INCREASING ENGLISH SPEAKING SKILL THROUGH DISCUSSION (DEBATE) BY THE PROBLEM BASED INSTRUCTION (PBI) MODEL IN CLASS XII MIPA-1 MAN 2 WONOSOBO 2018/2019 ACADEMIC YEAR

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Abstract : This research is motivated by the difficulties of class XII –IPA.1 students at Madrasah Aliyah Negeri (MAN) 2 Wonosobo, Central Java, in the odd semester of the 2018/2019 academic year, to convey and ask for opinions using spoken English properly and correctly. The problem of this research is focused on the contextual learning approach with the Problem Based Instruction (PBI) model to improve English speaking skill and is a classroom action research that aims to find out the increasing in speaking skill and changes in the behavior of class XII-IPA.1 MAN 2 Wonosobo Academic Year 2018 /2019. The instruments used were tests and non-tests with observation sheets for assessing attitudes or behavior. The data obtained was then processed in a quantitative descriptive and qualitative descriptive manner. The results showed that there was an increase in students' speaking skill and changes in students' behavior for a better and enthusiastic participation in learning. The mean value obtained by students in cycle I was 73.4%. At the end of the cycle II test, the mean value increased by 7.8% to 81.2%.

Keywords: speaking skill, discussion (debate), PBI Model.

Introduction

In teaching and learning activities at MAN 2 Wonosobo, 75% of English is used as the language of instruction, especially English subject. At least this can be used as an example for students in speaking activities in a formal setting. However, students still have difficulty conveying

ideas, opinions, thoughts, ideas, and feelings in formal situations properly. The problems faced by the students of high school levels commonly happen in Wonosobo, Rofik (2018).

The case faced by students of class XII IPA-1 MAN 2 Wonosobo, of the 20 students in the class, only a few of them dared to ask questions to the teacher and submit opinions during teaching and learning activities. There are students who do not dare to speak but there are also students who dare to speak using the formal varieties, but the sentences structure are not good and there are also students who speak fluently but use non-formal language varieties and also students who are able to express their ideas in a coherent manner, but the language structures used are not good. Based on that, it appears that students still have difficulty speaking in formal situations using good and correct or acceptable English.

Based on this fact, one of the approaches that can be used to improve students' speaking skills is a contextual approach with the Problem Based Instruction (PBI) model and with the method of learning speaking skill through class discussions (debates) in groups. Students are asked to discuss matters or problems that are close to the world of students or adolescents so that students have more control over the material being discussed because they have experienced these problems themselves.

The contextual learning approach itself conceptually is our perspective on the learning process, which refers to the view of the occurrence of a process which is still very general in nature, so that the definition of the approach itself is still diverse. As exemplified in the definition according to the Ministry of National Education; The learning approach is a series of actions that are patterned/organized based on certain principles (philosophical, psychological, didactical, ecological) that are directed systematically towards the goals to be achieved (Ministry of National Education, 2003). So the problem-based learning model or PBI through discussion with topics related to the student's world is appropriate.

Based on this description, the problems studied in this study are: 1) How to improve students' speaking skill after participating in learning speaking skill through discussions with the PBI model; and 2) How are

changes in student behavior shown when participating in speaking skill learning through discussions with the PBI learning model?

The purposes of conducting this research were to: 1) find out the improvement in students' speaking skill after participating in speaking skill learning through discussions with the PBI learning model, and 2) find out changes in students' behavior after participating in speaking skill learning through discussions with the PBI learning model.

This research is expected to have benefits, both practical and theoretical benefits. The practical benefits obtained are: 1) For students, this research can provide experience of speaking in an official setting so that in the future students can apply this experience in their use of English; 2) For teachers, this research can be used as input for choosing and determining approaches in conducting learning so that students have competence with the material being taught and teacher professionalism is increasing; 3) For *Madrasah* (school), this research is expected to encourage *Madrasah* to motivate teachers to conduct similar research, so as to improve teacher performance and *Madrasah* quality. While the theoretical benefit of this research is to provide a basis for other researchers to conduct similar research in order to improve students' speaking skill in particular and language skills in general.

Literary Review

The English learning method cannot use one method, because English itself is dynamic. Language itself is not a science but a skill so that the use of the right method needs to be done. English teachers have an obligation to continue to strive for interesting learning innovations so that students can surf with their creations, ideas and thoughts happily in the communication process to achieve the expected learning objectives according to the learning syllabus.

