

**IMPROVING CHARACTER BASED SPEAKING BY APPLYING PROBLEM-
BASED LEARNING METHOD TO THE TENTH YEAR STUDENTS OF
SMAN 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR OF 2017/2018**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in
English Education Study Program, Teacher Training and Education Faculty,
University of Widya Dharma Klaten



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2018

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N 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR OF 2017/2018**

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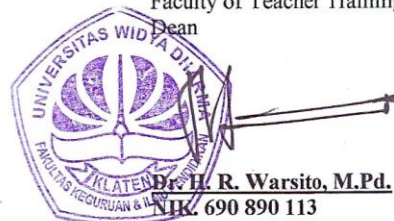
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED SPEAKING BY APPLYING PROBLEM-BASED LEARNING METHOD TO THE TENTH YEAR STUDENTS OF SMA N 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR OF 2017/2018”**.

It is not a plagiarism or made by others. Anything related to others' work is written quotation the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, August 2018


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PRESENTATION

This thesis is dedicated to:

1. My beloved mother and father.

“Thank you for you had done for my life. May God always take care of both of you and our families always be in happiness. I do love you”

2. My young brother and family.

“Thank you for your supports and prayers. Thank you for your help in any form. May God always bless you”

3. My best friends (Andang Kristina and Devi Riyan Wiguna) and also my whole friends of English class.

“Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams.”

MOTTO

- Think positively, Do positively, then you will get the positive (The writer)
- Serahkanlah segala kekuatiranmu kepada-Nya. Sebab Ia yang memelihara kamu. (1 Petrus 5:7)

ACKNOWLEDGMENT

First of all, the writer would like to thank to Jesus that has blessed the writer so that she can finally finish the thesis as a particular fulfillment of the requirement for undergraduate degree in English education study program.

The writer realizes that this thesis cannot be finished without helping from other people. In this occasion, the writer would like to express the deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., the Rector of Widya Dharma University;
2. Dr. H. Ronggo Warsito, M.Pd., as the Dean of Teacher training and Education Faculty;
3. Ana Setyandari, S.Pd., M.Pd., as the Head of English Education Study Program;
4. Dra. Hj. Sri Haryanti, M. Hum., as the first consultant for giving advice and correction in writing this thesis;
5. Umi Sholihah, S.Pd., M.Pd., as the second consultant for giving advice and correction in writing this thesis;
6. Evi Janu Kusumawati, S.S., as the English teacher in SMA N 1 Karangnongko Klaten who helps the writer to do this research;
7. The students of class X IPA 5 of SMA N 1 Karangnongko Klaten in academic year of 2017/2018 who have participated for this research.

Hopefully, this thesis will be useful for the writer herself and all of the readers, and it can be used as a real contribution for the improvement of teaching and learning English.

Klaten, August 2018

The Writer

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
RATIFICATION.....	iii
PRONOUNCEMENT	iv
PRESENTATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF APPENDIXES.....	xi
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF ABBREVIATIONS	xiv
ABSTRACT.....	xv
CHAPTER I INTRODUCTION	
A. The Background of the Study.....	1
B. The Reason for Choosing the Topic.....	4
C. The Limitation of the Study	5
D. The Problem of the Study.....	5
E. The Aim of the Study	5
F. The Use of the Study	5
G. The Clarification of the Key Term	6

H. The Organization of the Study	7
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CHAPTER II REVIEW OF RELATED LITERATURE

A. The Theory of Speaking	9
1. The Definition of Speaking.....	9
2. The Elements of Speaking	11
3. The Concept of Speaking.....	13
B. Teaching Speaking	14
1. The Category of Teaching Speaking.....	14
2. The Principles for Teaching Speaking.....	18
C. Assessing Speaking	21
1. How To Assess Speaking.....	21
2. The Criteria of Assessing Speaking	25
D. The Theory of Problem Based Learning	28
1. The Definiton of Problem-Based Learning Method.	28
2. The Characteristics of Problem-Based Learning Method	29
E. The Character Education	30

