

CHAPTER I

INTRODUCTION

1.1 Background of Study

The purpose of any language is to express thoughts, ideas opinions. Language has become the bridge to understand other nations and ethnicities, to understand their beliefs and culture. Brown (2000:5) explains that the definition of language is used to communicate with one another.

Somehow, after colonialism and 3G mission (Gold, Glory, Gospel), English has been officially used as an international language around the world. “For better or for worse, by choice or coercion. English has ‘gone’ to many parts of the world and was used for various purpose” English is one of the important foreign language to learn. In terms of education, English is one of the subject included in the national exam. English begins to taught in junior high. As a result, English has become one of the important subjects in education programs in Indonesia.

English consists of four basic skills. These skills are reading, listening, writing, and speaking. These four basic skills are linked together by two parameters. Listening and reading are acquisitions or inputs and speaking and writing are products or outputs in education. Talking plays an important role in everyday life. Speaking is also one of the ways a person communicates with other people or the interlocutor with verbal assistance in the form of a few spoken words.

There are several skills according to Harmer (2007:265), he argues that “receptive skills are terms used for reading and listening, skills where meaning is extracted from discourse. Productive skills are a term for speaking and writing, skills where students have to produce the language themselves.” In receptive skills, students can be passive in speaking because they just silently accept what they get, but this is a difficult skill.

Students cannot understand the meaning if they do not understand the text or audio they read and hear. Speaking and writing are productive skills because students can generate language and language activation occurs when they do. As a result, speaking and writing can make them more active.

From these skills, Harmer (2007:265) proves that receptive skills are passive, while production skills are more active. Based on this statement, the researcher wants to examine students' speaking skills so that students are active in learning and not passive in speaking. Students not only hear, see, be silent and receive knowledge, but they can be actors or figures in learning and the teacher is only a facilitator in the classroom. Teachers must pay attention to students, not only practice speaking by supervising students, but teachers are also expected to produce students' features in pronunciation, vocabulary, and structured students in speaking in class, but also students may practice more freely in communication to achieve a speaking goal. (Hedge, 2000:261).

Researcher saw this phenomenon on students' while teaching them in class with direct method. In direct method, students learn in passive and not actively involved in a conversation or speaking practice, they only given an instruction which makes them harder to follow the teaching of English Speaking. After only being given teaching with the same direct method over and over, students seem to feel bored which lead to a bigger problem, the lack of speaking ability.

Researcher became interested in examining this problem because most Indonesian students did not feel confident and uncomfortable when speaking English in front of the class. They claim that their speech is lexically and grammatically wrong. Horwitz (2005: 37) writes that "students have difficulty speaking a foreign language when they feel anxious and afraid in front of the class, this seems to be the biggest concern for foreign language learners". Therefore, researchers are expected to apply a technique to make it more interesting for students to learn to speak, especially speaking English.

Teaching English skills is not easy, Keel (2007:23) states that "teaching skills are a combination of knowledge and personality assessment". Various people think that teaching like a teacher who just stands in front of the class and explains

a certain topic to students will make it easier for students to understand, but in reality, it don't match expectations, students are much left behind if the conventional method is still used because students have various kinds of characteristics and abilities. behavior. taught and students must be active in class.

To implement the Problem-Based Learning (PBL) strategy, students receive cases that they must analyze and discuss in pairs with their classmates (to make it easier to focus). But first students are divided into several groups to work in pairs. The reason the researcher chooses to use PBL (problem-based learning) in this study is that according to the view of previous studies, PBL is very useful for teaching English, especially for speaking skills. Millah (2014) in his research stated that problem-based learning is able to improve speaking skills in discussions and motivate students to speak. In addition, students' speaking ability also increases. Other studies have proven that PBL can improve students' speaking performance. Uzin (2013) stated that "modification of PBL can also increase students' interest, participation, and understanding of new material".

According to previous research, teaching speaking using PBL is effective in the teaching and learning process. Therefore, the previous studies above are used as a basic reference for conducting this research.

By paying attention to the above background, the writer is motivated to conduct a quasi-experimental research to see the effect of problem based learning strategy on speaking ability. So the research is entitled "**The Effect of Problem Based Learning on Students' Speaking Ability at MTs Nurul Huda**".

1.2 The Identification of Problem

Researchers found several problems that occurred, namely as follows:

1. Students' Problem in English Speaking Ability
2. Students' Problem in Following Direct Teaching Method
3. Students who feel bored in Learning by Direct Teaching Method

1.3 The Scope and Limitations of the Study

Researcher would specifically limit this study to find out the effect of Problem Based Learning Strategy on Students' Speaking Ability at MTs Nurul Huda using quasi-experimental research method.

1.4 The Formulation of Problem

Is there any significant effect of Problem Based Learning (PBL) on students' ability in speaking?

1.5 The Objectives of Study

The objective of the study is to find out whether any significant effect of Problem Based Learning (PBL) method on students' ability in speaking.

1.6 Significance of the Study

This research is expected to provide several benefits both theoretically and practically.

1.6.1. Theoretical Significance

Theoretically, it is expected that the results of this study can provide information and serve as a source of further research that is useful for researchers regarding educational theory, especially about the problem based learning strategy.

1.6.2. Practically

1. For teacher, it is vital to know the effective way of teaching to gain a maximum output especially in improving student's speaking ability
2. For students, problem based learning strategy could solve most of student's problem in any subject especially in their speaking ability
3. For researchers, this study can serve as an additional source in any future research of problem based learning strategy.
4. For society, this study will give people another point of view of how a problem based learning strategy could be a solution in improving speaking ability.