

Problem-Based Learning Implementation for Students' Speaking Achievement

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Abstract. This article aims at providing a summary of various other studies that investigate how implementing Problem-Based Learning Approach can help students improve their speaking achievement. The method of study that was utilized was called a literature review, and it began with the process of seeking for research questions, searching for literature, evaluating data, and then analyzing it. After doing a search for research publications, the researcher came across five articles, then analyzed and contrasted with one another. This literature analysis came to the conclusion that the findings of the study showed that students not only improved their speaking performance after being treated through PBL activities, but also exhibited a more favorable behavioral, cognitive, and affective attitude toward English Language Learning (ELL). This was observed in the context of the study's findings that students demonstrated better speaking performance after being treated through PBL activities. PBL as a learning model for English was appropriate to make students fluent in communicating in English. Besides, PBL can also make students more active, confident, and enjoyable. As a result, problem-based learning may be one of the appropriate teaching approaches to increase students' capacity to speak English. This is because problem-based learning provides students with the opportunity to relate themselves to real-life challenges that require real-life answers.

Key words: Problem-based learning; Speaking achievement; English language teaching

INTRODUCTION

Language education focuses on teaching students to improve their listening, speaking, writing, and reading skills. These are the four pillars of effective communication. In order for them to have a solid command of the language, it is necessary for them to become proficient in the four abilities. Speaking is typically considered to be the most important of the four language skills when determining whether or not a person has been successful in learning a language. This is because speaking allows for immediate communication with native speakers. According to Rao (2019), the majority of students place an emphasis on improving their speaking abilities as the ultimate goal of their language study. Speaking is the language ability that is utilized the most frequently in practically every scenario (Trialoka et al., 2017). This is a fact that is well recognized and well accepted by the general public. Students typically experience a great deal of difficulty when it comes to communicating verbally, which is ironic given how important it is that they develop English speaking skills. According to the findings of Shen and Chiu's (2019) study, the challenges that students face when speaking English can be broken down into three categories: psychological problems (contextual concerns, such as a lack of learning context for English conversation), linguistic

problems (such as insufficient vocabulary, grammar, expressions, and insufficient sentence order, etc.), and environmental problems (such as anxiousness, fear of making mistakes, and lack of confidence). Shen and Chiu's study was conducted in 2019. According to the findings of Alyan (2013), communication issues arise when students come across a word that they do not understand, a form of the word that they do not know how to use, or when they discover that they are unable to articulate the meaning that they had in mind. Anxiety and a lack of self-confidence are two additional issues that manifest themselves in the speaking of students. They could be put in a position where they are forced to contend with emotions that they typically experience when speaking English, such as lack of confidence, shyness, anxiety, nervousness, or worry.

As a response to the requests for integrating students in the learning process, various approaches and methodologies that are based on the constructivist approach to learning are being adopted (Juvova et al, 2015). These approaches and methodologies are being implemented as a reaction to the calls for involving students in the learning process. These include project-based learning, task-based learning, cooperative learning, and problem-based learning. In relation to the issues that were discussed earlier, it is necessary for English teachers to implement a technique of instruction that is relevant to

teaching English. Speaking is one of those skills that can be taught using a wide variety of approaches, and throughout the past several decades, educators and researchers have come up with a number of approaches that are particularly useful in the classroom. According to the findings of this study, problem-based learning is one of the approaches that is believed to be effective in teaching English speaking. Problem-based learning, as defined by Major and Baden (2004), is a creative, self-directed, and collaborative approach to learning that makes use of the problem-solving talents that students possess. It indicates that Problem-Based Learning is a method that refers to the process of students working together to solve problems while employing critical thinking. According to Hidayati and Wagiran's research in 2020, the PBL learning paradigm offers a beneficial influence that helps to promote problem solving, critical thinking, and creative thinking. This model is possible if teachers are able to establish an open atmosphere in the classroom and to facilitate the free flow of ideas among the students. In this scenario, the function of the teacher is to act as a stimulant, to direct the actions of the students, and to choose the path that student learning will take.

