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The Implementation of Problem-based Learning on Students' Speaking Skills in English for Personality Development Course

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Abstract

This research aimed to determine the effect of the implementation of Problem-based Learning on improving students' speaking skills in the English for Personality Development course. This research was qualitative research supported by quantitative data, involving 28 students of the Ganesha University of Education. The data were collected using pretest and posttest, questionnaires, semi-structured interviews, and observation sheets. This research used one group pre-test post-test, to determine the effect of PBL on students' speaking skills. Meanwhile, qualitative data were obtained from observation sheets, questionnaires and semi-structured interviews with students regarding their perceptions of the PBL learning model. Based on the results obtained from statistical data, questionnaires, and observations, it can be concluded that the PBL model influences on improving students' English-speaking skills in the English for Personality Development course. The average score of the pretest and post-test shows a significant difference (Sig. <0.005). This is also supported by the result of the questionnaire and observation data where students responded positively to the PBL model in class in improving their speaking skills. This means that there is an influence of the PBL model in improving students' English-speaking skills.

INTRODUCTION

The freedom to learn in campus or the *Merdeka Belajar Kampus Merdeka* curriculum (MBKM) or Independent Curriculum is a curriculum that offers more innovative learning. In the Independent Curriculum, the approach used in the learning is student-centered learning. This learning requires students to play a more active role in participating in the learning process. Student-centered approach provides more opportunities for students to have effective learning, maximize their potential, develop their skills in solving real problems that they likely encounter in their lives (Ali, 2019). This ultimately leads to the development of critical thinking skills and communication skills of the students.

English is one of the compulsory subjects taken by students in Ganesha University of education as a language class, the student-centered approach in learning facilitates the students to perform at their best. One of the essential skills in learning English is speaking skills. Speaking skill is very important as a medium for exchanging ideas and thoughts and interacting with other people, such as opinions, questions, etc. (Hibatullah, 2019; Kristiani & Pradnyadewi, 2021). The mastery of English-speaking skills is very essential to acquire information, insight and knowledge. In line with this, it is also said that communication skills in a foreign language, in this case English as a global language, are very important as it does not only ease people to communicate with each other but also it supports social life, education and career (Anugrah, 2022; Waluyo & Bakoko, 2022). Moreover, social media platforms nowadays tend to use a lot of English. Consequently, it is hoped that students will get used to hearing and using English for daily communication needs, due to speaking skills are the target in foreign language learning (Abin & Syam, 2019).

In foreign language learning, especially English learning, students' mastery of speaking skills is very challenging (Taufan, 2020). Speaking skills are one of the skills in learning English that students must have, which is often frightening for some students because this skill is the most difficult skill to master. There are several factors that influence this, namely lack of self-confidence (embarrassment of speaking), fear of making mistakes, and lack of mastery of vocabulary (Abin & Syam, 2019).This is because in English, the thing that needs to be paid attention to is understanding grammar like a native speaker, so that listeners understand the meaning of the conversation well.

There are five components of speaking skills (Fulcher, 2010); 1) Pronunciation, 2) Grammar, 3) Vocabulary, 4) Fluency, 5) Comprehension. Even though speaking skill is the most challenging skill, it is still very important to master. This is because with communication we can express intentions and opinions. Experts further said that mastery of speaking skills is a product of learning English (Sari & Sembiring, 2019). One way to improve these skills is with a learning model that makes students feel that the material in learning English is more interesting or close to everyday life or what is known as contextual. This was proven in an investigation of students' willingness to speak English, where there were factors that most influenced students' willingness to speak English in terms of situational factors, that is the learning topic (Utami & Rismadewi, 2022). The topic that is interesting and familiar and close to students' everyday life is a factor that most influences their willingness to speak English.

