CHAPTER I
INTRODUCTION

A. Research Background

Currently, communication is not limited to our mother tongue, but we can also communicate through English as an international language. Based on Brumfit, English is the world's most widely spoken to communicate in this globalization era.[1] According to Hashemi, the expansion of English is growing rapidly so itt can improve better communication in globally because the aptitude in using English is very needed when continuing study abroad, travelling among countries, and for global cooperation in several fields.[2] In line with Kadamovna, English is playing a major role in various sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc.[3] It's happen because the development of globalization that requires every individual to prepare reliable resources, especially in the field of technology and education.

In Indonesia, the use of English has developed, especially in education. English is one of the subjects taught to students from elementary school to college. There are four main skills in learning English that students must master comprehensively, According to Brown, these skills include listening, speaking, reading, and writing skills.[4] Based on Mundhe, these skills can be grouped differently: reading and listening are receptive skills as they used in receiving information, while speaking and writing are productive skills as they

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[1] C Brumfit, *Individual Freedom in Language Teaching: Language Education and Applied Linguistics*, Oal Series (OUP Oxford, 2001), https://books.google.co.id/books?id=FUQxJiprrSYC.

[2] Masoud Hashemi, "Language Stress and Anxiety among the English Language Learners," *Procedia - Social and Behavioral Sciences* 30 (2011): 1811–1816.

[3] Sadullayeva Nilufar Kadamovna, "The Importance of Speaking Skills for Efl Learners," *International Journal of Innovations in Engineering Research and Technology (IJIERT)* 8, no. 1 (2021): 28–30, https://media.neliti.com/media/publications/337011-the-importance-of-speaking-skills-for-ef-336c2939.pdf.

[4] H Douglas Brown, *Principles of Language Learning and Teaching*, *Language Teaching*, Fifth Edit., vol. 18 (San Fransisco, 1985).

are useful for producing and conveying information.[5] Each of these are important. Students must be able to master these four skills, so that their English skills are good and balanced.

However, in reality most students in this country still have difficulty to learning English, especially for speaking skill. Even though, speaking is one of the most important aspects of learning a second language or foreign language.[6] It happens because English is a foreign language that they don't use for daily communication. In addition, Ur was explained that there are four factors that influence students in speaking, namely: (1) Inhibition is a condition in which students are afraid of making mistakes, afraid of being criticized by friends or tutors, and students feel embarrassed. (2) Nothing to say means that students do not have the motivation to express themselves in speaking. (3) Low or unequal participation means that lack of student participation when their friends are performing. The other students were busy playing on their cellphones, and joking. (4) Use of the mother tongue means that students use their mother tongue more often because it is the language students use for their daily activities.[7] So, it can affect student learning outcomes in English subjects.

The other factor that causes students have difficulty in speaking English is the use of inappropriate learning models by the teacher in delivering the material. In this case, the teacher has an important role because the application of an appropriate learning model will affect to the quality of learning and make students actively participate in language classes. In line with Piggozzi, which state that the quality of education leads to the processes that occur in it, namely the teaching and learning process, where learning interactions occured between teachers and students.[8] One of the efforts that can be done by the

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[5] Ganesh B Mundhe, "Teaching Receptive and Productive Language Skills With the Help of Techniques," *an international journal in English* 1, no. 2 (2015): 1–6.

[6] David Nunan, *Language Teaching Methodology: A Textbook For Teachers* (New York; London; Sydney: Prentice Hall, 1991).

[7] Diana Ayu Nitami Putri, "Factors That Influence The Problems Faced By Students Of English Tutorial Program (ETP) In Performing Speaking At Muhammadiyah University of Surakarta" (Universitas Muhammadiyah Surakarta, 2020), https://doi.org/10.1016/j.jnc.2020.125798%0A https://doi.org/10.1016/j.smr.2020.02.002%0Ahttp://www.ncbi.nlm.nih.gov/pub med/810049%0Ahttp://doi.wiley.com/10.1002/anie.197505391%0Ahttp://www. sciencedirect.com/science/article/pii/B9780857090409500205%0Ahttp:

[8] Mary Joy Pigozzi, "Quality in Education Defines ESD," *Journal of Education for Sustainable Development* 1, no. 1 (2007): 27–35.

teachers is by changing the view of learning that is only focused on educators (Teacher Centered Learning) towards learning that is focused on students (Students Centered Learning). As said by Westwood, Student Centered Learning (SCL) is a learning method that empowers students to be the center of attention during the learning process.[9] The student-centered classroom involves changes in the roles and responsibilities of learners and instructors, in the delivery of instructional strategies, and in learning itself; these all differ from those in the traditional, teacher-center classroom.[10] Students are at the center of learning, while the teachers encourage them to take responsibility for their own learning.

