CHAPTER I

INTRODUCTION

1.1 Research Background

In learning English, one of the four skills that must be mastered is speaking, in addition to listening, reading and writing. Speaking is an interaction process in which speakers intend to construct meaning through the production, reception, and processing of information. (Bailey, 2000:25).Speaking is also one of the most important roles in everyday life where speaking is a skill that gives us the ability to convey information verbally and in a way that can be understood by listeners. The process of constructing meaning that involves generating and receiving and processing information.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. Speak affect a person's performance in many ways 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. Usually, the things that affect students' disinterest in learning English are Lack of Confidence, Never Memorize Vocabulary, Fear of being wrong in using Grammar and not having friends to practice. However, according to Hasan (2000) the difficulty faced by many English learners is the incomprehension of English pronunciation which is expressed at a normal speed. Also, according to Megawati (2016) where his research reveals the difficulties that students often face when speaking English lies in the lack of English vocabulary. Which means that among the reasons it is difficult to learn English is the willingness to start increasing vocabulary and to learn more English in order to get used to understanding English pronunciation slowly up to a normal speed.

To increase students' desire to learn English and increase students' vocabulary so that it is much more improved, namely 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 cognitiveprocess (Ahmed, 1386). It requires practice and process long study time while the opportunity to learn English and practice it in their real life is verylimited in space and time. This requires learning English in the classroom to be more creative in teaching so that students' speaking skills

are challenged and students' vocabulary can be increased in every English lesson.

Given the importance of speaking skills, where the Indonesian government also states that students must fully master these skills, the schools studied recommended use of a scientific approach in the teaching and learning process. Suggest methods such as project-based learning, problem-based learning, and discovery learning. This method emphasizes the learning process, not results. And one of the methods offered is Problem Based Learning (Fahmi et al., 2021). By 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. Pardosi et al., n.d. state 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 "(Rayne and Symons 2005:6).

Problem-Based Learning (PBL) 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 (Duch, 1995). Problem-Based Learning 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 (Moss & Van Duzer, 1998). PBL is different from traditional learning which emphasizes learning through student-centered, interdisciplinary, and integrated activities in real-world situations (Ponpon, 2011). More importantly, PBL is process oriented (Stoller, 1997). In this case, Using Problem-Based Learning (PBL) strategy was chosen to help students improve their speaking skills.

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. The same as the research results of Charles & Issifu (2015) that students' perceptions of ICT affect the success of learning using ICT. In addition, Muthuprasad, Aiswarya, Aditya, & Jha (2021) emphasize that students' perceptions of E-learning also affect the success of the learning process. Therefore, considering the importance of students' perceptions, this study aims to determine students' perceptions of the use of PBL in improving students' speaking skills.

This study will study how students think about the application of PBL during English learning in the classroom, whether the application of PBL helps students feel satisfied and more interested in learning English and feel more daring to speak English. In practice, researchers have made observations in class X in learning English carried out by teachers using problem-based learning methods, here researchers will only observe the process of working on the methods carried out by teachers and the development of learning. Each meeting, students allow the formation of groups then this is where the teacher gives a problem to be solved with the group, this is learning using the problem in question, each student will think critically then give each other solutions or opinions using English. then each group will take turns presenting the results of what they are doing, this is the process of problem-based learning. In this process the students' vocabulary will be increased and the pronunciation of words will be better because each student talks and listens a lot besides that they will correct each other's wrong pronunciation and add vocabulary that has never been heard or memorized. This process is in accordance with the understanding of PBL which states "PBL is process oriented" (Stoller, 1997). Where the development of students' speaking increases during the problem solving process carried out by the group. 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. Another study was conducted by Mufaidah (2014) with the aim of knowing the effect of problem-based learning

(PBL) on students' speaking skills. The research, which was conducted at SMPN 1 Atap Bandungan, involved 30 class of grade VIII students as participants. However, no one has yet conducted research on the use of Problem Based Learning (PBL) in speaking learning activities in Karo District, precisely at GBKP Berastagi High School in Masehi. Researchers suggest to do this research in KARO District, Berastagi District, precisely in SMA GBKP Berastagi Masehi. Therefore, this proposed research was conducted related to Students' Perceptions of Problem-Based Learning (PBL) for Teaching English Speaking of Tenth- Grade at SMA Swasta Masehi GBKP Berastagi.

1.2 Problem Identification

SMA Swata Masehi GBKP Berastagi is a private religious school, but every student is very good at speaking English and even looks fluent in English with the correct pronunciation of vocabulary, it turns out that they are based on learning English in the tenth grade using the problem-based learning method. It is important to know how each student's opinion on the use of problem-based learning methods in the English class?

1.3 Research Limitation

The limitation of this study lies in Problem Based Learning which is carried out in groups but, there are still students who find it difficult to blend with groups, this was observed through perception using the Problem Based

Learning (PBL) method.

1.4 Research Questions

What are the perceptions of the tenth grades students on the use of ProblemBased Learning (PBL) in learn speaking at SMA Swasta Masehi GBKP Berastagi?

1.5 Research Objectives

Based on the research questions above, the purpose of this study was to identify the perceptions of tenth graders at SMA Swasta GBKP Berastagi about the application of PBL in English speaking subjects.

1.6 Research Significance

1. Theoretical significance

The results of this study are expected to provide information on how many students are satisfied with the use of PBL in learning English. Does Problem Based Learning (PBL) has positive implications for diversity in the classroom, both by being able to improve students' speaking skills and being able to solve problems in learning speaking skills.

2. Practical significance

The practical significance of this proposed research is:

1) For Students

This research is expected every student has the opportunity to

express their satisfaction and shortcomings when learning to use the problem-based learning method in the English class so as to help students' problems which can provide new experiences for students in speaking activities through the Problem Based Learning (PBL) method.

2) **For teachers**

This research is expected to be used as consideration for English teachers when applying the Problem Based Learning (PBL) method by considering the needs and abilities of students.

3) **For other researchers**

This research is expected to be a reference for other researchers in conducting further research on the use of the Problem-Based Learning's (PBL) method in learning speaking activities.