The findings of a number of distinct pieces of study go in the same direction, namely that it is successful in the context of the teaching and learning process. Yuda et al. (2016) reached the result that problem-based learning, which is more commonly referred to as PBL, had a significant effect on the students' ability to communicate orally. The students are encouraged to participate actively in the process of finding answers to the challenges that have been posed to them by this method. In addition, she acknowledged that the implementation of PBL is helpful in boosting students' speaking proficiency. This was particularly true for those students whose fields of study are field-dependent. Other researchers, Keong and Mohammed (2015), found that the use of PBL was able to boost the speaking capacity of high school students in Iraq and drive them toward higher levels of achievement in their language studies. Below is a description of the specific areas of pronunciation, vocabulary, fluency, and grammar that were found to have improved as a result of the assessment. Following that, the other researchers, Demirel and Dagyar (2016), undertook a study to assess the impact of PBL on students' attitudes in comparison to traditional teaching techniques. The study was a meta-analysis. Their findings indicate that PBL

does not have a substantial positive impact on the students' attitudes, which contradicts the hypotheses that they originally had. It appeared that PBL is a beneficial strategy for supporting students in building a positive attitude regarding the curriculum that they are engaged in. This was determined based on the findings of a recent study.

The following is an explanation of the PBL concept that has been presented by a few different industry professionals: The problem-based learning (PBL) paradigm, as described by Musna et al. (2021), has the potential to assist students in developing their problem-solving and creative skills. According to the learning model developed by Oktadela et al., it is the responsibility of the instructor to present challenging situations, to pose questions, to cultivate an atmosphere that is amenable to conversation, to provide research facilities, and to participate in their own research (Oktadela, et al., 2020). This can be achieved by basing lessons on actual scenarios that occur in the world rather than on hypothetical ones. The PBL paradigm allows teachers to not only evaluate how well students are learning, but also to act as a learning resource for both the facilities that are being used in the classroom and the material that is being taught.

The author has the intention of doing a literature review on the subject of the application of a problem-based learning strategy in the process of assisting students in improving their speaking achievement. This is in light of the concerns that were described above. The objective of this piece of writing is to investigate whether or not the problem-based learning strategy is effective in improving students' speaking achievement.

METHOD

For the purpose of this investigation, a strategy known as the study of literature by means of scientific principles that investigate speaking achievement and problem-based learning was utilized. The researchers looked at a variety of scholarly articles that covered the problem-based learning approach to training public speaking. In addition, the researcher analyzed the data descriptively and made observations on the data that was found in the journals. A comparison analysis was performed for the research study that was used in this review of the relevant literature. This analysis compared independent sample variables with multiple variables at varying dates.

This research on the literature study was done out between April and May of the year 2023. Through the use of a literature review, this research investigates speaking achievement using problem-based learning approach. As a result, the purpose of this research is to conduct an examination of the efficacy of the problem-based learning approach in terms of enhancing students' speaking achievement. This literature review makes use of Google Scholar, a search engine whose results are assured to be accurate, in order to look for reference materials. When looking for information for articles, the terms "problem-based learning for speaking achievement" are the keywords that are employed. Following the acquisition of the pertinent article, the researcher performed an analysis of the pre-existing problem formulation. This literature review mostly relied on journal publications that were published between 2018 to 2022. During the process of the article search, the author looked through as many as 67 different articles on Google Scholar.

RESULTS AND DISCUSSION

After obtaining journal articles that are in accordance with the purpose of writing articles, the authors then analyze and compare these articles based on objectives, research methods used including the number of samples and methods of collecting and analyzing data, and research results. The five articles were written by Kassem, M. A. M. (2018); Sutrisna, G. & Artini, L. P. (2020); Hamsia, W. & Erydani, V. A. C. (2022); Daeli, S. (2022); Muslem, A. (2022). Based on the five literature reviews being studied, the researchers found similarities in their research topics. The five studies examine Problem-Based Learning which is associated with improving speaking skills. The study was conducted at various levels, starting from the junior high school, high school and university levels. Kassem (2018), Hamsia and Erydani (2022) studied Problem-Based Learning at the university level. Daeli (2022) and Muslem (2022) researched PBL for teaching speaking at the high school level. Meanwhile, Sutrisna and Artini (2020) studied at the junior high school level. There are differences in the number of samples in collecting research data. Kassem (2018) used a sample size of sixty students from the English Department. Sutrisna and Artini (2020) took 41 students as a sample. Meanwhile, Hamsia and Erydani (2022) used 50 students who work and can continue their education at a higher level a sample. The number

of samples taken by Daeli (2022) was 14 high school students. And 30 high school students at Darul Ulum Islamic Boarding, Banda Aceh were samples in Muslems's research (2022).