CHAPTER III RESEARCH METHOD

A. The Meaning of Research Method	32
B. The Strategy of the Research.....	32
C. The Data and the Sources of Data	35
D. The Technique of Collecting the Data	35
E. The Technique of Analyzing the Data	38
F. Character Based Speaking Assessment.....	40

CHAPTER IV THE RESULT OF THE STUDY

A. The Data Analysis	44
1. Condition before the Research.....	44
2. Research Implementation	47
B. The Discussion of the Finding.....	66
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	76
B. Suggestion	78
BIBLIOGRAPHY	79

LIST OF APPENDIXES

- Appendix 1. Rencana Pelaksanaan Pembelajaran (Pre-Cycle)
- Appendix 2. The Field Note of Interview with English Teacher (Pre-Cycle)
- Appendix 3. The Students' Mark of Speaking Skill in Pre-Test
- Appendix 4. Rencana Pelaksanaan Pembelajaran (Cycle 1)
- Appendix 5. Field Note of Observation (Cycle 1)
- Appendix 6. Pembagian Grup (Cycle 1)
- Appendix 7. Field Note of Interview with English Teacher (Cycle 1)
- Appendix 8. Field Note of Interview with Students (Cycle 1)
- Appendix 9. The Instrument of Speaking Test (Cycle 1)
- Appendix 10. The Students' Mark of Speaking Skill in Post-Test (Cycle 1)
- Appendix 11. The Students' Mark of Character in First Meeting (Cycle 1)
- Appendix 12. The Students' Mark of Character in Second Meeting (Cycle 1)
- Appendix 13. Rencana Pelaksanaan Pembelajaran (Cycle 2)
- Appendix 14. Field Note of Observation (Cycle 2)
- Appendix 15. Pembagian Grup (Cycle 2)
- Appendix 16. Field Note of Interview with English Teacher (Cycle 2)
- Appendix 17. Field Note of Interview with Students (Cycle 2)
- Appendix 18. The Instrument of Speaking Test (Cycle 2)
- Appendix 19. The Students' Mark of Speaking Skill in Post-Test (Cycle 2)
- Appendix 20. The Students' Mark of Character in First Meeting (Cycle 2)
- Appendix 21. The Students' Mark of Character in Second Meeting (Cycle 2)
- Appendix 22. The Schedule of Research
- Appendix 23. Pictures of Students Learning Speaking
- Appendix 24. List of Students
- Appendix 25. Surat Ijin Penelitian dari Universitas Widya Dharma Klaten
- Appendix 26. Surat Ijin Penelitian dari Kepala Balai Pengendali Pendidikan Menengah dan Khusus (**BP2MK**) Wilayah 3 Surakarta
- Appendix 27. Surat Keterangan Penelitian dari SMA N 1 Karangnongko Klaten

LIST OF FIGURES

Figure 1. The cyclical action research model	33
Figure 2. The Mean of Speaking Mark	66
Figure 3. The Class Percentages of Speaking Mark	67
Figure 4. The Students' Mark of Speaking Skill in Every Aspect.....	68
Figure 5. The Mean of Character Mark	70
Figure 6. The Class Percentages of Character Mark.....	71
Figure 7. The Students' Mark of Character in Every Aspect	72

LIST OF TABLES

Table 1. The Scoring Rubric of Speaking.....	40
Table 2. The Scoring Rubric of Speaking Test.....	41
Table 3. The Scoring Rubric of Character	42
Table 4. Students' Mark of Character Based Speaking	42
Table 5. The Students' Mark of Speaking Skill.....	67
Table 6. The Students' Mark of Character.....	72

LIST OF ABBREVIATIONS

1. App : Appendix
2. FN : Field Note
3. Int. : Interview
4. Obs : Observation
5. V : Vocabulary
6. F : Fluency
7. P : Pronunciation
8. U : Understanding
9. AG : Appropriate Grammar
10. H : Honesty
11. C : Care
12. TW : Team Work
13. CA : Communicative Action

ABSTRACT

Setiyaningsih, NO: 1411202906. English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2018. S-1 Thesis: *Improving Character Based Speaking by Applying Problem-Based Learning Method to The Tenth Year Students of SMA N 1 Karangnongko Klaten in Academic Year of 2017/2018.*

The problem of the study is as follow: “Can problem based learning method improve the character based speaking of the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018?”. The aim of the study is: To find out whether problem based learning method can improve the character based speaking of the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018.

