

English Teachers' Experiences in Developing Students' Speaking Skills with a PBL Model at Junior High School in Indonesia

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Abstract

Purpose: To find out what problems exist in the classroom when students are learning and what solutions are commonly used to solve these problems, then by using what strategies are used by English teachers in implementing the Problem-Based Learning model to develop the speaking skills of intermediate level students.

Methodology: This research uses a method involving an approach that emphasizes on teachers' experiences called phenomenology through semi-structured interviews, and classroom observations used to analyze how teachers implement problem-based learning in developing secondary school students' speaking skills and data collected using a qualitative research approach.

Results: The various data collection methods provide a comprehensive understanding of the effectiveness of classroom learning and the learning environment. The data show that the problem-based learning model focusing on developing the speaking skill of junior high school students is still quite ineffective in increasing students' confidence and fluency in English conversation because most students still have difficulty in pronunciation, teachers need to have more additional strategies in creating an environment that influences students' learning development, especially in developing their speaking skill.

Applications/Originality/Value: To help students understand complex academic subjects in English, this study found that teachers need a strategy that keeps students from getting bored in class and that serves to increase students' focus on English speaking skills using problem-based learning model. A differentiated curriculum can also better balance academic and conversational language development by focusing on these areas, ensuring that students achieve both. The results of this study add to our understanding of immersive language teaching and provide guidance for improving comparable initiatives to enhance student performance.

Introduction Section

In the world of education Tri Widyahening & Rahayu (2021), language plays a very important role in learning. Besides Indonesian and regional languages, English is ranked second or even first in school learning. This is because English is a universal or international language widely used in various activities such as writing international news, interviewing foreigners or dealing with foreign media in the business world. In an increasingly globalized working world, proficiency in English is increasingly becoming a prerequisite. Being fluent in a foreign language is an added advantage when applying for jobs, and English speakers in particular have a good chance of working for multinational companies and pursuing an international career. Despite the importance of English, many people still find it difficult to learn English. Among the obstacles that often arise are difficulty understanding grammar, limited opportunities to practice speaking, and a lack of motivation to learn.

Students learn English from elementary school through high school to college. English teaching involves four main skills: listening comprehension, speaking, reading, and writing Harianto (2020), Indriani (2022). All of these are the main aspects of learning English, so the teacher must have a strategy to teach them thoroughly so that students get used to the foreign language. However, among all these aspects, there is one that could make it easier for students to practice English so that it can be learned quickly, and that is the practice of speaking skills. After all, the ability to communicate fluently is a valuable asset that we need to develop. This skill is useful for communicating with colleagues from different countries, participating in international meetings, and even negotiating in English. The ability to speak fluent English is not only important in the working world, but also when living abroad or traveling to a foreign country, because it can make it easier to communicate with locals and seek information.

The ability to speak is one of the most important aspects of learning English Beta (2019). The ability of students to communicate orally is the main goal when learning a foreign language. However, many students still struggle with the

pronunciation of English vocabulary or do not dare to speak or practice English directly. This is one of the challenges for teachers when it comes to solving students' problems in developing their oral skills Nisa & Christanti (2024). One of the learning models considered useful for developing students' speaking skills is problem-based learning. Problem-based learning commonly referred to as PBL is the right learning model that can be used as a familiarization process to prepare students for a dynamic and problematic life. Meanwhile the problem-based learning model offers an innovative teaching method, there are challenges related to student confidence. Many students are reluctant and find it difficult to solve a problem. Therefore, teachers need to develop a strategy that makes students feel comfortable and does not make them bored. Good and appropriate classroom management can create an effective learning environment and increase students' confidence.

