

The Influence of Problem Based Learning Model (PBL) Through Picture Series Media to Improve Students Speaking Ability Seen from Students Learning Style in English Lesson of XI Grade in SMA N 1 Sumber Cirebon

Umamah Muhadharah^{1✉}, Haryono² & Achmad Rifai RC²

¹ Universitas Swadaya Gunung Jati Cirebon, Jawa Barat, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstract

Each student has his learning style in understanding, comprehending, until practicing his already owned knowledge. Specifically, in learning the English language, all students must have the potential motivation or dominant ability affected by surroundings, habits, and also science and technology. Learning English lesson for the eleventh grader of SMAN 1 Sumber still tended to use the conventional method without supporting the result of students' speaking ability. This research has purposed to (1) analyze the effectiveness of PBL model through picture series media to improve students' speaking ability seen from students learning style, (2) analyze the effectiveness of learning styles to improve students' speaking ability, and (3) analyze the interaction between learning style of the students with PBL model to improve students' speaking ability. It was a semi-experimental model by using treatment by level 2x2 factorial design. The population was XI grader of Senior High School 1 Sumber. The samples were two randomly chosen classes: XI MIA 4 and XI MIA 7. The data of the research were analyzed by SPSS 17.0 and Two Ways ANOVA. The findings showed improvement of English speaking ability seen from student learning styles and the learning styles were effective to improve the English speaking ability of the student. There was an interaction between learning style with the PBL model in improving the English speaking ability of the students. Seen from the elaboration above, it could be explained that the intervention could improve the English speaking ability of the student. The findings would help students and teacher to recognize student learning styles and the teachers could select appropriate media and learning method to improve student learning achievements.

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✉ Correspondence address:

Pemuda No.32, Sunyaragi, Kesambi, Sunyaragi, Kesambi,
Cirebon, Jawa Barat, 45132
E-mail: umuhadharah@gmail.com

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INTRODUCTION

Education is one of the vectors of national development as an effort to educate the life of the nation. In Law No. 20 of 2003 concerning National Education System, article 4 paragraph 1 states that "National education aims to form human beings who believe and fear God Almighty, have noble character and virtue, are healthy, knowledgeable, ability, and become democratic citizens and responsible for welfare community and homeland." Therefore, national education must function optimally in the main vehicle for nation building and character.

As stated by Hinderasti, Suciati, and Prayitno (2013) that many educators were still applying TCL (Teacher Centered Learning) learning in the classroom learning process because it was considered practical and did not take much time. This causes students to be not creative in solving problems, low participation, cooperation in groups was not optimal, teaching and learning activities were inefficient, and in the end, the learning outcomes become low.

Rifai (2018) stated that in addition to being a place to obtain knowledge, schools also have a central position in providing students to instill life values that were reflected in daily habits in the school environment. The school has a strong school culture consisting of students, teachers, and parents who work together to create a better community through quality education, and are responsible for improving the quality of learning in schools (Haryono, and Hardjono, 2014).

As a conscious effort especially done by teachers to achieve the purpose of Education needs well-learning preparation before being implemented. As for examples: material mastery, method selection, and the use of learning media which are expected to create easy learning situation to achieve effective and efficient learning.

Generally, in learning, there are two factors affecting students. According to Purwanto in Thobroni (2015), the affective process of learning can be grouped into two: individual and social factors. Individual factor influences are learning the process, such as (1) growth and

readiness factor, (2) intelligence factor, (3) exercise-test factor, (4) motivational factor, and (5) personal factor. Meanwhile, social factors are (1) family and family condition factors, (2) teacher and teaching way factors, (3) factor of the use aid in learning, (4) environmental factor, and (5) social motivation factor. Thus, the individual factor is internal and only be able to be realized by students themselves. Meanwhile, the social factor can be realized or helped by family, teacher, and environment.

The factors can cause each student to have different learning style in understanding, comprehending, until practicing his already owned knowledge. The emergence of learning style was caused by dominant potencies or abilities influenced by environment, habit, and science-technology. Nasution in Sirait (2017) also stated that learning style was a way for students to consistently capture stimulus or information by remembering, reasoning, and solving problems. Learning style is strongly related to certain individual personality influenced by education and historical development.

Learning a foreign language has been a common thing to teach even it now taught by society. It is not only about period or prestige, but it has become a must for society to be the ability in the language. Some educational levels have prepared language majors for interested and potential students. It has been prepared by the government and schools to make them become qualified graduates.

To improve English language ability of the students, it is known to have three aspects to masters: the sound of the language and its written system (pronunciation/orthography), grammar and structure aspect, and vocabulary aspect. Those aspects are accommodated in four language ability: listening, speaking, reading, and writing ability.

Among human qualities to improve his speaking ability. Spoken language is an important capital for students. The ability can be gained from a various arranged vocabulary into a meaningful sentence and will be listened by a receiver. In the English language, students need to be trained from daily ability until routine

discussion, so the language becomes their habits. Meanwhile, what happens now, classroom learning frequently emphasizes reading, listening, and writing activities. They are seldom exposed to express their ideas, notions, and oral questions. There is no effective assessment to measure the success of student English speaking ability.