In this study, the writer uses the classroom action research. The techniques of collecting the data used in this study are interview, observation, and test. The techniques of analyzing the data in this study are qualitative and quantitative. Qualitative means that the writer reads the data then made a mark on the keyword in order that the writer could make the code based on the data and the writer could describe the data easily. Quantitative means that the writer counts the mean of students’ speaking and character in every cycle.

The results of the study are as follows: 1) Problem-based Learning method can improve the speaking ability to the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018. It is showed from $M = 58.53$ in pre-test to $M = 67.87$ in cycle 1 to $M = 76$ in cycle 2. 2) Problem-based learning method can improve the students’ character to the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018. It is showed from $M = 42.16$ in the first meeting of cycle 1 to $M = 57$ in the second meeting of cycle 1 to $M = 57.5$ in the first meeting of cycle 2 to 78 in the second meeting of cycle 2. So it can be concluded that problem-based learning method can improve the teaching and learning English character based speaking for the tenth year students of SMA N 1 Karangnongko Klaten in Academic Year 2017/2018.

Key words: *character, speaking, problem-based learning method*

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians - may produce more than that (Thornbury, 2005: 1). Students can receive the information by speaking through the conversation with another people, then they have to respond the conversation in order they understand the main idea of the information. Of the four major language skills, speaking is regarded as the most crucial and central one as it enables the learner to establish successful communication in that language, which is often the main aim of learning any foreign language. That is why it forms the focus of attention in foreign language teaching and learning as failure to master this crucial language skill leads to the failure to establish successful communication (Pathan, et al, 2014: 96).

Language is used as a means of communication. Furthermore, the language itself also can be a key to access information, get a job, or apply scholarship. English as a compulsory subject is now becoming an important subject taught in high schools, to prepare the students in facing their future. There are four skills in English language, namely speaking, listening, reading, and writing. Those skills are taught in senior high school level, including the listening skill. In the basic competence of English in SMA, it is stated that students should master the competence of creating not only written text but also spoken text. It means that speaking skill is no more the least thing to teach at the school. In other

words, speaking now equals to the other skills. Thornbury states that so natural and integral is speaking that we forget how once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language (2005: 1).

Teaching speaking is an important part of second language learning. In the teaching process, the teacher is expected to provide maximum opportunity to students to speak the English language by providing the authentic materials and tasks and share the knowledge. Teacher is as a facilitator in the class, as a guide in the learning process, and gives a feedback or motivation to students to speak up in expressing their ideas. From this situation, the students can improve their ability in speaking. According to the syllabus of English teaching and learning in the tenth year students of SMA N 1 Karangnongko in academic year of 2017/2018, the purpose of teaching English in Senior High School is to encourage the students to have four basic skills of English. They are speaking, listening, reading, and writing, in order that the students can communicate fluently using English and have knowledge about English deeply.

To investigate the tenth year students' competence in spoken English, the writer conducts a preparation study of the tenth year students at SMA N 1 Karangnongko Klaten especially in class X IPA 1. The writer uses interview, observation, and pretest to know the students' speaking ability. The writer chooses a test in the form of retelling the material which had been discussed in the class as an instrument of pretest. Based on the interview, observation, and the score of pretest, the writer knows that the minimal mastery level criterion (KKM) of tenth year students of SMA N 1 Karangnongko Klaten is 70 and the students

still get a low score in speaking activity. Based on the result of pretest, the students in the tenth class of SMA N 1 Karangnongko Klaten still have difficulties in speaking ability. The writer found that the students have several problems in speaking, such as unconfident with their speaking ability, shy, afraid of doing mistakes; besides, the students show poor speaking ability and do not have many friends or social group to explore their speaking potentials.

