

Implementation of Problem-Based Learning Model in Improving Speaking Skills for Part-Time Students at A Higher Education Institution in Semarang

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ABSTRACT

The ability to communicate verbally is considered to be one of the important factors for basic language skills. This competency plays a significant role in oral communication. The purpose of this study was to determine whether or not the use of a model called Problem-Based Learning (PBL) might help students enhance their speaking ability. PBL is one of the learning models that can be used in language classes because the focus of the learning model is involving students in the learning process. The PBL model encourages meaningful interactions for the working students who study in part-time class as the special program. Since the students must be trained to practice speaking English. Therefore, speaking competence can be achieved through the activities. Observation and a questionnaire were the two techniques that were used to collect the data. The results showed that the PBL model used by the lecturer in the teaching and learning process that focuses on the discussion to get the alternative solution deeply can make students understand every detail in practicing speaking with real-life issues that require real-life solutions. Thus, this study implied that PBL as a learning model for English subjects was appropriate to make students fluent to communicate in English

KEYWORDS:

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Introduction

Problem-Based Learning is a student-centered learning model. By using this learning model, the students are asked to learn independently to build their knowledge with other students. The learning model that uses Problem-Based Learning (PBL) as the learning model makes students more active in overcoming complex problems in realistic situations (Levin, 2001). One of the most difficult challenges for students who are able to engage in critical discourse on a subject related to real-world difficulties is the need that their speaking class presentations include real-world answers (Mansfield & Poppi, 2012). Speaking in public is regarded challenging for students, in general, for the reasons that pupils need more chances to practice

it in their day-to-day activities and because it also requires the ability to engage in critical thinking. In accordance with the reasoning that was presented earlier, other elements that come into play from the viewpoint of the student include the following: They have the perception that English is a challenging language.

A lack of self-confidence and a lack of motivation are two examples of the kinds of internal and external elements that might contribute to its development. There are a number of psychological variables that might contribute to a lack of confidence (Liu, 2010). For example, pupils who are too ashamed to speak up because they are frightened of making errors were one such problem. They have a lack of self-assurance whenever they have to talk in front of other people who laugh at what they say. Motivation and opportunity are two factors that should not be overlooked when it comes to mastering the English language. This is because a teacher may encourage pupils to speak by providing them with opportunities to do so.

Speaking is often ranked as one of the most crucial skills required for learning English. Under no circumstances is it possible to escape getting this skill. It is unavoidable. An interactive process is described by Karyuatry and Irawati (2014), which is engaged in the process of giving something significant significance. This method, of course, involves activities such as generating, receiving, and contrasting new knowledge while conversing. The shape and meaning of anything have an effect on the context. For instance, what subjects are being read, what sort of setting it is being talked in, and what the objective of the conversation itself is all need to be taken into consideration. Those that participate in an interaction can get advantages and receive feedback from one another as a result of their participation in the process. The act of delivering feedback to students is an essential component of the speaking class (Nastas, 2017). According to Hammer (2001), the term "acquisition process" is used to describe the time when pupils develop language and observe how it is generated. This is also commonly referred to as the "input-output process." Because they are also learning the language, some of the input comes from students themselves, while another input comes from others who converse and interact with us in the target language. Speaking is also an important method for the instruction of many learning tasks in educational settings (Azadi et al., 2015).

Next, Zyoud (2016) emphasized the significance of students' ability to speak well since it is a reliable indicator of students' level of language competence. Speaking also has the potential to increase reading and writing abilities because, after a person has mastered speaking, they will be able to obtain more literacy in communication, and this will allow them to communicate more effectively (Hossain, 2015). Speaking is also an important method for the instruction of many learning tasks in educational settings (Azadi et al., 2015). Additionally,

Zyoud (2016) emphasized the significance of students' ability to speak well since it is a reliable indicator of students' level of language competence. Speaking also has the potential to increase reading and writing abilities because, after a person has mastered speaking, they will be able to obtain more literacy in communication, and this will allow them to communicate more effectively (Hossain, 2015).

