

DEVELOPING THE STUDENTS' SPEAKING ACHIEVEMENT BY USING PROBLEM BASED INTRODUCTION MODEL AT GRADE X OF SMK ASAHAN KISARAN IN ACADEMIC YEAR OF 2016/2017

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Abstrack

The title of this study is the Developing the Students' Speaking Achievement by Using Problem Based Introduction. The objective of the research was taken from the grade X students of X TKJ 1 SMK Asahan Kisaran. Problem Based Introduction (PBI) is a learning process towards a way of solving its problems more focused on the creativity and skills, such as formulating the problem by forming small groups, give ideas, conduct research, discuss and presentation. PBI learning model (Problem Based Instruction) is one of many innovative learning model. This model presents a state of active student learning and engage students in a problem-solving through the stages of the scientific method. There were only one class consist of 30 students. The result of the first cycle is 52 % and the result of the second cycle is 87 % After the Problem Based Introduction model was implemented and developed through two cycles, it is concluded that this model can develop the students' achievement in speaking. In addition the students' opinions toward the implementation of problem based introduction were positive. The average of first cycle and second cycle shows that the research is succeed.

Keyword : Problem Based Introduction Model, Speaking Achievement

INTRODUCTION

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking,

reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what want and need from these around us.

Speaking ability is the major purpose of learning language. How make students able to use the language. Learning English not only know the language and have the large vocabulary but have to know

how to use language. Because English usage is depends on the context. So the teacher should teach the students base on the context. Even if the students have already learnt English for long time but students rare to use it and do not get what the teacher said in English not the broadcast when showing in the television and radio English program.

There are many conversation activities that can be realized in classroom setting. Therefore the teacher should employ various or activities in teaching learning process, because the various of teaching instruction strategies will allow the students to have. The successful of teaching learning is depend on some factors, they are: a method, media, material, teacher and the other factors are be connected it. For achieving it, teacher as an actor must be able to decide the appropriate strategy.

This problem appears on the students grade X of SMK ASAHAN KISARAN in academic year of 2016/2017 where the speaking especially in daily conversation is still low and still many students don't know about it.

Based on the results of interviews with the student at grade X of SMK ASAHAN KISARAN, most students have not been able to achieve the standard value 70 in speaking. According to the student concerned, the causes of low student English learning outcomes are the students difficulties to start conversation use English language, the students are not able to introduce myself use English language, the students are not able to communicate with the teacher or other students,

and the students are not able to give opinion use English language .

That is one of the reasons for the researcher to overcome the problem by offering "Problem Based Introduction" model in learning speaking.

Based on background of the study, this research will be decided to use the title "Developing the students' speaking achievement by using Problem Based Introduction model at grade X of SMK ASAHAN KISARAN in academic year of 2016/2017

Review of Literature

This chapter presents the review of literature related to the research. The review comprises of speaking, speaking ability, teaching speaking, teacher's role during the speaking lesson, speaking assessment criteria, types of speaking, definition of teaching method, definition of learning, definition of Problem Based Introduction, characteristic of Problem Based Introduction, role of the learner, role of the facilitator, steps of Problem Based Introduction, advantages and disadvantages of Problem Based Introduction, the purpose of Problem Based Introduction.

Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information its form and meaning are depending on the context.

Speaking Ability

The speaking ability is commonly determined by the master

of pronunciation, grammar, vocabulary, fluency and comprehension relates with procurement of word production.

Teaching Speaking

Related to teaching speaking, Brown (2001) notes seven principles for designing speaking techniques.

- a. The teacher should use techniques that cover the spectrum of learner need for language-based focus on accuracy and message-based focus on interaction, meaning and fluency.
- b. The teacher should provide motivating techniques which can encourage the student's motivation to learn English intrinsically.
- c. The teacher should encourage the students to use authentic language during the speaking activities so that the activities will be meaningful for them.
- d. When students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities.
- e. The teacher should integrate listening activity during speaking activity, because speaking and listening are assimilated.
- f. The teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation.
- g. The teacher should encourage the students development of speaking strategy because usually the students are not aware of developing their own personal strategy for accomplishing oral communication purpose.

Teacher's Role during the Speaking Lesson

Riddle (2003) proposes teacher's role in a speaking lesson based on the learning cycles-before, during and after lesson. Before the speaking lesson the teacher should know the aims of activity.

Speaking Assessment Criteria

The mastery of speaking skill in English is a priority for many second or foreign language learners.

Types of Speaking

Types of speaking will be divided into two types, namely monologue and dialogue (Brown, 2001). They are represented below:

1. Monologue

The term monologue in Oxford Advanced Learner's Dictionary (1995:753) is defined as "along speech by one person in a conversation".

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is convey prepositional or factual information (transactional).

Definition of Teaching Method

Teaching method is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student. These plans use various means, either theoretical or practical.

Definition of Learning

According to Yayan Iryana (2009), Learning by means learning problem based on everyday problems in learning and students are invited to solve them. Through such learning

students will feel challenged to put forward ideas.

Definition of Problem Based Introduction (PBI)

Problem Based Learning Model Introduction (PBI) is also called problem based learning. Learning Model is a learning model that follows the pattern of Top-Down.

Characteristics of Problem Based Introduction (PBI)

Here are some characteristic of PBI:

1. Identify the problem,
2. Collect Data,
3. Analyze Data,
4. Solve Problems Based On Existing data and analysis,
5. Choose How To Solve Problems,
6. Trial Against Plans Defined, And
7. Action (Action) To Solve Problems.

Role of the Learner

Problem-based introduction is a learning model which is based on the constructivist understand that accommodate student involvement in learning and solving authentic problems (Arends et al., 2001).

