

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Result

1. School Profile

a. The history of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus Establishment

The establishment of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus began when the late Mr. KH. Hambali Siraj is determined to pioneer and at the same time realize the establishment of a Jekulo Salafiyah Madrasah Ibtidaiyah which was officially established in 1374 H / 1955 M. He is a local scholar from Jekulo, Jekulo District, Kudus Regency who was born in Margoyoso, Kajen, Pati Regency. He is also one of the dzuriyah of al maghfirullah mbah KH. Ahmad Mutamakkin, Kajen Margoyoso Pati. As stated by the Head of Madrasah MTs, at that time in the Jekulo area there was not a single madrasah ibtidaiyah, madrasah tsanawiyah and madrasah Aliyah that had opened or carried out teaching and learning activities. In addition, the land used to build the madrasa is waqf land from the deceased. Before KH. Hambali Siraj moved (married to HJ. Badi'ah binti H. Mawardi), he has founded a salafiyah madrasa in Kajen Village (wetan banon) Margoyoso District, Pati Regency together with KH. Baidhowi Siraj, KH. Faqihuddin Baidhowi and his students.

In its development, MI which was founded by Mr. KH. Hambali Siraj has not been separated from ups and downs, he even experienced stagnation since his health began to decline on 15 December 1976 until he died. His eldest son, Mr. KH Ishaq Hambali and his son-in-law KH. Ma'shum Rosyidie then continued his struggle as administrator of the Salafiyah Jekulo Elementary School. After that, school management was reformed as well as the establishment of a Wahid Hasyim Salafiyah Tsanawiyah madrasa education institution as a continuation of the Salafiyah Islamic Elementary School which had contributed to Jekulo District. To realize this effort, a founding committee was formed / pioneering Tsanawiyah madrasah wahid hasyim salafiyah which worked during the 1979-1982 period with composition and membership. This MTs received the madrasah charter for the first time from the Head of the Islamic Religion Department, Central Java Province's Department of Religion No. IK / 3.C / 516 / Pgm /

TS / 1988 on July 10, 1981 M. Then received the second madrasah charter No. WK / 5.C / 47 / Pgm / TS / 1988 on 27 January 1988 M No. Statistics : II / 47 / 7 / B. Received accreditation level charter registered with No. WK / 5.C / 003173420 / 1990 dated 24 November 1994 with Madrasah Statistics number: 21. 2. 33. 19. 06. 024 dated 02 February 1995.¹

After successfully recruiting teaching staff and preparing various facilities and infrastructure, new student registration will be carried out immediately. With the opening of MTs Wahid Hasyim Salafiyah, the response and positive support from the community was quite large, especially the people in Jekulo District. This is proven by the fact that many of their sons and daughters were enrolled in MTs Wahid Hasyim Salafiyah and since then the teaching and learning process has been started.

b. Geographical location

Based on the results of the observation, MTs NU Wahid Hasyim Salafiyah is located at Jekulo Village, Jalan Raya Kudus Pati No. 538 Jekulo District, Kudus Regency. This educational institution was built on a land area of 245 + 722m² with a building area of 967 m². As for the limitations of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus as follows:

- 1) North side: Jalan Raya Kudus-Pati
- 2) South side: people's houses
- 3) East side: people's houses
- 4) West side: people's houses.

Meanwhile, Jekulo Village is administrative borders with:

- 1) North : Tanjungrejo Village, Jekulo District, Kudus Regency.
- 2) South : Bulungcangkring Village, Jekulo District, Kudus Regency.
- 3) East side : Klaling Village, Jekulo District, Kudus Regency.
- 4) West : Hadipolo Village, Jekulo District, Kudus Regency.

¹ Results of data documentation at MTs NU Wahid Hasyim Salafiyah Jekulo on 27th May 2023.

c. Identity of the Institution

Name of the Institution : MTs NU Wahid Hasyim
Salafiyah Jekulo Kudus
Address : Jalan Raya Kudus Pati No. 538
Jekulo Kudus
NPSN : 20364169
Level : SMP/MTS (Junior High School)
Type of School : Private School
Regency : Kudus
Province : Central Java

d. Vision, Mission, and Objectives of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus

During the implementation of the educational process, MTs NU Wahid Hasyim Salafiyah Jekulo Kudus had a vision, mission and goals as the direction and goals to be achieved. The vision, mission as well. The purpose of this MTs education can be seen in the following description:²

1) Vision

Excellence in Achievement Politeness in Character.

Vision indicators:

- (a) The implementation of education that is oriented towards science, faith, and piety.
- (b) The realization of students who are superior in achievement and polite in manners.
- (c) The realization of students who have practical knowledge and do scientific charity based on Ahlusunnah Waljama'ah.

2) Missions

- (a) Facilitate students in developing their potential in the field of science and technology and IMTAQ.
- (b) Producing graduates who have sufficient abilities and skills in IT to be able to face the challenges of the 4.0 generation era
- (c) Participate in events in improving achievement at the district and provincial levels.
- (d) Embedding Ahlussunah Waljama'ah Islam in everyday life.

² Results of data documentation at MTs NU Wahid Hasyim Salafiyah Jekulo on 27th May 2023.

