

Student Perceptions on Problem Based Learning (PBL) In Learning to Speak English of Tenth-Grade at SMA Swasta Masehi GBKP Berastagi

Rosanti Br Sihotang, Ganesha University of Education, Indonesia
rosanti@undiksha.ac.id

Ni Luh Putu Eka Sulistia Dewi, Ganesha University of Education, Indonesia
Sulistia.dewi@undiksha.ac.id

Putu Adi Krisna Juniarta, Ganesha University of Education, Indonesia
Adi.krisna@undiksha.ac.id

Abstract

This study focuses on describing the perceptions of tenth grade students in learning Problem Based Learning in English-speaking classes at SMS Swasta Masehi GBKP Berastagi. This study was a mixed method study. Data collection in this study was carried out through questionnaires and interviews. The results of data analysis confirm that: (1) All students of class ten IPA-1 SMA Swasta Masehi GBKP Berastagi have a fairly satisfied perception of problem-based learning method in learning English in the oral class. (2) Problem based learning increase students' confidence to speak English either by presenting or discussing with friends. (3) Some introvert students have a little problem in the problem-based method but can be tricked by the teacher occasionally giving problems to be solved privately. (4) English teachers who teach in class ten IPA-1 SMA Swasta Masehi GBKP Berastagi feel an increase in students' desire to learn English at every meeting. Problem-based learning is encouraged in enhancing students speaking skill.

Keywords: Perception, Problem-Based Learning, Speak English

Introduction

Speaking is an interaction process in which speakers intend to construct meaning through the production, reception, and processing of information. Khotimah (2014) states that speaking is used to show that what you are saying is generally true, to convey ideas, and to have a conversation with someone about something. Speaking skill is considered as an initial skill that directs students to develop other communications such as listening, reading, and writing that have been described previously. Speaking affect a person's performance in many aspects, such as social, political, business and education. For example, a good presenter will be able to make a good presentation when the presenter can speak effectively in front of many people. But despite the importance of speaking English, in fact most students are not interested in learning English especially in improving speaking, the problem of interest in learning English is the main thing that needs to be improved because if students like learning English, it will have a big influence in increasing students' vocabulary to be able to learn English to speak English well. However, according to

Megawati (2016) the difficulty faced by many English learners is the incomprehension of English pronunciation which is expressed at a normal speed.

To increase students' desire to learn English and increase students' vocabulary so that it is by changing the way teachers teach which only focuses on explaining the material using conventional learning models, so that students do not feel challenged in adding vocabulary, English teachers need to integrate student literature in teaching and learning process to improve speaking skills in developing countries like Indonesia. but making students fluent in English is difficult for a teacher because students also realize that their mother tongue is very different from English, besides that as said Speaking is a complex cognitive process (Sulaiman, 2010).

Problem based learning is a teaching method characterized by groups or individuals who have real problems as a context for students to learn critical thinking and problem-solving skills, and gain knowledge (Baysura et al., 2016). PBL can be individual or group activity that takes place over a period of time, presentation or performance. Therefore, in groups students will give each other opinions or independent presentations and during performance in groups each student will improve each other so that every grammar will be correct, also each student's vocabulary will increase with each other with a lot of listening. PBL is an instructional approach that contextualizes learning by presenting students with problems to solve to develop (Syakur et al., 2020)

PBL is different from traditional learning which emphasizes learning through student-centered, interdisciplinary, and integrated activities in real-world situations (Wahyuni et al., 2022). More importantly, PBL is process oriented. The improvement of students' speaking skills such as increasing vocabulary or fluency in pronouncing English sentences in this study was assessed using students' perception, how they felt after doing PBL in English class. Student perceptions have a vital role in determining the success of the teaching and learning process. In addition, Witanaya et al., (2022) emphasize that students' perceptions of E-learning also affect the success of the learning process.

Research related to the use of Problem Based Learning (PBL) methods has been widely carried out in Indonesia. To support this research, empirically several researchers have the same research on Problem Based Learning (PBL) and speaking learning methods as an EFL intermediary for Iranian students on speaking skills. A study was conducted by Fahmi et al., (2021) found that problem based learning has successfully enhanced speaking skill. Another study by (Sutrisna & Artini, 2020) found that students demonstrated better speaking performance after being treated through PBL activities. Looking at the benefit of PBL, this study wanted to investigate students' perceptions of problem-based learning (PBL) in speaking class.