Role of the Facilitator

The responsibility of the teacher in PBI is to provide the educational materials and guidance that facilitate learning. As facilitators, teachers give students control over how they learn and provide support and structure in the direction of their learning.

Steps of Problem Based Introduction (PBI)

According Arends (in Prasetyo, 2011: 13) mentions that PBI or teaching based problem is a model of learning where students work on authentic problems with a view to

construct their own knowledge, develop inquiry and higher-order thinking skills, develop independence and confidence.

Advantages and Disadvantages of Problem Based Introduction

Advantages of Problem Based Introduction in utilization is as follows:

1. Develop critical thinking and creative skills
2. Improve the ability to solve problems
3. Increasing student motivation in learning
4. To help students learn to transfer knowledge to new situations
5. To encourage students / student had the initiative to learn independently
6. Encourage students' creativity in problem disclosure of the investigation he had done
7. With PBI will happen meaningful learning.
8. In situations problem based learning, pupil/student to integrate the knowledge and skills simultaneously and apply it in a relevant context.
9. PBI can improve critical thinking skills, fostering initiative pupil / student in a work, internal motivation to learn, and can develop interpersonal relationships within the work group.

Disadvantages of PBI (Problem Based Introduction)

1. Lack of familiarity of learners and teachers with this method. Learners and teachers are still carried habit conventional methods, provision of material occurs in a single direction.
2. Lack of learning time. Problem based learning process can

sometimes take more time. Learners can sometimes take time to face the problem given. Meanwhile, the timing of the teaching and learning process should be adapted to the curriculum load.

3. 3. According to Fincham et al. (1997), "PBI does not present a new curriculum but rather on the same curriculum through different teaching methods,".
4. 4. Students cannot really know what that might be important for them to learn, especially in areas that they have no previous experience.
5. 5. A teacher adopt PBI approach may not be able to cover as much material as conventional college courses based. PBI can be very challenging to implement, because it requires a lot of planning and hard work for teachers.

The Purpose of Problem Based Introduction

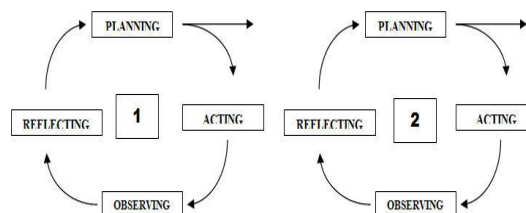
1. Problem-based introduction aims to:
2. To help students develop thinking skills and problem solving skills,
3. Learn the role of adults are authentic,
4. Being an independent student,
5. To move to the level of more common understanding, making the possibility of transfers of new knowledge,
6. Develop critical thinking and creative skills
7. Improve the ability to solve problems
8. Increasing student motivation
9. To help students learn to transfer knowledge to new situations.

Conceptual Framework

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information its form and meaning are depending on the context.

METHOD

Classroom Action Research (CAR) was the method that would be used in this research. This kind of research is actually aimed at finding a better solution to the problem found in the teaching learning process.



THE RESEARCH WAS FOR GRADE X TKJ-1 SMK ASAHAN KISARAN in academic year of 2016/2017.

Objective of the Research

Subject of the research was the students of the grade X TKJ-1 SMK ASAHAN KISARAN in academic year of 2016/2017. And it's consisted of 30 students.

The Instruments for Collecting Data

The instruments that use in collecting the data are :

1. Test
Arikunto (2005:53) said that : Test is a tool or procedure used to determine or measure something in the atmosphere by means of rules and regulations that have been determined.
2. Observation Sheet
The observation use in this research is to see the process by eyes observation. This research use observation because want to know the students activeness

during teaching and learning process.

The criteria of the analysis in cycle

Criteria	Mark
Excellent	90- 100
Good	73- 89
Enough	65 – 72
Less	54 – 64
More Less	<53

DATA

The results were taken from the researcher's observation of grade X of SMK ASAHAN KISARAN in academic year of 2016/2017.

Data Analysis

The following table was used to show increasing the students' speaking achievement in the introduce their selves by using problem based introduction model at grade X of SMK Asahan Kisaran.

Research Finding

One day researcher finding from started this research until finished, actually the researcher tried in the first cycle of research felt so many difficulty have in speaking with the other students or to tell what they want to say. The result of first cycle was 52% with the learning completeness reached 30% or in the other words many as 10 students pass the test and remaining 70% or 20 students too do not pass the test. Thus, activity in the first cycle should be repeated for student

learning outcomes through the application of problem based introduction can be improved. The average value of the second cycle is 87% with the learning completeness reached 87,2% or as much as 29 students.

DISCUSSION

Based on the data in the cycle I, and the cycle II problem based introduction can develop the students' achievement in speaking because problem based introduction can develop critical thinking and creative skills, improve the ability to solve problems, increasing student motivation in learning, to help students learn to transfer knowledge to new situations, to encourage students / student had the initiative to learn independently, encourage students' creativity in problem disclosure of the investigation he had done.

CONCLUSION

The conclusions of the study are :

1. The implementation of the first cycle is well but less conducive. The average of the results value reached 52% completeness. The first cycle should be repeated for better learning outcomes through implementation of Problem Based Introduction.
2. The implementation of the second cycle is better and conducive. The average result value reached 87% completeness. The second cycles do not to be repeated because it exceeds the specified indicators of success.
3. By using Problem Based Introduction especially on

speaking ability, learning achievement at grade X of TKJ 1 SMK ASAHAN KISARAN in academic year of 2016/2017 can be improved.

1. To motivate teachers' learning activeness need for an appropriate learning technique, so that the process of teaching and learning activities to be more variation and not make the students fell bored.
2. A learning method or model is important to support the progress technology now days, so that the students do not get bored.
3. Talk in English as many as possible to make them habit in it.

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