Traditional teaching methods are often based on an teacher-centered approach, where information is passed from the teacher to the students. In contrast, problem-based learning offers many benefits to students. By working together to solve problems, students develop strong interpersonal skills and learn to appreciate different points of view. Besides that, problem-based learning encourages student to become independent learners and responsible for their education. In addition, problem-based learning is highly motivating because students are engaged in tasks that are meaningful and relevant to them. This engagement often leads to higher achievement and positive attitudes toward learning. The problem-based learning model has several advantages, but also some critical points regarding the weaknesses of this learning model. One of the disadvantages of using this model of learning is that students are not confident when faced with problems that they find difficult to solve and are therefore reluctant to try. The teacher should know the appropriate scenario to use in the classroom and lead the class discussion and support the students in learning and problem solving.

In conclusion, developing the speaking ability of junior high school students by using problem-based learning model has its own advantages and disadvantages. Therefore, in this study, there are four research questions formulated as follows: (1) How do English teachers implement problem-based learning for middle school students? (2) What are the perspectives of English teachers in implementing problem-based learning for students? (3) What problems do English teachers face in implementing it? (4) What solutions do English teachers use in implementing it. From the reasearch question, it can be concluded that the purpose of this study is to find out what problems exist and what solutions or strategies are used by English teachers in implementing the Problem-Based Learning (PBL) model to develop the speaking skills of intermediate level students. The Gaps of this study is will be investigate the experiences, problems and solutions that teachers use to improve English teaching, what difficulties they face and what solutions are appropriate to solve these problems. In addition, the difficulties teachers face in implementing those solutions will be interviewed or observed. The result of this study is that the authors hope to contribute a little to a more detailed understanding of the impact of lessons with problem-based learning models.

Theoretical Review

Communication is an important aspect in all fields. This theory explains that emphasizing the importance of an effective communication process can improve students' soft skills, particularly communication or speaking skills. According to previous research, speaking is an aspect of skills, particularly oral speaking, that is productive in nature, that is, a person's ability to convey an idea or opinion through thoughts or feelings in such a way that the idea or opinion is easily understood by the listener Beta (2019). The following types of speaking skills include (1) narration; (2) debate; (3) discussion; (4) interview; and (5) conversation.

According to Lilis Indriani (2022) wurde die Anwendung des Modells des problembasierten Lernens (PBL) to improve student engagement and learning outcomes. The use of problem-based learning (PBL) methodology can help improve the learning outcomes of students in grades 7-3 at SMP Negeri 138 in Jakarta. In this data, we can see that the data shows the percentage results that increase completeness from 69.43 percent in the previous cycle to 74.43 percent in cycle 1 and 77.42 percent in cycle 2. PBL also succeeded in increasing students' receptivity, from 65.71% in the previous phase to 83.33% in cycle 2. Thus, the PBL method proved to be able to improve student activity and learning outcomes. Therefore, the PBL method has been shown to be effective in increasing student interest and learning outcomes in English classes Wardhana Ikawati (2023). Tri Lestari et al. (2022) found that the application of the PBL learning model resulted in increased student activity and learning outcomes. Before the introduction of PBL, only 30% of students met the minimum completion criteria (MCM). After two rounds, the student success rate increased to 85%. PBL enables students to participate more actively in the learning process, collaborate and maximize learning outcomes.

Munaiseche et al. (2023) and Liana et al. (2021) found that the application of the Problem-Based Learning (PBL) model in improving the critical thinking skills of Manado high school and vocational school students with average results of the Problem-Based Learning (PBL) model is effective or successful in improving students in critical thinking and providing real learning experiences. According to Rivanza & Koeswanti, (2024) the application of the Problem-Based Learning (PBL) model in the active and passive sentence writing skills of grade II students in the Mawar cluster, achieving

significantly better average results than before. In addition, Nengah Nuarta (2020) found that the application of the PBL model was able to improve the learning performance of students in grade XII IPS-2. The results in the first cycle showed an average score of 69.41 with classical completeness of 78.94%, while in the second cycle the average score increased to 72.88 and classical completeness reached 89.47%. This shows that the PBL model can effectively improve students' motivation and learning outcomes in English.

