

PROBLEM BASED LEARNING: NEW STRATEGY TO TEACH DESCRIPTIVE TEXT IN SPEAKING

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Abstract

The aims of research are (1) The implementation of Problem Based Learning strategy to teach speaking descriptive text (2) To find the problems of Problem Based Learning strategy to teach speaking descriptive text (3) To know the solutions of the Problem Based Learning strategy to teach speaking descriptive text. The type of this research is descriptive qualitative research and researcher uses case study in answering the problem of the research. This research takes the seventh grade students of SMPN 1 Bendo, Kabupaten Magetan in term 2018/2019. The results of research show that the implementations of the Problem-Based Learning strategy to teach speaking descriptive text are (1) by explaining the materials while the students do the task in pairs and (2) by giving steps in teaching learning process (pre-activities, whislt-activities and post-activities). The problems of Implementation of PBL strategy are (1) some students find it difficult to translate materials from Indonesian into English and (2) some students need more time to do the task. Meanwhile, solutions of the implementation of PBL strategy to teach speaking are (1) The teacher gives more time to the students doing the task; (2) The students cooperate with each other; (3) The students use the real thing.

Keywords: *Problem Based Learning (PBL) strategy, Descriptive Text, Speaking Skill*

I INTRODUCTION

Speaking is one of the important skills that should be mastered by the students. In speaking activity, students are required to be able to comprehend and to give responses to the sound they have listened to before. Besides, the speaker needs to know the meaning of the individual words, they also have to construct and understand the sound by assembling and making sense of the words orally. In other words, the students must have rich English vocabularies as a basic component to speak. They need to comprehend what words to get the meaning, in order to be able to interact with other in certain condition. Turk (2003: 194) states that speaking is direct route from one mind to another and is the best way to ask a question or give an explanation. It means that speaking is direct activity among the person to ask a question or give responses in order they can understand each other. There are several ways to overcome the problems above. The English teacher must find a solution to the teaching and learning activities especially in speaking skill. One of the ways of this is by using new strategy to teach the materials. The English teacher must find an interesting strategy for teaching and learning in the class.

Nurhadi in Dahlan (2011:6) states that Problem-Based Learning (PBL) is activities of teaching and learning strategy in the form of problem solving. The students can express their ideas with their own ways in many chances. Problem-Based Learning is real life experience as context of the students' media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning. By using new and right strategy, Problem Based Learning can develop the capability of the student in teaching learning process. Next, the students can understand better and have higher interest in English lessons.

Teaching English in Junior High School involves many kinds of the text based on Curriculum. One of the texts is descriptive text. The students must master the text because the text is important to the students. The students can learn the oral and written texts. The students should describe every thing orally. Saragih & Surbakti (2014: 47) state that descriptive text is a type of text which has the meaningfull linguistics unit to describe persons, things and places in details. Descriptive text is concerned with creating a verbal of that we experience. It means that a descriptive text is one to describe something (places, persons, animals or etc). The students can make a descriptive text in induvidual or in group.

The researcher uses Problem-Based Learning Strategy to teach English lesson in Junior High School in order to make the students more motivated to learn English. The students can have a new knowledge and new activitiy in the learning process. The students can observe the real object to make the task. It has purposes to make the students more creative in describing something.

II MATERIALS AND METHOD

In this research, the researcher uses qualitative method in completing the study. In qualitative method, the researcher takes a data using descriptive data because the researcher collects the data in the form of words phrases, sentences or dialogs rather than numbers. This statement is supported by Bogdan and Biklen (2007: 5), Qualitative is descriptive. This means that qualitative research uses descriptive data to the research. It can be concluded that the researcher uses descriptive qualitative method to collect the data based on learning process that through Problem-Based Learning Strategy to Teach Speaking to the Seventh Grade Students SMPN 1 Bendo.

To complete this research, the researcher needs data source. The three sources of the data are participants, social situation and document. Participants are usually known as respondents. According to Kothari (2004: 73), "Respondent, at times the respondent may be reluctant to express strong negative feelings or it is just possible that may have very little knowledge but may not admit his ignorance." It means that respondent or participant sometime has little knowledge, and they are reluctant to admit their ignorance.

Social situation is the social condition that is needed by the reseacher as source of the data. According to Sugiyono (2015: 297) social situation is the social condition which includes the place, actor and activity. From the statement above, the researcher concludes that the social situation is social condition as source of the data.