In this century it is felt that sources of information have developed so rapidly outside of school in such an interesting way and when students enter school they already have a wealth of information. Media messages that are packaged in the form of entertainment, advertising, or news really attract students and this often happens in contrast to the messages packaged by most teachers in classroom learning.

Another important thing that underlies this research is that the main function of language is as a means of communication, while the nature of learning language itself is learning to communicate. Therefore, learning English is directed at improving students' ability to communicate using English, both orally and in writing. The ability to communicate is important for students, because good skills in language can make communication between citizens take place peacefully and peacefully (Depdiknas 2003: 4).

Learning English can also be used as a means of coaching and developing English. The path of education in schools is a very effective and efficient path. The form of fostering and developing language in schools is the implementation of language learning (Syafi`i, 1993:11).

In essence, speaking skill is the skill of pronouncing articulation sounds or words to express, state, and convey thoughts, ideas, and feelings (Tarigan, 1990:15).

Speaking skill is very important for someone to have so that there are no misunderstanding between speakers and speech partners in communicating. This form of verbal communication is most widely used by people in everyday life because it is considered the most perfect, efficient, and effective form of communication.

An alternative to learning speaking skill that is developed in class is speaking activities in an official setting. This is done because students are accustomed to speaking in an informal setting. Learning formal speaking skill includes group discussions, or speech classes, orally narrating presentations and interviews. Discussion comes from the Latin discussio or discussion, which means exchanging ideas. Basically discussion is an orderly and directed exchange of thoughts, both in small groups and in large groups, with the aim of gaining an understanding, agreement, or joint decision regarding a problem. Syafi'ie (1993: 38) argues, discussion is a form of group speaking activity that discusses a problem to obtain alternative solutions to problems.
In this study, the researcher divided students into three discussion/debate groups with U-shaped seating formations with the division of group 1 as a team of topic formulators, moderators and time keepers to be submitted as debate material by asking for opinions addressed to two debate groups (groups 2 and 3) who will give their

opinion giving opinion debating the topic as two opposite teams, namely the agree/pro and disagree/contra teams who must defend the opinions of their respective groups, each speaker must mutually strengthen the group's opinion mutually alternating with a 10-minute pause in preparation for collaborating with each group before debating. Determination of agreeing and disagreeing debate groups by using a coin thrown by the teacher, each side of the coin represents the 2 debate groups, while the teacher is the assessor.

Debate steps:
1. The teacher divides into 3 groups of discussion participants, group one as the formulating team, moderator, timekeeper, and the other two groups as the pros and cons groups, the moderator will lead and read the rules of the debate.
2. The teacher gives the task to group one to formulate a free topic in accordance with their world and read the topic that will be debated by the two groups above by using the speech act of asking for opinion.
3. The teacher instructs one of the formulation team groups to record the time and limit the time for each speaker/student to a maximum of three minutes.
4. After the formulation team finished reading the topic by the moderator, the moderator ordered the two debating groups to prepare their opinions for 10 minutes, and asked one of the members of the pro group to speak which the contra group would respond to or reply to and so on until most of the students could express their opinions.
5. While the students convey their ideas the teacher writes the core/ideas of each conversation on the blackboard. Until a number of ideas expected teachers fulfilled
6. The teacher adds concepts/ideas that have not been revealed
7. From the data on the board, the teacher invites students to draw conclusions/summaries that refer to the topic to be achieved.

The teacher gives an alternative example that is read to become a moderator (debate) as follows:

Assalamu'alaikum Wr. Wb.

Honorable teacher and audiences,

First of all in this occasion, I'd like to say Alhamdulillah, praise be to God, the Creator of the universe who has given His blessing and mercy to us, so we can meet together in this good day, in our English debate class without any obstacle.

The second, we hope that sholawat and salam may always be given to our prophet Mohammad (peace be upon him) who has brought us from the darkness to the lightness that is full of rahmatullah like in our bright class now.

The third, thank you very much to our beloved English teacher, Mr. Yun'am, for the chance and time given to me to be a moderator of English debate class now.

Here, before our team propose the topic of the debate to booth of the team, pro and contra. I'd like to introduce all of the participants today, I'm ....as a moderator, ... is as time keeper, ...is the leader of our team, and the secretary is ....

The two debate teams today are pro and contra teams. The leader of pro team is..............................., and the leader of contra team is.........................