There are various research methods used in this research, such as mixed method, quantitative method, and qualitative method. Kassem (2018) and Sutrisna & Artini (2020) conducted their research using a mix-method technique, which is a blend of the quantitative and qualitative research approaches. While Daeli (2022) used quantitative method in his study. In the meantime, Hamsia & Erydani (2022) and Sutrisna & Artini (2020) employed a qualitative method in their studies.

The findings that were supplied in this literature review all came to the conclusion that adopting Problem-Based Learning might lead to advances in the students' ability to communicate orally. This conclusion was reached after the findings were all analyzed and interpreted. This was the overall realization that could be drawn from the research. Kassem (2018) analyzes how the hybrid problem-based learning (PBL) approach may be used to create a learning environment that would not only permit the improvement of students' speaking competency but can also result in positive increases in students' motivation. Kassem's investigation can lead to positive improvements in students' speaking competency and motivation. Kassem used the findings of this study in his dissertation, which he completed in 2018. The findings of their research indicate that the H-PBL approach has a positive effect on improving students' speaking proficiency, resulting in a statistically significant improvement in all aspects of speaking proficiency, and demonstrated that the H-PBL approach has a good effect on enhancing students' motivation. These findings suggest that the H-PBL method has a favorable effect on improving students' speaking proficiency. According to these data, the implementation of the H-PBL strategy has a beneficial impact on the students' level of motivation and speaking skill. In addition, it was found that there was a positive correlation between the amount of motivation possessed by students and the rate at which they improved their level of speaking proficiency. This was shown to be the case when researchers analyzed the data. Therefore, one may get the conclusion that having a strong feeling of drive is necessary in order for students to make significant development in their capacity to communicate orally. This is because having a

strong sense of drive is required in order for students to have the ability to speak orally.

Sutrisna and Artini (2020) conducted research to determine how Project-Based Learning (PBL) influences the speaking ability of students as well as their attitude toward English Language Learning (ELL). According to the results of their study, the application of PBL has the potential to improve students' ability to communicate orally, particularly in terms of their ability to execute monologues and dialogues. According to Yuda et al. (2016), it was discovered that problems effectively inspire students to have active and communicative participation throughout the problem-solving activities. This was found to be the case. During the project-based learning activities, the students' speaking abilities will be developed as they actively display verbal engagement with one another. In addition, it is possible to draw the conclusion that the application of PBL makes it possible for students to develop a positive affective or emotional attitude toward ELL in terms of their behavioral, cognitive, and emotional characteristics. Students exhibited a more positive affective attitude because they experienced positive learning experiences that they enjoyed. It was discovered that they take pleasure in participating in PBL activities while they are being taught or learning English. After that, students demonstrated a better cognitive attitude as they discovered that PBL might help them better grasp English and expand their knowledge of the language while they were in the process of learning English. Their motivation to learn more about English in order to improve their English language skills was one indication of the positive behavioral attitude they displayed about their own behavior. It is consistent with the findings of a study that was carried out by Demirel and Dayar (2016) and indicated that PBL was successful in fostering a positive attitude among students about the coursework that they were enrolled in.

While Hamsia and Erydani (2022) study whether or not implementing a teaching strategy known as Problem-Based Learning (PBL) might assist students in improving their capacity to communicate orally. PBL teaches students how to communicate effectively and directly to their team, as well as how to explain their ideas in a way that is easily understood, all with the end aim of fixing the problem that has been brought to them, as shown by the findings of their study. A possible interpretation of the learning model is

that the method of instruction utilized in the language course is an adaption of such model. Because it gives students more chances to practice their speaking skills, the implementation of problem-based learning in classes that teach public speaking is beneficial to the students' development of their capacity to communicate effectively in public settings. This is an answer to the key question that was asked in the study that was posed. To put it another way, the PBL methodology demanded that the students participate in analytical debates on a variety of topics.

