PROBLEM POSING LEARNING (PPL) TO TEACH STUDENTS' SPEAKING ABILITY

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Abstract

This thesis entitled "Problem Posing Learning (PPL) to Teach Students' Speaking Ability". The problem of this study as follows: "Is there any significant difference between the students who are taught by using Problem Posing Learning (PPL) and who are taught by using conventional method at eighth grade students of MTs Nurul Huda Sukaraja OKU Timur?" In this study, the writer used true experimental design, where this design consisted of experimental and control group. The population in this study is eighth grade students of MTs Nurul Huda Sukaraja OKU Timur. The number of the population is 125 students. Whereas, in taking the sample, the writer used cluster random sampling. Therefore, class VIII.1 was chosen as experimental group who were taught speaking using Problem Posing Learning (PPL) and class VIII.2 as control group who were taught speaking conventionally. In this study, the writer used the test to collect the data. Based on the findings, it was found that the mean score of pre test in the experimental group was 54.24, and post test score was 70.25. While the mean score of pre test in control group was 53.14, and post test score was 64.2. And the result of analyzing the data, was $t_{obtained}$ was 2.77 while t_{table} was 2.046. It means that $t_{obtained}$ was higher than t_{table} this indicated that Ho was rejected and consequently Ha was acceptable. It means that Problem Posing Learning (PPL) is effective to apply at eighth grade students of MTs Nurul Huda Sukaraja OKU TIMUR.

Key Word: Effectiveness, Speaking, Problem Posing Learning (PPL).

INTRODUCTION

English is an international language which has an important role in the world. Every country needs English to communicate with the other country. In some countries, the power of language was the official language which was used for government, education, commerce, and international communication. In Indonesia, English is used as a foreign language, which is taught in elementary school to university, which is a teacher must teach English effectively and creatively to reach the goal of English lesson (Susana, 2012:1).

According to Tarigan (2008:1), language skills covers four skills, namely listening skill, speaking skill, reading skill, and writing skill. In English lesson, speaking is generally to be most important. Speaking is more important than the other skill because the English learner think if they can speak English fluently, it indicates that they success in learning English. It means that speaking skill the real prove that someone clever in English.

Moreover, Edge (1993:25) said that since British trade, and followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the United States of America has confirmed English as the international language of present historical period. As a consequence, English serves for many more times many more people as barrier between themselves and

those some field of interest, many people in their own countries will not be able to become doctors if they cannot speak English.

The students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. In the classroom, teachers often find the students hardly use English for communicate objective. Some problems that might prohibit the students to develop their speaking skill, which are inhabitation, lack of ideas, low participation, and students preference to use their mother language. It is become a duty for every teacher to find method or technique that interesting for the student in learners speaking.

One of the methods to teach speaking is Problem Posing Learning. According to Huda (2013:276), Problem Posing Learning (PPL) is one of learning that bases on problem. Problem posing learning included three basic skills. For example, listening, dialogue, action. It means that this model can help students to speak, so they can make interaction with another student well. They also enable learners to acquire new experience within a foreign language which are always possible during a typical lesson. When the teacher applies problem posing learning in the class, they must assume that their students as a partner of dialogue to rise their creativity. According to Brown and Walter (1990:11), problem posing can give one a chance to develop independent thinking process.

The reason why the writer took Problem Posing Learning, because in Problem Posing Learning (PPL) the students are asked to make a question that is similar with the teacher's question based on their own experience. It means that this method can help students to speak, so that they can make interaction with another student well. They also enable learners to acquire new experience within a foreign language which are always possible during a typical lesson. The main objective of this research was to find out whether or not there is significant difference between the students who are taught by using Problem Posing Learning (PPL) and the students who are taught by using conventional method to teach speaking at eighth grade students of MTs Nurul Huda Sukaraja OKU TIMUR.

CONCEPTUAL FRAMEWORK
Concept of Teaching

Teaching is process where a teacher must transfer the knowledge to the students and they can be more understanding about the material in learning process. Whereas, Brown (2000:7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that teaching is complex activity which does by the teacher as facilitator must manage the facility of learning process and condition.

Teaching is the specific act of one who knows the answer to those who don't know it. It meant that to reach the goal of teaching English of foreign language there were many ways which were suitable with the condition itself. So the teacher must motivate, guide, and create good condition of the class.

Concept of Speaking

Speaking is a natural skill, which a person begins to develop in the first year of life. To do an interaction, human must have ability in speaking especially in their language. Speaking allows us to produce and explore our thoughts. It is also allow us to develop new thoughts as we create ideas. Chancy (1998:13) defines speaking as the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context.

According to Hedge (1993:275-276), the term of fluency has two meanings. First, which was "the ability to links units of speech together with facility and without strain or inappropriate slowness or undue hesitation," what was commonly understood as fluency in language teaching, materials and in language assessment procedures. Moreover, Hedge proposes a second, more holistic sense of fluency, that of "natural language use," which was likely to take place when speaking activities focus on meaning and its negotiation, when speaking strategies were used, and when overt corrections are minimized. This second, broader definition was certainly consistent with the aims of many ELS classrooms today where the negotiation of meaning was a major goal.

Elements of Speaking

Students measure their success in learning foreign language based on how well they can speak fluently. Harmer (2007) states that if students want to speak English fluently, they have to able to use phonemes, tones, stress, pitch, and intonation correctly and appropriately. They also need to understand and able to speak in connected speech. Students should know elements of speaking to be a good speaker. Harmer (2007) notes these elements which refer to language process when people are communicating.

