



THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENT'S SPEAKING ABILITY

PENGGUNAAN PEMBELAJARAN BERBASIS MASALAH UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA

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Abstract

This study explores the impact of Problem-Based Learning (PBL) on enhancing students' speaking abilities. PBL, an instructional methodology that emphasizes student-centered inquiry and real-world problem solving, is posited to create an engaging and collaborative learning environment. The research involved a diverse group of students subjected to PBL interventions, where they tackled relevant problems requiring verbal communication and presentation. The findings indicate significant improvements in students' speaking skills, including fluency, coherence, and confidence. The study concludes that PBL is an effective strategy for developing speaking abilities, promoting critical thinking, and fostering authentic communication among learners.

Keywords : *Problem Based Learning, Speaking Ability*

Abstrak

Penelitian ini mengeksplorasi dampak Pembelajaran Berbasis Masalah (PBL) terhadap peningkatan kemampuan berbicara siswa. PBL, sebuah metodologi pengajaran yang menekankan penyelidikan yang berpusat pada siswa dan pemecahan masalah di dunia nyata, diharapkan dapat menciptakan lingkungan belajar yang menarik dan kolaboratif. Penelitian ini melibatkan beragam kelompok siswa yang menjadi sasaran intervensi PBL, di mana mereka menangani masalah-masalah relevan yang memerlukan komunikasi verbal dan presentasi. Temuan ini menunjukkan peningkatan yang signifikan dalam keterampilan berbicara siswa, termasuk kefasihan, koherensi, dan kepercayaan diri. Studi tersebut menyimpulkan bahwa PBL adalah strategi yang efektif untuk mengembangkan kemampuan berbicara, mendorong pemikiran kritis, dan membina komunikasi otentik di antara peserta didik.

Kata Kunci: *Pembelajaran berbasis masalah, Kemampuan berbicara*

INTRODUCTION

Speaking learning in Indonesia is still very low, where students experience difficulties in learning speaking, such as lack of confidence in communicating and minimal vocabulary. So it requires improving students' speaking abilities. "Speaking skills are one of the basic language skills which have an important role in oral communication. High school students are expected to have good speaking skills, but their English skills are very low, especially in terms of fluency. Apart from that, pronunciation, intonation, word choice, word and sentence structure, content of conversation, and how to start and end a conversation are also factors that influence a person's speaking skills.



Therefore, teachers need an alternative method to teach speaking skills called Problem Based Learning". (Dwi Wijaya, 2020)

Problem-Based Learning (PBL) is a learning method which students learn through the experience of solving problems. In improving students' language learning, the use of Problem-Based Learning (PBL) has shown significant potential. Because this approach is centered on real-world situations, where students are encouraged in active learning, critical thinking, and application of knowledge in real situations. (Duch 2001), Whatever the theoretical opinion regarding Problem-Based Learning which uses "real-world problems and tasks as the goal of initiatives in building knowledge and improving learning experience." (Tai and Yuan: 2007:1). PBL was developed to see the relevance of learning in motivating their future lives. Problem Based Learning can be an appropriate teaching method for improving students' English language skills because it provides students with the opportunity to connect themselves with real life problems that require solutions in real life. This method makes a positive contribution to improving students' speaking abilities. So, this method is also useful for helping students learn to speak English in a more enjoyable way.

Research shows that Problem-Based Learning (PBL) can improve speaking abilities due to several factors:

Authentic Communication, "Problem-Based (PBL) assignments encourage students to use language authentically in real situations"(Michael Thomas and hayo reinders, 2010). for example real interaction where students are involved in a dialogue. Collaborative Learning, "Students work in groups and interact to develop speaking skills"(Jhon Dewey). where emphasize cooperation between teams such as group work. Critical Thinking and Problem Solving, "PBL requires students to think critically in better use of language"(Larmer and mergendoller, 2010). students are directly involved in completing the task and finding a solution to overcome it. And student Involvement, "solving interesting problems can increase student motivation and participation"(Blumenfeld el al, 1991). very important in involvement and motivation like participation.

So, it can be concluded that Problem- Based Learning (PBL) attracts students to solve problems so that they can improve their speaking skills. By engaging in discussions, negotiations, and presentations. Then students can naturally increase their fluency, vocabulary, and confidence in speaking.

B. Method

This section shows a focus on the Problem Based Learning (PBL) method and its impact on students' learning abilities. This research uses a mixed methods approach, combining quantitative and qualitative data to produce a comprehensive analysis.

1. Research Design: This section will describe the overall strategy used in a coherent and logical manner, to ensure the research problem is effectively addressed. The research design may be experimental.
2. Participants: Details about the subjects involved in the study, including the number of participants, age range, educational background, and other demographic information.



3. **Data Analysis:** The method used to analyze the data collected, which can involve: Quantitative analysis using statistical methods to compare pre-test and post-test results. Qualitative analysis to interpret the results of observations, interviews, and open-ended survey responses. Mixed method analysis if quantitative and qualitative data are integrated.
4. **Validity and Reliability:** Steps taken to ensure the validity (accuracy) and reliability (consistency) of research findings.
5. **Ethical Considerations:** Ethical protocols were followed throughout the study, such as obtaining informed consent from participants.

