

CHAPTER I

INTRODUCTION

A. Background

Almost everyone around the world speaks English, making it an international language. English is a very important language of communication in the globalized world, used in various aspects of life, including trade, bilateral relations, politics, research, technology and many others. The ability to communicate in English is also an essential skill for interacting with people around the world and overcoming the challenges posed by rapidly evolving technology (Sari et al., 2024). In fact, people communicate their thoughts, feelings and desires through language.

English has emerged as a language used by many people to communicate and interact with each other around the world. Therefore, in order to gain wider knowledge, information and technology, people need to learn and become proficient in english (I. W. A. Kurniawan, 2023). To become proficient in English, students must master English skills well and one of the important skills needed by students is speaking as a means of communication in real time. A lot of higher education materials are written in English, so learning English is very important. As English is the main language of instruction in many areas of education, it is widely used by students and teachers around the world. Information is increasingly stored

in the form of printed and digitized books and journals that are only in English.

Therefore, mastery of English speaking skills is one of the important indicators in assessing educational success. However, many students face challenges in English speaking skills. One phenomenon that is often encountered is students' low confidence when speaking, lack of opportunities to practice in a supportive environment, as well as dependence on traditional teaching methods that tend to be monotonous. Speaking is an interactive activity that involves conveying ideas or information and if needed, the listener can follow up. This talent allows us to communicate verbally or orally in a way that the listener or other person can understand (Fathul et al., 2023).

The low English speaking ability in students is caused by several factors, including, first, students do not have enough time to practice speaking skills both in the classroom and outside the classroom. Second, students' limited mastery of vocabulary and grammar which hinders fluent speaking skills. Third, the teacher's less engaging and interactive teaching methods make students less motivated to practice speaking. Fourth, the spoken material taught is not related to real-life situations (Dewi, 2016). In line with Dewi's statement above, based on initial observations made by the researcher in 2024 at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Bengkulu City, through interviews with English teachers, the

researcher identified several problems faced by students such as;

First, lack of student participation. Students are less active in answering questions posed by the teacher. This may be due to various factors, such as fear, lack of understanding of the material, or lack of motivation to engage. This inactivity hinders the learning process, as interaction between the teacher and students is essential to better understand the material. Second, reluctance to speak. Many students struggle with reluctance to speak, shyness, and fear of mistakes when speaking. In addition, poor speaking skills and lack of support from peers also make students feel uncomfortable in communicating.

Third, low self-confidence. Some students lack confidence in their language ability, vocabulary and practical speaking skills. This lack of confidence can prevent them from practicing and participating in group activities, which in turn slows down their language development. Fourth, unvaried teaching methods. Many teachers have not implemented a variety of strategies in teaching speaking, resulting in many students being passive in their learning experience. Lack of variety in teaching methods can lead to students being less motivated or engaged in group activities.

Although many students face difficulties in English speaking skills, there are some specific issues that often arise.

One common issue is students' low confidence when speaking, as well as a lack of opportunity to practice in a supportive environment. A supportive environment includes a positive atmosphere, where students feel safe to try, learn from mistakes and receive constructive feedback. When opportunities to practice in this context are limited, students can experience difficulties in their learning process and self-development. This hinders the development of students' communication skills and can reduce their interest in learning English further. To overcome these problem, the implementation of Problem Based Learning (PBL) method can be an effective solution. This method can encourage students to participate more actively, increase their confidence and create a more supportive environment for learning to speak in English.

Problem Based Learning is an approach in learning where students are faced with problems and then habituated to solving them through their own knowledge and skills, developing inquiry, habituating them to build critical thinking and skills in problem solving (Gumelar et al., 2024). PBL, an instructional methodology that emphasizes student-centered inquiry and real-world problem solving is posited to create an engaging and collaborative learning environment (Rizal & Muslem, 2021).

Students benefit from the following aspects of the Problem Based Learning (PBL) method: (1) PBL encourages

self-motivation and self-responsibility in learning. (2) PBL makes learning more enjoyable and efficient. (3) PBL incorporates experiential learning, allowing students to apply and organize their knowledge to identify problems. (4) PBL incorporates the capacity to understand problems, recognize and obtain information and abilities necessary to deal with real circumstances. (5) PBL develops communication and teamwork skills. (6) PBL teaches students to evaluate their own work and the work of others and to be introspective (Fitriana, 2014).