In addition to the description of the explanation that was provided before, the researchers' experience in watching online classrooms that the application of the Problem-Based Learning model for working students at STIE BPD of Semarang was provided. Due to the fact that the English instructor is using PowerPoint to present and discuss the many aspects of the teaching and learning process, the speaking activities in the classroom are not going very well (Astra et al., 2015). Because the lecturer continues to employ traditional teaching techniques to instruct students on how to talk, the students have little interest in developing their public speaking skills. As a result of this, the researchers have the goal of enhancing students' capacity to communicate verbally, particularly in terms of using English in everyday activities as a means for students to receive more experience (Smokotin et al., 2014). The students required the learning model that was relevant to the issues that were addressed so that they could reflect on the experience and practice that they had had with the language. Both Khusain (2016), who conducted the first study to apply the learning model to classroom action research, and Karyuatry and Irawati (2014), who carried out the second study, made use of the model in their respective studies. The outcome of the test demonstrated that the students' speaking abilities may be improved by applying the PBL Model.

There are many different ways in which using PBL to learn a language may be beneficial. It is a generally held belief that engaging in activities that include problem-solving encourages the production of valuable information, the development of effective reasoning methods and self-learning strategies, an increase in the drive to learn, and the ability to effectively collaborate. The use of PBL in the classroom stimulates meaningful relationships, and this is especially true in language classes (Levin, 2001). The relationships that happen when students are presented with problems and topics that are relevant to the real world are more meaningful and authentic than the interactions that result when students are engaged in activities such as assigned role-play or dialogue repetition (Rachmawati, 2013). As the focus of learning activities moves from the instructor to the students, project-based learning has the potential to help students become more autonomous learners who are able to apply the knowledge and skills they acquire in the classroom to their lives outside of school. PBL may be an effective tool for encouraging student participation in class discussions by fostering student-to-student interaction.

While the students may be concentrating on the issue that has to be resolved, they should also make an effort to recover whatever previous comprehension they may have had of the language that will be used, with the end goal of becoming expert users of the language. In the beginning of the explanation, it is said that one of the qualities of PBL is the capability of verbal communication. This is in agreement with the assertion that communication is a fundamental need for humans. Talking is one method of communication among many others. A strong command of one's speaking abilities is of utmost significance. Training pupils to effectively communicate orally in English is the first priority, since this is the language of international business (Astra et al., 2015).

Students' capacity to communicate may be influenced by how frequently they use a language; however, if they do not put what they learn in language classes into practice in real-world settings, it may be difficult for them to perfect their speaking abilities. Students should seek out opportunities to practice what they learn outside of the classroom (Smokotin et al., 2014). As a consequence of this, one's capacity to communicate orally may be enhanced via the use of oral practice. Students have the potential to improve their speaking abilities via the use of problem-based learning. Because problem-based learning activities include students conversing with one another and exploring ideas in English to find solutions to issues, speaking skills of students at all levels, from the least developed to the most developed, may be engaged. Automatically, it has a huge impact on the kids' ability to communicate verbally.

In connection with the aforementioned reason, it is possible that it will motivate the researchers to carry out the research in order to implement the learning model of PBL in order to overcome the difficulties that the students face when attempting to learn speaking skills, particularly the difficulties that the working students face when engaging in daily conversation at a higher education institution in Semarang.

Method

This research used a descriptive qualitative research method that the function to describe existing phenomena, both natural phenomena and human engineering (Moleong, 2014). In this specific case, the research was concentrated on the application of problem-based learning to the process of enhancing the speaking ability of part-time students enrolled in part-time classes at STIE BPD Semarang. The special part-time class programs are held specifically for the students who were working currently. In this program, there are 50 students who work and can continue their education at a higher level. They study that is only in the evening class after working time. In this program, the lecture system has been arranged in online classes using the zoom application that is suitable for employees who are still working especially on weekends. They can learn everywhere based on the lecturing schedule. They needed to get

more practice especially in speaking English in daily activities. Therefore, the learning model that uses Problem-Based Learning (PBL) as the learning model makes students more active in overcoming complex problems in realistic situations to discuss the topic critically with real-life issues that require real-life solutions in speaking class.