Additionally, Daeli (2022) explored whether or not the implementation of Problem-Based Learning (PBL) could assist students in improving their capacity to communicate orally. According to the findings of the research, the pupils' capacity to communicate orally has significantly improved. Because of the introduction of the Problem-Based Learning Model, the students have reported increased enjoyment in, as well as confidence in, expressing their thoughts, emotions, and ideas; this is likely due to the fact that they are able to practice communicating with their peers. The kids were driven to talk, and they were encouraged to discuss their thoughts and feelings in English with their fellow pupils. This model was developed to create a classroom environment that is acceptable and anticipated for the purpose of teaching and developing speaking talent, and it was found that students' speaking ability could be increased through interaction if they worked together.

The investigation that will be conducted by Muslem (2022) will attempt to answer the question of whether or not the implementation of Problem-Based Learning (PBL) at Darul Ulum Islamic Boarding School, which is situated in Banda Aceh, would be able to enhance the students' oral communication skills. The researcher advised that the experimental instruction, test, and questionnaire all be utilized as the instruments for the problem-based learning technique to be applied to them. The first research question studied whether or not there is a noticeable disparity in the speaking abilities of students who are instructed through the use of problem-based learning and those who are not instructed through the use of problem-based learning. The second research question investigated whether or not there is a discernible gap in the speaking abilities of students who are not instructed through the use of problem-based

learning. When the results of the exam were analyzed, it was found that the children's general level of speaking ability had grown over the course of the test. Karyuatry and Irawati (2014) both reported discovering the same item, and they did so in the same way. They found that all of the students in SMP 21 Malang pass the required grade, and that all of the components of the children's speaking skills had improved. This was a very encouraging discovery. It has been asserted that when students learn English through the use of the PBL technique, they are able to recognize the links that may be made between the theoretical concepts covered in class and their real-world counterparts. As a consequence of this, people are able to derive satisfaction from the action of gaining new information. The majority of students in the second grade at the senior high school Darul Ulum Islamic boarding Banda Aceh shown considerable gains in their ability to speak verbally after the installation of PBL. The explanation that was presented earlier allows for the inference of this conclusion. During their time in the speaking courses, the children shown elevated levels of interest, self-confidence, and enjoyment. According to Bahrudin (2018), the use of the problem-based learning method in the context of the classroom setting results in positive outcomes.

CONCLUSION

The aim of this piece of writing is to investigate whether or not the problem-based learning technique is successful in enhancing the students' oral communication abilities. According to the findings, using Hybrid PBL in a setting that is peculiar to a field, such as teaching a speaking course, might show to be a solid initiative for introducing this new method of instruction. with addition, with a problem-based learning approach, students tackle the topic without having done any prior preparation, which encourages them in an intriguing and engaging way. It's possible that they'll hear about the problem in a way that makes it sound difficult, convoluted, badly constructed, and demanding. On the other hand, it was discovered that students are able to discuss and investigate the issue in order to identify and track down the resources necessary to resolve it. In addition to this, Problem-Based Learning, often known as PBL, has been shown to have a considerable impact on the English-speaking abilities of its participants. The discovery of problems was discovered to

stimulate students' engaged conversation and involvement in order to recognize and locate a solution for the challenge that was presented to them. They were practicing and improving their oral communication skills (speaking skills) in a roundabout way as they were talking with one another. In terms of the students' conduct, their cognitive abilities, and their emotional states, it was shown that PBL gave them the opportunity to have a positive attitude toward English Language Learning (ELL).

PBL teaches students how to communicate successfully and directly to their team, as well as how to articulate their thoughts in a way that is easily understood, all with the end aim of finding a solution to the problem that has been brought to them. PBL teaches students how to communicate effectively and directly to their team. The student's capacity to communicate orally has significantly improved as a result of the use of the PBL Model. Students are able to learn in a collaborative environment when speaking is taught using the PBL model. In addition, it is unequivocally clear that the implementation of PBL in the teaching of speaking has been a significant factor in the improvement of the students' speaking abilities. PBL teaches students how to communicate effectively and directly with their team, as well as how to convey their ideas in a way that is easily understood, in order for them to successfully address the problem that has been presented to them.

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