengatasipermasalah an yang terkaitdenganlingkungansocialdalambentukdiscussion text*". This text is taught in the second semester in the second grade of senior high school. The materials can be found by teacher on students' book, newspaper, or internet. The teacher also needs to consider whether the material could catch students' attention and suitable for them.

b. Implementation
1. Pre- Teaching Activities

Before the teaching process begins, the teacher does some activities. First, the teacher greets the students in English. Second, the teacher takes students' attendance. Third, the teacher may give motivation to the students in order to prepare them physically and psychologically before learning process. Fourth, the teacher does warming up; it could be asking and answering about the previous materials.

2. Whilst Teaching Activities

Whilst-teaching activity is the central activity of teaching procedure. In this activity, the teacher leads the students to the main activities in teaching learning process by using Problem Based Learning strategy. There are eight stages activity of Problem Based Learning strategy. Those stages are implemented based on the scientific approach stages in curriculum 2013 and described as follows:

a. Observing

The first stage is observing. The purpose of this stage is to achieve meaningful learning. A meaningful learning refers to a learning that leads the students to memorize the lesson in longer period of time. It can be obtained by providing the students a real-object media. If the students are served a real-object media while learning, the learning process will be more challenging. In this case, a real-object media can be a video related to the topic that students will learn later.

In observing stage, the teacher presents a video related to the topic that will be discussed by the students. For example, the topic is about the advantages and disadvantages of using smartphone. The title of video presented is *Can teens cope with their smartphones?*.

b. Questioning

The second one is questioning. The purposes of this stage is to stimulate the students' curiosity, interest, and attention about the topic discussed. In this case, the teacher stimulates the students to ask some questions by their own words about the video given in the previous stage. The teacher also gives opportunities for the other students to respond to those questions. This activity offers the opportunity for the students to develop their speaking ability by asking questions and giving logical response towards those questions. This stage also stimulates students to get involved actively in the discussion, develop their thinking ability by giving and receiving ideas from others.

c. Experimenting

The next stage is experimenting. Experimenting will develop the students' attitude, ability and knowledge by presenting the ideas they have in the previous stage. In this stage, some activities of PBL are implemented. Initially, the teacher divides the students into two groups: pro and cons. Then, he/she provides the students a discussion text about advantages and disadvantages of using smartphone. This text may help them to understand more about the topic. After that, each group has to identify what they know, need to know, and their ideas about the advantages or disadvantages of using smartphone depending on which group they are in.

After classifying the information, they need to construct their own ideas. Their own ideas can be seen as how to locate the information, their opinion about

the problem causes, or even possible problem solution. Finally, each of groups has to define the problem statement that they are going to discussed in the classroom.

d. Associating

The fourth stage is associating. Associating means that the students relate their experiences and prior knowledge to the current learning in the classroom. In this stage, the students need to make a conclusion individually based on the phenomena happened in their real life. They need to present their ideas that they have construct before and communicate it to another group. To support the ideas, they have to provide some evidences to strengthen their statements. In PBL activities, each group has to share and collect the new information during the discussion. Through this activity, the students will learn and evaluate how new information that they get contribute the problem disscused.

After each of group sharing and collecting the information, they have to begins to recomend solutions for the problem they discussed. Then, the teacher guides the groups to determine the best fit of solution by giving his/her opinion. The solution chosen should be reasonable and acceptable. It means that the groups need to consider which solution brings them closer to their idealized solution.

After determine the best fit solution, each of group presents the solution chosen to another group. The group presenter has to explain or give the details and reasons about the solution so that another group may hear the information that they had not considered, or conveying incorrect information.

e. Communicating

The last stage is communicating. The purpose of this stage is to help the students to develop their honest, thorough and tolerant attitude, to think systematically, and also convey their opinion briefly and clearly. This stage requires students to present or explain the process, result, and conclusion of the discussion they have done in the classroom. In PBL activities, in order to reflect together on what they have learned and to place new learning within a cognitive framework of knowledge,
each of group has to reviews all points that they have discussed before and doing asking and answering questions activity.

3. Post Teaching Activities

At the end of the lesson, the teacher and the students conclude the lesson that has been learned together by re-explain the material. The teacher gives homework to the students in order to see students' understanding about the material by asking them to find a problem related to the social environment. This topic will be showed in the next meeting and they are going to have a discussion that similar to the previous meeting. The last thing to do is closing.

C. CONCLUSION AND SUGGESTION

Teaching speaking for senior high school students is really important. Speaking, as an action to produce some words that representing someone's idea which involves a process of building and sharing ideas orally, must be taught to the students. However, the students still find some difficulties in speaking: the students are often inhibited to try to speak by using English due to fearful of criticism, or a shyness, they have nothing to say, they have low participation, they

tend to use the same mother tongue in sharing, they are not able to put or structure their ideasinto words and meaning in a coherent way. In this case, Problem Based Learning strategy can be implemented as one of the strategies in improving students' speaking ability. This strategy engages the students to get involved actively during the learning process by conveying their ideas orally to find solution of the problem, so that their speaking ability could improve automatically. This strategy also offers the opportunities to the students to develop their attitude, cognitive, and critical thinking ability.

There are some stages during the implementation of the Problem Based Learning strategy. The first stage is the students observe the problem given by the teacher. The second stage is the students do question-answer activity related to what they have observed before. The third stage is the studentsin group, identify what they know, need to know, and their ideas about the topic. The fourth stage is the groups have to share and collect the new information during the discussion and give evidence to support their ideas. Here, they will learn and evaluate how new information that they get contribute the problem discussed. After each of group sharing and collecting the information, they have to begins to recommend solutions for the problem they discussed by teacher guidance. The last stage is the groups review all points that they have discussed before and doing asking and answering questions activity.As the students gradually acquire profiency in those activities, the teacher involvement fades and control of the discussion passes to the students. The teacher can use this strategy in improving students' speaking ability.

The teacher should be more creative in choosing strategy or method to teach the students. She/he should know what students' need to improve their weakness. If the teacher wants to use the Problem Based Learning strategy, she/he needs to consider on the situation of the class, so that she/he can manage the class well. In order to motivate the students in the learning process, the teacher needs to consider the topic that will be discussed. The topic chosen should be matched with students' age and make them interest. More crucially, this strategy should engage all the students.

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