Several speaking obstacles were found in English for personality development course in Universitas Pendidikan Ganesha. Choosing words, arranging sentences with correct grammar, as well as pronunciation and fluency were the problems that the students faced by students when speaking English. They also made incorrect pronunciations thus generating different meanings. Researchers draw the conclusion that learning models that support improving their speaking skills are really needed (Fitriani et al., 2019) and one learning model that prioritizes student-centered learning with contextual material is Problem Based Learning (PBL) model. Problem based learning (PBL) is learning that begins by giving problems in a natural, real world context (Alt & Raichel, 2022; Pratiwi et al., 2019). A 'problem' can involve students' curiosity and lead them to investigate and think meaningfully in finding a solution. Students will learn to look at problems from a collection of information to make observations

and connections to find solutions to the problem. This allows PBL to increase students' critical thinking skills scientifically. PBL gives a change for students to recognize, understand and make meaning before the students present their work. Therefore, PBL can indeed be used to optimize honing, testing and developing their thinking abilities on an ongoing basis.

Learning with the PBL model has a beneficial impact on students. The advantages are; 1) students understand the concept of the material better because they find solutions to their own problems, 2) guide students to think critically, 3) learning is more meaningful because the knowledge they have adapts to students' understanding, 4) students are more interested in solving the problems given because the problems are linked to real events, 5) students are more open to accept aspirations, solving problems and encouraging positive attitudes among students, 6) studying in groups in solving problems makes students' social interaction skill develop (Sari et al., 2021).

In PBL learning activities, educators/teachers/lecturers play more of a role in facilitating learning rather than giving lectures (Kim et al., 2021; Pratiwi et al., 2019). Educator plays a role in designing learning scenarios, designing problems, and providing ideas for solving problems by directing students to find references of any sources. There are several roles of educators in PBL; a) Preparing students' thinking tools, b) Emphasizing cooperative learning, c) Facilitating learning in small groups and in PBL, and d) Implementing a problem-based learning (PBL) process. Review results from various branches of science with the application of PBL shows that PBL is an effective learning model if carried out continuously. Student involvement with problems and their solutions can improve student learning outcomes compared with conventional methods (Berenji et al., 2020).

Based on the results of related research, researchers want to conduct similar research using the PBL method to determine its effect on speaking skills in the English for personality development course. However, in this research, the researcher wants to use the PBL method, supported by the findings of previous research, which is the student's willingness to speak that is influenced by the contextual material that is, current and familiar to students, as well as by providing rewards or positive feedback from lecturers. Thus, this research will emphasize the application of the PBL method by strengthening contextual material and rewards.

METHOD
Design

The objective of this study was to determine the effect of the implementation of the PBL in increasing student participation in speaking skills and to determine students' perceptions about the implementation of PBL in speaking skills in the English for personality development course. The research design used was a descriptive qualitative approach. One group pre-test and post-test were provided in this study in order to determine the learning outcomes following the use of PBL in the classroom as a treatment. In the meantime, information about students' opinions of the PBL learning paradigm was gathered using a qualitative methodology

Participants

The primary data used for this study were collected from 28 students majoring in subjects other than English who enrolled in general English and English for Personality Development courses during the 2022/2023 academic year. These 28 students were from 4

different faculties, and study English in one class or study group, known as *Study Group*. Random sampling is the approach used for sample selection because every study group has the same characteristics as which heterogeny class.

Data Collection

In collecting the data, the researcher used some methods, namely Pre-test and post-test, observation, survey, and interview. Pre- and post-test assessments were administered to measure the impact of the PBL model. To support the data, the students' participation during PBL implementation in the classroom was also observed by using observation sheet. Additionally, information about how students see PBL-based learning was explored through the use of questionnaires and unstructured interview questions. There were multiple questions on the questionnaire concerning the information or data that has to be gathered. Researchers have provided Likert scale response alternatives (strongly agree, agree, uncertain, disagree, and strongly disagree) on the open-ended questionnaire; nevertheless, respondents were still able to submit (anonymously) to further elaborate on their responses. All participants received the online questionnaire, which was created as a Google Form. Meanwhile, an interview guide for the unstructured interview was used when the subjects had any topics that needed additional in-depth discussion about the interview's outcomes. To ensure that the data collected for this study is more reliable; interviews were conducted via *Zoom* platform for 3 times.