Hasyatun (2022) revealed that the use of the problem-based learning (PBL) model to increase interest in reading and English speaking skills for grade X students at Insan Pratama Qur'an High School, Tangerang, was successful in increasing the interest in reading and speaking skills of these students with average results. Therefore, the educational success of SMA Negeri 9 Bulukumba Sulawesi students in learning English increased and proved to be effective, as found by Said et al. (2021). The theory according to Duch by Masjid (2022) explains that problem-based learning is a learning system that has its own challenges for students in learning, being a type of learning that is done in groups or discussions. The problem-based learning (PBL) model has several features, including (1) the use of a problem at the beginning of learning; (2) the use of a real-life problem; (3) students must learn independently; and (4) the use of more than one source of knowledge.

As reported by the Sampoerna Academy (2022), problem-based learning was first introduced in 1969 at McMaster University in Hamilton, Canada. According to Nengah Nuarta (2020), problem-based learning (PBL) is a learning model associated with the philosophy of constructivism theory in which students are first introduced to a problem, followed by a student-centered information seeking process. According to the theory established by Suyuti et al. (2023), problem-based learning (PBL) is one of the methods used by the 21st century educational paradigm. Parinding et al. (2024) stated that the vocabulary mastery of grade VII A students using the problem-based learning (PBL) model and the TPaCK approach at SMPN 1 Mulia Puncak Jaya significantly increased students' vocabulary mastery with average results. Next, Donny Adiatmana et al (2024) applied the problem-based learning model to students at Mulia Hamparan Perak Private High School; the data showed that the learning model had a positive impact on teachers and had a good improvement in their understanding of the concept of problem-based learning and lesson design skills.

Research Methods

This research is a descriptive qualitative research (Iii & Komparatif, 2022). Research that is directly addressed to the source or object of research to produce research data. The object of this research is to involve 3 foreign language teachers, namely English, where the teacher is selected based on personal qualifications and based on data provided by the school to researchers. The subject in question is how English teachers implement problem-based learning in developing the speaking skills of high school students.

Reported from Eureka Education (2014) This research design involves the use of phenomenology, an approach that emphasizes subjective human experience or interpretation. The study using phenomenology allowed the researcher to collect data regarding the views or decisions of English teachers in the process of developing students' speaking skills by using a problem-based learning model. This qualitative approach is designed to capture the essence of the teachers' lived experiences during teaching and provide insights into their strategies, challenges, and successes or solutions in implementing them in the classroom. By focusing on personal narratives, this research seeks to understand how teachers perceive the effectiveness of problem-based learning in improving students' confidence when speaking English.

In addition, the findings from this study will shed light on the specific instructional practices and classroom dynamics that contributed to the successful implementation of the problem-based learning model for junior high school students. Using in-depth interviews and reflective discussions, this study will explain the interplay between facilitation and student engagement and how these elements influence the development of speaking skills. Ultimately, this research contributes to the advancement of knowledge in the field of language education by offering practical recommendations for teachers who want to improve their students' speaking skills through innovative pedagogical approaches.

In this study, data was collected through a combination of semi-structured interviews, and observation.. According to KBBI in the opinion of Aldita Prafitasari (Aldita Prafitasari, 2023) an interview is one of oral question and answer with someone directly regarding a certain opinion. So in this study, researchers conducted using semi-structured interviews which are included in the in-depth interview category. Then, the researcher will conduct an interview with the English teacher regarding how to develop students' speaking skills by using a problem-based learning model. Classroom observation is conducted to analyze how students respond during the learning process and whether or not problem-based learning affects students in real life.

Research Results and Discussion

Research Result

This chapter outlines the research findings and examines the main points that emerged from the data collected through semi-structured interviews and classroom observations. The purpose of this study is to find out what challenges are faced, as well as the solutions or strategies used by English teachers in implementing the problem-based learning (PBL) model in developing students' speaking skills in junior high school. The validity of these findings is supported by Sugiyono (2020:105) who states that in general there are several kinds of data collection techniques, namely observation and interviews.