Research Instrument

1. Observation

This observation process was conducted by the researchers during the research process and focused on the speaking activity in discussing the topic by the lecturer (Moleong, 2014). This observation was conducted during the lecturer and the students teaching and learning process in the online class. In the observation, the researchers identified the lesson plan, the material, and also the learning model that was implemented in the activities. This procedure was conducted to get data about the process of teaching and learning process in speaking activities of working students in online classes at STIE BPD Semarang.

2. Questionnaires

In this study, the researchers devised questions that must be answered by the students after the lecturer taught using the Problem-Based Learning learning model in order to determine the students' reaction to the implementation of PBL in enhancing the speaking skills of working students in the part-time class at STIE BPD Semarang. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) on the Likert scale (SD).

Data Analysis

The data analysis used a qualitative descriptive approach in which researchers described the collected data in order to offer clarity on reality (Verdecchia et al., 1995). In this study, the following data analysis approaches were used by researchers. In this research, the data was reduced by the researchers in the process of selecting, simplifying, and removing unnecessary data from the students' responses to the questionnaire. The questionnaires were distributed after all online meetings were finished. The data from the students' responses were calculated from each statement to find out how the comments of the students pertained to the adoption of Problem-Based Learning in the part-time class at STIE BPD Semarang for the purpose of enhancing the speaking skills of the students. The categories of students' responses use a scale for each perspective. The researchers analyzed the data. Whether the students' responses were very enthusiastic and enjoy during the learning process. Therefore, the researchers concluded from the questionnaire analysis with 12 statements to detect students' responses after participating the online class using PBL Model.

The data display was a compilation of organized data that allowed for the drawing of conclusions and the taking of action. Pie charts are one format for presenting the display data that is available. Following the presentation of the data, the researcher next carried out an analysis of the data. At this point in the process, the researcher will discuss the outcomes of the issue formulation. The researcher gave a comprehensive account of the findings obtained from the surveys and the observations, and by arranging the data in a format that was clear and concise, the results were made simpler to comprehend.

The last stage of data analysis in qualitative research consisted of drawing conclusions based on the information obtained from the investigation. At this point in the process, the researchers have come to results that directly address the research question that was posed in this study. The researcher came to the following findings in order to provide a response to the study topic of how to execute language learning strategy and how to react to students. At this point in the process, the researchers had gotten the findings of the study that had been carried out.

In this study, the researchers analyzed the data using a few different approaches, which are as follows. Collecting the information via interviews, surveys, and direct observation. After that, the researcher decided on a course of action. Then, following the process of data collection and reduction, the researcher exhibited the data from the transcripts and then transformed it into a narrative format. The last, researcher is last stage in the process, and they are the ones who may make inferences and get the findings of the study in the form of descriptions.

Findings and Discussions

Procedures of implementing the PBL model in learning English

The information for this study was gathered from members of the STIE BPD Semarang part-time class during the academic year 2021/2022. The collecting of data consisted of watching a genuine lecturer go through their normal routine of instructing and assessing students' progress. Two methods—observation and a questionnaire with a total of 12 questions—were used by the researchers in order to carry out the analysis of the gathered information. The following is a summary of the results of observing the teaching and learning process carried out by the real lecturer.

These learning steps are applied in online learning using zoom classes. In the early stages, before the learning activities are carried out, a lesson plan is first prepared. In the second stage of online learning in the form of a learning design that applies 9 learning stages adapted from (Gagné, 1977) nine instructional events, so that the following learning steps are formed: (1) attract attention, (2) 9 learning objectives, (3) stimulate memory, (4) present

teaching materials, (5) provide learning guidance, (6) encourage performance, (7) provide informative feedback, (8) assess performance (9) improve retention and transfer of learning. These steps are applied in the online learning model that observes the teaching and learning process carried out by the real lecturer. The steps in the online learning model with 9 learning events are divided into 3 stages that are (1) Learning preparation, (2) Attracting attention, (3) Displaying online learning materials with interactive media.