Okay, here are the regulations of the debate:
1. *Our team will propose the topic*
2. *Before the pro team gives the opinion firstly, we will give chance as long as ten minutes to prepare the debate.*
3. *After finishing giving opinion by pro team speaker, and then change by the contra team speaker, and go on to the pro and contra continuously till all participants in the booth group of the debate give opinions.*
4. *Every student or participant can only speak maximally three minutes*
5. *Our time keeper will give you sign by knocking the desk three times when you speak more than three minutes.*
6. *The last speaker of the pro and contra teams should give the conclusion for the opinion or arguments of each group to strengthen the opinion.*

7.   The final conclusion and reflection will be led by the teacher
Okay, our proposal for the topic today is ....
Please prepare your own team as long as ten minutes, and our time keeper will stop your work by knocking the desk three times after finishing the preparation time.
Well, the first speaker of pro team, give your argument or opinion, please.
Thanks to your opinion. Now, change to the first speaker of the contra team, please.
The second speaker of.....   The third speaker of......... The fourth speaker of........
And so on.
Okay, the last conclusion and reflection I give to the teacher, Mr.Yun'am. Time is yours. And thanks for the attention.
Wassalamu'alaikum Wr. Wb.

The map of debate is as following picture:

Teacher/judge/assessor

Group 2 **Pros** (Team of debate) *Giving Opinion*	**Group 3** **Cons** (Team of debate) *Giving Opinion*

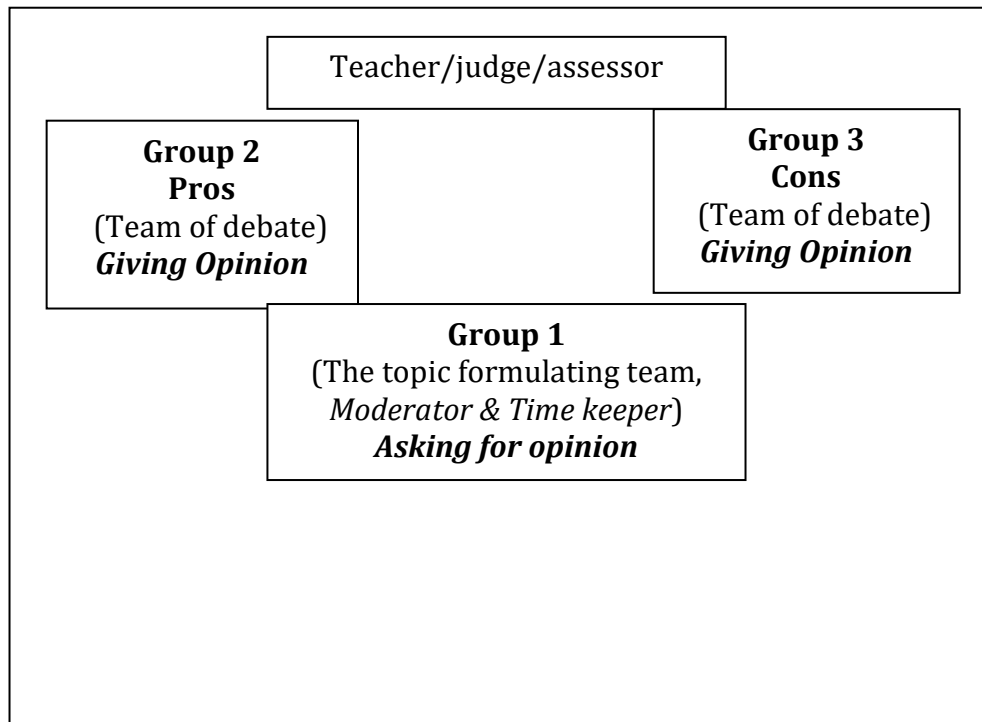| **Group 1** (The topic formulating team, *Moderator & Time keeper*) ***Asking for opinion*** |
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Figure1. Layout of the Discussion Group (Debate)

In the concept of the definition of a learning model, it is explained that the learning model in general is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain goals & serves as a guide for learning designers and teachers/tutors in planning and implementing learning activities. (Hand Out Workshop MEDP; 2012)

The essence of teaching is to help students obtain information, ideas, skills, values, ways of thinking, means of expressing themselves and ways of learning how to learn. So that in the problem-based learning model (PBI) it is necessary to formulate the basic steps of the learning model as follows:

1. The teacher explains the learning objectives.
2. Explain the basic concepts and logistics required.
3. Motivate students to engage in the selected problem-solving activity.
4. The teacher helps students define and organize learning tasks related to the problem (setting topics, assignments, time, etc.)
5. The teacher encourages students to collect appropriate information to get explanations and problem solving, data collection, hypotheses, problem solving.
6. The teacher assists students in planning to prepare appropriate opinions such as helping them share assignments with their friends
7. The teacher helps students to reflect or evaluate

Methods

Classroom Action Research (CAR) is class-based research, so the problems that arise in class need efforts to improve learning and solving them. To achieve this goal, PTK is carried out in an assessment process which consists of four stages, namely planning, action, observation and reflection.