Document is considered as the supporting of the interview and observation in the research. According to Bogdan & Biglen (2007: 133), documents are used in connection with or in support of the interviews and participant observation. It means that document used for supporting the result of interview and participant observation in the research. The instruments of the research are also important for the researcher. The instruments are interview transcript, camera, tape recorder, checklist observation, students' attendance list, syllabus and Lesson Plan.

The technique of collecting data is that the research needs data. The data can be collected in various ways. According to Yin (2011: 129), to do empirical research, you need to collect data. This means that a research needs data that should be collected first. They are observation, interview and documentation. The data is considered valid if the instruments are used by the researcher appropriate with the real sources. On the other hand, if the result of data is inappropriate, the research is not used. Besides that, the researcher uses Triangulation to measure the validity of the data.

Triangulation is the term that is usually used in research. According to Berg (2001: 4), triangulation is a term originally more common in surveying activities, map making, navigation, and military practices. This means that triangulation is a term used in research. Triangulation usually more commonly used in surveying activities, map making, navigation, and military practices.

In this research, the researcher analyzes the data using qualitative data. The reseacher uses observation checklist and students task orally. The result of the analysis is to know whether the implementation of the action is successful or not.

III RESULTS AND DISCUSSION

Based on the findings, it was proven that teaching speaking through Problem-Based learning (PBL) strategy improved students speaking performance.

3.1 DATA PRESENTATION

In the data presentation, the researcher presents the result of observation, interview and documentation. Those data presentation is used to answer the research problems that have been formulated how the implementation, the problem raised, and the solution to Problem-Based Learning strategy for seventh grade students of SMP N 1 Bendo in the schooling year of 2018/2019. The result of observation, interview, and documentation are described below:

3.1.1 OBSERVATION

Observation is one of the techniques to collect the data used by reseracher to get the information related to the research. The researcher conducts the observation on May, 31 2019 at SMP N 1 Bendo in the school year of 2018/2019. In this research, the researcher becomes the observer who does not actively participate in the learning process in the classroom, so the researcher asks the English teacher of SMP N 1 Bendo to teach speaking of descriptive text for the seventh grade students of VII B class. The researcher observes the teacher and the students' activities during teaching and learning process. The

observation has two stages. The first is preparation stage, the researcher prepares Lesson Plan, syllabus and observation checklist. The second is teaching and learning process. Each stage consists of three activities pre-activities, whilst-activities and post activities.

3.1.2 INTERVIEW

The researcher presents the data of interview's result from the participants. The researcher gets the information by conducting interview with the English teacher and the students of VII B of SMP N 1 Bendo. This interview is needed to get an accurate data from the participants. The researcher gives 9 questions to the teacher and 13 questions to the students.

3.1.3 DOCUMENTATION

The data documentation is important in research, the documentation used by the researcher as the source data. The result of documentation are such as: syllabus, Lesson Plan, students' name lists, photograph, students' scores, and observation sheets during implementation of Problem Based Learning strategy in teaching speaking skill descriptive text for seventh grade students of SMPN 1 Bendo in the schooling year of 2018/2019.

3.2 DATA VALIDATION

The researcher describes process of obtaining the valid data. Data validation is used to crosscheck the accuracy of the data and research findings. The researcher uses three techniques in collecting data. They are observation, interview, and documentation. After collecting data, the researcher analyzes the data. The researcher uses triangulation method. Triangulation is a method to collect converging evidence from different sources. It is used to measure the validity of the data in the research. The data validation is used to measure the validity of the data in the research.

The valid data then can be analyzed. Analyzing data is the process in which the researcher examines and interprets the valid data. There are three steps in analyzing data such as data reduction, data display and data verification. The result of data analysis will be used to answer the research problem statements such as to find out the implementation, the problems, and the solution of Problem Based Learning strategy to teach speaking descriptive text seventh grade students at SMP N 1 Bendo in school year of 2018/2019. The explanations are as follows:

3.2.1 THE IMPLEMENTATION OF PROBLEM BASED LEARNING STRATEGY

Observation is technique of collecting data used by the researcher to get information related to the research. The real data is related to the first research focusing on the procedures of the implementation Problem Based Learning Strategy in teaching speaking descriptive text are two data. They are data observation and documentation.

3.2.2 THE DATA OF THE PROBLEMS RAISED IN TEACHING SPEAKING THROUGH PROBLEM BASED LEARNING STRATEGY

The second research focuses on finding out the problem raised in implementation of Problem Based Learning strategy to teach speaking in descriptive text. In this case, the data needed are data which are relevant to the research problems. The problems are: (1) Some students find it difficult to translate text materials from Indonesian to English; (2) Some students are very nervous when speak up in front of the class; (3) Some students need more times to do the task.

