

# **ANALYSIS OF THE IMPLEMENTATION OF PROBLEM-BASED LEARNING AND STUDENT'S SPEAKING ABILITY AT SMPM 1 JEMBER**

Rizki Betsaida S<sup>1</sup>, Fitrotul Mufaridah<sup>2</sup>, Muhlisin Rasuki<sup>3</sup>

English Language Education Program  
Faculty of Teacher Training and Education  
Muhammadiyah University of Jember

Jl. Karimata No. 49

Email : [betsasuparyono@gmail.com](mailto:betsasuparyono@gmail.com)

## **Abstrack**

Speaking is considered a pure activity and a variant outside linguistics and linguistics. Language theory develops primarily in the abstract context of use and the origin of diversity. Speakers speak to influence their listeners. This is a result of the learning process. This research focuses on the research problem: 1. How is the implementation of Problem-based Learning on students' speaking ability? This research uses qualitative descriptive and the instruments used in this research are interviews, observation and documentation. researchers took four students in the class at Smpm 1 Jember. Students need to understand and create oral and written texts to develop communication skills, which are represented by the four language skills: listening, speaking, reading and writing. Therefore, English teaching and learning focuses on developing students' four language skills. The results of this study indicate that some students experience difficulties in speaking English, the problems faced by students are several factors, namely vocabulary and pronunciation that is less precise. as well as motivation and encouragement from the teacher is also needed. and the method used to solve the problem they can discuss among friends and groups, then they can show speaking ability in class.

**Keywords :** In speaking English smpm 1 jember students

Language is very important to our daily lives. English is the language used as an international language. Critical language skills include four Language skills; listening, speaking, reading, and writing. In English, since 2006 Competency-based curriculum has stated that one of the learning objectives of English is to develop communication skills, both orally and in writing of language. This means that speaking is an essential skill in language learning. Because it is used to express an idea, a feeling, or to make a communication. Speaking is a part of daily life that we take for granted (Thornbury, 2005:1).

Speaking is considered a pure and variant activity outside linguistics and linguistics. The theory of language developed mainly in the abstract context of usage and the origin of diversity. They claim that saying is an essential part of the language learning process. According to Littlewood (1981: 61), says is ways to use languages as means of communication. And if the success of Speech is measured by someone's ability to carry on a conversation in the language. Therefore, teaching and learning English focuses on (Ministry of Education, 2006) Studying English in Indonesia focuses on students' ability to communicate in English. Second, students need to be incentivized to share.

This is one of the ultimate language learning goals (BSNP, 2006: 278). English is also an essential means of communication. In everyday life, people often communicate with others verbally rather than in writing. Also, many professions require language knowledge. Employees must share well with their partners to create a good communication environment. You also need to be an excellent speaker to integrate and negotiate with other companies.

In addition, they also have problems with motivation and concentration in oral communication. Most children are not taught how to speak a language (Yule, 2006: 154). Therefore, donating various materials is not the only way to go through, but it also requires proper skills to teach speaking.

Develops the social skills necessary to improve the implementation group. According to Hmelo (1997: 236), APP puts learning into a real problem and makes students responsible for their learning, helping them become active in education. They also have a limited vocabulary. When I want to improve my English, I usually use Indonesian or Boogie-Woogie. But I don't know English words. Third, I was confused when the teacher gave some instructions in English. They do not understand what the teacher is explaining.

They also have a limited vocabulary. When I want to improve my English, I usually use Indonesian or Boogie-Woogie. But I don't know English words. Third, I was confused when the teacher gave some instructions in English. They do not understand what the teacher is explaining. These problems make students passive and shy. PBL increases are speaking of eighth-graders of SMP Muhammadiyah 1 Jember, by intrinsic motivation for expressing an oral dialogue in the current situation.

Students of foreign language learners find that their mother tongue is entirely different from English. At the same time, chances to learn English and practice it out of actually living are very limited in time and space. Getting students to speak English is hard work for English teachers. It takes a long process of practice and learning. This is due to skill learning. Speaking English is considered difficult for students because English is different from the language they use in their daily lives. This is made even more difficult because there are no suitable media to support the learning of these

speaking ability. This PBL brings together four relatively new insights into learning, namely that learning can be considered a constructive, self-directed, collaborative, and contextual activity. It also increases students' self-confidence (Klein. 2009).

Studying English in Indonesia focuses on students' ability to communicate in English. Second, students need to be incentivized to share. Students should be able to use English in the classroom without the intention to use language, and finally, without fear of making decisions when they make a mistake.

### **Method**

This type of research uses qualitative research with descriptive methods. This type of research uses a case study which according to Susilo Rahardjo & Gudnanto (2011) is a method that is applied to understand individuals in solving a problem and to study a phenomenon of someone who is the object of research.

This qualitative descriptive research focuses on finding data on how students' speaking skills use problem-based learning by teachers at SMP Muhammadiyah 1 Jember.

### **Results and Discussion**

the result of interview, observation and documentation. very effective in the application of pbl method in speaking materials, the teacher said there are some that do require the application of this method in the classroom. activities that can be used such as dialogue, story telling and description. The advantage of this method is that it is easy to use for speaking classes, so students can exchange ideas and thoughts with other students to solve an assigned problem.

The disadvantage of this method is that not all sub chapters can be included in the PBL method, only certain sub chapters can be applied. In speaking such as giving and asking opinions. they can discuss about

opinions can speak up their respective opinion.

The application of this learning model is considered by the teacher to be very effective and in accordance with the material provided in improving the students' speaking ability, and the teacher also explains that the learning model is very effective. that some students do need the application of this learning model in the classroom. According to Wilkerson and Gijsselaers in Loague (2001), through problem-based learning (PBL), teachers can involve students as facilitators in exploring their abilities. Teachers can use this method in speaking classes so that students can speak comfortably with interest. The results obtained are that the teaching teacher has implemented the learning model well and in accordance with the syntax of problem-based learning.