3) Goals

- (a) Optimizing the learning process by using an online or offline learning technique approach.
- (b) Developing students' academic potential, interests and talents through guidance and counseling services and extracurricular activities.
- (c) Getting used to Islamic behavior in the Madrasa environment and in the home environment.
- (d) Improving student academic achievement in all fields of study.
- (e) Improving student academic achievement in arts and sports through championships and competitions.
- (f) Practice Ahlussunah Waljama'ah Islam properly and correctly.

e. Facilities

School facilities are important factors to support learning process. These facilities can be categorized into physical facilities, such as land, buildings, furniture, administrative equipment, and supporting facilities such as water sources. Each of these facilities can not stand alone, but it must support each other in order to achieve effective and efficient learning process.

The land area owned by MTs NU Wahid Hasyim Salafiyah Jekulo Kudus is 1.200m² waqf land and 2.150m² bought land. While the number of rooms in MTs NU Wahid Hasyim Salafiyah Jekulo Kudus as follows.³

Table 4.1 Condition of Facilities at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus In Academic Year 2022/2023

No.	Kinds	Total	Information	Condition
1.	Classrooms	13	Classroom	Good
2.	Teacher room	1	Room	Good
3.	Principal room	1	Room	Good
4.	Administration room	1	Room	Good
5.	Library	1	Room	Good
6.	Laboratory	3	Science laboratory Computer lab	Good Good -

³ Results of data documentation at MTs NU Wahid Hasyim Salafiyah Jekulo on 27th May 2023.

			Multimedia lab	
7.	School Health Unit	1	Room	Good
8.	Mushalla	1	Room	Good
9.	Counseling room	1	Room	Good
10.	Canteen	1	Room	Good
11.	Art room	-	-	-
12.	Meeting room	-	-	-
13.	Toilets	7	1 for teacher 6 for students	Good Good

2. Description of Observational Data (Pre Research)

In the process of good learning activities, it needs to be based on the existence of good interpersonal relationships between teachers and students and usage the right approach in the delivery of learning material. It cannot be denied that environmental factors are very influential in student learning activities, especially the social environment and the environment which students gain and understanding of their teaching material. To optimize the socio-emotional conditions in the classroom, it is necessary to have dynamic class management and according to what students enjoy. Likewise in learning English to improve students' speaking skills, especially in communicating, we should pay attention to the socio-emotional conditions in the class because positive emotions can stimulate the brain to work effectively and efficiently. So that in this condition students can optimize all their abilities to think critically, focus on learning, conduct experiments, ask or answer questions, work together and so on. On the other hand, stress and fear will hinder the work of the brain and slow down the process of thinking and remembering.

During the learning process, all psychological aspects of students and teachers will be involved. Not only physically, thoughts, feelings, experiences and emotional body language can also be seen. It shows that each learning process is not as simple as we imagine so far. Naturally, when at the beginning of learning English, the teacher enters the classroom with no encouragement that can make students excited, then the learning process will be boring and tiring atmosphere. They will be lazy to ask and express opinions that are different from the teacher. The democratic atmosphere was gone. During the learning process, students' souls are in discomfort and do not produce the expected learning objectives.

Based on the results of observations on May 11, 2023, an overview of learning English for grade 8 students at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus regarding the ability to speak more specifically in the Degree of Comparison material is as follows:⁴

1. Teachers use limited media in the learning process.
3. The learning carried out by the teacher has not made students participate actively in learning activities.
4. Teachers rarely give students the opportunity to ask questions or try to conclude the subject matter.
5. Teachers are less alert when dealing with students who are not serious in accepting learning.

While the problems encountered in students are:⁵

1. Students are less active in English learning activities with speaking ability indicator.
2. Students tend not to be serious and pay less attention when the teacher is explain the subject matter.
3. Students do not dare to appear in front of the class because they are shy and lack confidence in speaking English.
4. Students are less enthusiastic in answering the teacher's questions.
5. Students showed boredom in the learning process that is applied by the teacher. This can be seen from the attitude of students who are engrossed to playing with their own self or talking with friends.
6. There is influence from students in other classes that interfere with the learning process, so that students do not focus on learning.

3. Planning of Learning Implementation with PBL Model to Teaching Speaking Skills for Eight Grade Students

Before discussing about learning planning using the PBL model, first the researcher described the meaning of the planning itself. Planning or the usual called preparation is a series of actions used to achieve a desired result. Planning carried out by an educator depends on the model, method or learning strategy they use. Because the learning model is very important in supporting the success of learning, therefore it is necessary to have careful

⁴ Observation result at MTs NU Wahid Hasyim Salafiyah Kudus on 11th May 2023.

⁵ Observation result at MTs NU Wahid Hasyim Salafiyah Kudus on 11th May 2023

preparation or planning before the learning model is applied in a learning process. And a learning goal will be successfully achieved if there is careful planning.

Before implementing the PBL learning model to teaching speaking skills in the classroom, the grade 8 English teacher at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus had prepared a lesson plan, namely compiling an analysis of learning achievement. After that, the English teacher formulates learning objectives, prepares assessments, and creates teaching material modules. As for the RPP and syllabus, it is prepared at the beginning of the school year which consists of the preparation of the syllabus, RPP and KKM. KKM scores in English subjects at Madrasas are different. For grade 7 is 68, grade 8 is 70, and grade 9 is 72.

