The Effect Of Problem Based Solving Strategy Towards Students' Speaking Skill

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Abstract: This research was aimed to find out the effect of Problem Based Solving (PBS) Strategy toward students' speaking skill at SMPN 4 Praya Barat Daya. The kind of this research was a Quasi-experimental research. The samples divided into two classes were: experimental group consist of 27 students and control group consist of 27 students. They were chosen by using Cluster Random sampling technique. The method was non-equivalent control group design. The technique of data collection used pre-test and post-test. The instrument to get students' score by oral test in the form of speaking test. Then the data was obtained by using t-test formula, The data was analyzed through descriptive analysis and inferential statistic, it shows that value of t-test was 2.409, the mean score of experimental group 86.96 and the mean score of control group was 58.81.Than t-test was higher than t-table with significant level was 0.05 (1.675) with DF was 52. It can be concludes that the used Problem Solving has positive effect towards students' speaking skill at SMPN 4 Praya Barat Daya , it means the alternative hypothesis was accepted.

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Intriduction

Language is a media or tool by means of communication that is uses to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. The are many kinds of languages in the world but only English language is very familiar, moreover if we visit another country like America, Australia, France and etc, it is necessary to master English. In Indonesian, English becomes the most essential language and it learns as Foreign Language. By considering the important of the language, it is one of reason our government has drawn up English as a Foreign Language that should be mastered by the students. English taught is not only on formal education but also on informal education such as in formal education like in the school and in informal education like course; English can be learnt through electronic and printed media such as television, radio, magazine and other kind of learning sources.

But, in learning English there are four core skills should be mastered by the students, namely; listening, speaking, reading and writing Those skills emphasized in school's curriculum then speaking skill one of the most important skill that must be mastered by the language learners, it because of speaking plays important role in learning language, it helps people to communicate with each others.

Based on the result of observation was conducted by the researchers at second grade students at SMPN 4 Praya Barat Daya, there were students lack of vocabulary, it might influenced to their speking skill, then otomatically influenced to thier motivation seems to be bored and lazy. For examples when the teacher asked them to speak a simple sentence in English. The fact, the students feel confused and do not know what they wanted to say, the students used Indonesian language for several words, they pronounced words incorrect form, they did so many pauses when they were speaking. Based that, there were some another factors such as strategies or media used by the teacher in teaching learning process. There

were some teachers used unsuitable strategy such Thing Pair Share (TPS) with specific step, the teacher only divided their students into pair of studentss not to groups and gave the materials not desribe clearly but the teacher allow thier students only to discuss with their pair and did not know. Such as that condition the classroom many bored and lazy speak in English.

As we know that there manay stratgies could might siutable for students, it depen on the tecaher by meas of the teacher should be creative in applay a suitable staratgy such Problem Based Solving Stratgy. To solve the problems described above the researchers were used a new strategy especially in teaching speaking order to help students to speak fluently and accurately that was Problem Based Solving Strategy or called PBS Furthermore, in PBS is one of the specially speaking, in here students have opportunity to develop their skills in reasoning and self-directed learning. Empirical studies of PBS have demonstrated that students who have learned from PBS curricula are better able the apply their knowledge to novel problems as well as utilize more effective self-directed learning strategies than students who have learned from traditional curricula (Hmelo & Lin 2000).

The PBS strategy requires students to become responsible for their own learning. In The PBS stratey the teacher applay important role as a facilitator for ther students in learning and his/her investigations diminish as students progressively take on responsibility for their own learning processes. PBS is defined as instructional approach that contextualizes learning by presenting learners with problem to solve or products to develop (John, S.R &Thomas, D.1995).

Research Design

This research was a quasi-experimental with the non-equivalent Control Group Design by means of experimental group treated by PBS and then control group treated by TPS.. Experimental approach is characterized by much greater control over the research and this is case some variables are manipulated to observe their effect on other variables (Kothari, 2004). The population of this research was all students at second grade students at SMPN 4 Praya Barat Daya, the total number was 107 students consisted of four classes in which VIII A consisted of 27 students, VIII B 26, VIII C consisted of 27 students and VIII D consisted of 25 students. The sample of this research was two classes consisted of 54 students. It was divided into two groups where VIII A consisted of 27 students as experimental group and then VIII C consisted of 27as control groups. They were chosen by using Cluster Random sampling technique.

In the assessment of speaking, the data obtained by the test. For speaking test, the researchers had given oral test to the students. The researchers asked each groups of students to speaking in English by describing a picture as a media to enhance the speaking skill a in front of the class with the time minimum 2 minutes and maximum 4 minutes, and then the researchers record it. The researchers were record the students during their speaking in the test, and then the researchers graded them based on the recording. In the testing of oral test, the researchers score them based on five criteria, such as; pronunciation, grammar, vocabulary, fluency, and comprehension. Each criteria, then, is rated into five speaking scale scoring and pluency and accuracy.

In this research the data obtain from experimental group and control group. In the first step, the researchers gave the students pre-test to know students'speaking skill of both experimental jund control group to measure their speaking skill. In the last step was Post-test to know the students'speaking skill of both experimental by using PBS and control group.