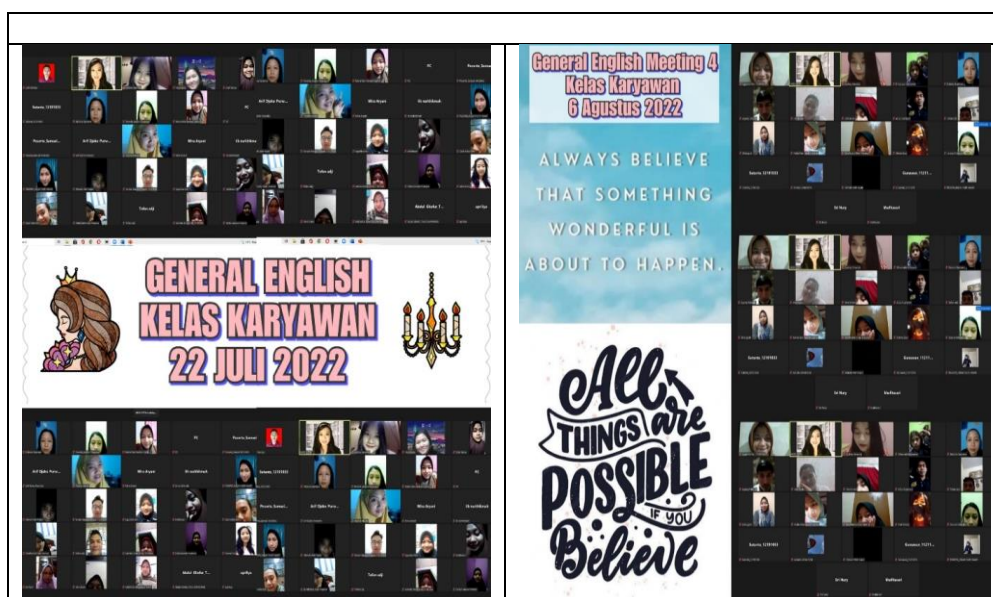


Figure 1. Teaching and learning process in zoom class application

In the opening activity, the lecturer conveyed learning objectives in the lesson plan that was told to the students. Next, the lecturer stimulated the students' memory by giving ice breaker and then presented teaching material for speaking skill activities. The second activity is the main activity in that the lecturer provided tutoring and encouraged performance to ask the students in each group to hold discussions in the break room. The last activity is the closing activity that the lecturer provided informative feedback. The students are asked to conclude the topic that was already discussed. After that, the lecturer assessed individually using the speaking skill assessment rubric.

Effects of implementing the PBL model in learning English

It is possible to draw a conclusion based on the responses of the students to the first question in the questionnaire, which asked about the application of PBL in the process of learning English in order to practice speaking. The students gave responses ranging from strongly agree (VA) to agree (A). Surprisingly, sixty-five percent of students strongly agreed that English is an interesting subject, while twenty-five percent of students strongly agreed that English is an interesting subject. The remaining students, on the other hand, were not of the opinion that

it is a novel experience to use PBL in order to practice speaking English while simultaneously studying the language.

As a result of the students' responses to the second statement in the questionnaire, which was about the model of PBL helping students think critically, analyze, and find solutions to problems in the real world, it is possible to draw the conclusion that the students strongly agree (VA) and agree with the statement (A). Students are able to engage in critical discourse on the lecturer's subject, conduct in-depth analysis of it, and find solutions to real-world issues when the Problem-Based Learning (PBL) Model is used. According to the chart, virtually all of the students believe that the PBL approach improves their ability to think critically, evaluate, and find solutions to issues that occur in the real world. Other twenty percent of the student body agreed with the statement. It was just 10% of the student body who disagreed and disagreed vehemently with the statement.

