The Application of Problem Based Learning to Improve Students Speaking Skill of The Eleventh Grade Students at SMK TKM Teknik Kebumen

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ABSTRACT

The Application of Problem Based Learning to Improve Students Speaking Skills of Eleventh Grade Students at SMK TKM Teknik Kebumen. Traditional teacher-based methods or conventional methods were found to be ineefective in vocational high school. This research proposes applying Problem-Based Learning (PBL) to address these challenges and improve student learning.

The purpose of this study was to investigate the effectiveness of PBL in improving students' speaking skill and knowing the perception of teacher and students toward the teaching model. The research was conducted at SMK TKM Kebumen with an English teacher and eleventh grade of TKR 14 as the sample. This study belongs to qualitative with multiple methods or data sources, such as observation, documentation, interview, and questionnaire.

The findings of this study indicate that from the result of research analysis, it is known that teaching speaking using PBL has contributed to improve students' speaking skill.

Keywords: PBL, speaking skill, improve

1.0   BACKGROUND

Education is a conscious and planned endeavour to create an atmosphere of learning and learning processes so that the student actively develops his or her potential to possess spiritual powers of religion, self-control, personality, intelligence, noble morals, as well as the skills required of himself, society, nation and country. Education needs resources to support and support its implementation in order to its goals. Humans need education in their lives. Education plays an important role in shaping and creating society as expected. With education, what society aspires to can be realized through students as the future generation. Education is seen as a learning process aimed at developing humans with knowledge and skills.

In Vocational High School, English was also taught as a compulsory subject. It is included in adaptive subject. It means that English should support the productive subjects. As we know that Vocational High School was a level of education in Indonesia that had specific departments. So, after the process of education in Vocational High School, students would be able to communicate with specific needs that is suitable with the department.

This research belongs to descriptive qualitative research because the researcher made the descriptions toward the finding of collecting the data. Qualitative research was carried out by collecting data, presenting accurate and objective information about the application of problem-based learning to improve student 'speaking skills at SMK Taman Karya Teknik Kebumen. Sugiyono (2010:13) stated that qualitative research is descriptive, in natural setting and concern in process.

Furthermore, Creswell (2012:626) states that qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes.

The researcher wants to identify and to describe the application of PBL method on student's speaking skills in English class. The researcher wants to know student' perceptions using the PBL method.

1.1   Teaching

Teaching is essentially a process that provides guidance or assistance to students in accordance with the expected goals. The general understanding that teaching is the conveyance of knowledge and culture to students. Ahmad (2016) stated that, teaching is a complex activity carried out by teachers to create an environment so that students want to carry out the learning process. Alvin W. Howard in Daryanto (2016) states that teaching is an activity to try to help, guide someone to get, change, or develop skills, ideal attitudes, appreciation, and knowledge. Sardiman (2016) stays that, teaching is basically an effort to create environmental conditions or systems that support and allow for the learning process to take place. Teachers must be able to convey existing knowledge to teachers by transferring their knowledge to students. Nasution in Rusman (2017) states that teaching is an activity to organize or manage the environment as well as possible and connect it with students, so that the learning process occurs.

Based on the opinions of the experts above, researchers concluded that teaching is a teacher who conveys knowledge and provides guidance to students, as well as teaching students in the learning process.

1.2   Learning

Learning is a process activity and is a very fundamental element in the implementation of every type and level of education (Rusman, 2017). Learning is the main activity carried out in an educational process. Learning activities will be carried out if students are given the opportunity to follow the learning process (Sani, 2019). Learning is a process of changing from not knowing to knowing. Change happens because of practice and experience. The change must be permanent and remain for a considerable time. In the learning process, changes in behavior in a person that can be seen are changes in the form of knowledge, skills, and abilities that exist in each individual who learns. Aunurrahman (2016) states that learning is a process that individuals do to obtain a change in behavior that new as a whole, as a result of the individual's own experience inside interaction with its environment.

According to Budiningsih in Suprihatiningrum (2014). Learning is a process of formation knowledge, in which students actively carry out activities, actively think, compile concepts, and give meaning to the things being studied. Khuluqo (2017) states that Learning is a conscious effort made by individuals in changing their behavior both through training and experience involving cognitive, affective, and psychomotor aspects to obtain certain goals. Karwono et al (2017) says that, Learning is a process of behavior change, namely changes related to aspects of knowledge, attitudes and skills. Slameto (2015) says that, Learning is a process of effort made by a person to obtain new behavioral changes as a whole, as a result of his own experience in interaction with his environment.