The speaking ability of the tenth year students needs an appropriate method to express and convey their idea. As a result, the teacher has to be able to take an appropriate method and build the students' confidence in speaking ability. The appropriate method that can be used to improve speaking ability is Problem Based Learning (PBL). Barrows and Tamblyn state that problem-based learning is the learning that results from the process of working toward the understanding or resolution of a problem (1980: 1). Problem-based learning (PBL) is an instructional method in which students learn through facilitated problemsolving (Hmelo and Silver, 2004: 235). Barrows defines the problem based learning is the concept in terms of specific attributes as being student-centred, taking place in small groups with the teacher acting as a facilitator, and being organized around problems (Barrows, 1984 in Graaff and Kolmos, 2003: 657). It can be concluded that Problem Based Learning is potentially motivating. It usually succeeds in building learners' confidence, improving students' vocabulary, improving students' language skills, and learning becomes useful for learners because they show their abilities to plan, manage, and accomplish problem through their knowledge in speaking and language skills. The writer considers that the use

of problem-based learning is an appropriate strategy to help the students to improve their speaking skill.

According to *Undang-Undang Republik Indonesia No. 20 Th. 2003 tentang Sistem Pendidikan Nasional Pasal 3*, it states that:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

The government intends to apply character education programs in teaching and learning process at school. Character education hopefully can support the improvement of student's good attitude. Character education is the education which develops the Indonesian cultures and moral values to the students, so they will have high moral values and implement them in their society as the religious, honest, discipline, nationalist, productive, and creative citizens (Maryono, 2015: 268). In this study, the students are expected to realize and they are able to put the moral values into their society.

Based on the statement above, the writer conducts a speaking research at the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018. Therefore, this research is entitled: **Improving Character Based Speaking by Applying Problem Based Learning Method of the Tenth Year Students in Academic Year of 2017/2018.**

B. The Reason for Choosing the Topic

The reasons why the writer has chosen the topic are as follows:

1. Speaking is one of four language skills. By speaking, the students will be able to express their ideas by spoken language fluently.

2. The students are still doubtful and afraid in speaking English. By practicing speaking well, the students are able to speak confidently and fluently, and the students can also become accustomed and they will get wider knowledge.

C. The Limitation of the Study

In this study, the writer wants to limit the study in order to focus on the topic that will be discussed. It only focuses on the improving character based speaking in the tenth year students of SMA N 1 Karangnongko especially in class X IPA 1.

D. The Problem of the Study

In this study, the writer would like to present the problem that can be formulated as follows: “Can problembased learning method improve the character based speaking of the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018?”

E. The Aim of the Study

Based on the problem, in this study, the writer wants to find out whether problem based learning method can improve the character based speaking of the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018.

F. The Use of the Study

From the result of this study, the writer hopes that it will be useful to the teaching and learning English especially in teaching speaking. The findings of the study are expected to be useful as follows:

1. The Theoretical Use

The result of this study can be used as a starting point in improving the teaching of speaking.

2. The Practical Use

This study can improve school quality, especially in teaching learning process, and improve the student's motivation in learning speaking.

G. The Clarification of the Key Term

In this study, to make the topic easy to understand, the writer would give some clarification of the key terms of the study as follows:

1. Improving

According to Hornby (2005: 781), improving is to become better than before. It means that, in this study, the student's speaking should be improved by applying problem based learning method to the tenth year students of SMA N 1 Karangnongko in academic year of 2017/2018.

2. Character Based Speaking

a. Character Based

According to Hall et al (1998) in Tannir and Al-Hroub (2013: 4), character education programs focus on social, emotional and personal development. In these programs, children learn to value themselves, respect others, be responsible, cooperate with other individuals, solve problems, and be honest and trustworthy (Hall et al, 1998 in Tannir and Al-Hroub, 2013: 47).

b. Speaking

According to Cameron (2001:40), speaking is the active use of language to express meanings so that other people can make sense of them.

Character based speaking means an activity in speaking along with the students' character which occurs during the teaching and learning process. In this study, the character based speaking which may occur are be responsible, respect others, cooperate with other individuals, and solve problem.

