

CHAPTER I

INTRODUCTION

1.1 Background

Undeniably, English is one of the most widely used languages globally, and many people in various countries use it as their main means of communication or common language, even in formal settings. In particular, English serves as an important medium in many important international meetings. Therefore, proficiency in English is very important today, as it serves as a gateway to accessing greater information and opportunities. English-speaking skills as an English language education student should be a natural obligation where the major is a discipline that is the main focus of successful learning.

As one of the gifts from God, everyone can speak in their own way. However, the ability to speak needs to be accompanied by expertise to maximize its use and utilization in life, which is called a skill. It must be a specific focus to distinguish between abilities and skills, especially for a student's. If everyone has the ability to speak, then only certain individuals should possess the skill of speaking. This is what can differentiate between a student pursuing higher education and someone who is or is not a student. Thus, a student truly has added value to society. Students' being able to speak English is a matter of pride and has become a trend, so it is one of the reasons for choosing an English major. Based on the observation, there are still many students' majoring in English who cannot speak English according to their level, and students' are not unable to speak but rather lack proficiency in speaking.

This research is based on an ongoing issue that persists throughout time, namely the low speaking skills of students' in the learning process inside the classroom. So, students' did not have a skill for speaking. This is evident in the lack of student speaking skills and minimal interaction both among students' and between students' and lecturers'. This certainly closes opportunities for students' to assess the extent of their speaking skills. Leong, L. M. Ahmadi, S. M. (2017) supports the idea that learners do not have enough opportunity, either in their classes or outside, to speak English. Unfortunately, speaking is not an important

part of teachers' exams. Learners can improve their speaking skills through listening and repeating. Teachers can give their learners some structures and ask them to repeat them. Additionally, the lack of equal distribution of skills among students' results from incomplete students' interaction and speaking skills in classroom learning. Whereas Halliwell, S. (1992) states that the students' are involved in the teaching and learning process when they are active participants.

In fact, students' speaking skills can be improved by motivating them to participate in class, because the biggest thing that hinders their development in improving their speaking skills is a feeling of lack of self-confidence and a fear of making mistakes. Students' complain that it is hard for them to remember anything to say and that they do not have any motivation to express themselves. This problem is supported by Rivers (1968), who thinks that learners often have nothing to say, probably because their teachers have selected a topic that is not appropriate for them or they do not have enough information about it.

There are other problems with speaking skills that teachers usually come across when helping students' speak in class. It can be inhibition, lack of topical knowledge, low speaking skill, or mother-tongue use (Tuan, N. H., & Mai, T. N., 2015). To foster students' speaking skills, it is necessary to implement a learning strategy that is not only consistent but also aligns with the evolving patterns of education. The speaking skills of students', especially those majoring in English education, are an attraction that can be assessed by the public regarding the quality of their education. However, the researcher raised a problem related to students' speaking skills, which had not seen improvement in each class period. Thus, the researcher tries to find a solution by analyzing one of the learning strategies, which is expected to also be able to develop students' speaking skills. Monotonous teaching strategies from era to era are no longer a viable option in the current era of scientific development. To develop an optimal learning strategy, teachers first need to know the characteristics of students' as a basis (Sandi, R., & Anwar, K., 2023). Problem-based learning strategies are one of the choices for fostering students' speaking skills. Many studies have found that problem-based learning strategies are successful in improving various aspects of student learning, one of which is speaking skills. Thus, students' have the opportunity to think

critically about issues raised as topics in their learning, which will be a solution in fostering their speaking skills so that their goal of choosing the English language major can be realized.

Based on the explanation above, researchers focus on analyzing the process of implementing a problem-based learning strategy to foster students' speaking skills.

1.2 Problem Statement

How can the implementation of Problem Based Learning (PBL) strategy foster students' speaking skill in classroom?

1.3 Purpose of the Research

Related to the research problems above, the purpose of the research to find out the implementation process of problem-based learning (PBL) strategy in fostering students' speaking skills in the classroom.

1.4 Significance of the Research

1. Theoretically

In theoretical terms, the result of this research was expected to be a reference for other researchers so that the use of problem-based learning strategy can be used optimally. The research provides valuable insights and recommendations to optimize the use of problem-based learning strategies in fostering students' speaking skills.