Method

The research design used in this study is a special type of mixed methods called an exploratory sequential design. The researcher conducts learning when teaching speaking in class using PBL, then the researcher will distribute questionnaires to obtain the results of the perceptions of each class X IPA_1 student and conduct interviews to find out their responses and the English teacher using the PBL method. Sources of data used in this study are primary data and secondary data where primary data is data obtained by making direct observations from the first source,

namely from students of class XI IPA-1 SMA Christian GBKP Berastagi TA.2021/2022. And secondary data obtained from the administration in the form of names of class XI IPA-1 students. The research subjects included 35 students of class X IPA 1 and one teacher who carried out the method chosen by the researcher because the sampling technique was determined based on the opinion expressed by Sugiyono (2013) that "the right sample size in quantitative research is between 30 and 500 The target of this study were 35 students and 1 teacher. For this reason, the sampling technique in this study was purposive sampling technique. Data collection methods were carried out by observation, surveys and then interviews.

Testing of research instruments was carried out to obtain appropriate question instrument items to be used as research instruments. In this study the questionnaire instrument was tested using validity where Abrori & Hidayati (2021) stated that the validity test was used to measure the validity of a questionnaire. In this study the questionnaire instrument was measured using a validity test, and also using a reliability test, The result of alpha value shows > 0.7 and the the reliability shows > 0.80 indicates that all items are reliable and all tests consistently have strong reliability.

Findings and Discussions

This section contains information about the results of the questionnaire answers on the use of problem-based learning methods in English language activities in class. The results of using problem-based learning methods in learning English at the GBKP Berastagi Private High School are presented table below can be seen in table 1

Table 1 Descriptive Statistical Results of Respondents' Answers to the Application of the Problem-Based Learning Model

Variable	Statement	Category					total
		Score					
		1	2	3	4	5	
Problem Based Learning	1	0	0	2	18	15	35
	2	0	0	2	18	15	35
	3	0	0	5	22	8	35
	4	0	0	6	10	19	35
	5	0	0	4	16	15	35
	6	0	0	3	19	13	35
	7	0	0	2	20	13	35
	8	0	0	0	18	17	35
	9	0	0	7	18	10	35
	10	0	0	6	13	16	35
	11	0	0	2	18	15	35
	12	0	0	3	19	13	35
	13	0	0	3	19	13	35

	14	0	0	3	12	20	35
	15	0	0	5	18	12	35

Based on table 1 it can be explained that there were 15 statements answered by 35 students regarding the application of the problem-based learning model that they had followed. In statement 1 there were 15 students who answered strongly agreed, 18 students answered agree, and 2 students answered neutral. This shows that most students feel that participating in problem-based learning really helps them to be active in speaking English. In statement 2, 15 students answered strongly agree, 18 students answered agree, and 2 students answered neutral. This shows that the application of problem-based learning makes most students understand the material better and encourages their activeness in speaking English.

The research was conducted through observation, interviews and documentation studies with research subjects and several informants both inside and outside the classroom. The results of the research were analyzed by the researcher using a qualitative descriptive technique, meaning that the researcher described and also interpreted the collected data so as to be able to obtain a general and comprehensive picture. Based on results of interviews with English teachers at GBKP Private High Schools, "more and more students are interested in learning English" this was expressed by the teacher. Interviews conducted by researchers, the teacher estimates that around 85% of the tenth graders of GBKP Private High School like to learn English using the problem-based learning method, and so far, the obstacles they face must exist, but in practice it is still acceptable.

Furthermore, the results of this study are supported by empirical reviews from other researchers who are closely related to this study. Khotimah (2014) found that there were significant improvements of students' speaking ability after being taught by problem based learning. The students enjoyed the activities in class by having a discussion, sharing, and cooperation with their friends. In addition, the students gave positive opinion, response, and interest toward the implementation of problem-based learning method. Using the Problem Based Learning Model, students are taught to be more active in learning and play an active role in speaking both with groups and individually. So here students are more helpful because learning together is also able to master a lot of vocabulary because they also hear more than usual and students do not hesitate to use incorrect grammar because during the problem-solving process when they are wrong, they will reprimand and correct each other, this can improve students' memory. Iswandari et al., (2017) stated that the "PBL" educational strategy is characterized by using patient problems as a student's learning motive, to acquire basic knowledge and clinical knowledge of dealing with problems and acquiring problem-solving skills. This is also the same as the opinion that says "instructional" strategies where students face problems that are not conceptually structured and try to find meaningful solutions.