1.3 Problem Based Learning

According to Sjamsulbachri (2019) says that problem-based learning is different from conventional learning that rarely uses real problems or use real problems only in the later stages of learning as the application of the knowledge that has been learned.

According to Sudjimat in Setiani & Priansa (2018) says that Problem solving learning is essentially learning to think or learn to reason, that is, to think or reason applying the various knowledge that has been obtained previously to solve various new problems that have not been never seen before". Problem-based learning can be said as a form of curriculum and system development teaching that develops simultaneously solving strategies problems and basics of knowledge and skills with putting learners in an active role as solvers everyday problems that are not well structured.

From several opinion regarding the definition of PBL, the researcher concludes that problem based learning is learning methods that use problems as a first step in gathering and integrating new knowledge. So it can be concluded that Problem-Based Learning is a learning process that is a starting point based learning problems in real life then from these problems students are stimulated to study problems based on knowledge and experience that they have had before so that from this will be formed knowledge and experience new.

1.4 Speaking Skills

Speaking is one of the four skills of English learning. It also becomes the most important skill because it is always used in daily conversation. Leong, Lai-Mei & Ahmadi (2017) also explained that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of 4 productive skills that must be mastered in learning a foreign language (Bahadorfar, Maryam & Reza Omidvar,2014).

Without speaking, people will not be able to socialize in a society. For most people, the ability to speak a language is the same knowing a language because speaking is the most basic means of hum3communication. A recent study by Bashir, Asim, & Dogar (2011) concluded that speaking skill is one of the communication elements which communication is the output modality and learning is the input of language acquisition and language use in ordinary voice; say the words; know and be able to use language; express yourself in words.

2.0 RESEARCH METHODS

This research belongs to descriptive qualitative research because the researcher made the descriptions toward the finding of collecting the data. Qualitative research was carried out by collecting data, presenting accurate and objective information about the apllication of problem-based learning to improve student 'speaking skills at SMK Taman Karya Teknik Kebumen. Therefore, in this research researchers used technique of collecting data is: (1) Observation, (2) Interview (3) Questioners (4), (5) Case Study.

3.0   RESULTS AND DISCUSSION

Based on the results of research with students, it can be concluded that problem-based learning (PBL) has a significant positive impact on improving students' speaking skills in English subjects. Some important findings that state successful PBL implementation from the interviews include:

a) **Increased Self-Confidence**: Students feel more confident in speaking English after participating in PBL learning. They are accustomed to expressing opinions and interacting with peers in English.

b) **Improved Speaking Skills**: Students feel that their speaking skills have improved overall. They are more fluent in using English and are more confident in starting conversations.

c) **Enjoyable Learning**: Students enjoy the learning process through PBL because it is considered more interactive and not boring. They feel more actively involved in learning.

d) **Enhanced Collaboration**: PBL encourages students to work together in groups, thereby enhancing their ability to collaborate and communicate effectively.

e) **Identification of Challenges**: Students also identified several challenges in implementing PBL, such as difficulty in finding information in English and lack of participation from some group members.

Overall, students gave positive feedback on the implementation of PBL in English learning. They felt significant benefits in improving speaking ability and confidence. The results of this interview indicate that PBL is an effective learning approach to develop students' language skills.

3.0   CONCLUSION

This research investigated how the application of Problem-Based Learning (PBL) in teaching English speaking skills to eleventh-grade students at SMK TKM Kebumen and how the improvement of student learning outcomes after implementing Problem Based Learning Model. There are two important points as mentioned below:

Both students and the teacher expressed positive views on PBL. Students found it to be a fun and effective way to learn English, while the teacher noted its effectiveness in promoting collaboration and critical thinking. Teacher gives study case to the students to solve for the material "asking and giving opinion". Each group must find a theme to make a dialogue containing asking and giving opinion.

Data from observations, interviews, study case and questionnaires indicate that students who participated in PBL activities generally experienced improvement in their speaking skills. More than 50 % of the students at 11th grade of TKR 14 SMK Teknik TKM gain KKM or minimum completion criteria. They reported feeling more confident, fluent, and capable of expressing themselves clearly in English.

Despite challenges such as time management and access to resources, Mrs. Fitriana has proposed solutions like sharing internet access or facilitating the use of shared resources. She has found effective ways to address these issues, ensuring that PBL remains an effective method for increasing student engagement and developing critical thinking skills. A significant majority of students (85%) found learning through PBL to be fun, and many agreed that it helped them understand English better and improved their English skills. The implementation of the Problem-Based Learning

(PBL) model at SMK TKM Kebumen in the eleventh grade of English class has been perceived positively by both teachers and students.

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