2. Practically

In Practical, the results of this research can be taken into consideration by lecturers so that the problem-based learning strategy can be used as a strategy for fostering student speaking skills.

1.5 Scope of the Research

The scope of the research is focused on student speaking skills to analyze the implementation of the problem-based learning (PBL) strategy in the second semester at Cokroaminoto Palopo University. The analyzing tools that are used in this research according to Arends' characteristic of PBL. There are as follows:

- a) The problems posed are real-world problems so that students' can ask questions related to the problem and find various solutions to solve the problem.
- b) Learning has interdisciplinary links so that students' can solve problems from various subject points of view.
- c) The learning carried out by students' is authentic inquiry and in accordance with scientific strategys.
- d) The resulting product can be in the form of real work or a demonstration of the problem being solved for publication by students'.
- e) Students' work together and motivate each other regarding the problems they are solving so that they can develop students' social skill.

CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

1. Problem Based Learning

Problem-Based Learning (PBL) strategy can be interpreted as a series of learning activities that focus on the process of solving problems or problems scientifically. These problems can be taken from textbooks or from other sources, for example, from events that occur in the surrounding environment, from events in the family, or from events that occur in society. Nasution, W.N. (2017:98).

According to Sanjaya (2006:212), problem-based learning (PBL) has three important characteristics:

- a) PBL involves a series of learning activities, signifying that in the implementation, students' not only listen, take notes, and memorize lesson material, but they also actively engage in thinking, communication, data search, and processing, leading to drawing conclusions.
- b) Learning activities are dedicated to problem-solving. Problems must be present in the implementation of PBL, as without them, the learning process becomes impossible.
- c) Problem-solving is conducted using a scientific approach. Thinking through a scientific strategy involves both deductive and inductive processes. This systematic thinking process is carried out empirically, based on clear data and facts, and systematically, following specific stages.

This definition is strengthened by the definition from Arends (2012:398–399), which explains that the characteristics of a problem-based learning strategy are as follows:

- a) The problems posed are real-world problems so that students' can ask questions related to the problem and find various solutions to solve the problem.

- b) Learning has interdisciplinary links so that students' can solve problems from various subject points of view.
- c) The learning carried out by students' is authentic inquiry and in accordance with scientific strategies.
- d) The resulting product can be in the form of real work or a demonstration of the problem being solved for publication by students'.
- e) Students' work together and motivate each other regarding the problems they are solving so that they can develop students' social skills.

There are another characteristic of problem-based learning described by Liu, M. (2006:2):

- a) Learning is student-centered,
- b) Authentic problems form the organizing focus for learning,
- c) New information is acquired through self-directed learning.
- d) Learning occurs in small groups,
- e) Teachers act as facilitators.

Meanwhile, the goals of PBL are presented by Barrows, 1995; Engle cited in Boud & Feletti, 1991; Norman & Schmidt, 1992;

- a) Fostering clinical-reasoning skill, problem-solving skill, or both,
- b) Enhancing acquisition, retention, and use of knowledge,
- c) Improving students' self-directed learning skill;
- d) Developing students' intrinsic interest in subject matter, and subsequently their motivation to learn;
- e) Developing students' capacity to see problems from multidisciplinary viewpoints, integrating information from many different sources;
- f) Facilitating the development of effective collaborative learning practices;
- g) Emphasizing for students'; the importance of learning for understanding rather than learning recall, and
- h) Improving flexible thought and the capacity to adapt to change.

Based on the definition above, in its implementation, the learning process using a problem-based learning strategy will involve students' thinking critically about a problem posed, and students' will immediately express their ideas through presentations by relying on their speaking skills. Therefore, at

this stage, students' must be able to have vocabulary, pronunciation, and fluency that can represent what will be expressed because students' are involved in communicating and exploring ideas in English to solve problems through activities in problem-based learning. In this way, the process of fostering students' skills will begin.

2. Speaking Skill

The essence of speaking is the process of conveying information, ideas, or concepts from the speaker to the listener. Learning the speaking skill is the most important aspect of learning a second or foreign language, and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Speaking activities in language classes have a two-way communication aspect, namely between the speaker and the listener. Therefore, speaking practice must first be based on: (1) listening ability; (2) speaking ability; and (3) (relative) mastery of vocabulary. Meanwhile, Brown (2001) argues that the sub-skills of speaking ability include speaking using correct pronunciation, speaking fluently without using too many pauses, using correct grammar, being able to convey what you want to convey correctly without making the listener confused or misunderstood, using the right conjunctions to convey ideas, and being able to speak according to the appropriate situation and conditions (with whom to speak and in the context of what).