The availability of resources such as teaching materials and audiovisual aids plays an active role in the development of lower secondary students' speaking skills, so that teachers can create a learning environment that is fun and not boring. There are various resources used by teachers in learning, for example: (1) Instructional materials are specially designed and supportive teaching materials for problem-based learning in a structured and relevant way. Instructional materials that are interesting and appropriate to students' level of understanding can increase motivation for learning. (2) Audiovisual aids are one of the technologies that can support learning, such as video, ppt, etc. Using these tools, students can increase their learning motivation. By using these tools, students can learn in a more modern and interesting way. Facilities provided by the school, such as classrooms and language labs, can also support problem-based learning in the development of speaking skills.

Some factors that influence teacher success in developing students' speaking skills through problem-based learning are (1) the quality of the teacher's mastery of the material, where the teacher's ability to master the subject matter is an important factor in teaching. (2) The use of effective teaching strategies and innovative learning activities can encourage students to take a more active role in practicing speaking English; commonly used techniques are discussion, group, role-playing and brainstorming. (3) Teacher evaluation and feedback to students, which in this case has a positive effect on students, can uncover errors in their English pronunciation. The teacher must correct the students' incorrect pronunciation so that the students know the correct English pronunciation. Therefore, the following is the data found by researchers through semi-structured interviews and classroom observations:

English Teachers' Experiences in Developing Students' Speaking Skills in PBL

Experience is a process of an event that affects a person's perception, feelings and understanding. The experience itself can be positive or negative. The following are some experiences of English teachers in developing speaking skill in problem-based learning model: (a) students' English pronunciation is funny because some students lack confidence; (b) students have difficulty in their English pronunciation; (c) and students' lack of interest in learning English. based on these points can be corroborated by some expressions conveyed by some teachers:

“While I was teaching in this school, I had some experiences when I practiced my speaking skills in the classroom, such as: I can offer a lot of funny vocabulary when students pronounce them, but there are still many students who are shy when they have to practice in front of the class” Aris Budi Haryanti, S.Pd, November 04, 2024, SMP N in Indonesia

"as a foreign language teacher there must be a lot of experiences that have been passed with joy and sadness, but it does not discourage me in teaching foreign languages, especially English. one of my experiences was when I taught a descriptive text material which I then asked to try to read the text in front of the class and the results were that the students still had difficulty in reading it. Because, students here are less interested in English which they feel is difficult to practice, maybe some students are better in their speaking skills “ Esti Grahayanti, S.S, November 04, 2024, SMP N in Indonesia

“My experience when teaching English that focuses on speaking skills in problem-based learning is that students still cannot master it because the students are still carried over from elementary school which affects their English skills” Gading Saraswati, S.Pd, November 04, 2024, SMP N in Indonesia

From the experiences of some junior high school English teachers in Indonesia, it can be concluded that most teachers feel overwhelmed when teaching English using the problem-based learning model and that they do their best to make students speak English gradually because students do not yet fully understand or master the English language.

Challenges used by English Teachers in Developing Students' Speaking Skills in PBL

A challenge is a struggle that teachers face in classroom learning. Challenges can arise when problems in the classroom cannot be solved, such as the fact that students often do not understand the material explained by the teacher, or the limited learning time that causes students to understand the material less, especially with English material. based on the data that has been taken, it can be concluded that (a) students lack confidence, (b) the use of 2 languages in learning results in students not listening and not understanding the teacher's explanation, (c) adaptation of elementary school

students to junior high school students and the existence of a government zoning system. the following concrete data evidence is in accordance with the results obtained:

“The challenge of teaching speaking skills in problem-based learning models is that many students lack the courage to speak in English because they think English is difficult, which affects students' attitudes when they want to move on to the next material.” Aris Budi Haryanti, S.Pd, Nov. 04, 2024, SMP N in Indonesia

“In my personal opinion, the challenge is often that I explain or answer the students' questions in multiple languages (a mixture of Indonesian and English), which makes the students indifferent or not listen to my explanations, but I understand them because the students have limited English vocabulary.” Gading Saraswati, S.Pd, November 04, 2024, SMP N in Indonesia

“Since I teach grade 7 students where the students experience a change in class atmosphere, or you can say that they are still adapting from the former elementary students to the junior high school students, it is a very big challenge for me, especially now that these students come from the zone system, which also affects the quality of students in this school.” Esti Grahayanti, S.S, November 04, 2024, SMP N in Indonesia

From the testimonies of several English teachers, we can conclude that the average student in this secondary school has many difficulties, one of which is that many do not concentrate when learning and have difficulty when teachers try to use mixed languages during learning.

Solution used by English Teachers in Developing Students' Speaking Skills in PBL

A solution is one of the ways or steps taken to solve a problem and achieve a certain goal. The solution itself can be a strategy, method, or planned action to achieve the desired result. Solutions are usually used to solve problems that arise in everyday life, in business, or in the scientific field. the results of the interviews that have been conducted can be concluded that (a) by using material through audiovisuals or assignments through social media, (b) by opening textbooks, exploring the material and trying to practice it in front of the class with classmates, (c) by using the curriculum implemented by the government, and being more patient. the following concrete data evidence is in accordance with the results obtained:

"I usually use a solution when I have a problem in class by giving students an audiovisual material or an assignment through social media. This makes the students feel happier because learning in the classroom is not so monotonous, and sometimes I tell the students to memorize some English vocabulary because I hope it will make the students understand a little bit of English, that is, they understand when I try to explain something in English." Aris Budi Haryanti, S.Pd, Nov. 04, 2024, SMP N in Indonesia

“The solution is to go over the textbook, delve into the material and try to put it into practice in front of the class together with my classmates.” Gading Saraswati, S.Pd, Nov. 04, 2024, SMP N in Indonesia

“My solution is usually to use the curriculum implemented by the government, such as introducing differentiated learning, or maybe with a lot of patience.” Esti Grahayanti, S.S, Nov. 04, 2024, SMP N in Indonesia

This response underscores the importance of a balance between progress in foreign languages, particularly English, and fluency. This study was successful in some areas; however, data validated through interviews with teachers in the field show that progress in English, particularly fluency in a problem-based learning model, has room for improvement.

Conclusion

In this study, the challenges faced by English teachers at Junior High School in Indonesia in implementing the problem-based learning model to develop students' speaking skills were found. Data obtained through semi-structured interviews, and classroom observations show that the availability of resources, such as teaching materials and audio-visual aids, is instrumental in creating an interesting and effective learning environment. Some of the factors that influence teachers' success in developing students' speaking skills include teachers' mastery of the material, the use of effective teaching strategies, and constructive evaluation and feedback to students. Despite this, many students still feel shy or lack confidence in speaking English, as well as experiencing difficulties due to their previous educational background.

Teachers also face challenges in maintaining student concentration and explaining material when using a mixed language. As a solution, they use various methods, including audio-visual aids and more interactive learning approaches. However,

despite the progress, this study shows that there is still room for improvement in students' English language acquisition and fluency, which requires more innovative and adaptive approaches in the learning process.

Therefore, it can be concluded that the results studied by the researcher show that the development of speaking skills in problem-based learning models cannot be implemented effectively and teachers need to improve students' confidence and speaking skills. Nonetheless, foreign language teachers, particularly English teachers, still face issues beyond speaking fluency, such as maintaining a comfortable classroom environment, etc. balancing academic language progress with speaking fluency. The program has achieved success in certain areas; however, the findings show potential for improvement in its teaching.

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