The above observations were obtained from the results of the researcher's interview with Mr. M who is an 8th grade English subject teacher, who explained as follows:

“Before I enter the classroom to implement the PBL model, I do the first thing, which is compiling an analysis of learning achievement. Then formulating learning objectives of course and preparing assessments and also making teaching material modules. RPP and syllabus are usually prepared in our Madrasa at the beginning of the school year. So for example, in July there was socialization for the preparation of syllabi, RPP, and KKM. So, one semester is prepared all at once.”⁶

Mr. M also explained that:

“The KKM here is multilevel. From grades 7, 8, and grade 9 it is different. For grade 8 the KKM was 70, for grade 9 it was 72, for grade 7 last year it was 68. But for yesterday there were several suggestions for the KKM to be improved and will be tried later in the 2023/2024 academic year.”⁷

Apart from planning the things above, the English teacher also coordinates with other English teachers and discusses the application of the PBL learning model. This is in accordance with the results of the researcher's interview with Pak Maulud as an English teacher as follows:

“There is a small MGMP here, right. There are three English teachers here, namely me, Ms. Zahro, and Mr. Jamaah.

⁶ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

⁷ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

Sometimes Ms. Zahro will discuss with me, like "Sir, suppose this lesson using the PBL learning model is suitable or not?" Then I respond "Yes, give it a try first. Later, if for example it doesn't fit, then look for where the weaknesses are, like that. Whereas for Pak Jamaah, according to him, it is not linear. So, sometimes he just follows along."⁸

Beside that, the aspects of speaking skills that are assessed by Mr.M in the implementation of PBL learning include four things, namely pronunciation, fluency, vocabularies, and grammar. This is in accordance with the researcher's interview with Mr. M who stated that:

"Kalau sesuai dengan ketentuan penilaian speaking itu ada empat kalau ga salah, yaitu pronunciation, fluency, vocabularies, dan grammar nya. Jadi, ada empat unsur dalam penilaian speaking." (" If according to the provisions of the speaking assessment, there are four if I'm not wrong, namely pronunciation, fluency, vocabularies, and grammar. So, there are four elements in the speaking assessment."⁹)

Mr. M also explained a little about materials that are appropriate if delivered using the PBL learning model, such as degree of comparison, recount text, descriptive text, and also simple past tense. This statement is in accordance with the results of the researcher's interview with Mr. M who stated the following below:

"Selain degree of comparison itu ada materi tentang text, cenderungnya pada text recount. Kemudian descriptive text itu juga bisa. Terkadang juga materi simple past tense." ("Besides degree of comparison, there is material about text, it tends to be recount text. Then descriptive text can be the material. Sometimes it also includes material on simple past tense."¹⁰)

The learning resources that he used for teaching are from textbooks, and worksheets. In addition, he sometimes asks students to express opinions about problems faced by students related to a material which can be used as a learning resource as well. Meanwhile, for the use of gadgets or internet, it is only applied to

⁸ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

⁹ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

¹⁰ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

the Project Based Learning (PJBL) learning model. This is in accordance with Mr. M statement as follows:

"Sumber belajarnya bisa dari buku paket dan buku LKS. Biasanya kalau dari buku paket itu kan tidak menyimpang dari buku LKS. Itu kan ringkasan dari buku paket. Tapi terkadang kita tawarkan pada anak kira-kira ada masalah tentang suatu materi atau tidak. Nanti kalau ada anak yang punya ide itu bisa dijadikan sumber pelajaran juga. Kalau menggunakan internet itu biasanya pada model pembelajaran Project Based Learning (PjBL)." ("Sources of learning can be from textbooks and students worksheet. Usually the textbooks don't deviate from the students worksheet. That's a summary of the textbooks. But sometimes we offer students whether there is a problem with a material or not. Later, if the students has an idea, it can be used as a source of learning as well. If use the internet, it's usually in the Project Based Learning (PJBL) learning model.¹¹")



Figure 4. 1
The textbook or LKS that used as Learning Sources in English Subject for Eight Grade Students

¹¹ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

It can be concluded that planning in implementing the PBL model to teaching speaking skills is needed by grade 8 English teachers at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus. The planning is in the form of preparing analyses, formulating learning objectives, preparing assessments, and creating teaching material modules. For the syllabus, lesson plans, and the determination of the KKM score, it is determined at the beginning of the new academic year. The appropriate materials used in learning with the PBL model are degree of comparison, recount text, descriptive text, and simple past tense. In addition, the learning resources used came from textbooks and LKS, as well as students' opinions regarding problems with a material.

2. The Implementation of PBL Model to Teaching Speaking Skill For Eighth Grade Students

In this section, the researcher describes the information obtained through observation, interviews, and documentation regarding the implementation of problem based learning (PBL) model to teaching speaking skill for eighth grade students at MTs NU Wahid Hasyim Salafiyah Jekulo.

Based on the results of initial observations by the researcher, the English teacher at MTs NU Wahid Hasyim Salafiyah Jekulo have implemented the steps of the PBL model in general. In the learning process, the English teacher explained the material, then provided problems that become material for student discussion and would be solved. The learning resources used for PBL model were LKS, English textbook and gadget. As a learning media to supporting this learning model, English teacher allow the students to used gadget to solving the problem that have been given before. But, there are some of student that did not used gadget to got information but instead used them to open social media.