3.2.3 THE DATA OF THE SOLUTIONS RAISED IN TEACHING SPEAKING THROUGH PROBLEM BASED LEARNING STRATEGY

The third research focuses on finding out the solutions on the implementation of Problem Based Learning strategy to teach speaking descriptive text. In this case, the data about the procedure of implementation of Problem Based Learning strategy to teach speaking (descriptive text) found during the research are not used because they are not relevant with this research focuses. The solutions are: (1) the students should be more enthusiastic and active during teaching and learning process; (2) the teacher should give more time to the students in doing the task; (3) the students should be more active to cooperate with their fellow students; (4) the teacher handles the students when having outing class; (5) the students should use dictionary when the English lesson takes place; (6) the students prepare themselves with the materials related to real things in out of the class.

3.3 DATA ANALYSIS

In the data analysis, the researcher describes process of analyzing the valid data using drawing and verifying conclusion. From the result of analysing data, the use of drawing and verifying conclusion is used to answer the research problems. From the data presentation and data validation are mentioned above, the analysis data can be described as follows:

3.3.1 THE IMPLEMENTATION OF THE PROBLEM-BASED LEARNING STRATEGY SPEAKING SKILL

The researcher has gotten the research findings from the implementation of Problem Based Learning strategy speaking skill on descriptive text for the seventh grade students of SMPN 1 Bendo in the schooling year of 2018/2019. The researcher had gotten the data from observation. It consist of pre activities, whilst activities, and post activities.

3.3.2 THE PROBLEM RAISED OF THE IMPLEMENTATION OF PROBLEM-BASED LEARNING STRATEGY SPEAKING SKILL

The researcher had gotten the problem from the observation, teacher and students' interview, and documentation. There are some problems of the implementation of Problem Based Learning strategy speaking skill on descriptive text for the seventh grade students of SMPN 1 Bendo in the school year of 2018/2019. The problems are: (1) some students find difficulties to translate materials from Indonesian into English; (2) Some students are being unprepared with the material because the topic is unfamiliar when they speak up in front of the class; (3) Some students need more times to do the task.

3.3.3 THE SOLUTIONS OF THE IMPLEMENTATION OF PROBLEM BASED LEARNING STRATEGY SPEAKING SKILL

The researcher had gotten the solution from the observation, teacher and students' interview, and also documentation. There are some problems of the implementation of Problem Based Learning strategy speaking skill on descriptive text for the seventh grade students of SMPN 1 Bendo in the school year of 2018/2019. The solutions are: (1) the students should be more enthusiastic and active during teaching and learning process; (2) the teacher should give more time to the students in doing the task; (3) the students should be more active to cooperate with their fellow students; (4) the teacher handles the students when having outing class; (5) the students should use dictionary when the English lesson takes place; (6) the students prepare themselves with the materials related to real thing in out of the class. From the explanation above, the result of the research is the researcher finds that the students must be more active in teaching and learning process and the students almost have good score in the task. The score of the students exceeds 60 points.

IV CONCLUSION

Based on the discussion in previous chapter, the researcher concluded that in teaching and learning process of speaking skill (descriptive text) consists of three steps. They are pre-activity, whilst-activity, and post-activity. In pre-activity, the teacher greets the students, asks the students' condition, pray together, checks students' attendance, and explains the purpose of the study. In whilst-activity, the teacher explains about the materials. The teacher explains about definition, purposes and generic structures of descriptive text to the students. The teacher asks to the students work in pair with their friends. The teacher asks students to make descriptive text out of the class and asks students to make the description about the things arround the class. The teacher asks to bring notebook to write the keys of things. The teacher gives 15 minutes to the students to do the task. The teacher helps students when they find it difficult to do the task. The teacher asks students to work in pairs to explain the description about the task orally with their fellow students. And the teacher gives the score to the students. In post-activity, the teacher asks students to ask question about the materials to the teacher. The teacher asks the students about difficulties the materials in class. The teacher asks the students to review the material that has been learned. Then, the teacher gives conclusion about the materials. And the last, the teacher closes the teaching and learning process.

There are two problems in the implementation of Problem Based Learning strategy in teaching speaking of descriptive text. The first is some students find it difficult to translate materials from Indonesian to English. Second, some students are being unprepared with materials when speak up in front of the class.

The solution to solve the problem of teaching speaking on descriptive text are first , the teacher must give more time to the students to do the task. Second, Problem Based Learning strategy can make students cooperate with their friends. Third, the students also understand the materials because they can use the real thing out of class. The last, the students must bring the dictionary when English lesson do.

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