Data Analysis

The data analysis was carried out in two stages. The first is quantitative data analysis carried out using paired sample t-test because the sample comes from the same group and qualitative data from observation instruments and questionnaires. The qualitative data were then analyzed using three activities that occurred simultaneously, namely data reduction, data presentation, and concluding/verification. After that, the data were presented descriptively.

FINDINGS AND DISCUSSIONS
The Influence of the PBL Model on English Speaking Skills
Tabel.1 Descriptive Statistic Pretest-Posttest

	N	Minimum Score	Average Score (mean)	Maximum Score	Std Deviation
Pretest	28	56.00	80.57	96.00	8.61
Posttest	28	80.00	90.67	97.00	5.59

To determine the effect of implementing the PBL model on English for personality development course, pretest-posttest data analysis was carried out. This analysis used a paired sample t-test model which compared pretest and posttest data from the same group. The results of the analysis showed that there is a significant (the significant score of pretest and post-test scores) influence on student learning outcomes by implementing the PBL model on speaking skills in the English for Personality Development course. From 28 samples of pretest and posttest scores, the minimum and maximum pretest scores are 56.00 and 96.00, and the average score on the pretest is 80.57 with a standard deviation of 8.6. Meanwhile, after being given treatment with PBL, the minimum and maximum posttest scores are 80.00 and 97.00 with the average posttest score being 90.67 and the standard deviation 5.59. This indicated that the PBL model is effective in enhancing students' speaking skills.

Student Perceptions of the Implementation of the PBL Model in Improving English Speaking Skills.

To obtain data about students' perceptions of the implementation of the PBL model in improving English speaking skills, questionnaire data analysis, semi-structured interviews and field observations were carried out. The results show the data described in Table 2.

Table 2. Distribution of Questionnaire Survey Results

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)
1	43	39	11	7
2	43	43	14	0
3	53	36	11	0
4	43	50	7	0
5	18	41	37	4
6	34	58	8	0
7	29	53	18	0
8	18	41	37	4
9	53	36	11	0
10	43	43	14	0

The questions in the questionnaire were developed based on the components of the PBL model (items 1-6) and indicators of speaking skills (items 7-10). Based on the questionnaire data above, it can be seen that statement items one to four show significant results in agree and strongly agree answers. As many as 39% and 43% of students responded agree and strongly agree to statement one. 43% of students respectively answered agree and strongly agree with statement number two, 53% and 36% of students responded strongly agree and agree to statement three, and 50% and 43% of students responded agree and strongly agree with statement four. Statement one to four state that the PBL model makes students understand the concept of the material better and find solutions to their own problems, guides students to think critically, the material is easier to understand, and is more interesting because it is linked to real, everyday problems. This is supported by observation data, where students could find solutions to problems independently with groups according to the problems they raise. They also seemed enthusiastic and participated throughout the lesson up to presenting the results of their problem-solving. This was explored from the interview data as follows.

"During learning, I feel I was given the freedom to find solutions to the problems provided. After the discussion with my friends, even though our solutions are different, we are quite happy that we can discuss it."
(S1, Excerpt 1)

"I can understand the application of the material provided. Like looking for a good application to solve students' problems and then telling them how to use tutorials to use language expressions learned in class."
(S4, Excerpt 4)

Based on table 2, item number 5 shows that 41% and 18% of students answered agree and strongly agree. Meanwhile, 37% of students said they were neutral. Statement number five states that the PBL model makes students more open to accepting aspirations, solving problems and instilling a positive attitude. From the results of observations, students showed quite good participation in discussions and holding question and answer sessions with other

participants. However, there are several presentations that discuss the pros and cons during the discussion session after the presentation. There were students who responded that agree and disagree with the problem solving presented by other groups. However, this made the discussion more interesting and showed students' enthusiasm in listening to presentations from other groups. Looking at this data, researchers explored their responses through interviews, it can be seen from the below statement.