Based on the results of observation in the eighth grade of MTs NU Wahid Hasyim Salafiyah, English subject for eighth grade E taught on Monday and Thursday. Allocation of time on English subject was 2 hours of lessons x 40 minutes, which is as follows¹²:

a.) Opening activities : (07.00-07.05)

Before starting the learning activities, the English teacher carried out preliminary activities with greetings, praying, apperception, and checking student attendance. Then, he

¹² Observation in eighth grade E at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus, May 18th 2023

discussed a little the material at the previous meeting and explained the material that be studied at that day.

b.) Core activities : (07.05-08.10)

At this stage contained the core activity of the implementation of PBL model to teaching speaking skill. After explaining the material, the English teacher provided problems that must be discussed by giving directions to students. At the previous meeting, the English teacher had asked the students to bring English textbooks or LKS, gadget, book, and stationery as media that could help them in discussions. Then, the teacher start to explaining about degree of comparison in front of the class. The steps of PBL to teaching speaking skill as follows : The teacher explained the material by giving several examples that related to degree of comparison material. He occasionally asked the students to come to the front of the class as examples of learning material. Then, the English teacher began explained the problem of differences in crime rates in Kudus and Jakarta city.

After that, the students were grouping and asked to find several causes of the problem using the degree of comparison form. In this activity, the teacher acted as facilitator and helped the students in group investigations if they have difficulties. Then, the students presented the results of their discussions in front of the class randomly.

c.) Closing activities (08.10-08.20)

By implementing the PBL model, it can encourage students to think critically about factual issues around them. At the end of this activity, the teacher invited students to conclude about the differences in crime rates in that two cities based on the results of the presentations from each group. After that, he closed the lesson by salam. Each learning model has its own advantages and disadvantages. One example of the advantages of implementing this learning model to teaching speaking skill were encouraging students to think critically about existing problems and training students to be confident when speaking in front of the class. While the disadvantages were it takes a lot of time because students need discussion and presentation. Beside that, there are students that does not focused on the learning process because the students in the other class disturb them.

The researcher conducted the research through observations and interviews to obtain the data needed during the

research. It is included school principal, English teacher, and eighth grade E students. The results of interview with eighth grade E English teacher at Mts NU Wahid Hasyim Salafiyah Mr.M stated that:

“In general I used PBL model, it can be said 75% use this learning model. Sometimes I also use discovery of learning, split of information, then role play and also problem solving. It depends on the theme, material, and conditions of the students. But lately the PBL model is good enough if implemented there because there are many things that can support students. Because later students' self-confidence will increase.¹³”

It was also supported by the school principal who stated that :

“Mr. M is one of our creative teachers. Usually the students are suddenly asked to do role play or presentation. The students will enjoy the task it with their friends, but if the teacher seeing them on a presentation, they have less confidence.¹⁴”

A learning model certainly has its own benefits, all of which are considered by a teacher. Mr. M explained the benefits of problem-based learning models in English subject divided into 2 types, there are benefits for students and benefits for teachers. The benefits of PBL learning for students as follows:

- 1) For students who have high intelligence can help them to be more critical.
- 2) Students can solve problems in a good and appropriate way, so the results are accurate.
- 3) In the aspect of speaking, it can increase students' confidence to communicate in English.

While the benefits of implementing the PBL learning model to teach speaking skill for the teacher that he is proud because there is progress from his students in communicating, from passive to becoming active. This is in accordance with the researcher's interview with Mr. M who stated that:

“There are two benefits. 1. the benefits for the students themselves, 2. the benefits for the teacher. The benefits for students are indeed from my point of view that students who

¹³ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

¹⁴ Hj. Naf'in Nihayatie, interviewed by researcher, May 27th 2023, interview 2, transcript.

have high intelligence can help students be more critical, be able to solve problems properly and accurately then the results can also be accurate. The benefits of speaking can increase students' self-confidence so that eventually students will get used to communicating in English. As for the benefits from the teacher's point of view, yes, the teacher is happy and proud because there is progress from the students in terms of communicating, who were initially passive but eventually became active.¹⁵,



Figure 4. 2

The learning situation in Eight Grade E of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus

In addition, the results of the researcher interview with Mr. M regarding the steps to implementing the PBL model to teaching speaking skills in English subjects, as following below:



Figure 4. 3

The learning situation in Eight Grade E of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus

¹⁵ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

1) Provide Orientation Problems to Students

In the main PBL activities, the first step taken by him is to identify or orient problems with students. These problems are related to students' daily activities or adapted to existing material. This is appropriate based on the researcher's interview with him which stated that:

“Then go to the core activities, the first is problem identification. We first look for maybe there are some problems, but from those problems we choose which ones are suitable if it implemented using the PBL model. The problems are usually related to the daily life being faced by students, and according to the existing material too.”¹⁶”

