

TEACHER'S COMPETENCY IN APPLYING PROBLEM-BASED LEARNING MODEL IN TEACHING SPEAKING SKILL: A CASE STUDY AT MA PLUS NURUL ISLAM SEKARBELA

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Abstract: Mastery of English is important in communication, especially in teaching speaking. However, there are obstacles in teaching speaking that teachers face. Teachers need skills and strategies, one of which is the Problem-Based Learning (PBL) model. PBL focuses on giving students complex problems to develop critical thinking and speaking skills. This study aims to analyze teachers' competence in applying PBL model in teaching speaking. This research was conducted at MA Plus Nurul Islam Sekarbela using a qualitative approach with a case study method. Results were obtained from the evaluation of Lesson Plans and Teacher Performance, as well as interviews. From the two meeting sessions conducted, the teacher showed adherence to the PBL model with a score of 92 on the lesson plan with a score of 84 on the teacher performance. Based on these results, the teacher has competence in using the PBL model in teaching speaking skills. The interview results showed challenges, including students' limited vocabulary, low motivation, classroom conditions, and time constraints. To overcome these issues, teachers apply strategies such as increasing motivation, fostering an interactive classroom.

Keywords: problem-based learning, speaking skill, teacher performance

INTRODUCTION

English language plays a crucial role in global education. English is an international language that has become integrated into many aspects of global life. Mastering English is very important for communication, especially in the academic field. In order to teach English, it is essential for teachers to proficiently handle the four skills of speaking, listening, writing, and reading. Speaking ability is a person ability to communicate with others using verbal language. According to Richards and Hull 2018, speaking includes the ability to produce sounds, articulate words, and produce meaningful sentences. It also involves using proper intonation, stress, and rhythm in speaking. According to Bailey (2005) Speaking is an

important component in learning a language, be it a second language or a foreign language, and can be assessed by students' ability in the learning process.

According to Jaswadi et al. (2022) learning speaking in English is essential in view of the fact that it helps people acquire the speaking skill to communicate in a spontaneous and natural way with other people. For this reason, in line with this, in learning language speaking skill must be considered and improved, because students must be able to use language orally in various situations, such as discussions, presentations, interviews, and so on.

But when it comes to teaching and learning, teaching speaking is certainly a challenge for teachers. Because there are some inhibiting factors that make teachers more difficult in teaching speaking. There are several factors that become the main problem in teaching speaking to students. First, students lack of motivation in learning English, especially speaking skills, due to their lack of involvement in asking and answering questions from the teacher. Secondly, students are less interested and less serious in discussing so that the learning objectives are not achieved. This can be seen when students chat more with their friends and pay less attention when the teacher teaches. Thirdly, due to the students lack of speaking ability, including with limited vocabulary mastery, it becomes more difficult for teachers to determine the right learning model because students are more accustomed to using the usual learning model, which is teacher-centered learning, where the teacher speaks more than the students.

In line with the challenge above, based on the results of previous research from Kiruthiga & Christopher (2022), there are several factors that can affect students English speaking ability. One of these factors is the lack of confidence and anxiety when speaking English. This can be caused by several things, such as fear of making mistakes in the use of vocabulary or grammar, or fear of not being able to convey the meaning clearly.

To overcome these challenges, teachers need the right skills and strategies in teaching speaking in the classroom. One approach that can be used is problem-based learning PBL. According to Nilson (2010) Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem, this problem is what drives the motivation and the learning. Tan (2003) outlines that PBL is a learning in which its application is not just to include problems in the classroom, but also in its activities provide opportunities for students to actively form knowledge through interaction and investigation with collaboration. In teaching speaking using Problem-based learning model, teachers design projects that encourage students to think critically, collaborate, and develop communication skills because students feel involved in projects that are relevant to their lives. They can see the practical value of these speaking skills and feel more confident in using the language in everyday situations. During the learning process, teachers provide guidance, feedback and support to help students overcome challenges and improve their speaking skills. Overall, the application of the PBL model in teaching speaking provides a contextualized, meaningful and challenging approach for students.

Previous studies related to finding out whether the use of influential in teaching speaking in the classroom. Previous research was conducted by Rizal Fahmi (2021), Yuda & Ratminingsih (2020), and Nurhazizah (2022). In summary, these three studies examined the use of PBL to improve English speaking. However, there are differences in terms of location, specific outcomes and conclusions. The first two studies found a positive impact of PBL on speaking ability, while the third study found no significant impact. These differences may be due to the different research contexts, student populations, and PBL implementation. Researchers conducting additional studies recognize these differences and use the existing studies as references and guides for their research on teaching methodologies.