3. PBL (Problem-Based Learning)

According to Bhounsule et al (2015: 91), problem-based learning (PBL) provides the forum for the students to solve the given problem and in the process students learn content knowledge and also develop problem-solving skills, reasoning skills, communication skills, and self-assessment skills. In this study, problem based learning is learning method by giving a problem as a media to improve the creative thinking of students and the way the students solve the problem.

H. The Organization of the Study

To give clear understanding about the content, the writer would like to organize the study. The study consists of five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of the theory of speaking, teaching speaking, assessing speaking, the theory of problem based learning, and the character education.

Chapter III is the method of the study. It deals with the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It includes the analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After presenting and analyzing the data which were obtained from the research discussed in chapter four, the writer concludes that the result of the study can answer the problem of this study, that is “Can problem based learning method improve the character based speaking of the tenth year students of SMA N 1 Karangnongko Klaten in academic year of 2017/2018?”. The conclusions are:

1. Problem Based Learning method can improve the students’ character based speaking. The students feel comfortable in the process of teaching and learning speaking. They can improve their skill in speaking such as pronunciation, vocabulary, fluency, understanding, and grammar. The students can pronounce the words correctly, they also get new vocabulary from the discussion with group. The students more understand the topic of discussion which can be seen from their answering the questions given by the teacher. They have much time to understand and share an idea or opinion with their friends in the group. By making the class into group, every student has more opportunities to practice speaking. It can be seen from the results of students’ mark in every cycle. The mean of pre-test is 58.53 which improves to be 67.87 in cycle 1, and it improves to be 76 in cycle 2. The students’ mark of vocabulary aspect in pre-test is 105 which becomes 117 in cycle 1 and then improves to be 125 in cycle 2. The students’ mark of fluency aspect in pre-test is 85 which becomes 95 in cycle 1 and improves to be 113 in cycle 2. The students’ mark of pronunciation aspect in pre-test is 81 becoming 98 in cycle 1

and improving to be 107 in cycle 2. The students' mark of understanding aspect in pre-test is 89 which becomes 107 in cycle 1 and improving to be 117 in cycle 2. The students' mark of grammar in pre-test is 79 becoming 92 in cycle 1 and improving to be 108 in cycle 2. The mean of students' character is also improving from 42.16 in the first meeting becoming 57 in the second meeting of cycle 1. The mean of students' character improves to be 57.5 in the first meeting of cycle 2, although in the first meeting of cycle 2 there is only a slight increase than in the second meeting of cycle 1, but the mean score can increase in the second meeting of cycle 2 that is 78. The students' mark of honesty aspect in the first meeting is 64 which becomes 85 in the second meeting of cycle 1, and it improves to be 87 in the first meeting of cycle 2 and then improves to be 111 in the second meeting of cycle 2. The students' mark of care aspect in the first meeting is 64 which becomes 87 in the second meeting of cycle 1, it decreases 86 in the first meeting of cycle 2 but it can improve 115 in the second meeting of cycle 2. The students' mark of team work aspect in the first meeting is 62 which becomes 85 in the second meeting of cycle 1, it improves to be 86 in the first meeting of cycle 2 and improves to be 105 in the second meeting of cycle 2. The students' mark of communicative action aspect in the first meeting is 63 which becomes 85 in the second meeting of cycle 1, it improves to be 86 in the first meeting of cycle 2 and improves to be 137 in the second meeting of cycle 2.

2. After implementing the Problem Based Learning method the students become more active in speaking and confident in sharing their own ideas, so their marks in speaking or character are improving. The students can discuss and express their opinion. They can refute or add opinions from their friends and

respect others. The students can also communicate actively and care with others or surroundings.

B. SUGGESTION

The writer wants to give some suggestion to school, the students, teachers, and other writers in the following:

1. It is suggested for every school applying Problem Based Learning method not only in research but also in teaching and learning speaking in the classroom.
2. The teacher must be more creative and innovative in choosing and also using methods that aim to improve the students' ability in English skill especially in speaking.
3. For the students, the result of this study lets the students have their own experience in expanding their speaking skills and also their attitudes by applying Problem Based Learning method.
4. For the other writers, the result of this study can be used as additional reference for further study with the different sample and chance.

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