2) Organizing students for research



Figure 4. 4

**The learning situation in Eight Grade E
of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus**



Figure 4. 5

**The learning situation in Eight Grade E
of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus**

¹⁶ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

After identification or orientation the problem to students, the next step taken by Mr. M, S.Pd is to organize students into groups or develop analytical socialization. In implementing the PBL model, he uses 2 types, individuals and groups. The distribution of the groups was randomized which consisted of male and female students. In addition, in this group division he did not collect children who have more intelligence in one group. This was done in order to that the other groups were not passive during discussions, presentations, or giving responses. This is in accordance with the results of the researcher's interview with Mr M, S.Pd, who stated that:

“Then, organizing students into groups or developing analytical socialization. In PBL learning, sometimes I use two types. For example, the first is not in groups (individuals), then the second is in groups. For the distribution of groups I usually randomly. For example, the number of students is 21 students, we take each group consisting of 5 or 6 students.^{17”)}

Mr. M, S.Pd statement was also supported by GAS who said that:

“After that we were given assignments, sometimes individually, sometimes also in groups with seat mate or randomized in class.^{18”)}

3) Assisting independent and group investigations

The next step that Mr. M took to implement the PBL model to teach speaking skill was to guiding group investigations. In this case, the teacher becomes a facilitator who will monitor student activity. Each student activity will have its own value even though they are discussing in one group. Apart from being a facilitator, Mr.Maulud will also help students with guide questions or question words. It is in accordance with the researcher's interview with him which stated that:

“Then, guide individual or group investigations. If students in groups are discussing, here the teacher acts as a facilitator,

¹⁷ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

¹⁸ Ghitsa Aulia Syarifah, interviewed by researcher, May 22nd, interview 4, transcript.

monitoring which active students will also be included in a separate assessment. So even in groups, students who are active and inactive have their own assesment. That's later if students have difficulties, the teacher can help but with 'guide questions' or with prodding questions or question words. So, not all of them are immediately assisted.¹⁹”

AMI as a student also expressed his opinion that :

“Then we are given assignments, sometimes individual, sometimes in groups. If I'm confused about it, I'll ask Mr M.²⁰”

4) Presenting group investigation results



Figure 4. 6

**The learning situation in Eight Grade E
of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus**



Figure 4. 7

**The learning situation in Eight Grade E
of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus**

¹⁹ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

²⁰ Abbil Maulana Ikbal, interviewed by researcher, May 25th 2023, interview 6, transcript.

After the students finished discussing, the next step was presented their work. For presentations tailored to the task. Mr.M often ask the leader of the group to give a presentation. However, it is possible that all members in one group will present in front of the class if needed. As for the other groups that were not presenting, they were asked to pay attention, listen, and provide feedback for the group that was presenting. This presentation is in accordance with the results of the researcher's interview Mr. M :

“Then do the presentation. If the need one student to present, it can be the leader or representative. For example, all group members have to present, all go ahead. It depends on the individual or group PBL learning model. For example, the leader in the group steps forward to present the results of the discussion, the other groups will pay attention. Later, if it fits with the idea, they will agree. If they don't agree, they will give a response.²¹⁾”

CF as a student gave her opinion for this step :

“Then, we will ask for a presentation, the other groups listened.²²⁾”

5) Analyzing and Evaluating The Problem Solving Process

After the students presented the results of their discussion, the last step that Mr. Maulud took was to provide feedback and directions. After that evaluate by making conclusions on the learning material at that time. The data is in accordance with the results of the researcher's interview with him who said that:

“The last one is a response from the teacher after the students gave a response or argument that is strong enough. Later, Me as the teacher can direct it, like "Yes, that answer is correct. But it would be nice if for example it was perfected with additions from the teacher. If evaluating or making a conclusions, it would be like the previous, there is an intermediary from the teacher.²³⁾”

In addition, students expressed their opinions regarding this step as follows:

²¹ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

²² Cholisatul Fauziah, interviewed by researcher, May 22nd 2023, interview 3, transcript.

²³ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

“The last, Mr.M will give a comment.²⁴”)

GAS also stated the same thing:

“When all groups have done with the presentation, usually Mr.M giving us the comments.²⁵”)

In addition, Mr. M also explained the evaluation he used as in the results of the researcher interview with him as follows:

“Evaluation can be through a test. The test can use guidance questions or according to the conditions at the time. It can be with pictures, then games. For example, there are some hand-rolls about animals. Later one of the students I ask to come forward to take one of the papers and describe the animal on the paper. There are also remedial and enrichment. For me, before the remedial, I did remedial teaching first. For the questions, they are according to the material but exactly not the same as the test before. I made a few different questions. Meanwhile, for the enrichment, I made a descriptive text for the children. with another object, such as describing the teacher they like at the madrasa.²⁶”

5. Obstacles of English Teacher in the Implementation of PBL Model to Teaching Speaking Skill for Eight Grade Students

Every estimate that is made usually has obstacles, as well as those experienced by English subject teacher in implementing the PBL model to teach speaking skills for eight grade students. Mr. M stated that there were two kinds of obstacles, namely obstacles from students and obstacles from the school environment. This is in accordance with the results of an interview with him as follows:

"Kalau kendala itu ada dua macam, kendala dari siswa dan kendala dari lingkungan sekolah." (There are two kinds of obstacles, from students and the school environment.²⁷)

According to him, the obstacle from the school environment is time allocation. The placement of the English subject in the last hour was an obstacle, because the children

²⁴ Abbil Maulana Ikkal, interviewed by researcher, May 25th 2023, interview 6, transcript.