Post-test was given to experimnetal group after teating by using PBS and then control group by using TPS aimed to measure their speaking skill. Then the data was obtained by using t-test formula, The data was analyzed through descriptive analysis and inferential statistic

Research Finding and Dsicussion

In this research the researchers designed a research into a double group of subject that was given treatment. The design was selected for the reason that there were 4 classes of second grade students in SMPN 4 Praya Barat Dayawhere consist of 27 students each, and then researchers made cluster sampling to choose to sample of research where the sample of research consist of 54 students there were experimental group consist 27 students and control group consist of 27 students also. From the number above it was divided into two groups, where VIII A as experimental group and VIII C as control groups. Therefore the researchers used quasi-experimental design with two group of pre-test and post-test.

At the beginning of this stage, the classes were divided into two groups namely control and experimental groups in order to have different treatment. Researchers was given the same test as a pre-test and post-test that was oral test through "speaking test" this test was used to know the ability of students speaking performance. After that, the students in control group were treated of teaching speaking by used Think pair share (TPS). The materials were focused on the some topics such as 'presenting of case, giving arguments, and retelling arguments". These materials were taught by the researchers in two meeting and allocated the same period of the time for 40 minutes for each meeting.

On the other side, the researchers treated the students in experimental group by Problem Solving Strategy (PBS).The materials were focused on the some topics such as "giving the problem, giving the solution the problem, and tell the result in front of the class. Those materials were taught by the researchers and were allocated the same period time for 40 minutes per meeting twice a week.

After represented that materials, the students were given pre-test and post-test the score of the test was analyzed to find out the effect of Problem Solving Strategy (PBS) toward students speaking skill at SMPN 4 Praya Barat Daya. The researchers tried to find out the mean score of pre-test and post-test from experimental group and group control group, the researchers proposed research question that is "is the any effect of Problem Solving Strategy (PBS) toward students speaking skill"? This statement of the problems has been answered based on the research result above, based on previous chapter, it was clear that the Null hypothesis (Ho) was rejected which states: if t-test> t-table in testing hypothesis, Ha: "Problem Based Solving Strategy (PBS) has positive effect toward students speaking skill" was accepted. As the result, the Null hypothesis was rejected.

In previous chapter, it was analysis that, the value of pre-test and post-test of students speaking skill of experimental group and control group by using descriptive analysis, it was found, the value pre-test of experimental group of mean was 78, mode was 86.13, median was 77.52. Then the value post-test of experimental group of mean was 86.96, mode was 78.73, median was 84.87 and standard deviation was 58.39. Meanwhile the value of pre-test of control group of mean was 50.51, mode was 48.75, median was 50.25. Then the value of post test of mean was 58.81, mode was 65,48, median was 60,87 and standard deviation was 11.65. And for scoring rubric, the researchers used 81-100 is Excellent, 61-79 is Very Good, 41-69 was Good, 21-49 was Fairly Poor, 5-49 was Poor.

From the explanation above, It can be seen that, there was significant different between the result of pre-test and post-test in experimental group and control group. The

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research of this study that Problem Based Solving Strategy (PBS) has positive effect toward students speaking skill. Comparing the result of t-test to t-table as followed 2.409>1.675. That indicated than t-test 2.409>1.675. Based on the result of t-test after both compared and t-test was higher than t-table it also indicated that hypothesis was finally accepted. So, Problem Based Solving Strategy (PBS) strategy suitable can beable to teach speaking because PBS can guide the students to their prior knowledge and make the students being active in participating in a classroom discussion.

Problem Based Solving Strategy (PBS) provides the opportunity for students to bring up and develop aspects that support the speaking skill. Meanwhile, teachers in learning only serve as motivator and a facilitator. In PBS students can express freely in accordance with their capabilities in solving a problem. So that what student are learning not merely rote, but they really understand by understanding learning that has passed.

James (2006) said that PBS is effective to stimulate prompt speaking in students as they are focusing on solving the problem and help them to gain listening input from interactions with peers. However, PBS has to be well designed, especially the scenario set for the content to be learned, and the instructors need to be well-trained, e. g. to know when and how to break into the discussion appropriately and to be very patient and supportive in the way they interact with students. "Considerations for lecturer," as pre teaching, introducing problem and vocabulary, grouping students, providing resources, observing and supporting students, and conducting the follow up and progress assessment are very useful and thus, PBS can be considered as a powerful alterative way of teaching listening and speaking English. So in this theory the researchers can be said that there are any effect in this research because the researchers can seen it in the result t-test showed different output, it was 2.409>t-table =1.675 (0.05%).

It can conclude that, Problem Based Solving Strategy (PBS) is effective learning teaching speaking. Student learning used Problem Based Solving Strategy (PBS) in this research the result is the students improving their speaking specifically in giving argument to solve a problem in real life.

Conclusion

Conclusions that can be taken from the results of this research; Problem Based Solving Strategy (PBS) is effective learning teaching speaking. Student learning used Problem Based Solving Strategy (PBS) in this research the result is the students improving their speaking specifically in giving argument to solve a problem in real life.

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