

An Analysis of Problem Based Learning Strategy In Fostering Students' Speaking Skill At The Second Semester Of Cokroaminoto Palopo University

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Abstract

In fostering students' speaking skills, it is necessary to apply learning strategies that are consistent and in line with developing educational patterns. Problem Based Learning (PBL) is one option for fostering students' speaking skills because it allows students to think critically about the problems raised in their learning and contributes to their goals in choosing an English major. This research aims to analyze the process of implementing the PBL strategy in fostering students' speaking skills in class. This research is a qualitative quantitative study conducted at Cokroaminoto Palopo University with a focus on students' speaking skills. The research was conducted in May-June 2024. This research provides valuable insights and recommendations for optimizing the use of PBL strategies in developing students' speaking skills. Based on data analysis and interpretation, it is found that the implementation of PBL at the second semester students' fulfilled four of the five characteristics of PBL proposed by Arends'. They are (1)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; (2)The learning carried out by students' is authentic inquiry and in accordance with scientific strategies; (3)The resulting product can be in the form of real work or a demonstration of the problem being solved for publication by students'; (4)Students' work together and motivate each other regarding the problems they are solving so that they can develop students' social skill.

Keywords: *Speaking Skill; Problem Based Learning (PBL)*

Introduction

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. Moreover, 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. Unfortunately, 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.

The low level of students' speaking skills in the learning process inside the classroom is one of the factors behind this research. 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.

Even though students' speaking skills can be improved by motivating them to participate in class, 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 chosen a topic that is not appropriate for them or they do not have enough information about it.

In fostering 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. Therefore, in fostering 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.

Therefore, the researcher raised a problem related to students' speaking skills, which had not seen improvement in each class period. 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. Because the monotonous teaching strategies from era to era are no longer a viable option in the current era of scientific development.

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.

Method

This research was presented using qualitative and quantitative methods to answer the current research question. The research object of this research is the second-semester students of the English Language Education Study Program at Cokroaminoto Palopo University.

The data collection process is done through the observation stage and came from all students' who were present in class when the research was conducted and twelve students' who had become presenters as the main research object, so that the researcher found supporting data to carry out data analysis. Next, the researcher selected five students' who had made presentations to provide additional data in the form of in-depth information at the interview stage. This sampling is in accordance with the definition of purposive sampling, where researchers choose based on criteria that

they feel are capable of providing information that represents the total number of students' in the class.

The researcher wrote down the events that occurred during the observation process and transcribed the interviews. At this stage, the information that was obtained is referred to as data collection, and then processes analyzing the data include data reduction, data display, and conclusion drawing.

Results

The specific research objects were all second-semester English language education students' who made presentations in the Speaking for Academic Context course. In line with the learning objectives in this course, students' are expected to be able to speak according to the academic context provided by the lecturer as a reference in the learning process.

In accordance with the keywords in this research, the learning process used a problem-based learning (PBL) strategy. The lecturer has given assignments to each group of students' based on the material raised as a problem, so students are asked to discuss, find out, and complete the assignments given. The lecturer refers to one of the points in the characteristics of PBL based on the opinion of Sanjaya (2006:212), which states that students' are also actively involved in thinking, communicating, searching for data, and drawing conclusions from the assignments given. The assignment given becomes a problem for students', which must then be resolved through a resolution process, which becomes a form of learning.

The student speaking skill assessment process is carried out through the observation method, during which presenters from each student group explain the results of their learning. Implementing learning with the PBL strategy requires students' participation in groups to explain the results of their discussions. Each group of students' was given a different topic that was still related to the learning context in the Speaking for Academic Context course. Overall, this context requires students' to understand the definition of the course more deeply. In accordance with the background of the discussion of this course, students' must know in more detail what they are and will be studying. With the requirement for each student to be a presenter during a presentation, an opportunity is opened for them to directly implement the learning and information. In other words, they have the courage to express opinions and explain the results of their searches regarding the topic or problem being discussed directly.

Through this phenomenon, every student must speak in English. This is related to Harmer (1991), who said 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. Students' who are listeners other than the group making the presentation will be given the opportunity during the Q&A session to provide responses regarding the presentation. This process opens up greater opportunities for students' speaking. The question-answer session took place openly so that the questions and answers submitted could become material for discussion.

