

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

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ABSTRACT

This study investigated the effect of the Problem-Based Learning (PBL) approach on the speaking skills of seventh-grade students at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Bengkulu City during the 2024/2025 academic year. A true-experimental research design with a pretest-posttest control group was employed to compare the effectiveness of PBL against traditional teaching methods. Participants were divided into experimental and control groups, with the experimental group receiving PBL instruction and the control group receiving traditional instruction. Speaking skills were assessed using pre-tests and post-tests. Data analysis involved descriptive statistics, paired t-tests, independent t-tests, and two-way ANOVA. The results demonstrated a statistically significant improvement in the speaking skills of students who received PBL instruction compared to those who received traditional instruction. This finding suggests that PBL is an effective pedagogical approach for enhancing speaking ability in this context.

Keywords: *Problem-Based Learning (PBL), Speaking skills, Experimental research*

ABSTRAK

Penelitian ini menyelidiki pengaruh pendekatan Problem-Based Learning (PBL) terhadap keterampilan berbicara siswa kelas tujuh di Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu selama tahun ajaran 2024/2025. Desain penelitian eksperimen sejati dengan kelompok kontrol pretest-posttest digunakan untuk membandingkan efektivitas PBL dengan metode pengajaran tradisional. Peserta dibagi menjadi kelompok eksperimen dan kontrol, dengan kelompok eksperimen menerima instruksi PBL dan kelompok kontrol menerima instruksi tradisional. Keterampilan berbicara dinilai menggunakan pre-test dan post-test. Analisis data melibatkan statistik deskriptif, uji-t berpasangan, uji-t independen, dan ANOVA dua arah. Hasil penelitian menunjukkan peningkatan yang signifikan secara statistik dalam keterampilan berbicara siswa yang menerima instruksi PBL dibandingkan dengan mereka yang menerima instruksi tradisional. Temuan ini

menunjukkan bahwa PBL adalah pendekatan pedagogis yang efektif untuk meningkatkan kemampuan berbicara dalam konteks ini.

Kata Kunci: Pembelajaran Berbasis Masalah (PBL), Keterampilan berbicara, Penelitian eksperimental

A. Introduction

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.

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.

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.

B. Research Method

Quantitative research is an approach or method used to obtain data or information that can be measured using objectively operationalized measuring tools. This research employed an true-experimental method. According to Creswell in (Ramadhana & Allo, 2021), Experimental research is research that tests a concept, method, or process to see if it has an impact on a dependent or outcome variable. In a learning context, it is often not possible to separate students into experimental and control groups.

This research used a true-experimental design with a pretest-posttest control group approach to see the impact of PBL method on speaking skill among seventh grade students at Pondok Pesantren PKPPS Hidayatul Qomariyah Bengkulu City. This design has four groups where two of them are given a pre-test and post-test while the remaining two groups each only get a pretest or posttest. The procedure is to divide the subjects into four groups, where from the four groups are divided into two groups where each group will get treatment and there is only one control group. The experimental group receives a certain treatment, while the control group does not receive any treatment. This design contains two additional control groups, which serve to reduce the influence of confounding variables (P.LavanyaKumari, 2013).

Table 1. Solomon Four Group

group	Pre-test	Treatment	Post-test
A	O1	X	O2
B	O3	-	O4
C	O	X	O5
D	O	-	O6

Description:

X : Applying the PBL Method

O : No Pre-Test Given

		- : No Treatment given					
Group	O1	: Pre-test on Experimental	N	Mini mum	Maxi mum	Me an	Std. Devi ation
	O2	: Post Test on Experimental					
Group	O3	: Pre-Test on Control Group					
	O4	: Post-Test on Control Group					
	O5	: Post-Test on Experimental					
Group	O6	: Post-Test on Control Group					
C. Result & Discussion							
This chapter presents the research findings on using problem-based learning to improve the speaking skills of seventh-grade students at Pondok Pesantren PKPPS Hidayatul Qomariyah Bengkulu City during the 2024/2025 academic year. The study used a quantitative true experimental method with pre-tests, treatment sessions, and post-tests for both experimental and control groups. The results indicate that problem-based learning positively impacted the development of students' speaking skills, as shown by improved post-test scores in the experimental groups.							
Table 1. Descriptive Analysis of Experimental and Control Group.							
Descriptive Statistics							
	Prett est A		8	35	67	54	10,0 62
	Post test A		8	75	95	88	6,16 4
	Prett est B		8	30	45	36, 25	4,68 3
	Post test B		8	60	85	72, 5	7,5
	Post est C		8	88	100	93, 62	4,89 7
	Post test D		8	25	45	32	7,46 6
	Valid N (list wise)		8				

Based on the table above regarding the pre-test, Group A had a score range between 35 and 67, with a mean of 54 and a standard deviation of 10.062, while Group B had a lower score range between 30 and 45, with

a mean of 36.25 and a standard deviation of 4.683. Following the intervention (assumed to have occurred between the pre-test and post-test), Group A showed a significant improvement in performance, with post-test scores ranging from 75 to 95, having a mean of 88 and a standard deviation of 6.164. Group B also indicated an increase in the post-test, with scores ranging from 60 to 85, a mean of 72.5, and a standard deviation of 7.5. Furthermore, post-test data existed for Group C with a score range of 88 to 100, a mean of 93.62, and a standard deviation of 4.897, as well as for Group D with a score range of 25 to 45, a mean of 32, and a standard deviation of 7.466.

The comparison of post-test scores between the experimental and control groups highlights the effectiveness of PBL compared to traditional teaching methods. The higher mean scores and the statistically significant differences observed in the independent t-test and ANOVA results indicate that PBL fostered a more conducive learning environment for enhancing speaking proficiency.

The paired t-test results further confirm that students in the experimental group experienced a substantial gain in speaking skills after the PBL intervention. This improvement can be attributed to the active learning, problem-solving, and collaborative activities inherent in the PBL approach.

These findings are consistent with previous research that has emphasized the benefits of PBL in language learning. By engaging students in real-world scenarios and encouraging them to take ownership of their learning, PBL appears to create a more motivating and effective context for developing speaking skills.

In conclusion, the results of this study strongly suggest that the implementation of PBL has a significant positive effect on improving the speaking skills of seventh-grade students.

D. CONCLUSION

The study concludes that Problem-Based Learning (PBL) significantly improves students' speaking ability compared to traditional methods. Students taught with PBL showed substantial gains in post-test scores, and statistical

analysis confirms PBL's effectiveness in enhancing speaking skills. The findings strongly suggest that PBL is a valuable approach for developing students' speaking competence.

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