Concept of Problem Posing Learning

Problem Posing Learning (PPL) was developed firstly by Paulo Freire in his book *Pedagogy of the Oppressed*. Problem Posing Learning (PPL) refers to learning strategy that focus on critical thinking to reach learning goal. Problem Posing Learning involves three base skills they are; listening, dialogue, and action.

When the teacher applied Problem Posing Learning (PPL) method in the class, the teacher must try to approach their students as a partner dialogue to create the situation of hopes, love, kindly, and believe.

This method can be done five points, they are as follows:

1) Teacher and students believe that knowledge as a result of experience and individual conditions.
2) The students try to relate between their own condition and the condition that they make through construct the reality.
3) The teachers and students the way to construct the reality through scientific method.
4) The students develop their literacy skills, to express their ideas. So they can do scientific action.
5) The students to do identify dominant myth in the test.

The Advantages of Problem Posing Learning (PPL)

According to Rahayuningsih in Sutisna, (2002:18) there are some of advantages of Problem Posing Learning derived from http://achmadblue.blogspot.com/2011/05/problem-posing-dalam pembelajaran.html, such as:

(1) The learning activity is not centered the teacher, but students as being active to demand.
(2) All students have to be active to make question.
(3) By making question, students can solve their problem.
(4) Problem Posing Learning help students, to see there are new problem accepted and they can understand deeply and well. Problem Posing Learning also can stimulate students to appear their ideas creatively to get knowledge, and students can understand question as drill to problem solving.

The Disadvantages of Problem Posing Learning (PPL)

According to Rahayuningsih in Sutisna, (2002:18) there some of weakness of Problem Posing Learning such as:

(1) The teacher is preparing more because information that prepare can reach.
(2) Time use that very much is making question and to do question and that reach least material.

RESEARCH METHODOLOGY
Method of Research

According to Arikunto (2006:160), research method is the way that used by researcher to collect the data in the research. According to Sugiyono (2013:108), there were four design of experimental, they were: *Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental.* In this research, the writer used true experimental design.

Population and Sample

The population is the eighth grade students of MTs Nurul Huda Sukaraja OKU TIMUR in the academic year 2015/2016. There are five classes, namely VIII. 1 to VIII 5 the total number of population is 125.

In this study, the writer used a cluster random sampling to take the sample, consist of 53 students.

Technique for Collecting Data

In this study, the writer used the test to collect the data. According to Arikunto (2010:193), a test in the series of question or examination and the other thing that is used to measure ability, intelligence knowledge, skills or attitude that belong to individual or group. In this writer, the scoring data was given by the writer as rater 1 and an English teacher of MTs Nurul Huda Sukaraja OKU TIMUR as rater 2. To find out the data both pre-test and post test, the writer used speaking oral test.

RESULT AND DISCUSSION

In this section, the researcher presents the findings of the research that was already done. In this findings segment, the researchers explained the result of research.

The Students' Pre-test Score in the Experimental Group

Before the writer conducted the experiment, writer gave a pre-test then took the students' scores. The pre-test was given to know the students' writing ability before taught through creative productive strategy. In pre-test, the sample of study were 22 students, every student was given a test which 1 item. After the test was given and the scores had been calculated, it was found that the highest score was 75 and the lowest score was 45.

The Students' Post-test Scores in the Experimental Group

This part was done after the students were given treatment by using creative productive strategy, then writer gave the students post-test which was intended to know how far the students' progress in their paragraph writing especially recount text. In post-test sample of study were 22 students, every students, was given a test which 1 item. After the test was given and scores has been calculated, it was found that the highest scores were 87.5 and the lowest score was 60.

The Students' Pre-test Scores in the Control Group

Before writer conducted the experimental, writer gave a pre-test and took the students' scores. The pre-test was given to know how far the students' writing ability before taught through conventional teaching. In pre-test the sample of study were 29 students, every student were given a test which 1 item. After the test was given and the scores had been calculated, it was found the highest score was 77.5 and the lowest score was 45.

The Students' Post-test Scores in the Control Group

After the students were given treatment in teaching paragraph writing by using conventional, the teacher gave the students post-test which was intended to know how far the students' progress in their paragraph writing. In the post-test the sample of students were 29 students, every students, was given a test which 1 item. After the test was given the score has been calculated, it was found the highest scores were 85 and the lowest score was 52.5.

CONCLUSSION

Based on the result of the research study, the mean score of post test in the experimental group was 77.27 and 70 in the control group. The t-obtain in the experimental group >t-table, where t-obtain was 3.524 it was higher than t-table 2.010 as a critical value. Since the t-obtain>t-table value in post-test of experimental group and post-test of control group showed to accepted hypothesis alternative (Ha), and rejected the null hypothesis (Ho). It could be concluded that teaching writing (especially at material recount text) by using creative productive as strategy at eighth grade students of MTs Islamiyah Sumbermulyo was able to get better score. It means that teaching writing by using creative productive strategy at eighth grade students of MTs Islamiyah Sumbermulyo was effective.

Teacher can use variety strategy when she/he teaches writing. Creative productive strategy help the students remember what the material ever learn in the last meeting when they look their writing product in the wall of class room. It also gave student motivation to write better again.

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