This PBL process is a stimulus for them to dare to speak out. The role of lecturers is also important to strengthen this stimulus. Lecturers ensure that students' really understand the discussion and provide opportunities to respond so that the information or learning can be accepted by students'.

The researcher carried out data collection using the interview method on Thursday, June 6, 2024, at Campus 2, Cokroaminoto Palopo University. Interviews were conducted

with five Students' who were willing to become resource persons. There are six main questions that have been prepared by the researcher to ask the sources. The following is an excerpt from an interview with the source.

Table 1. Students Respons

Questions	Students' Resume	Frequency
How do you describe your experience in practicing speaking skills through PBL (Problem-Based Learning) strategy?	1. Nervous	3
	2. Afraid	1
	3. Have made mistake	1
Can you give a concrete example of a PBL project that successfully improved your speaking skills?	1. Can do it out of campus	1
	2. Confident to speak	4
How does collaboration with colleagues in a PBL context help you develop your speaking skills?	1. Be brave to speak in front of friends	5
	1. Low Pronunciation	1
Did you experience any particular challenges while implementing PBL strategy to practice speaking skills? How do you overcome these challenges?	2. Low Vocabulary	2
	3. Introvert	1
	4. Anxiety	1
How do lecturers or facilitators provide support in improving speaking skills through PBL strategy?	1. Help Students' difficulties	1
	2. Required Students' to speak practice	1
	3. Provided motivation and tips	3
Do you feel that the PBL experience can be applied to your daily life outside of the academic environment?	1. It is important to communicate with other people	5

Discussion

This research refers to the characteristics of PBL, according to Arends (2012). This research observation looks at the suitability of the characteristics of PBL and the implementation process used in the classroom.

The problems posed are real-world problems, so students' can ask questions related to the problem and find various solutions to solve the problem. In this case, the lecturer provides a learning topic, and students' are asked to develop it into material. This is

done by discussing it between friends who gather four people in one group. The lecturer considers this assignment to be a problem that must be solved by students'. Students' must find the best solution so that the material can be understood and completed well. This task becomes a problem that must be solved by students', and in connection with this, students have the opportunity to comprehend the material being discussed so that they can be more skilled in speaking and more flexible in explaining when they comprehend the material. However, referring to this characteristic, the topics given to students are less relevant to real life, and in the process, students do not bring these topics into discussions that are appropriate to the problems that occur in students' lives in general.

Learning has interdisciplinary links so that students' can solve problems from various subject points of view. These characteristics are not in accordance with the learning process experienced by students'. This is because the topics given by lecturers are only limited to discussions related to speaking skills, which students' basically need to know in this Speaking for Academic Context course, but this narrows students' thinking so that the learning process will only lead to one material that is tied to a presentation. This limited discussion reduces students' opportunities to think from other points of view, so students' opportunities to speak are also reduced. In fact, this characteristic of PBL is an opportunity for students' to further foster their speaking skills. The more opportunities there are to comprehend something from various points of view, the greater their stimulus for speaking.

The learning carried out by students' is authentic inquiry and in accordance with science. The process where students' are asked to find out information related to a given topic to make it into presentation material through various sources is in accordance with these characteristics. The material discussed contains information sourced from scientific works and expert opinions. For example, students' presentations presented definitions of speaking skills based on the opinions of several experts relevant to the topic given by the lecturer. After that, students' really comprehended the material presented and discussed things they didn't understand through a question-and-answer session. The lecturer stimulated students' curiosity to find out whether they understood or not. One of the components of speaking skills, namely comprehension, is also an important key to assessing whether or not this PBL characteristic is implemented. Based on the observations that have been made, the lecturer is really thorough by continuing to ask whether the students' understand or not what is being discussed. However, students' limitations in comprehending an utterance require the speaker to repeat his utterance several times. This also happened when the researcher conducted interviews with several students. The researcher even has to translate the questions into Indonesian first so that students can answer the questions appropriately.