²⁵ Ghitsa Aulia Syarifah, interviewed by researcher, May 22nd, interview 4, transcript.

²⁶ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

²⁷ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

were getting tired. In addition, in terms of convenience, the distance between adjacent classes is also an obstacle. Especially if there is a teacher who is not in a certain class for some reason, the students in the class are noisy, they were leave the classroom and disturb the other students who are studying. Finally they are not focused and less comfortable. The data was obtained by researchers through interviews with Mr. M, S.Pd who stated that:

"Kendala dari lingkungan sekolah itu alokasi waktu. Seperti saya kan punya jam terakhir. Situasi kalau jam terakhir itu sudah kelasnya sempit, anak-anak juga sumuk (gerah) dan sudah pada capek. Kemudian kenyamanan. Mbaknya bisa lihat secara langsung ya jarak antar kelas itu pepet-pepet (terlalu dekat). Sehingga, kalau ada guru yang tidak masuk di kelas tertentu anak-anak pada keluar, terus mengganggu anak-anak yang sedang ada pembelajaran." (The problem with the school environment is the time allocation. It's like I have the last hour. The situation is that the last hour is tight, the students feel not comfotable and tired. You can see by yourself that the distance between classes are too close. So, if there is a teacher who is not enter to some classrooms, the students leave, continuing to disturb the students who are studying.²⁸)

Meanwhile, according to Mr. M, S.Pd, the obstacles from students include several things as follows:

- 1.) Lack of student self-confidence.
- 2.) Lack of mastery of the material, so students can not follow the learning properly.
- 3.) Lack of student interest in English subjects.
- 4.) Poor vocabulary.
- 5.) Less pronunciation.

The data is in accordance with the results of the researcher's interview with him who explained that:

"Kemudian, kendala dari siswa bagi mereka yang memiliki kepercayaan diri kurang dan kurangnya penguasaan materi itu mereka tidak akan bisa mengikuti pembelajaran PBL dengan baik. Kepercayaan diri siswa kurang itu mereka mau kalau disuruh maju tapi kalau sudah maju malah diem, bingung mau ngomong apa." ("Then, the obstacles from the students are those who have less self-confidence and lack of mastery of the material, they will not be able to take part in PBL learning

²⁸ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

properly. Students' lack of self-confidence, they are willing if they are asked to come forward, but then they are will be silent, confused about the topic that will they say in front of the class.²⁹)

He was also stated that:

"Selain itu, kurang tertariknya dengan Bahasa Inggris. Kemungkinan siswa itu tidak tahu betapa pentingnya Bahasa Inggris sebagai foreign atau second language. Mereka juga miskin kosa kata dan pronounciationnya kurang." ("In addition, they are less interested in English. It is possible that those students do not know how important English as a foreign or second language. They also have poor vocabulary and poor pronunciation.³⁰")

This statement was also supported by the opinions of some students who stated their obstacles when participating in learning PBL to teach speaking skills. The results of interviews with several students by researchers are as follows:

AMI said:

"Karena susah jadi kurang lancar, terus bunyi kata nya beda dari penulisannya." (Because it's difficult so not fluent, then the sound of the words is different from the writing.³¹")

Furthermore, GAS said that:

"Kurang menguasai karena biasanya pengucapannya salah." ("Lack of mastery because usually the pronunciation is wrong.³²")

CF also stated the obstacles, namely:

"Tidak tau artinya, susah pengucapannya, dan sedikit nervous kalo ngomong." ("I don't know the meaning, it's hard to pronounce, and I'm a little nervous when I say it.³³")

And FAK stated the obstacles as follows:

"Gugup bu, kadang kurang PD." ("I'm nervous sometimes, I don't have enough self confidence.³⁴")

²⁹ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

³⁰ Maulud, interviewed by researcher, May 16th 2023, interview 1, transcript.

³¹ Abbil Maulana Ikbal, interviewed by researcher, May 25th 2023, interview 6, transcript.

³² Ghitsa Aulia Syarifah, interviewed by researcher, May 22nd, interview 4, transcript.

³³ Cholisatul Fauziah, interviewed by researcher, May 22nd 2023, interview 3, transcript.

Not only the opinions of the teacher and students, this was also apparently supported by the principal's explanation regarding the obstacles experienced by the English teacher in implementing the PBL to teaching speaking skill model. It was caused by internal student factors, such as the lack of confidence of students when asked to come to the front of the class and be noticed by the teacher, as well as the lack of students' interest in English. According to her, the first key of the success of teaching and learning activities is liking for a subject. If the student interested with a subject, then in any teaching and learning process students will definitely enjoy learning. This explanation is in accordance with the results of the researcher's interview with Mrs. NN as the principal of the madrasa who said that:

"Menurut saya sih KBM (Kegiatan Belajar Mengajar) nya mendidik, mulai meningkat. Cuma karena mungkin anak didiknya itu dengan latar belakang yang pas-pasan, banyak yang di bawah standar sehingga banyak anak didik itu kurang suka Bahasa Inggris. Karena KBM itu kunci pertamanya harus suka, kalau suka KBM mau dalam bentuk apapun pasti enjoy. Tapi kalau tidak suka mereka akan terpaksa atau tertekan, padahal intinya KBM kita enjoy-enjoy saja." ("In my opinion, the teaching and learning activities are educative, starting to improve. It's just because maybe the students come from mediocre backgrounds, many are below from the standard, so many students don't like English. Because the first key of teaching and learning is you have to like it. If they are don't like a subject, they will feel under pressure to join the learning process.³⁵")

She is also stated that:

"Selama ini tidak ada, karena tidak ada keluhan saya anggap tidak ada. Cuma dari faktor siswa saja itupun ya masih bisa menanganinya." ("So far doesn't, because I don't think there are any complaints. It's only from the student factor that I can still handle it.³⁶")

³⁴ Fatkhul 'Amalul Khoiri, interviewed by researcher, May 25th 2023, interview 5, transcript.