One of learning model that using Student's-Centered Approach is Problem Based Learning (PBL). Barrows defined problem-based learning as: the learning that results from the process of working towards the understanding of a resolution of a problem.[11] The problem is encountered first in the learning process. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection.[12] In this learning model, the teacher's role is to guide students through step by step in learning activities, the teacher also plays a role in using the strategies and skills needed to solve a problem. By implementing the PBL method, learners were expected to be able to use and develop critical thinking skills to solve problems with using a variety of strategies completion. The application of this learning model is suitable for practicing students' speaking skills in English because they will often discuss and do presentations in the class. In addition, this learning model will train independence and self-confidence in each students itself.

Based on the discussion above, the researcher is going to implement problem-based learning in the speaking class. The researcher only takes one class of 8th grade students' as an experimental class, because the researcher got information from English teacher that the score of that class in speaking was still low.

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[9] Peter Westwood, *What Teachers Need To Know About Reading and Writing Difficulties* (Victoria: ACER Press, 2008).

[10] TEAL Center Staff, "Student-Centered Learning," no. 6 (2010): 1–3.

[11] Terry Barret, *: Terry Barrett Publisher : All Ireland Society for Higher Education (AISHE) Under the Following Terms : Notices :*, *The British Journal of Psychiatry*, vol. 111, 2017.

[12] Elaine H.J. Yew and Karen Goh, "Problem-Based Learning: An Overview of Its Process and Impact on Learning," *Health Professions Education* 2, no. 2 (2016): 75–79, http://dx.doi.org/10.1016/j.hpe.2016.01.004.

Hence, the researcher conducts a study entitled **"The Implementation Of Problem Based Learning (PBL) Model to Teaching Speaking Skill for Eight Grade Student's At MTs NU Wahid Hasyim Salafiyah Jekulo Kudus In Academic Year 2022/2023"**

B. Research Focus and Scope

This research focused on implementing Problem Based Learning (PBL) model in teaching speaking skill for eight grade students. The subjects of this study are eighth graders at MTs NU Wahid Hasyim Salafiyah Jekulo.

C. Research Questions

Based on the research background above, the problem can be formulated as follows:

1. How to implementing the problem-based learning (PBL) model for teaching speaking skill in English class?
2. What are the obstacles faced by English teacher in implementing PBL model to teaching speaking skill?

D. Research Objectives

1. To knowing the steps to implementing the problem-based learning (PBL) model for teaching speaking skill in English class.
2. To knowing the obstacles faced by English teacher inimplementing PBL model to teaching speaking skill

E. Research Significances

The result of this research is expected to give contributions to the teachers and the students both theoritically and practically.

1. Theoritically

The result of this research are expected to be used as a learning model references by English teachers which aims to increasing students' speaking skill, especially in English subject. In addition, the results of this research are expected to strengthen the previous studies that discuss about the similar topic.

2. Practically

a. For Students

Through this learning model, it will encourage students to be responsible for their own learning. In addition, various activities in the problem-based learning approach train students to lead and work together in groups. This cooperative approach encourages students to build skills

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such as collaboration, communication, cooperation, and listening. If this learning model consistently applied, students will adopt it in other subjects at school and daily activities outside of school. From leadership to solving problems in real life contexts.

b. **For Teachers**

With this learning model, English teachers have alternative learning models so that the learning process is not monotonoun. In addition, this learning model can help teachers to make students more actively participate in learning, both individually and groups.

c. **For Researcher**

As a prospective educator, it will be an insight for the author to know how to make students actively participate in the learning process. And as a reference for further research.

F. Definition of Key Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain the key terms are used.

1. Implementation

Implementation comes from English, namely 'to implement'. Implementation is the provision of means for doing something that has an impact or effect on something. In interpreting the word implementation, the researcher found several definitions from several references. According to Oxford dictionary, implementation is the act of making something that has been officially decided start to happen or be used.[13] Then, Fixsen et.al explained that implementation refers to "a specific set of activities designed to put into practice an activity or program."[14] It is essentially an effort to understand what should happen after the program is implemented.