The resulting product can be in the form of real work or a demonstration of the problem being solved for publication by students'. In this process, students' produce material that is presented in the form of a presentation in front of the class directly. In this presentation, students' open a discussion and question-and-answer session that will involve students from other groups so that information related to this material will further develop. Meanwhile, several questions from other groups become a problem that must be solved by the presenter group so that they will find new information in the form of answers to the questions asked. Speaking fluency is involved in this PBL characteristic. As one of the components of speaking skills, it is important to see to what extent students' speaking skills have developed. In this regard, in the implementation, the lecturer provides freedom for students' to speak by responding through questions

and answers and providing opinions regarding the discussion material. Based on observations that have been made, researchers see that the level of student speaking fluency in the second semester is still not evenly distributed. Of the twelve students' who had made presentations, only three could be said to be fluent enough to speak. The students' low speaking fluency was also seen when the researcher conducted interviews. Two out of five students' were asked to conduct interviews in Indonesian because they were unable to speak English. Another component of speaking skills, namely grammar, is not applied in this learning process. This is again proven by the phenomenon that occurs in the field where students use tools such as Google Translate to speak English to avoid mistakes.

Students' work together and motivate each other regarding the problems they are solving so that they can develop students' social skills. One form of social skill is being able to communicate or interact well. This is related to students' speaking skills, which are very suitable for the characteristics of this PBL. The learning process is completely a form of collaboration. Students' work together to find information and discuss how to present correct and appropriate material. This form of student collaboration can also be seen in the question-and-answer session, where they share the task of finding and thinking about answers. Through a learning process like this, students' are involved and interact with each other so that they are able to complete the tasks given. In an interview conducted in this series of research, one of the students' stated that when implementing this PBL strategy, he carried out conversations and spoke like a presentation, but before carrying out this PBL, she was even reluctant to start speaking in front of other people. Components of speaking skills, such as vocabulary and pronunciation, are important things that form the basis of students' speaking skills. Having a large vocabulary and being able to pronounce it well is the main asset for those who are still at a basic level of speaking. Most of them rely on the vocabulary they have to speak, even in simple forms. Observations that have been made show a phenomenon where some students' who explain the material or other students' who ask questions still make mistakes in pronouncing several words, so that other students' as listeners seem confused about understanding. However, the role of the lecturer here was very helpful, and that is when the learning process based on this problem occurs. The lecturer corrects the wrong statement, and the students' ask for help to correct it.

Conclusion

After analyzing the data, it can be concluded from the research results that the implementation of PBL at the second semester of Cokroaminoto Palopo University fulfilled four of the five characteristics of PBL proposed by Arends'. They are as follows:

- 1) A learning process that actively involves students in completing tasks given in the form of problems and requires them to speak through questions and answers.
- 2) Giving assignments that must be completed through scientific steps encourages students to carry out the problem-solving process in stages so that they can comprehend the learning material.
- 3) The final process of presenting learning outcomes encourages students to use their speaking skills optimally. Stimulus from lecturers has a very supportive role in efforts to develop students' speaking skills in this process. This process is an opportunity for students to practice their speaking ability as a skill.
- 4) The problem-solving process carried out in groups is an opportunity for students to interact through a form of cooperation in solving a problem. These social skills are the driving factor in students' speaking skills.

Acknowledgment

The researcher is thanks are go to:

1. Mr. Rahman Hairuddin, S.P., M.Si., as Rector of Cokroaminoto Palopo University, and Mr. Dr. Sehe, M.Pd. as the Dean of Teacher Training and Education for the opportunity given so that I had a learning experience while writing this research.
2. Mr. Andi Mangnguntungi S, S.Pd., M.Pd. as Head of the English Language Education Study Program, for the support and encouragement given in completing this research.
3. Mrs. Prof. Dr. Rusdiana Junaid, M.Hum., M.A. as the first supervisor and Mrs. Dr. Hafirah Patang, S.S., M.Hum. as the second supervisor, for guiding me as well as my parents, who had the responsibility for their patience in providing careful guidance, helpful corrections, very good advice, as well as suggestions and encouragement during the consultation.
4. Special thanks go to my parents Mr. Sholeh Harianto,. S.Ag and Mrs. Seriyanti, S.AN., M.Si. I dedicate this thesis to both of you. Thank you for the love, support, and prayers.

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