Therefore, the learning process must be based on effective principle to achieve equal learning purposes. Teaching process can be well, efficiently, and effectively held because of positive interaction and productivity among various contained components in the teaching system (Hamalik, 2009). Problem Based Learning model is an option to be implemented by English language teachers to improve the students' speaking ability.

This research was inspired by Sungur, and Tekkaya (2006) titled *The Effects of Problem-Based Learning and Traditional Instruction on Self-Regulated Learning* showed that PBL could improve students' learning motivation and becoming an effective strategy in learning. The students in the experimental group using this model agreed and liked the occurred learning process in the class. They also experienced the importance of learning and struggled to reason, express ideas, and tried to solve until it was accomplished.

The studies of Ajai, Imoko, & O'kwu (2013) titled "Comparison of the Learning Effectiveness of Problem-Based learning (PBL) and Conventional Model of Teaching Algebra stated students could achieve higher scores through PBL compared to those conventionally treated." The findings also stated the same things.

Other researches coming from Remedios, Clarke, and Hawthorne (2008) titled "Framing Collaborative Behaviors: Listening and Speaking in Problem-Based Learning stating PBL gave different ways in learning especially in listening and speaking." The participants of the researches admitted that by listening, they would remember and know something they missed until they could respond to the conversation in the discussion. The interested participants to different thought among the members would be willing to listen to each other.

In another hand, some students with problems in speaking were caused by lack of information or understanding about what was being discussed by other participants as most talking participants in a simultaneous time caused these participants feeling confused to listen. All participants were expected to be equal in listening and speaking. However, there were some of them preferring listening and being silent.

Keong, and Mohammed (2015) In a research titled "Improving Iraqi Secondary Students' Speaking Performance through Problem-Based Learning Approach." Stated the students experienced improvement in their pronunciation, vocabulary, fluency, and grammar. The purpose of PBL method is to motivate the students to actively participate in the learning process so they can improve the ability to solve problems, motivating them to speak, delivering ideas, and exchanging information to construct new knowledge.

This research was different from previous research because there was no topic or discussion regarding the influence of PBL model through the series image media in terms of student learning styles that could improve English speaking ability of class XI students in SMAN 1 Sumber Cirebon. Learning in high school did not adjust to the real problems in the environment, so students were not equipped with the knowledge and ability needed outside of school to the work world.

One of Problem Based Learning model activities is a discussion in which is an important thing as a structural activity, so the students are familiar to read, listen, speak, until write. The educative discussion does not intimidate an opinion nor even a verse, but it creates a joyful and useful discussion for students by seeing from many comparative aspects, such as the economy, health, social, cultures, even politic.

This research purposes are to (1) analyze the effectiveness of PBL model through series of pictorial media in improving English speaking ability seen from learning style of the students, (2) analyze the effectiveness of learning styles of the students in improving English speaking ability, and (3) analyze interaction between

learning styles of the students with PBL in improving English speaking ability of the students. This research is expected to contribute to knowledge. Series of pictorial media and PBL model were used to improve the English speaking ability of the students. For the students, this research would help them to find out their learning styles and develop ideas into new knowledge in learning activities in the class. Students' reasoning patterns would be trained and dare to express their opinions in front of the class. Meanwhile, for the teachers, it could help to find out the learning styles of the students to ease teacher in delivering the material. The teacher would recognize the English speaking ability of the students to express an opinion using a series of pictorial media through Problem Based Learning (PBL).

METHODS

This research was held in Senior High School 1 Sumber Cirebon on November 10th until 25th, 2017. It used a quasi-experimental design with treatment by 2x2 factorial level. The techniques of collecting data were test and interview. The test was given to find out the learning achievement of the students. Meanwhile, the interview was to measure students' speaking ability. The test was an oral test about a certain topic. Meanwhile, the research instrument used was the GEFT task to group student learning styles and interview guidance for both pre-test and post-test.

RESULTS AND DISCUSSION

The data of this research was grouped into students' speaking ability and learning styles. There were differences in term of students' speaking ability for the control group compared to the experimental group seen from students' learning styles. The average of English speaking ability of experimental group with FD learning style was 66.8 and FI was 68.0. Meanwhile, the average of the control group in terms of speaking ability and learning style were FD 61.2 and FI 66.0

The data analysis of students' speaking ability and learning styles from both experimental and control group used two way ANOVA.

The data analysis from two way ANOVA was further used to test the hypothesis with significant level $\alpha = 0.05$ as follows:

1. On factor A, that was the intervention. The significant score was 0.001. Because the score > 0.05 , then H_{01} was accepted. It indicated there was influence from a series of pictorial media toward students' speaking ability.
2. On factor B, that was learning styles. The significant score was 0.001. Because the score > 0.05 then H_{02} was accepted. It indicated there was an influence of learning style toward students' speaking ability in learning.
3. On factor A and B interaction, the significant score was 0.045. Because the score > 0.05 then H_{03} was accepted. It indicated there was influential interaction between learning style and PBL model toward students' speaking ability.