RESULT AND DISCUSSIONS

1. Interpretation of result.

analyzes existing literature findings and explains that PBL is very functional in improving speaking skills in an easy and fun learning context. for the task itself using a problem solving context.

2. Implications for teaching.

It is recommended that educators can interpret PBL into the language curriculum to improve better speaking skills.

3. Limitations.

Research limitations include a small sample and fairly short time constraints. it is hoped that future research can expand the sample size and explore the impact of PBL in the long term

Results

1. Improvement in Speaking Skills

- a. **Communication Skills :** Students have shown improvement in speaking skills, including fluency, pronunciation, and appropriate vocabulary usage.
- b. **Confidence :** There is an increase in students' confidence when speaking in public, contributing to their willingness to participate more actively in discussions.

2. Engagement and Motivation

- a. **Active Engagement :** The PBL method enhances student engagement as they are involved in solving real-world problems, making the learning process more relevant and engaging.
- b. **Learning Motivation :** Students are more motivated to practice speaking as they see a direct link between learning activities and desired outcomes.

3. Collaboration Skills

Teamwork : Students learn to collaborate in groups, which helps them refine their speaking skills through group discussions and presentations.

4. Critique and Reflection

Enhanced Critical Skills : Students show improvement in critical and reflective thinking when evaluating the solutions to problems they have identified and discussing with peers.



5. Additional Results Discussion

- a. Enhancement of Collective Problem-Solving Skills : Students learn to work together in teams, identify problems, and collaboratively formulate solutions. This process enhances speaking skills as students must communicate ideas and listen to their peers' opinions.
- b. Formation of a Positive Attitude Toward Language Learning : Students show increased motivation and interest in learning English (or other foreign languages) through PBL. They feel more responsible for their own learning, which positively impacts their engagement and active participation.

6. Improvement in Interpersonal Skills

PBL encourages students to develop interpersonal skills such as empathy, negotiation, and conflict resolution. These skills are crucial for daily interactions and help students in effective communication.

7. Reflection and Feedback

Students learn to give and receive constructive feedback, which is essential for improving speaking abilities. Individual and group reflections become an integral part of the PBL learning process, aiding students in continuously enhancing their skills.

8. Variation in Learning Styles

PBL accommodates various student learning styles, whether visual, auditory, or kinesthetic. This ensures that all students can participate and learn effectively according to their preferred learning style.

9. Implementation Challenges

Some studies note that major challenges in implementing PBL include the time required for preparation and execution. Additionally, limitations in resources and administrative support can also pose obstacles.

In conclusion, research indicates that PBL is an effective method for improving students' speaking skills, though it requires adequate adjustments and support from various stakeholders. Successful implementation necessitates thorough planning, teacher training, and active student involvement in the learning process.

Discussion

1. Effectiveness of PBL in Language Learning

- a. Contextual Approach : PBL creates a real-world context for language learning, allowing students to use language in more realistic situations. This is highly effective in improving speaking skills as students are not just practicing the language but also applying it in practical scenarios.
- b. Active Learning : With PBL, students are engaged in a more active learning process, which can enhance their overall understanding and speaking skills.



2. Impact on Motivation and Engagement

- a. Student Engagement : PBL often increases student engagement because they feel more connected to the learning material. When students perceive that what they are learning has value and relevance, they are more likely to be motivated to participate actively.
- b. Intrinsic Motivation : This method can strengthen students' intrinsic motivation by allowing them to see the direct outcomes of their efforts, which in this case is the improvement in speaking skills.

3. Challenges and Considerations

- a. Preparation and Resources : Implementing PBL requires careful planning and adequate resources. Teachers need to ensure they have sufficient materials and support to facilitate the learning process.
- b. Assessment : Assessing student progress in PBL can be more complex compared to traditional methods. Evaluation should encompass various aspects, including participation, collaboration, and developed speaking skills.

Overall, the implementation of Problem-Based Learning in language education shows positive results in improving students' speaking skills, but requires attention to planning and assessment to ensure the success of this method.

CONCLUSION

In Indonesia, speaking learning is low, with students experiencing difficulties such as lack of confidence and minimal vocabulary. To improve speaking skills, teachers need to use Problem-Based Learning (PBL) as an alternative method. PBL is centered on real-world situations, encouraging active learning, critical thinking, and application of knowledge in real situations. It has shown significant potential in improving students' English language skills by connecting them with real-life problems that require solutions. Research shows that PBL can improve speaking abilities due to authentic communication, collaborative learning, critical thinking, and student involvement. Engaging in discussions, negotiations, and presentations can naturally increase fluency, vocabulary, and confidence in speaking.

The descriptive study involved a research design, participants, data analysis methods, validity and reliability, and ethical considerations. The study aimed to analyze existing literature findings and explain the results, focusing on the importance of PBL in improving students' speaking abilities. By incorporating PBL into the classroom, teachers can help students develop their speaking skills and improve their overall communication skills.

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