Irmawati, D.K. (2016), found several factors that hindered students' improvement in English language skills: (1) lecturers don't give enough assignments so that students' don't practice their English skills outside of class. (2) Learning in class is too monotonous, so students' feel bored and do not actively participate in class. (3) Less used learning media. (4) Lack of speaking practice in class. (5) Instructions that are difficult for students' to understand. (6) Lecturers dominate the learning process too much so that there is no opportunity for students' to get involved.

The main goal of learners in the language learning process is to be able to have language skills, including speaking skills. Brown (2007) argues that "the success of the process of acquiring a language is determined by the learner's

ability to interact and achieve pragmatic goals with other people." Some definitions from other experts include:

- a) Jack C. Richards (1990): "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in different contexts."
- b) Nunan (1995): "In Webster New World Dictionary, speaking is to say words orally, to communicate by talking, to make a request, and to make a speech."
- c) Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of making meaning that includes producing, receiving, and processing information.
- d) Bygate (1987) defines speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences.
- e) Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) define speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards spoken texts as the collaboration between two or more persons in a shared time and context.

In other words, speaking skills involve using spoken language effectively and appropriately in various communicative situations. Speaking skills are a way of communicating or conveying intended meaning through the process of processing ideas into sentences that are combined and able to be understood by other people. In fact, speaking skills are still considered difficult for students'. Communication in English as a way to practice speaking skills is still something that most students' avoid, so they prefer to use their mother tongue or mix languages.

According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes: (1) When teachers ask their learners to talk about a topic about which they do not have enough knowledge, they will try to use their language. (2) The application of the mother tongue is very natural for learners to use. If teachers do not urge their learners to talk in

English, learners will automatically use their first language to explain something to their classmates. (3) If teachers regularly use their learners' mother tongue, their learners will feel comfortable doing so in their speaking class. If this continues to happen, then students' will become accustomed to avoiding learning challenges that should be faced to solve the problem, and it will be difficult for students' to get the expected speaking skills.

There are several aspects of assessment in measuring the level of speaking skills, according to Brown (1990), including five components. The five components in question are (1) speech, (2) grammar, (3) comprehension, (4) comprehension, and (5) fluency. Brown divides each component into a score scale of 1–5.

2.2 Previous Research

Hasnawan, D. (2018) concludes his research that problem-based learning strategies are effectively employed to enhance students' speaking abilities. The results of his research revealed a significant difference in averages between the experimental group subjected to problem-based learning and the control group that did not receive such treatment. This demonstrates a notable improvement after students' underwent problem-based learning activities, particularly in their speaking skills.

In the research, it was found that the use of problem-based learning was effective in improving students' speaking abilities. This is evident from the data obtained in the research, where the results of the speaking test indicate a noticeable increase in students' scores. Data from the speaking test shows that there is an improvement in the students' speaking score. The calculation of the t-test in post-test scores indicates that the experimental group obtained a higher score than the control group. In other words, the obtained t-value (2.674) is higher than the critical t-value (1.879), meaning that the null hypothesis is rejected.

The research also identified several advantages and disadvantages associated with the use of the problem-based learning strategy.

- a) Students' speaking skills can improve through problem-solving activities in the problem-based learning strategy because this approach makes it easier for them to practice their speaking skills.

- b) Students' have the opportunity to think critically, creatively, and imaginatively so they can explore their knowledge through problem-based learning.
- c) The problems discussed in the learning process are caused by events in the real world that can be understood clearly. In this way, students' are stimulated to confidently express their opinions and arguments.

However, the disadvantage of this research regarding the problem-based learning strategy is that students' find it challenging to initiate speaking before receiving stimuli to express their ideas due to uncertainty or a lack of strong evidence to support their thoughts. Therefore, students' require more time to engage in deeper thinking about a discussed problem.