Table 1. The Result of Two Way ANOVA

Source of varieties	Total of square	df	Middle square	F	Sig.
PBL model	336.400	1	336.400	36.302	.001
Learning style	193.600	1	193.600	20.892	.001
PBL model * Learning style	40.000	1	40.000	4.317	.045

The results of the analysis and hypothesis test showed there were different results of English speaking ability of the students significantly between learning with PBL model through series of pictorial media and learning by using PBL model without the given media. It proved that the proposed hypotheses had differences of English

speaking ability achievement seen from learning style of the students significantly between learning with PBL model through series of pictorial media compared to learning with the model without the media in XI MIA 4 and XI MIA 7 of SHS 1 Sumber Cirebon. Thus, the first hypothesis was accepted: the model through the

given media could improve English speaking ability seen from learning style.

The analysis result and hypothesis result showed differences in English speaking ability seen from learning styles of the students in XI MIA 4 and XI MIA 7. Thus, the second hypothesis in this research was accepted: learning style was effective in improving the English speaking ability of the students.

The analysis result and hypothesis test showed the interaction between student learning styles and the PBL model could improve the English speaking ability of the students. Thus, the third proposed hypothesis was accepted. There was an interaction between learning style and PBL model to improve the English speaking ability of the students.

The Effectiveness of PBL Model through Series of Pictorial Media in Improving English Speaking Ability of the Students Seen from Learning Styles

The first proposed hypothesis showed a PBL model through the given media was effective to improve English speaking ability seen from learning styles. The test showed a significant score 0.001 meaning that the hypothesis was accepted.

The implementation of the learning process involved some learning components such as curriculum, teachers, students, learning media, and learning environments. All components must be integrated well to achieve learning objectives optimally. Appropriate learning model and media selections to the materials became one of the important components to consider specifically by teachers.

Contrary to the reality in the field that SHS students were more interested in concrete learning compared but frequently exposed to conventional verbal media. A few pictures presented in the class to support the learning process as well as to the related learned material to actual condition in society. It caused boring learning, bored student, and ineffective and less conducive classroom situation. If the phenomenon kept lasting, then it would affect to

English speaking ability which could be lesser than expected.

According to samples of the research by implementing a PBL model through a series of pictorial media for XI MIA 4 and without the given media for XI MIA 7, they showed significant results. It aligned with the data analysis result of the first hypothesis, showing the average score of English speaking ability by using the model through the given media was higher than the group without the given media seen from learning style. The average control group was 2.7 while the experimental group was 6.6. Then, the experimental group gained higher average compared to the control group.

The Effectiveness of Learning Style in Improving English Speaking Ability of the Students

The second proposed hypothesis told learning style was effective in improving the English speaking ability of the students. The test also showed a significant score of 0.001, meaning the second hypothesis was accepted.

Each student had characteristics in determining how they preferred a learning style to apply. Learning style was influenced by a habitual factor in interacting with the environment and even teacher teaching in the classroom. This notion became one of the guidelines to find out appropriate student learning style tendencies whether it was Field Dependent or Field Independent. The problem was how the teacher could manage the potencies of the learning styles so the students could improve their English speaking ability.

From the GEFT test of student learning styles, there were two learning styles: Field Dependent and Field-Independent with 40 subjects, 20 students from the control group and 20 students from experimental groups.

The analysis of two way ANOVA could be noticed that significant score of learning style was 0.001. Because the score > 0.05 then H_{02} was accepted. Therefore, the second hypothesis was accepted, telling about the effectiveness of learning style to improve the English speaking ability of the students.

The interaction between Student Learning Styles and PBL Model in Improving English Speaking Ability of the Students

The third proposed hypothesis was about the existence of student learning style – PBL model interaction in improving English speaking ability of the students. The significant score was 0.045, meaning the hypothesis was accepted.

CONCLUSION

There was a different result in English speaking ability from student learning styles significantly between learning with PBL model through series of pictorial media and without the given media for XI MIA 4 and XI MIA 7 of SHS 1 Sumber. The English speaking ability of the students with the PBL model and the given media was higher compared to those without the given media. There was a different result of the English speaking ability of the students significantly seen from learning styles for both students with the given media and without the given media. It showed English speaking ability with the given media was higher compared to those without the given media. There was an interaction of learning style (field dependent and field independent) of the students with the PBL model (with and without the given media) in improving the English speaking ability of the students. The learning model and student learning style influenced toward English speaking ability result of the students. Problem Based Learning was one of the learning models to improve academic achievement, social reliability, and communicative ability. Students would be more active, would experience joyful and exciting learning. English teachers should start to implement PBL model because this model was able to facilitate students in improving learning achievement, especially speaking ability. Learning style or cognitive style was one characteristic of the students to be considered by teachers at schools. Students with a field-independent cognitive style should obtain challenging tasks but with the possibility to be accomplished. In contrast, field dependent cognitive styled students should be motivated

especially to be aware of learning objectives at schools, start y easy tasks. The improvement of learning quality was not an incidental activity but a sustainable process.

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