³⁵ Hj. Naf'in Nihayatie, interviewed by researcher, May 27th 2023, interview 2, transcript.

³⁶ Hj. Naf'in Nihayatie, interviewed by researcher, May 27th 2023, interview 2, transcript.

B. Discussion

In this discussion, the researcher will discuss more detail about the findings that the researcher did during her observations at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus. Where researcher combine the results of research with theoretical studies that are used as a reference for thinking to write a thesis. In this thesis, the researcher discusses the implementation of the Problem Based Learning (PBL) Model to Teaching Speaking Skills for Eight Grade Students. Problem Based Learning is a learning model that starts from the teacher presenting real problems, the teacher assists students in organizing learning tasks in solving problems, guiding investigations regarding problems, assisting students in presenting work and evaluating the results of solving problems. As for the review of the discussion regarding the focus of the research that the researcher did as follows:

1. Planning of Learning Implementation with PBL Model to Teaching Speaking Skill for Eight Grade Students

Based on research on learning planning using problem-based learning model in English subjects at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus, it was found that before carrying out learning in the classroom, the English teacher had prepared a lesson plan in the form of an analysis of learning achievement, formulation of learning objectives, assessments, and teaching material modules. For the RPP and syllabus, it is prepared at the beginning of the new school year which consists of the preparation of the syllabus, RPP and KKM. In addition, English teachers also sometimes coordinate to apply a particular learning model in class, such as the Problem Based Learning (PBL) model. According to one of the English teachers at the Madrasa, the use of the PBL model in the classroom is considered quite effective and its use is almost 75% itself compared to other learning models. The materials for English subjects in even semesters which are suitable if delivered using the PBL learning model, include degree of comparison, recount text, descriptive text, and simple past tense.

2. Implementation of the PBL Learning Model to Teach speaking skills for Eighth Grade Students

As explained in the presentation of the data and findings that the English subject has implemented a learning model problem based learning (PBL) to teach speaking skill for Eighth Grade Students. PBL is a learning approach that uses real-life problems as a basis context for students to learn about critical

thinking and problem solving skills, as well as to acquire essential knowledge and concepts from the subject matter.

The following are some of the advantages of the problem based learning (PBL) model, including:

- 1.) Problem solving is a appropriate technique to understanding the content of the lesson.
- 2.) Problem solving can challenge students' abilities as well as provide satisfaction to discover new knowledge for students.
- 3.) Problem solving can improve student learning activities.
- 4.) Problem solving can help students how to transfer their knowledge to understand problems in real life.
- 5.) Problem solving can help students to develop new knowledge and take responsibility for learning they did. Beside that, problem solving can also encourage self-evaluation of both results and outcomesthe learning process.
- 6.) Through problem solving can show students that every subject is basically a way of thinking, and something that must be understood by students, not just learning from teachers or from books.
- 7.) Problem solving is considered more fun and liked by students.
- 8.) Problem solving can develop students' ability to think critically and develop their ability to adapt to new knowledge.
- 9.) Problem solving can provide opportunities for students to apply the knowledge they have in the real world.
- 10.) Solving problems can develop students' interest in continuing to learn even though studying in formal education has ended.³⁷

The learning steps using PBL according to Arends are:

Phase 1. Provide Orientation Problems to Students.

At the beginning of a PBL lesson, like all other types of lessons, the teacher

should clearly communicate the purpose of the lesson, develop a positive attitude toward the lesson, and describe what is expected of it for students to do. Teachers need to present problematic

³⁷ Resti Ardianti, *Problem-baased Learnin: Apa dan Bagaimana.,* (Tasikmalaya: Universitas Silwangi,2021)
<http://jurnal.unsil.ac.id/index.php/Diffrction> e-ISSN:2685-7723

situations carefully or have clear procedures to involve students in problem identification. The teacher should present the problem situation to students as interesting as possible.

Phase 2. Organizing Students for Research.

PBL requires teachers to develop collaboration skills among students and help them to investigate problems together. PBL also requires teachers to help students to plan investigative tasks and reporting.

Phase 3. Assisting Independent and Group Investigations.

Investigations are conducted independently, in pairs, or in small study teams are the essence of PBL. Although each problem situation requires slightly different investigative techniques, most involve processes of gathering data and experimentation; generating hypotheses and explanations; and providing solutions.

Phase 4 Presenting Group Investigation Results.

The investigative phase is followed by preparing a discussion report regarding the problem given by the teacher to each group. Group presentations were carried out alternately and also held question and answer sessions. The teacher stimulated other groups to ask each group that presented in front of the class.

