

CHAPTER 1

INTRODUCTION

This chapter provides background of the study, research questions, the reason of choosing the topic, significance of the study, the aims of the study, research methodology, clarification of terms organization of paper.

1.1 The Background of the Study.

In Indonesia, although currently English is still considered as a foreign language, speaking is demanded for students of vocational school to master. However, what's happening now at most schools, students still have limited skills to speak English, even to introduce themselves after learning English for at least six years (Airlangga, 2009). This fact suggests that teaching and learning English remains a problem in Indonesia.

One of the biggest problems for students is to speak fluently and correctly because to master speaking skill the students must speak and think at the same time (Pinter, 2006: 55). It means that being fluent and correct in speaking need critical thinking competence since it is believed that language is a mean to think (Alwasilah, 2005: 131). Problem-based learning is an instructional method that encourages learners to apply critical thinking, problem-solving skills, and content knowledge to real-world problems and issues. Since PBL provide real life problem in which students are required to deal with, Problem-Based Learning may become a bridge for teachers to optimize students' thinking capacity (Oliver and Omari, 1999; Strobel and van Barneveld, 2009; www.edtech.vt.edu) and initiate their critical thinking (Greening, 1998; Lieux, 1996).

Yusuf (2010) has conducted a study about Benefiting Problem-Based Learning to Revitalize Students' Academic Writing; the study was implemented to a group of 48 college

students of an Indonesian public university. The result of the study indicates that the Problem-Based Learning can increase students' awareness to learn; it can be seen that 28 of 48 participants show that they are more motivated in conducting a task (more than 50%), meanwhile students' achievement were apparently improved, all participants (48) can understand the concept, organize the skill, and get enlightments of the task. Furthermore, teacher can create meaningful class by encouraging students to be autonomous learner and providing students with authentic tasks which will be beneficial for their future learning and career (life-long learning).

Another study has been conducted which relate to the problem based learning. The journal written by Rustini (2008) is about a study in increasing students' critical thinking by using Problem Solving in Social subject. The participant of this study was students of SD Negeri Marga Endah, Cimahi. The result of study shows that Problem Solving technique can increase students' critical thinking. In addition, it can't merely ease teacher in teaching learning process, but also improve the students' achievement.

From the explanation above, the writer comes up with an idea to conduct the research concern with using *Problem-based learning* through problem solving technique in developing students' speaking ability. This research will be conducted to a group at eleven grades in a vocational school in Cimahi. Hopefully by using problem-based learning students' speaking ability can be developed well.

1.2 Research Question

The primary purposes of this research are to answer the following questions:

1. Is "*Problem-based learning*" effective in developing students' speaking ability?

2. What are the students' responses toward "*Problem-based learning*" in developing students' speaking ability?

1.3 Reason for choosing the topic

As it is believed that *Problem-based learning* has become a great issue in increasing the effectiveness of teaching and learning English, the writer becomes interested in conducting the research about the effectiveness of *Problem-based learning* in developing students' speaking ability and students' responses toward problem-based learning.

1.4 Significance of the study

Finding of this research is expected to contribute and give some informative inputs with empirical evidence on the effectiveness of *problem-based learning* and students' responses toward problem-based learning in teaching and learning speaking of the second grade of vocations school in Cimahi. Furthermore, the result of the study hopefully can be an alternative for teachers to create their meaningful teaching learning and at the same time it may improve students' eagerness to learn in developing students' speaking ability.

1.5 The aims of the study

The study has the objectives as following:

1. To reveal the effectiveness of *Problem-based learning* in developing students' speaking ability at eleven grade in a vocational school in Cimahi

2. To reveal the students' responses toward *Problem-based learning* in developing students' speaking ability.

1.6 Research Methodology

To find out the effectiveness of *problem-based learning* in developing students' speaking ability in the second grade of vocational school, this research used quasi experimental method with two groups; a control group and an experimental group.

During the experiment, this research used *problem-based learning* treatment in the experimental group in order to show the effectiveness of *problem-based learning* in developing students' speaking ability in the second grade of senior high school. Meanwhile, in the control group was applied non treatment. The questioner was employed to reveal students' responses toward *problem-based learning* in developing students' speaking ability. The result of questioner depicts students' attitude and responses toward *problem-based learning*.

1.6.1 Research Design

The research used quasi experimental design. Neither experimental nor control group was purposively chosen. The research design of this study can be illustrated as follow:

$$\begin{array}{cccc} G1 & T1 & X & T2 \\ G2 & T1 & & T2 \end{array}$$

(Sugiyono, 2008: 116)

G1 : experimental group

G2 : control group

X : the treatment through the use contextualization that belongs to experimental group

T1 : pre-test belongs to both of experimental and control groups

T2 : post-test belongs to both of experimental and control groups

1.6.2 Population and Sample

The sample of this research was the second grade of vocational school. The sample was two classes, each class consist of 40 students. In selecting the sample, the study used purposive sampling technique. This technique determines the sample based on certain consideration. They were the second grade of vocational school in Cimahi with class XI-Administrasi Perkantoran 2 as the control group and XI-Akuntansi 1 as the experimental group. The characteristic are; they are native Indonesian, their age as around 17, most of them learn English just at school, and they are lack of English.

1.6.3 Data Collection

The data was collected through three instruments of test, pretest, posttest and questioner. Pretest will be conducted to know the students' initial speaking ability before treatment. The test given was a monologue test. And the posttest was aimed to measure the developing of students' speaking ability after treatment. The questionnaire was given to the students. In this study, the writer administered; close-ended questioner. It was conducted to find out the students' responses and attitude toward *problem-based learning*.

1.6.4 Hypothesis

To answer the research question the null hypothesis was needed as the research foundation. The null hypothesis states that there is no significant difference between the pre-test and post-test scores (Coolidge, 2000). It means that the use of *Problem-based learning* can develop students' speaking ability.

$$H_0: \mu_1 = \mu_2$$

μ_1 represent the mean of the first group and μ_2 represent the mean of the second group. The null hypothesis states that “there is no difference in mean adjustment level between the class using *Problem-based learning* as treatment and class without using Problem-based learning (Coolidge, 2000).

Experimental group and control group were given pretest and posttest to investigate developing students’ speaking ability before and after the treatment. Furthermore, t-test was used to measure whether the means differences were statistically significant or not.

1.7 Clarification of Terms

There are some terms used in this study that need clarification to avoid misconception.

1.7.1 Problem-based learning

The problem-based instruction is an instruction that allows students to use the target language by using English, rather than by being presented with and then practicing predetermined language structures (Mathew, 2007).

1.7.2 Speaking ability

Speaking ability is the ability of speaker to convey information by using appropriate vocabulary, structure, pronunciation, and fluency as well as the capability of expressing idea, thoughts, feeling, emotion, and reactions in spoken language.

1.8 Organization of Paper

The paper will be presented into five chapters. Each chapter is divided into subtopics that elaborate the investigated issues.

Chapter I will be an introduction. It consists of background of the study, research question, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of paper.

Chapter II will focus on the review of related theories and literatures related to Speaking, teaching Speaking and in Classroom, and Problem Solving technique

Chapter III will be the research methodology. It discusses formulation of problem; research design, data collection; population and sample, data collecting procedure; experiment; and data analysis.

Chapter IV will be the findings and discussion. It elaborates and interprets the findings and the discussions of data obtained from pretest and posttest.

Chapter V will be the conclusions and suggestions.

References end the paper.