This research is supported by previous studies, which show that students face similar difficulties when honing their speaking skills. For example, First "The use of Problem-Based Learning (PBL) has been shown to effectively enhance students' speaking abilities". Research by (Rizal & Muslem, 2021) it was explained that PBL, which focuses on student-centered inquiry and real-world problem solving, creates a stimulating and collaborative environment, which enhances language development. They concluded that there were significant improvements in confidence, coherence, and fluency among the students that matched the research objectives. In addition, PBL encourages critical thinking and authentic communication, both of which are crucial for balancing skills. Second "The use of Problem Based Learning to improve students' speaking ability". Research by (Fahmi et al., 2021) the researchers came to the conclusion that PBL is a

useful teaching strategy for enhancing English speaking because it enables students to interact with real-world issues that call for workable communication solutions. Third “Implementing Problem Based Learning to Improve students Speaking Ability at tenth grade of SMK Negeri 1 Fanayama”. Research by (Daeli, 2022) according to the research findings, PBL increased students' confidence and interest level in learning, in addition to their speaking skills. Therefore, PBL is suggested for English teachers to build a more interesting and dynamic learning environment.

Given the challenges that students in grade ten face in learning English, this study aims to investigate the effect of PBL implementation on students' speaking skills. Through this quantitative research, it is expected to provide a deeper understanding of the effectiveness of the PBL method in improving students' speaking skills. This research is also expected to serve as a reference for educators in designing more innovative and effective teaching strategies, as well as improving the overall quality of English education. Against this background, this study aims to **“The effect of Problem Based Learning (PBL) Approach Toward Students’ Speaking Skill (A True-Experimental Research on Seventh-Grade Students at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Bengkulu City Academic Year 2024/2025”**.

B. Identification of the Problems

Based on the explanation of background above, the problems can be identified as follows:

1. Students are less active in responding to questions asked by the teacher.
2. Most of the students have problems with reluctance to speak, shyness, fear of making mistakes when speaking, poor speaking skills and lack of peer interaction.
3. Some students still lack confidence in their language abilities, vocabulary, and practical speaking skills.
4. Most teachers have not utilized a variety of strategies for teaching speaking, resulting in passive student participation during learning activities.

C. Limitation of The Research

The limitations of this research focus on the Implementation of Problem Based Learning to see its effectiveness on students speaking skills on seventh-grade students at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Bengkulu City Academic Year 2024/2025.

D. The Research Question

The research question is formulated as follows: "Is there a significant effect of the Problem Based Learning toward students' speaking skills on seventh-grade students at Pondok

Pesantren PKPPS Wustha Hidayatul Qomariyah Bengkulu City Academic Year 2024/2025?".

E. The Research Objective

The objective of this research is to determine the significant effect of the Problem Based Learning toward students' speaking skills on seventh-grade students at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Bengkulu City Academic Year 2024/2025.

F. Benefits of The Research

This research is expected to provide several benefits for students, teachers, schools and other researchers.

1. For Students

This research is expected to provide direct benefits for students by improving their speaking ability in English. Through the application of Problem Based Learning (PBL) method, students will have more opportunities to practice speaking in a supportive environment, thus improving their confidence and communication skills. Thus, students will be more motivated to learn and actively participate in the learning process.

2. For The Teacher

- a. The results of this study can serve as a reference for developing more innovative and effective teaching methods. By understanding the positive impact of PBL,

teachers are expected to design more interesting and interactive teaching strategies, which can increase student engagement in learning.

- b. This research can also assist teachers in evaluating and improving the teaching methods that have been used, so as to create a better learning experience for students.

3. For The School

- a. This research can make a positive contribution to schools by improving the overall quality of English language teaching. By adopting the PBL method, schools can create a more dynamic and collaborative learning environment, which in turn can improve students' academic achievement.
- b. Schools can also use the results of this study as a basis for professional development programs for teachers in implementing more effective learning methods.

4. For Other Researchers

This research can be an important reference for further studies on the effectiveness of learning methods in English language teaching. The results of this study can provide new insights into the application of PBL in language learning contexts, as well as open up opportunities for further research exploring different teaching methods and their impact on students' speaking skills. Other researchers can also use these findings as a

basis for developing research in the broader field of education.

G. Definition of Key Terms

Here are the explanations of several terms used in this study to ensure that readers share the same understanding. These explanations also aim to prevent any misunderstandings between the readers and the researcher. The terms are described as follows:

1. Problem Based Learning (PBL) is a technique that emphasizes the identification and resolution of students' language and cultural problems. PBL exposes students to authentic scenarios that demand the active use of their English language skills. In addition to improving comprehension of the subject matter, this method assists students in acquiring teamwork and communication skills, both of which are essential for language acquisition.
2. English speaking proficiency refers to a student's ability to communicate concepts and details orally in a clear and efficient manner. It requires a strong command of grammar, vocabulary and pronunciation. Speaking ability is essential in both academic settings and ordinary communication where students have to take part in presentations, conversations, and social interactions. Students gain confidence in their ability to use English by improving their speaking skills.