Hadi, M. S. (2018), in another research presentation, presented the findings by using the problem-based learning strategy in English learning. There are:

- a) Student motivation increases to follow the learning process,
- b) Student scores increase compared to the previous conventional learning process,
- c) The high level of attendance of students' in following the learning process,
- d) Increasingly open students' in explaining their difficulties and problems in English.

The results of this research also found an increase in student motivation by looking at their activeness or speaking skills in the learning process. Through this problem-based learning strategy, researchers stated that more and more students' are raising their hands to ask questions regarding matters being discussed or convey the problems or obstacles they are facing. Students' become brave enough to voluntarily explain their ideas and the obstacles they experience. Apart from that, the level of student attendance for English language courses has also increased. Before using the problem-based learning strategy, students' attendance levels tended to be low, but with the use of this strategy, students' attention to the learning process increased. Because students' attention began to grow, their respective awareness of attending lectures also became greater.

The final finding in this research is that students' can more openly convey the difficulties they face while learning English. Students' become more comfortable

and are not embarrassed to reveal their shortcomings and obstacles. This proves that the problem-based learning strategy is truly successful in providing a good approach to students'. Real problems faced by students' can be detected through a problem-based learning strategy.

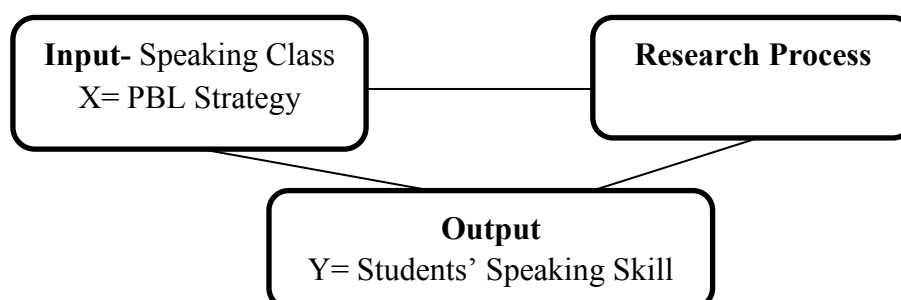
Rohim, A. (2014), based on the result of the field note, showed that the problem-based learning (PBL) strategy made the students' more active, more confident, and more motivated in exploring their ideas, which caused the students' to become accustomed to practicing English, which improved their speaking skills. The researcher concluded that the problem-based learning (PBL) strategy was able to improve students' speaking skills in terms of proficiency in producing English sentences. Problem-solving cases can stimulate students' ability to express their ideas and imaginations independently. This research proves that problem-based learning strategies can improve students' speaking skills while making them' more active participants in the learning process. In other words, if a student's speaking skill experiences development, this will encourage success in improving the student's speaking skill. Through the problem-based learning strategy, students' can practice their speaking skills because they have the opportunity to participate in expressing their ideas or thoughts.

More opportunities should be given to students' to speak English through using some speaking tasks that help them to speak and urge them to take part in speaking activities. PBL provides opportunities for the students' to be more active and highly motivated to speak (Zuhriyah M. et al., 2018:104). In addition, teachers should know when and how to correct their learners' mistakes so that they are not afraid of making mistakes. Students' should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. Based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching strategy to keep their learners' involvement in the speaking activity. Teachers should praise their students' ability to speak English. They should build a friendly relationship with their students', make them feel very happy in the class, and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular. The

literature review of this study represented that teachers should give their learners enough time for speaking skills, help them overcome their timidity through friendly behaviors to make them feel comfortable when speaking, remind their learners not to worry about making mistakes, and give them true instructions and enough guidance. It means that students have speaking skills when they are actively speaking in the classroom.

2.3 Conceptual Framework

Based on a literature review, PBL strategy and student speaking skills have a relationship. Several criteria in the PBL strategy can help increase student speaking skills and encourage them to be more active. In other conditions, students' must receive a good stimulus for fostering interest in learning so that it will directly increase their speaking skills in the teaching and learning process. For this reason, the use of the PBL strategy is considered capable, and many studies have produced evidence of the success of this strategy in increasing student speaking skills.



This research analyzes the PBL strategy as a variable X that will be implemented in speaking classes to find out the process of the PBL strategy in fostering student speaking skill as a variable Y. In the learning process, students' will experience a discussion process to solve a general problem that is familiar to their situation. That way, students' will be stimulated to contribute to the teaching and learning process.