Sixty percent of students strongly agreed that the PBL model is more effective for activities involving speaking skills, which was the third item in the questionnaire. PBL is more useful for speaking skill tasks. Only one quarter of the student body agreed with the statement. 10% of them were against it, however just 5% of the students were extremely against it. The questionnaire that was handed out also aimed to gather information about the pupils' levels of confidence. The results of the fourth question on the survey, which asked whether or not the adoption of PBL had made the respondent more proficient in talks, indicated that 65 percent of students had gained skills after the PBL was implemented. Moreover half of those present were students. Only 10% of the students disagreed with the statement and had a strong disagreement with it, whereas 25% of the students who had a comparable experience agreed with the statement.

Concerning the appropriateness of the PBL model, the fifth statement in the questionnaire asked students to rate how strongly they agreed or disagreed with the statement that PBL was an appropriate method for students to find new ideas. Among the respondents, 55% of students strongly agreed that PBL was an appropriate method for students to find new ideas, and another 35% of students agreed that the problem-based learning model encourages students to find new ideas. Five percent of the student body is opposed to the idea that PBL should be used as a model for teaching speaking, and another five percent of the student body is vehemently opposed to the idea that PBL should be used. It came as a surprise to see that the sixth item in the questionnaire revealed that 65 percent of students were dissatisfied with their score, which indicates that there was room for improvement in their capacity for public speaking on their part. Only 35% of them reported feeling pleased, while the remaining students reported feeling satisfied with their experience.

The seventh statement in the questionnaire reveals that the student does not believe that speaking English is an important skill, despite the fact that the vast majority of students previously held the belief that English language skills were essential. 65% of students strongly disagreed that speaking English was not important and 25% of students disagreed. It was only 10% of students thought that speaking English was not important. The PBL model was very contextual as shown in the eight statements in the questionnaire about learning to speak English using the PBL model makes them understand the material better. 60% of students strongly disagreed because they thought that they could find the relation between the materials and their use in daily life and 25% of students also had the same experience. 10% of students disagreed with the statement and the rest (5%) strongly disagreed.

Besides PBL being a suitable model that enables the students understand the new concept readily, it was also highly crucial for most students. It can be noticed in the ninth questionnaire concerning the implementation of the PBL model is extremely dull that 65% of students strongly disputed that PBL was a boring one and there was also 25% disagreed with the notion. Only 10% of pupils held the opposite opinion and it might be for certain causes. The PBL approach teaches me to convey perspectives, which was the subject of the tenth item in the questionnaire, which questioned pupils how they felt about their abilities to communicate thoughts after using the PBL model. It is apparent that 55 percent of children firmly believed that they had shed their anxiety of stating their ideas in front of their peers. 35 percent of the pupils in the class shared the same emotion as well. The remaining pupils, who account for 10% of the total, continued to be afraid to show themselves in front of the group and offer their ideas because they believed they would be embarrassed.

The eleventh item in the questionnaire about how the PBL model makes me more interested in learning indicated that 65 percent of students were participating in discussion after the PBL was introduced. This was determined by looking at how the PBL model makes me more involved in learning. Additionally, around fifty percent of those present were students. Comparable experiences were shared by 25% of the student body, whereas only 10% of the student body disapproved or strongly disagreed with the statement. In relation to the statement that the PBL Model makes the content more memorable, the questionnaire's twelfth statement asks students to indicate the degree to which they strongly agree that the PBL Model was an appropriate model for speaking. This statement is connected to the statement that the PBL Model makes the material more memorable. Another 35 percent of students are of the opinion that the problem-based learning methodology helps them become more comfortable speaking in front of an audience. PBL should be employed in the speaking component of the course, however 5% of the students are not in agreement with this, and 5%

of those students are also not in agreement that PBL assists students in better remembering the knowledge that they have learned.