Based on the above discussion, the researcher applied PBL in the process of teaching English language skills at MA Plus Nurul Islam Sekarbela. The findings of this study were

reported in the article entitled “TEACHERS’ COMPETENCY IN APPLYING PROBLEM-BASED LEARNING MODEL IN TEACHING SPEAKING SKILL: A CASE STUDY AT MA PLUS NURUL ISLAM”

RESEARCH METHODS

This study was conducted using qualitative research techniques, specifically case study design. Patton (2015) explains that in qualitative research, the researcher acts as the main instrument to collect, analyze, and understand the data. The researcher used a qualitative approach because it prioritizes in-depth understanding of students' experiences in PBL-based learning and its influence on speaking ability. Yin (2018) explains that case study is an in-depth research method to investigate a case in detail, thus enabling the researcher to extract rich and in-depth information about a specific phenomenon. With the combination of qualitative and case study approaches, this research was expected to provide in-depth and relevant insights into the use of PBL in teaching speaking skills at MA Plus Nurul Islam Sekarbela. This research used purposive sampling technique.

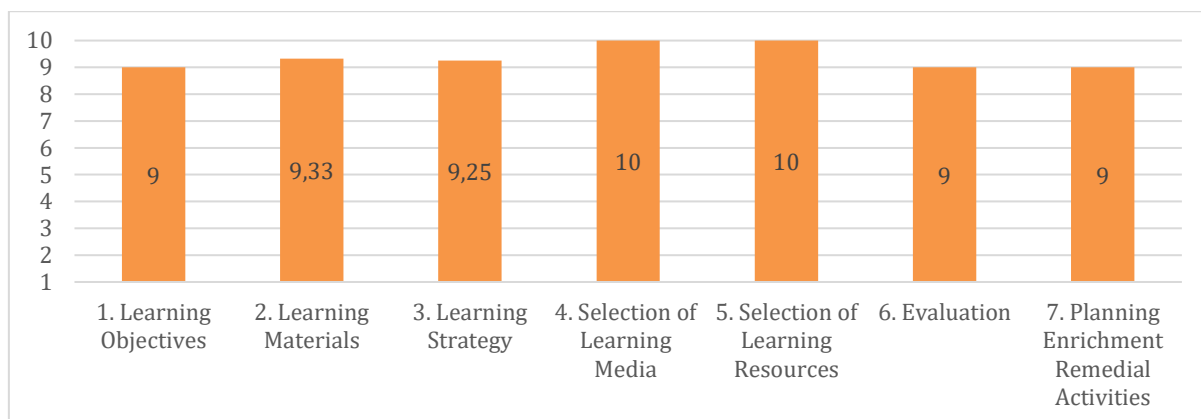
The research subjects in this study were teacher and students at MA Plus Nurul Islam Sekarbela. The researcher uses II-Mipa class which consists of 30 students, 14 Male students and 16 female students. The object of this research is the teacher's competency in applying the Problem-based learning model in teaching speaking in class II-Mipa MA Plus Nurul Islam Sekarbela.

There are two assessment instruments used in this research, the first instrument is the lesson plan instrument and the second is the teacher performance instrument (instrument ppg dalam jabatan). This research also used interview method with the teacher who used problem-based learning model in teaching speaking to get more information.

FINDINGS AND DISCUSSION

The observation conducted in two sessions found that the teacher followed the lesson plan (RPP) effectively when using the Problem-based learning model in teaching speaking. In the opening activities, the teacher greeted the students, checked their presence, and explained the learning objectives and scope of the material. In the core activities, the teacher led students to solve a problem or task related to the material. Finally, in the closing activities, the teacher summarized the lesson and asked if students had any questions. The evaluation of the lesson plan showed that the teacher's goals were compatible with the indicators of competency achievement, and the operational verbs used were appropriate and measurable.

This study used 2 evaluation instruments, the first is lesson plan instrument and classroom instrument in assessing teacher performance while using problem-based learning model in teaching speaking.