" ……. For me, it's normal during discussions. Sometimes the solution suggested by friends in the group doesn't in line with mine. So, we argue a little. Then when another group presented, I could understand it after the explanation."
(S3, Excerpt 3)
"...I agree even though I sometimes have different opinions compare to my friends when looking for alternatives. But that makes us more open and learn accept other people's opinions.
(S4, Excerpt 4)

Data on number six also shows a positive response from students, where 58% and 34% agree and strongly agree. In number 6, it is stated that studying in groups in solving problems makes students' social interactions develop. This is related to the advantages of the PBL model which fosters interaction between students from different faculties in one group. The observation results showed a similar thing, where students from various study programs in one group seemed to interact well in solving the problems given. Their enthusiasm in carrying out their assignments was also seen when they presented in front of other groups. To support questionnaire and observation data, interviews were also conducted to explore more accurate data. Interview excerpts can be seen as follows.

"...I agree because usually if you are not familiar you can be reluctant to discuss or it feels really awkward. But by working together to find a solution, it won't be awkward and we can exchange ideas with each other."
(S3, Excerpt 3)
"I really agree because the group discussion method where the group consists of friends from different study programs will complement each other based on our fields."
(S4, Excerpt 4)

In statements seven to ten, the statements given are about indicators of speaking skills. These indicators include mastery of pronunciation, grammar, new words and fluency. In item 7, 53% and 29% of students agreed and strongly agreed with the statement that the PBL model helped them master pronunciation, while 18% were neutral. From the classroom observations it can be seen that, before the presentation, students seemed to look for ways to pronounce words that they do not master. They often used applications on their devices to get the sound of a word they want to utter. Apart from that, in some groups, they had friends who master the pronunciation of English vocabulary better, it made them easier to ask questions directly and corrected their pronunciation. This is also supported by interview data that can be seen as follows.

"...... because there is a friend who is good at speaking English, so I could immediately ask him how to say it correctly,...".
(S1, Excerpt 1)

"I totally agree, because I am lack of the pronunciation of several words. Sometimes it results in misunderstanding. Because there will be a presentation, so we need to say the words correctly so that the meaning can be understood."
(S5, Excerpt 5)

A significant thing occurred in statement item 8, where 37% of students stated they were neutral, and 41% agreed. In number eight, the statement suggested is that this PBL model can help in mastering correct grammar. Interview data showed that students who stated neutral was due to them often put aside grammar because they focused more on fluency of communication during presentations. Some of them seemed to pay less attention to grammar and prioritized what they want to convey with the words they compose more. This is certainly acceptable considering that communication among groups and other participants during the presentation showed a good interaction, even though in some sentences they still had grammatical errors.

"...I don't even think about what tense to use, what is clear is that I want to convey the meaning of the contents of my presentation, so sometimes I might make mistakes in some sentences."
(S3, Excerpt 3)

"....... Sometimes if I think too much about grammar, I will be very nervous. So, in my opinion, the important thing is that the audience understands what I mean. And sometimes what we write, during the presentation, may be different compare to what we say, so I try to make it smooth first and my friends understand what I mean."
(S4, Excerpt 4)

In statement numbers nine and ten, students were asked to state that the PBL model helped them master more vocabulary and be confident and fluent in using English. As many as 53% and 36% of students answered strongly agree and agreed that they had more new vocabulary from this PBL model. As many as 43% of students said they strongly agreed and agreed that the PBL model made them more confident and fluent in using English. From the observations, students showed quite good participation during learning using the PBL model. It was seen that students interacted well with their groups and presented the material well after being given enough time to solve the problems given. Their vocabularies were varying according to their material in the presentation. In terms of speaking fluency, students showed the same thing. All group members who presented showed their confidence when speaking. Consequently, the learning was more interactive and conducive. Apart from observations, researchers also explored interview data with several students. The excerpt from the interview can be seen as follows.