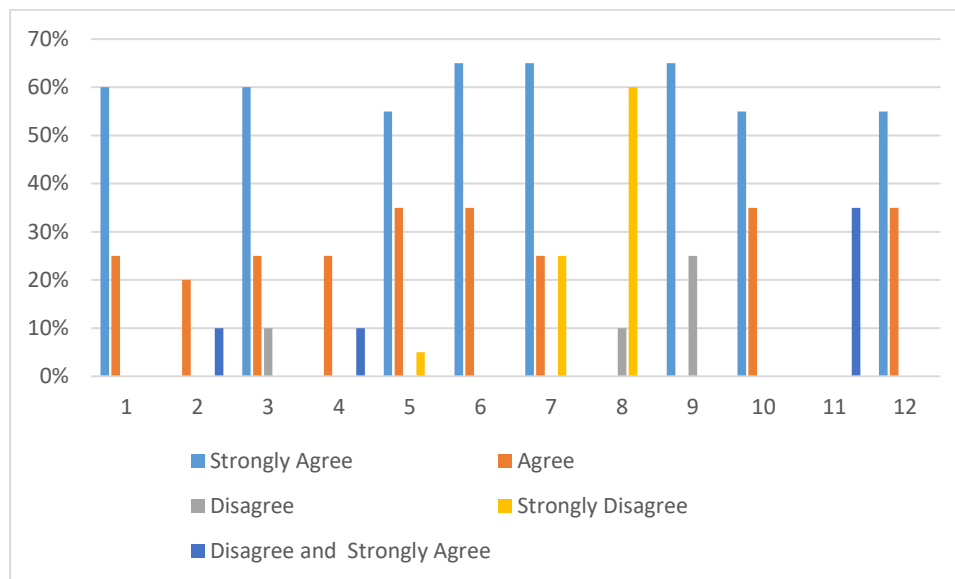


Figure 2. The questionnaires result

Students are encouraged to apply their critical thinking, problem-solving abilities, and subject matter knowledge to actual issues and challenges via the use of a teaching method called problem-based learning (PBL). The paradigm of education known as Problem-Based Learning (PBL) is centered on the learner. The instructional method known as problem-based learning (PBL) is characterized as one in which students engage in the completion of authentic problems in order to develop their capacity for inquiry and higher-order thinking processes, as well as their capacity for developing self-confidence and independence. Problem-based learning is one of those activities that does not cost anything and gives students the freedom to choose for themselves what they would like to undertake. As a result, it has the potential to stimulate or inspire students to investigate their major in English; as a consequence, it will assist students in improving their ability to communicate orally.

Problem-based learning is a method that encourages students to collaborate and exchange ideas in order to find solutions to the challenges they face in their education. As a result, students' communication skills naturally improve throughout the course of the school year. When students obey their teachers and put in the effort to improve their speaking abilities, there is a direct correlation between those two factors.

Conclusion

The findings of the study's analysis revealed that the use of PBL in the classroom to teach speaking has contributed to an increase in the students' ability to communicate orally. PBL

teaches students how to communicate effectively and directly to their team, as well as how to express their ideas in a way that is easily understood, all with the end goal of solving the issue that has been presented to them. The teaching approach for the language class may be considered an adaptation of the learning model. The use of problem-based learning in public speaking classes helps students develop their public speaking ability because it provides more opportunities for students to practice their speaking skills. This provides an answer to the primary study question that was posed. In other words, the PBL approach required the students to engage in critical discussion on any issue.

In accordance with the responses from the students, the students thought that there were certain benefits of PBL in learning English and that PBL may help them comprehend the content better. As a result, it has the potential to improve their speaking abilities. Two of the speaking criteria demonstrate an improving level of speaking proficiency among a total of 12. PBL has helped students think critically, analyze, and find solutions to real-world situations, which has resulted in an improvement in the students' capacity to communicate orally. The effectiveness of teaching speaking is not only dependent on the lesson program, but also, perhaps more crucially, on the manner in which the instructor delivers the lesson and makes use of an appropriate teaching model to make the class more engaging, entertaining, and participatory. As a result, the PBL instructional paradigm needs to be used heavily with pupils. It will assist students in developing their capacity for public speaking.

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