According to Trianto (2010: 98) the steps of the problem-based learning model are as follows:

1. Orient students to the problem: The teacher explains the learning objectives, explains the logistics needed, proposes phenomena or demonstrations or stories to raise problems, and motivates students to get involved in solving the selected problems. Analyzing and evaluating the problem-solving process: The teacher helps students to reflect on or evaluate their investigations and the processes they used. The results of the research interviews, from all students faced problems in English speaking skills due to linguistic problems, including grammar, vocabulary and pronunciation. Nonlinguistic problems include students, facilities, methods, motivation, teachers and materials.
2. Organizing students to learn: the teacher helps students to define and organize learning tasks related to the problem.
3. Guiding individual and group investigations: the teacher encourages students to gather appropriate information, carry out experiments, to obtain explanations and problem solving. By using Problem Based Learning, the researcher improved students' speaking ability in all aspects. some students scored well in vocabulary, fluency, pronunciation and intonation. the data showed that the students had limited vocabulary to express their ideas and feelings. They only used familiar and simple words in their sentences, even some of them forgot simple words due to nervousness. By using the PBL model, the students got the challenge to enrich themselves on the variety of vocabulary to make a good conversation and for the sake of
4. Guiding individual and group investigations: the teacher assists students in planning and preparing appropriate works such as reports, videos, and models and helps them to share their work with others.

their discussion after using the problem-based learning model.

Based on the findings of the observation data of video learning in the classroom using problem-based learning model, the students play their roles seriously, discussing the solution of the problem together with their group members and building arguments to support their solutions before they tell their solutions in front of the class. The application of this model can improve students' speaking ability. Second, the Problem Based Learning model improves students' achievement in speaking after being taught with this model because students are required to be active and creative in the process of learning tasks given by the teacher

### **Conclusion**

Based on the data and discussion of the results of the analysis, the speaking skills of grade 8b students of SMPM 1 Jember in learning English, obtained a percentage of 72% and included in the good category. The

results of the data analysis of skills show that the pronunciation aspect which includes the ability to pronounce intonation and vowels correctly and accents in speaking obtained a percentage of 74%. Speed and fluency in speaking obtained a percentage of 75% aspects that include word selection and sentence usage and aspects of skill speaking as well as the attitude of appreciation and body language and facial expressions obtained a percentage of 73%.

Supporting factors and inhibiting factors. Supporting factors are self-confidence and students' daily associations with their peers. While the inhibiting factors, namely, individual student attitudes, learning habits and the environment where students live. As for the aspects of students' speaking skills that are improved and carried out by teachers to class VIII students, namely, students' self-confidence, tone of speech and proper and clear pronunciation in the classroom. Giving appreciation and

motivation by the teacher towards students' speaking abilities and skills, among others; the teacher gives appreciation in the form of words, motivation and praise aimed at fostering and increasing students' confidence that is getting better in speaking and communication activities in the classroom. Then, the motivation given is in the form of words given, arousing students' enthusiasm for learning. invite students to actively speak and communicate in class learning.

## References

- Prasetyoningsih, LSA, Arief, HNF, & Muttaqin, K. (2021). SKILLS OF SPEAKING A Descriptive Review and its Application in Indonesian Language Learning. Literacy Nusantara.
- SY, RAM, Adnan, A., & Ardi, H. (2013). THE EFFECT OF PROBLEM-BASED LEARNING STRATEGY ON THE SPEAKING ABILITY OF GRADE 1 STUDENTS OF SMAN 1 ENAM LINGKUNG. *Journal of English language teaching*, 2 (1), 314-323.
- Maulany, DB (2013). The use of project-based learning in improving students' speaking skills (a class action research in one of the elementary schools in Bandung). *Journal of English Language and Education*, 1 (1), 30-42.
- Khotimah, S. (2014). THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENTS' SPEAKING SKILLS. In *ELT Forum: Journal of English Language Teaching* (Vol. 3, No. 1).
- Abdalla, ME, & Gaffar, AM (2011). *Tujuh langkah penerapan PBL: Panduan Tutor*. Abdelrahim Mutwakel Gaffar.
- Agusliana, A., Rachmawati, R., & Hardjono, H.S. (2014). Development of learning materials for English speaking skills in junior high school. *Journal of Technopedagogy*, 4 (1).
- Imtihanna, NN (2014). IMPROVING SPEECH SKILLS OF STUDENTS CLASS VIII SMP N 1 NUSAWUNGU CILACAP LESSON YEAR 2013/2014 BY USING COMMUNICATIVE GAMES (Doctoral dissertation, UNIVERSITAS NEGERI YOGYAKARTA).
- LA, N., LA, L., UNIVERS, E., MAYASA, Y., EDUCATI, E., YO, SO, & DEPAR, I. AN ANALYSIS OF IMPRO SMP.
- Mahtawarmi, Y. (2018). Improving students' speaking skills by using problem-based learning (PBL) model (Doctoral

dissertation, UIN Ar-Raniry Banda Aceh).

Fahmi, R., Muslim, A., & Usman, B. (2021).

The use of Problem Based Learning to improve students' speaking ability. *Journal of English Language Education*, 12 (2), 260-281.

Pritasari, AC, & Dwiastuti, S. (2016).

Improving Argumentation Skills Through the Application of Problem Based Learning in X MIA 1 SMA Batik 2 Surakarta in 2014/2015 Academic Year. *Biology Education*, 8 (1).

Afandi, M., Chamalah, E., Wardani, OP, & Gunarto, H. (2013). *Learning models and methods*. Semarang: Unisula