Graphic 1. Findings

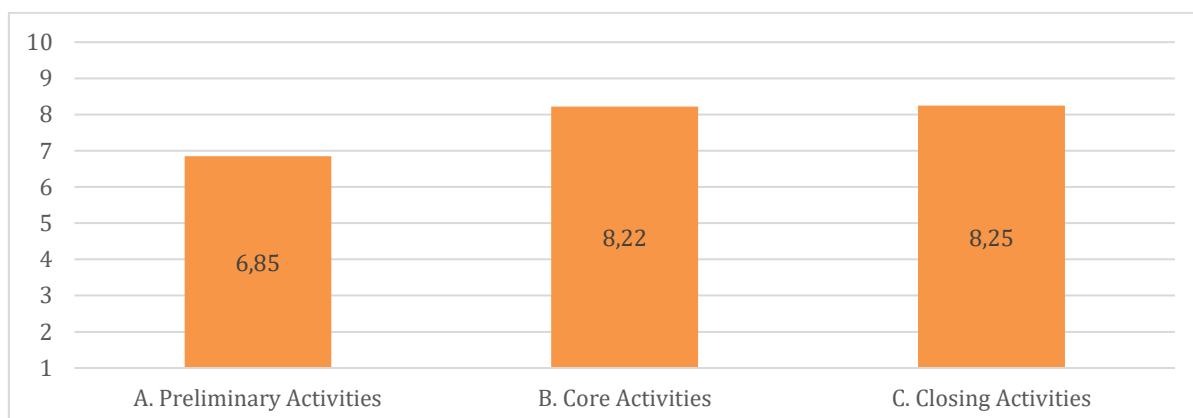
The lesson plan (RPP) evaluation utilized an assessment tool covering diverse aspects. The teacher attained total score a 9/10 for goal-indicator alignment. Learning objectives were aptly introduced. Learning materials scored 9,3/10 for aligning with competencies and indicators. They matched the curriculum and pertained to speaking skills. In employing active learning methods, the teacher achieved an 9,25/10 due to potential to further engage students. Media selection earned a perfect 10/10, effectively boosting the learning process. Similarly, the teacher earned a 10/10 for resource selection, utilizing relevant materials. Evaluation, with a score of 9/10, featured comprehensive assessment tools harmonizing with objectives. In planning enrichment and remedial activities, the teacher scored 9/10, incorporating tailored tasks for diverse student needs.

Total:

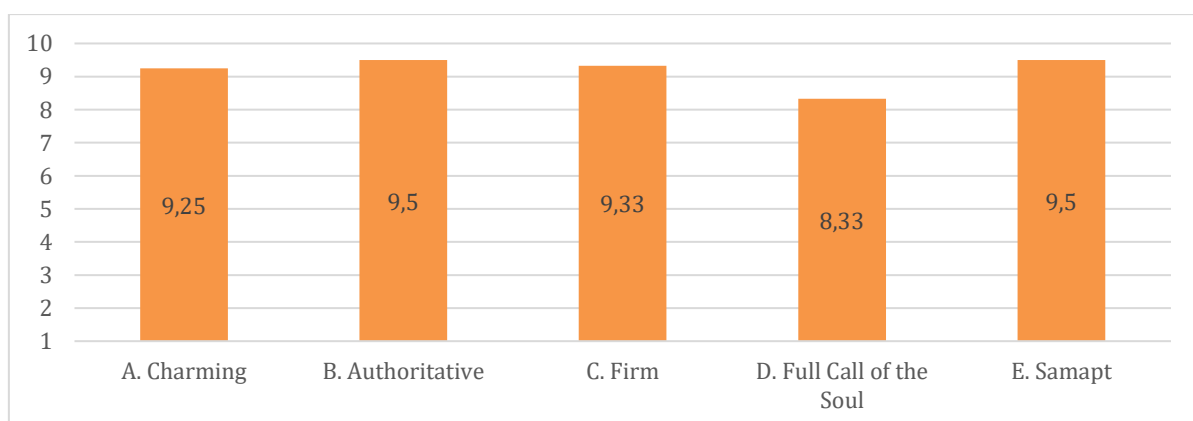
$$\frac{157}{17} = 9,23$$

Based on the assessment results using the instrument above, the total score obtained by the teacher on the first instrument (RPP) is 9.23 which can be categorized as an excellent score. The highest score is in the *Learning Media and Learning Resources* sections with the same score of 10 out of 10. And the lowest score is in the *Learning Objectives, Evaluation, and Planning Enrichment Remedial Activities* sections with the same score of 9 out of 10.

