


## The Use of *Problem Based Learning* in Improving students' Speaking Skill

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### A B S T R A C T

This study aims to develop a model of PBL ( Problem Based Learning) in English teaching . It belongs to research and development (R & D), which includes research and information collection, planning, developing preliminary form of product, preliminary field testing, product revision, field testing, operational product revision, field operational testing, final product revision, and dissemination and implementation. Based on the stages of R & D, the findings can be explained as follows. Firstly, based on the study of the concept of PBL model, five stages proposed by Glickman were implemented, namely: (1) pre-conference with the lecturer; (2) classroom observations; (3) the analysis and interpretation of the observation results and set up the konverensi approach; (4) meetings after observing; (5) evaluating the four stages. All stages were carried out by utilizing information. Secondly, students' and lecturer's perception or understanding on PBL model is yet complete. Thirdly, PBL Model based on the character can be considered as a breakthrough for guiding teachers to improve their teaching competence.

**Keywords:** Problem Based Learning, Speaking skill

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## INTRODUCTION

In the context of education, English functions as a tool to communicate in order to access information orally and in writing with the world community in everyday context. The ability to communicate in a complete sense is one of the ability to speak, it can be called the ability to understand and produce written or oral texts which are realized in four language skills, it is one of them speaking. This speaking skill used to respond to or create discourse in social life (Ministry of National Education, 2003: 13). Likewise, the Problem Based Learning / PBL learning model was started in 1970 ( Canada)(Oktadela et al., 2020). PBL model is one of the learning strategies in a real life context which is oriented towards problem solving and developing critical, synthetic, and practical thinking by utilizing multiple intelligences to get used in learning. PBL recommends a constructivist-based humanist learning environment that includes cognitive flexibility (Deubel, 2003)(Wenno et al., 2021). PBL learning model provides a positive influence in order to improve problem solving, critical thinking, and creativity (Selçuk et al., 2013)(Hidayati & Wagiran, 2020).

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This PBL model can occur if educators are able to create an open classroom environment and to guide the exchange of ideas, so that the role of educators is as the stimulator, to guide the students' activities, and determines the direction of student learning. Based on the description above, the researchers develop PBL model as a learning model to anticipate the tendency of students who do not like learning to speak English. Therefore this study takes the title "*Problem Based Learning / PBL in English Language Learning Model in Higher Education*".

Some experts explain the concept of *PBL*, among others: Trianto (2009: 91) explains that the PBL model is one of the learning model based on the many problems that require authentic inquiry, it can called by an investigation that requires real resolution of real problems (Hadi & Izzah, 2019). PBL model can develop student's creative abilities and problem solving (Wartono et al., 2018; Musna et al., 2021) (Triyanti; et al., 2021) The environment provides input to students in the form of assistance and problems, while the nervous system of the brain functions to interpret aid effectively so that the problems faced can be investigated, assessed, analyzed and sought solutions properly. Furthermore, according to Hamzah (2007: 55) that PBL uses a higher level of thinking, a problem-oriented situation, including how to learn. In this learning model the role of the teacher to raise problems, to ask questions, to provide an atmosphere of dialogue, and provide research facilities, as well as conduct research (Oktadela et al., 2020). According Sudarman (2005:69) "Problem Based Learning or problem-based learning as a learning approach that uses real world problems as a context for students to learn about critical thinking and skills problem solving, as well as to acquire knowledge and essential concepts of course material or subject matter" (Fabiana Meijon Fadul, 2019). This activity can be carried out by educators when learning in class and through adequate training. This means that the PBL model can occur if the educator to create an open classroom environment and guide the exchange of ideas, so that the role of educators as a stimulus, guide the activities of students, and determines the direction of student learning. The implementation of the PBL model, educators not only determine the success of learning, but also as a learning resource for the facilities used and the curriculum contributes.

PBL as a learning model has advantages must be considered by a lecturer so that learning can be carried out effectively and efficiently. The advantages of problem based learning can be used as a reference in every learning process that takes place. Sanjaya's statement (2007: 219) has advantages, namely: (1) Challenging the ability of students and giving gives satisfaction to find new knowledge for students, (2) Increasing the learning activities of students, (3) Helping students how to transfer their knowledge to understand problems in real life, (4) To stimulate the development of students' thinking progress to solve problems faced appropriately (Oktadela et al., 2020). In addition, according to Rusman the advantages PBL model are as follows: 1) Problem solving is a good technique to better understand the contents of the lesson 2) Problem solving can challenge students' abilities and provide satisfaction to find new knowledge 3) Problem solving can increase student learning activities 4) Problem solving can help students how to transfer their knowledge to understand real life problems 5) Problem solving can help students to develop their new knowledge 6) Through problem solving lecturers can show students that subjects are basically ways thinking and something must be understood by students 7) Problem solving is considered more enjoyable and liked by students 8) Problem solving can develop students' ability to think critically and develop their abilities to solve problems 9) Problem solving can provide opportunities for students to apply the knowledge in the real world 10) Problem solving can develop students' interest in learning. In accordance with the above opinions, it was concluded that the superiority of PBL was to have the aim to be able to develop students' thinking ability to solve problems and be able to apply. The Problem Based Learning model has several characteristics, according to Oon Seng Tan in (Sani, 2014) the characteristics of the problems discussed in PBL are: a) unstructured or poorly structured real-world problems b) Problems that cover several points of view (some subjects or topics) c) Problems that challenge students to master new knowledge. According to Ibrahim (2005: 99) six characteristics that need to be considered in PBL: a) The learning process must begin with a problem, especially an unsolved problem b) The contents of a problem are