"………. While looking for problem solving resources, I discovered many new words. So when I use it I have to know the meaning and the correct pronunciation...".
(S2, Excerpt 2)

".....yes, by discussing to find the solutions, we can search and read sources from various platforms. Well, while looking for references, I found it there are many words that are not familiar, but I use them in my presentation. I looked for the meaning and I used it in several sentences."
(S4. Excerpt 4)

"...... these new words are often said so I memorize them. So you can add new vocabulary too."
(S5, Excerpt 5)

Based on data from the research results, it can be concluded that the PBL model influences improving English speaking skills in group 11 students. This is proven by the data in Table 1 where there is a significance score from the pre-test and posttest. Thus, the treatment given after the pretest influences the posttest results.

To obtain data about students' perceptions of the PBL model in speaking skills, 10 statement items in the questionnaire were developed based on the components of the PBL model and the indicator components of speaking skills. From the main components of the PBL model, there are 6 statements, namely; 1) students understand the concept of the material better because they find solutions to their own problems, 2) guide for students to think critically, 3) learning is more meaningful because the knowledge they have adapts to students' understanding, 4) students are more interested in solving the problems given because the problems are closely related to everyday life, 5) students are more welcomed to accept different opinion, easy to solve problems and encouraged for more positive attitudes towards the learning, 6) studying in groups to solve problems makes the students' social interaction skill develop (Sari & Sembiring, 2019; Rao, 2019).

From the result of all components, the majority of the students showed a positive response. Students responded agree and strongly agree regarding the main components of the PBL model. By applying the PBL model, students feel they understand the concepts better since they were linked to the real problems they likely encounter, they are able to think more critically, and their learning is more meaningful. This is in accordance with observation data which shows the increasing students' ability to create problem-solving concepts. This is in line with the syntax of the PBL model in learning (Nurtanto et al., 2019; Pratiwi et al., 2019; Sari et al., 2021), where lecturers carry out several stages that support improving students' abilities in problem solving and critical thinking skills, such as organizing the students, guiding group investigations, developing and presenting the results, and analyzing and evaluating problem solving through discussion (Berenji et al., 2020).

Moreover, in other statements, students showed positive responses regarding problem solving. Students stated that they agreed and strongly agreed with the application of the PBL model which made learning became more meaningful because the problems given were related to real life problems, it increased social interaction as well, so they were more open to accepting aspirations from others. This is in accordance with supporting theories related to the characteristics of the PBL model (Sari et al., 2021), it involves ; learning begins with problems and the development of problem solving skills, the problems used are problems in the real life context and are not isolated, learning is collaborative, communicative and cooperative. According to the speaking skill indicator components, the results obtained also showed significant results. Students showed improvement in English speaking skills through the PBL model. This can be seen from questionnaire and observation data as well as interviews, where the majority of students responded agree, and strongly agree regarding to the statements on the speaking skill indicator components (Fulcher, 2010), it involves; increasing skills in pronunciation, grammar, vocabulary, fluency and comprehension. This is in line with several related studies which conclude that PBL can improve learning outcomes, speaking skills, critical thinking skills, and students' self-confidence (Malmia et al., 2019).

CONCLUSION

Based on the results obtained from statistical data, questionnaires and observations, it can be concluded that the PBL model has an influence on improving students' English-speaking skills in the English for personality development course. From the PBL syntax and indicators of speaking skills, such as; increasing skills in pronunciation, grammar, vocabulary, fluency and comprehension, this model is proven improve the students' speaking skills. In mastering a foreign language, speaking skills are said to be the most challenging skill. Based on this view, researchers want to provide input to teachers or other researchers to be able to implement learning models that are more meaningful but interesting for students. So that students can feel the positive impact of the model applied to improve their language speaking skills. The findings of this research can be utilized as consideration for other researchers to carry out broader and in-depth investigations. This can be done by increasing the research focus on learning models, how to implement it in higher education and factors of students' English-speaking skills in learning, so that the research findings will be more comprehensive.

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