Based on two definitions above, the researcher can conclude that implementation is various actions taken to realize the program that has been prepared for the sake of achievementthe objectives of the program that has been planned, because basically every set plan has a goal or target to be achieved. To realize the plan through both

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[13] University Of Oxford, *Oxford Learner's Pocket Dictionary*, Fouth Edit. (Oxford: Oxford University Press, 2011).

[14] Joseph A Durlak, "The Importance of Implementation for Research, Practice, and Policy," *ASPE Research Brief*, no. February (2011): 1–16.

'what' and 'how'. In the learning context, implementation is a process of implementing strategies, models, programs or a set of new activities in learning that are expected to improve students' abilities or mastery of certain subjects.

2. Speaking Skill

Speaking skill is a person's skill to convey his intentions, feelings and thoughts to others orally. Tarigan defined that speaking was a language skill that was developed in child life, which was produced by listening skill, and at that period speaking skill was learned.[15] It is a part of productive skills. This skill can be used as a 'barometer' to check how much the learners have learned.[16]

Based on the definition above, the researcher can conclude that the definition of speaking skill is the ability to convey or express intentions, ideas, thoughts, and feelings that are compiled and developed through verbal symbols owned by humans in accordance with the listeners needs. Thus, the thoughts conveyed can be understood by listeners.

3. Problem Based Learning

In the opinion of Ali, problem based learning is a student-centered educational method which aims to develop problem - solving skills through a self-directed learning as a life time habit and team work skills.[17] While Barrows defined problem-based learning is an active learning on the use of ill-structured problems as a stimulus for learning.[18] The activity of this learning model begins with presenting a problem that must be solved or studied further by students. The problems presented are often framed in a scenario or study case format that will be designed by imitating the complexity of real-life problems. The final result is a solution

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[15] Harianto, "THE EFFECT OF USING PROBLEM BASED LEARNING (PBL) METHOD TOWARD STUDENTS' SPEAKING SKILL (An Experimental Research at the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa)" (Makassar Muhammadiyah University, 2018).

[16] Mohammed Iqram Hossain, "Teaching Productive Skills to the Students: A Secondary Level Scenario" (BRAC University, 2015), https://core.ac.uk/download/pdf/74352632.pdf.

[17] Sheeba Sardar Ali, "Problem Based Learning: A Student-Centered Approach," *English Language Teaching* 12, no. 5 (2019): 73.

[18] Cindy E. Hmelo-Silver and Howard S. Barrows, "Goals and Strategies of a Problem-Based Learning Facilitator," *Interdisciplinary Journal of Problem-Based Learning* 1, no. 1 (2006): 5–22.

and doesn't have to be in the form of a specific product, but also can be writing or presentation forms.

Based on the definition above, the researcher can conclude that the definition of problem based learning (PBL) is a learning model which focused on problem solving. Where students divided into group work, feedback, discussions that can serve as a springboard for investigations and final reports. Hence, students are encouraged to be more actively involved in learning materials and develop critical thinking skills.

G. Organization of Thesis

The systematics of thesis writing is important because it acts as a bridge or control of the research to be carried out. The author used a systematic thesis writing in general, as follow :

1. Chapter I – Introduction

This chapter contains an introduction that includes an overview in the preparation according to the title. The sub-chapters in this chapter are: research background, research focus and scope, research questions, research objectives, research significances, and definition of key terms.

2. Chapter II – Literature Review

This chapter contains a review of research that has been carried out previously and is relevant or related to the problems raised as research that the author made.

3. Chapter III – Research Methodology

This chapter describes the research methods and components related to the research methods used. The components in question consist of location, research subjects, research methods, research instruments, data collection techniques, and data analysis techniques.

4. Chapter IV – Finding and Discussion

This chapter contains the results of the research and discussions made by including all interview transcripts as well as entering a number of data obtained during the study. So, in its own preparation can be arranged separately or directly.

5. Chapter V- Closing

As the last chapter, this chapter contains conclusions from the results of the research that the author did. As well as suggestions for the author's research so that readers can further develop the research.