The second assessment instrument is the classroom instrument, which consists of two assessment components: learning activities and personality evaluation. Within this classroom instrument, the teacher's performance is evaluated during the process of teaching speaking using the PBL model within the class, while adhering to the established lesson plan.



Graphic 2. Learning Activities



Graphic 3. Personality

The classroom instrument evaluation is divided into 2 assessment parts, namely learning activities and personality. Learning activities assessment on the classroom instrument uses an assessment tool that covers various aspects. The teacher obtained a total score of 6.85/10 for the preliminary activities section. The beginning of learning that was done was quite good. Core activities received a score of 8.22/10 for the teacher's performance in delivering material using the PBL model. Closing activities got a score of 8.25 because the teacher closed the learning activities quite well. The second part in the classroom instrument assessment is personality. In the charming section the teacher gets a total score of 9.25 because the teacher shows a positive and cheerful side during teaching. Authoritative gets a score of 9.5 thanks to his relaxed and authoritative behavior in front of the class. Firm gets a score of 9.33 because besides being gentle, the teacher also shows a firm brush during the teaching and learning process. Full call of the soul gets a score of 8.33 because the teacher shows a caring attitude towards students. And smart gets a total score of 9.5 thanks to a neat visual appearance and in accordance with existing school regulations.

Total:

$$\frac{321}{38} = 8,44$$

Overall average score for second instrument (teacher) is 8,44.

Based on the assessment results using the instrument above, the total score obtained by the teacher on the second instrument (teacher) is 8.44 which can be categorized as a good score. Based on the 2 diagrams above, the highest score is in the *Authoritative and Samapt* section with the same score of 9.5 out of 10. And the lowest score is in the *Preliminary Activities* section with a score of 6.85 out of 10.

The research findings revealed several obstacles faced by teachers when implementing the Problem-based learning model in teaching speaking. These obstacles include:

1. Students Lack of Ability in Mastering Vocabulary

From the teacher's perspective, students' lack of vocabulary is very influential in the teaching and learning process, especially in teaching speaking because with the lack of vocabulary mastered by students, the teacher becomes more difficult and requires more time in teaching speaking.

2. Students' lack of motivation in learning English

Especially in speaking skills, due to their lack of involvement in asking and answering questions from the teacher.

3. Less Conducive Classroom Conditions

As a result of students lacking motivation and seriousness in discussing, so learning objectives are not achieved.

4. Lack of Speaking Practice

As a result of the lack of time to teach English where one class only gets a schedule for English lessons which is once a week, the teacher's process for teaching and practicing speaking for students is not optimal.

These obstacles pose challenges for teachers in effectively implementing the Problem-based learning model in teaching speaking. However, it is important for teachers to address these obstacles and find strategies to overcome them in order to enhance students' speaking skills.

To overcome this obstacle the teacher uses several efforts. The findings of the study revealed several efforts made by the teacher to overcome the obstacles faced when implementing the Problem-based learning model in teaching speaking. These efforts include:

1. Motivating the students

The motivation given by the teacher in this case is to increase students' confidence when required to speak in front of the class so that students are not afraid of wrong words when speaking.

2. Creating a enjoyable classroom atmosphere

For teachers, of course this is not an easy thing. However, by creating a enjoyable and varied classroom atmosphere, it can certainly affect the teaching and learning process in the classroom and also students' abilities, especially in speaking.

3. Give assignments that can practice speaking

The Teachers provide speaking-focused tasks and activities to provide more opportunities for students to practice speaking outside of regular class hours.

These efforts made by the teacher demonstrate their commitment to addressing the challenges and enhancing the effectiveness of the Problem-based learning model in teaching speaking.

CONCLUSION

From the results of this research, with the application of problem-based learning models in teacher competence when teaching speaking skills can be said to be successful. It can be seen from the results of this study by using an assessment instrument, the results obtained from the evaluation of the teacher's lesson plan get a score of 92 and the evaluation of teacher performance gets a score of 84. It can be concluded that by applying the learning model of problem-based learning model in teaching speaking and teacher competence increased and declared successful and can be further used by teachers in teaching speaking.

Obstacles in implementing PBL include students' limited vocabulary, low motivation to learn English, less conducive classroom conditions, and limited time for English lessons. To overcome this, teachers implemented strategies to increase students' motivation and confidence in speaking, create an interesting classroom atmosphere, and provide speaking practice assignments outside of class hours.

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