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issues that attract students' attention c) Lecturers are only facilitators in class d) Students must be given time to think or gather information and develop problem solving strategies, in this process creative thoughts must be supported e) The level of difficulty of the problem to be solved is not too difficult so it can scare students f) Environmental comfort and safety learning must be created to develop students' thinking skills and solve problems. Vardi & Ciccarelli (2008), states: "PBL, effective strategies can be successfully employed to overcome commonly reported problems related to work load, and inadequate student preparation and participation in class activities" (Yustivar et al., 2021). Furthermore, according to Rusman (2007: 23) that the characteristics of PBL are as follows: 1) Problems become the starting point in learning 2) Problems raised are existing problems in the real world that are not structured 3) Problems require multiple perspectives 4) Problems challenging students' knowledge, attitudes and competencies that then require identification of learning needs and new fields of learning 5) Learning self-direction becomes the main thing 6) Utilization of knowledge resources that vary in their use and evaluation of information sources are essential processes 7) Learning is collaborative, communicative and cooperative 8) To development inquiry and problem solving skills as important as mastering the content of knowledge to find solutions to a problem 9) To openness the processes in PBL including the synthesis and integration of a learning process 10) PBL involves evaluating and reviewing student experience and learning process. It can be concluded from the description above that the PBL implementation process starts from the description of a problem to the material to be discussed and the lecturer helps students define the problem by conducting an investigation to develop and present the issues discussed. The lecturers help students reflect on reports so that they can see the shortcomings and the strengths material discussed.

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One of the characters is intended as a process of inculcating good values. The value of kindness needs to be planted to students as part of their character so that they can live life well and in accordance with applicable norms. Many experts of character education who find it, a variety of values that must be owned by students. Linckona (2012) (Oktadela et al., 2020) explains that there are 10 character values that should be possessed by students, namely:

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a) Wisdom: is a good judgment that enables us to make sound and good decisions for ourselves and others. b) Justice: respecting the rights of others, ie treating others as we want others to treat ourselves. c) Courage: doing something right in the face of life's difficulties. d) Self-control: the ability to self-regulate, which allows us to regulate emotions, regulate the desires and passions and pleasures of the world. e) Love: love is interpreted as an effort to provide the justice needed. f) Positive attitude: a positive attitude that is having positive thoughts and being positive in dealing with something. g) Work hard: work hard includes initiative, perseverance, goal setting and ingenuity. h) Integrity: having moral principles, being loyal to moral awareness, keeping words and standing on what is said. i) Gratitude: accepting the blessings well. j) Humility: an attitude that makes conscious of imperfections and strives to make it better.

Ten-character values that build character as stated above, is an important thing that students have as provisions for them to be able to fill a better life. Implementation of character values that will be developed can be started from the values that are essential, simple, and easy to implement, such as: clean, neat, comfortable, disciplined, polite and polite. Character education is important to start implanted at an early age, because that's when the formation of character begins. Muchlas Samani and Heriyanto (2015) also revealed that "character education is a process of providing guidance to students to become whole human beings with character in the dimensions of heart, body, body, and taste and taste (Darta et al., 2022). Character education at an early age in the family aims for formation, at the age of adolescence at school aims for development while at the age of adulthood in college aims for strengthening. The tasks of educators are to provide a good learning environment to shape, develop and strengthen the character of their students (Sulistiyowati, 2012). (Dewantara et al., 2020) Learning activities, in addition to making students master competencies (material) that are targeted, are also designed and carried out to make students recognize, realize / care, and internalize values and make them behavior (Megawangi, 2004). Based on the principles outlined above, it is necessary to develop character education in learning on campus. But the limitations of researchers in this study only took two types of characters from the ten types of characters that already exist, namely self-control and attitude of courage.