Conclusions and Suggestions

Based on the results of research and discussion on Students' Perceptions Of Problem-

Based Learning (PBL) For Teaching English Speaking of Tenth-Grade at SMA Swasta Masehi GBKP Berastagi, can be concluded Almost all students in class X IPA-1 SMA Private Masehi GBKP Berastagi have a fairly satisfied perception of the problem-based learning method in learning English in spoken class. And Problem-Based Learning method can increase students' confidence to speak English either by presenting or discussing with friends. Also the weakness of Problem Based Learning is only when students are too introverted, but according to the researcher the weakness can be tricked by occasionally giving problems to solve personally. The English teacher who teaches in grade ten IPA-1 SMA Swasta Masehi GBKP Berastagi also feels an increase in the desire to learn English in every meeting.

Furthermore, the researcher would also suggest to an English teacher at GBKP Berastagi Private High School to keep varying the way of teaching English according to the needs and abilities of students, especially students who find it difficult to blend in or are introverted. The suggestion for future researchers who will examine the same topic by this study, they can analyze differences in student perceptions in using problem-based learning methods.

References

- Abrori, I., & Hidayati, N. (2021). Compensation, Work Discipline and Work Motivation Relationship to Employee Job Satisfaction. *Jurnal Ilmu Manajemen Advantage*, 4(1), 32–39. <https://doi.org/10.30741/adv.v4i1.603>
- Baysura, O. D., Altun, S., & Yucel-Toy, B. (2016). Perceptions of Teacher Candidates regarding Project-Based Learning. *Eurasian Journal of Educational Research*, 62, 15–36. <https://doi.org/10.14689/ejer.2016.62.3>
- Fahmi, R., Muslem, A., & Usman, B. (2021). The use of Problem Based Learning to improve students' speaking ability. *English Education Journal*, 12(2), 260–281. <https://doi.org/10.24815/eej.v12i2.17920>
- Iswandari, D. C., Prayogo, J. A., & Cahyono, B. Y. (2017). Effect of Environmental Problem-based Learning on the Indonesian EFL Students' Environment-related Vocabulary Mastery and Writing Ability. *Theory and Practice in Language Studies*, 7(8), 608. <https://doi.org/10.17507/tpls.0708.02>
- Khotimah, S. (2014). The Use of Problem Based Learning to Improve Students' Speaking Ability. *Journal of English Language Teaching*, 3(1), 50–56.
- Megawati, F. (2016). Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 147. <https://doi.org/10.21070/pedagogia.v5i2.246>
- Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*.
- Sulaiman, F. (2010). Students' perceptions of implementing problem-based learning in a physics course. *Procedia - Social and Behavioral Sciences*, 7(2), 355–362.

<https://doi.org/10.1016/j.sbspro.2010.10.048>

Sutrisna, G., & Artini, L. P. (2020). Does Problem-Based Learning Affect Students' Speaking Skill and Attitude toward ELL? *RETORIKA: Jurnal Ilmu Bahasa*, 6(2), 131–138. <https://doi.org/10.22225/jr.6.2.2315.131-138>

Syakur, A., Junining, E., & Sabat, Y. (2020). The implementation of project based learning (PBL) model towards the result student's TOEFL in 7th semester of rawijaya university. *Journal Of Development Research*, 4(1), 41–46. <https://doi.org/10.28926/jdr.v4i1.97>

Wahyuni, S., Etfita, F., Alkhaira, N., Info, A., Classroom, G., & English, L. (2022). Students' preferences and challenges in learning English fully online with Google Classroom. *Journal of Education and Learning (EduLearn)*, 16(2), 244–253. <https://doi.org/10.11591/edulearn.v16i2.20496>

Witanaya, I. P. M., Juniarta, P. A. K., & Budiarta, L. G. R. (2022). Students' and Parents' Perception on Online English Learning During Pandemic. *The Art of Teaching English as a Foreign Language*, 3(1), 59–67. <https://doi.org/10.36663/tatefl.v3i1.255>