Phase 5. Analyzing and Evaluating the Problem Solving Process.

The final phase of PBL involves activities intended to help students analyze and evaluate their own thinking processes as well as their investigative skills and intellectual skills they used. During this phase, the teacher asks students to reconstruct their thoughts and activities during the various phases of the lesson.³⁸

As the results of interviews and observations of researcher regarding the implementation of the PBL model to teach speaking skills for eighth grade students at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus, English teacher have implemented steps that are in accordance with the PBL learning model, namely:

1.) Provide Orientation Problems to Students

In the PBL core activities, the first step taken by the English teacher is problem identification for students or problem orientation for students. These problems are related to students' daily lives or adapted to existing material.

³⁸ Dodiet Aditya Setyawan, "Metodologi Penelitian : Data Dan Metode Pengumpulan Penelitian" (2013): 1–37.

2.) Organizing students for research

After identification or orientation of the problem to students, the next step taken by Mr. Maulud, S.Pd is to organize students into groups. In implementing the PBL learning model, he uses 2 types, namely in individuals and in groups. The distribution of the groups was randomized which consisted of male and female students. In addition, in this group division he did not collect children who have more intelligence in one group. This was done on the grounds that the other groups were not passive during discussions, presentations, or giving responses.

3.) Assisting independent and group investigations

The next step that the English teacher takes to implement the PBL model to teach speaking skills is to guide group investigations. In this case, the teacher becomes a facilitator who will monitor student activity. Apart from the facilitator, the English teacher will also help students with guide questions or question words.

4.) Presenting group investigation results

After the students finished discussing, the next step was to present their work. For presentations tailored to the task. Often the English teacher only orders the leader of the group to make a presentation. However, it is possible that all members in one group will present in front of the class if needed. As for the other groups that were not presenting, they were asked to pay attention, listen, and provide feedback for the group that was presenting.

5.) Analyzing and Evaluating The Problem Solving Process

After the students presented the results of their discussions, the last step the English teacher took was to provide feedback and directions. After that evaluate by making conclusions on the learning material at that time.

3. English Teacher Obstacles in the Implementation of the PBL Model to Teaching Speaking for Eight Grade Students

Even though a lesson has been planned in advance, there will always be obstacles in every process. From the data presented above, the English teacher revealed that there were several obstacles encountered when implementing the PBL model to teaching speaking skill for eighth grade students at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus. The obstacles stated by

the English teacher can be categorized into two kinds, namely internal factors and external factors. Internal factors mean the obstacles that come from students and teachers in teaching and learning speaking skill. While external factors are all the obstacles that come from other than the students themselves and the English teacher.

The internal factors that become obstacles in the implementation of the PBL model to teaching speaking skills for eighth grade students in the Madrasa are:

- a. Lack of student self-confidence.
- b. Lack of mastery of the material, so students can not follow the learning properly.
- c. Lack of student interest in English subject.
- d. Poor vocabulary.
- e. Less pronunciation.

Some of the factors above were also mentioned by I Putu based on his research on the factors that cause students' learning difficulties in learning speaking skills, including:³⁹

a. Motivation

Student motives/motivation with low interest in learning can affect learning speaking skills.

b. Mastery of Language Components

According to the results of his research, there are several linguistic components that can affect students' speaking activities, namely (a) pronunciation, tone, intonation, joints, duration, (b) diction, (c) linguistic structure, and (d) style of language is still very low.

c. Mental Attitude

The research he conducted found that students were embarrassed, afraid, and nervous when appearing in front of their friends. Students lack confidence in speaking. The low self-confidence in students is caused by a lack of preparation and a lack of understanding of linguistic and non-linguistic elements that influence the learning of speaking skills. In addition, the lack of self-confidence is also caused by students' low understanding of the content

³⁹ I Putu Mas Dewantara, *Identifikasi Faktor Penyebab Kesulitan Belajar Keterampilan Berbicara Siswa Kelas VIII SMPN 5 Negara dan Strategi Guru untuk Mengatasinya*, (Bali:UnivesitasPendidikanGanesha,2012)*Vol1,No2(2012)* https://ejournalpasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/355

components and their lack of experience performing in public speaking.

While the external factors that become obstacles in the implementation of the PBL model to teaching speaking skill for eighth grade students in the Madrasa are:

a. Time Allocation

The placement of English subjects in the last hour makes the learning atmosphere often not conducive. This is because students are getting tired of receiving learning material.

b. Comfort

A comfortable and fun school environment for learning will have a major influence on the learning outcomes that students get while they are attending lessons at school. According to the eighth grade English teacher at MTS NU, Wahid Hasyim Salafiyah Jekulo Kudus, the comfort of the madrasa environment also has an impact on learning. The location of the madrasa which is on the outskirts of the Pantura Kudus-Pati road makes the location cause noise. In addition, class distances that are closer and limited partitions are also obstacles to learning English.

Based on the discussion above, there are two factors that become obstacles to the implementation of the PBL model to teach speaking skill for eighth grade students at MTS NU Wahid Hasyim Salafiyah Jekulo Kudus. Among them are internal and external factors. These obstacle factors can be overcome by English teachers by using appropriate learning models and adapted to the conditions of students and the surrounding learning environment.