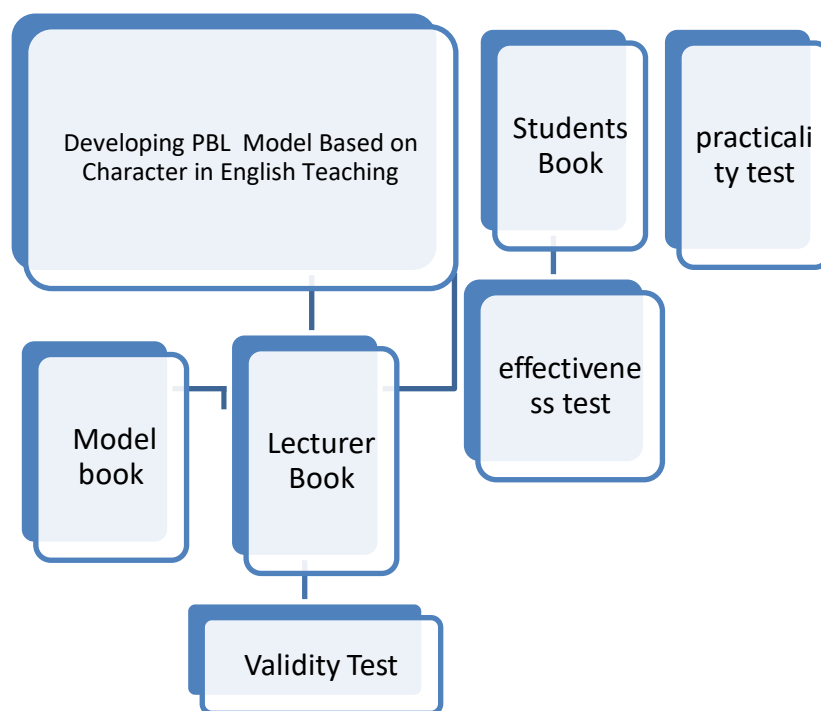
## METHOD

This study was conducted at Economic faculty at UIR Pekanbaru. The subject of this study were all the first semester students at Economic faculty who got the lowest passing grades in speaking class. The focus of study was on 5 students, selected from 30 students. To collect the data this study used interview and observation as the main instrument, and conducted by the researcher herself. To collect the data this study used interview and observation as the main instrument, and conducted by the researcher herself. The type of research used in this study is research and development (R & D). The development of model used in this study ADDIE model which consists of five stages of development which consists of to analysis, To design, To develop, To implement, to evaluate. This model was chosen because the ADDIE can develop of teaching materials such as model books, student alloy books and lecturer alloy books. This chart describe about the stages of development design in research.

For the observation stage, PBL Model enter the class, and used by recording a video. To do this recording a guide is needed which is used as a basis for recording so that the results are as needed in analyzing the results of PBL model. The results of the recording can be seen clearly during the whole learning process, starting from the opening, core and closing activities. In the opening activity close the lecturer activities record so that it is clear what the teacher is doing and talking about. In the core activity produced a picture recording that shows the activities of lecturer in

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managing learning, how to interact with students, in using methods, student interaction during learning, lecturer performance, which displays expressions during the learning process. In the closing activity record the activity pictures of the lecturer and student activities when ending learning in class. In the analysis phase: this model is developed into two analyzes. The analysis is done by the lecturer, the lecturer plays back the video recording of his learning, then conducts a self assessment related to his teaching activities. This assessment is carried out using a teaching assessment format that has been provided by email. After the teacher makes an independent assessment the results are sent to the supervisor. The assessment is also done through a video recording of teaching the teacher using the assessment format that has been provided. After evaluating each aspect, analyzing the learning outcomes, this assessment is collaborative using the principle of peer care. This assessment uses the assessment format that has been provided.



**Figure 1. The Stages of Development Design in the research**

## FINDINGS AND DISCUSSION

Based on the research findings and discussions, it can be concluded there are ten students Economic faculty faced some problems in speaking skill. Most of the students get a lack of vocabulary, not being confident to speak, not being used to talking in class, and difficulty expressing ideas and words or sentences. The cause of problems like most of the students faced was afraid of making errors' and the materials are not interesting for them. Furthermore, to see effectiveness of learning model PBL is done outcomes, because the results of learning is the outcome of assessment related to the understanding of learners. Here are the learners' outcomes ranging from sub themes 1,2 and 3, using the PBL model based on the character.

Table 1 .Evaluation value from sub Themes 1 Up to Sub Themes 3

Sub Theme	Number of Students	The lowest score	The Highest Score
1	30	60	70
2	30	65	85
3	30	75	95

The improvement of the learners' the value who learn by using the model of learning PBL based on character , as seen in sub theme 1 that the lowest value is 60 and the higherst is 75. The study results showed that the quality of this PBL model of English language fall into the 'fine' category, acquiring average score of 44.86 % and ideal percentage of 87.30%. Thus it can be understood that the learning outcomes of learning PBL model there is a significant incerase and has met completeness of learning outcomes.

## CONCLUSIONS

Problem Based Learning (PBL) model test used application of apprend on the répondant conversations skill . The test results showed that 87.30.% stated that the PBL had helped them learn English, 90% conveyed that the material presented was sufficient interesting and 44.86% of PBL apps don't overload their phone's performance. This shows that the collection of information and models for organizing practice questions in the application has helped students learn English independently.

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