1. Planning

The planning stage is in the form of an activity plan to determine the steps that the researcher will take to solve the problem.

a. Develop a learning plan according to the syllabus..
b. Create and prepare research instruments in the form of oral test questions, assessment signs, and observation sheets to obtain non-test data.
c. Researchers prepare discussion steps (debate)
d. The researcher prepared the steps of the PBI learning model
e. The researcher collaborated with the English teacher at the *Madrasah* concerned.

2. Action

Actions are actions carried out by the teacher as an effort to improve. Actions taken by researchers in outline are implementing learning to improve students' English speaking skill with the Problem Based Instruction (PBI) model and with the speaking skill learning method through class discussion (debate) in groups. Students are asked to discuss matters or problems that are close to the world of students or adolescents so that students have more control over the material being discussed because they have experienced these problems themselves. Researchers also carried out process assessments or assessments of changes in student behavior with observation sheets. At this stage the researcher uses two actions, namely;

a. class act

The teacher carries out the initial assessment by means of authentic assessment, namely tests and non-tests by observation. After the first learning takes place the teacher carries out the next learning process with a problem-based learning model. through an English debate with planned debate steps and learning models. The teacher gives rewards to active students and conducts further assessments in the second cycle.

b. Action outside the classroom

Student activities in preparing for further learning meetings can be carried out in the library or through internet facilities in the computer laboratory to prepare references or debate material sources during breaks or during ineffective hours.

3. **Observation**

Observations carried out during the learning process takes place, the target of observation includes the activity and behavior of other students.

4. **Reflection**

Based on the data obtained during the implementation in cycle I, students have not carried out activities wholeheartedly, because students are experiencing learning with such a model for the first time, and students are still experiencing doubts, anxiety and nervousness when speaking to express opinions, it is necessary to carry out a cycle II. After reflecting on cycle I, in cycle II repairs and improvements were made which included learning process strategies, methods and tools used in research ranging from planning to reflection.

In cycle II the researcher can determine the progress that has been achieved during the learning process. Based on the results of observations, interviews, the following data were obtained:
- Student response activities when speaking is good
- Students feel interested in learning and students feel active in the learning process.
- Collaboration with friends looks better when students don't know or don't understand how to express opinions and debate.
- Students also feel happy with learning to find solutions to topics that they make themselves to be debated in groups, because they are trained to speak democratically to express their opinions correctly, actively and creatively with the ideas and thoughts they convey, and they feel valued for their work and feel happy to be able to speak English to express their opinion formally.

The types of data obtained from this study are quantitative data and qualitative data. Quantitative data is in the form of speaking ability scores with a value range of 1-100 and qualitative data from observations. In other words, the data collection tools in this study were tests and non-tests. The test technique was used to get scores on students' speaking skills in cycle I and cycle II. Nontes technique in the form of observation.

Findings and Discussions

The research results were obtained from the actions in cycle I and cycle II. The research results are in the form of test results and non-test results.

Cycle I Research Results

Cycle I test results

The test results in cycle I consisted of test and non-test results. Cycle I test results obtained an average value of 73.4%.

Results of non-test cycle I

The results of the first cycle of non-test were obtained through observation and recording. The results of the final non-test cycle I showed no change in student behavior. Speaking skills are still not optimal, this is evidenced by the lack of good cooperation between members of the discussion groups.

Cycle II research results

Cycle II test results

The test results in cycle II obtained results of 81.2% of the overall speaking aspect skill tests. Thus, the results of this test showed an increase in speaking skills by 7.8% from the results of the cycle I test.

Results of non-tes cycle II

The results of non-test cycle II students experienced a change in behavior in learning in a positive direction. This behavior is that students are more enthusiastic about participating in learning in cycle II, working together in groups do not feel nervous when speaking in public in official forums.

Conclusion

The average score of the first cycle test for speaking skills was 73.4%, after the second cycle test was held the average value was 81.2%, resulting in an increase of 7.8%.

At the end of cycle II there was a positive change in behavior. Students are more enthusiastic and work together in groups and do not feel nervous about speaking in public in official forums.

Suggestion

Teachers should be more creative in determining approaches and learning models for speaking skills so that students do not feel bored in learning. Contextual learning with the PBI model is very possible to be adapted by teachers of other subjects as a learning strategy.

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