

**THE TENTH GRADERS' PERCEPTION OF THE EFFECTIVENESS
OF PROBLEM-BASED LEARNING TO IMPROVE
SPEAKING PERFORMANCE**

The Case at SMA Islam Sultan Agung 1 Semarang 2022/2023

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana
Pendidikan* Degree in English Education**



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY
SEMARANG**

2023

PAGE OF APPROVAL

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The Case at SMA Islam Sultan Agung 1 Semarang 2022/2023

prepared and presented by:

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Has been approved by the advisor to be proposed for examiners.

Semarang, 7 August 2023



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VALIDATION

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A Sarjana Pendidikan Final Project

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Defended before the Board Examiners

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DECLARATION OF ORIGINALITY

DECLARATION OF ORIGINALITY

I hereby declare honestly, that the first final project as a prerequisite for the Bachelor's degree that I wrote not containing the work of other, except those mentioned in quotation and references, as befits a scientific paper. If my statement in valid in the future, I strongly agree to accept academic sanctions in the form of revocation of my paper and the degree I obtain from the paper.

Semarang, 7 August 2023



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ABSTRACT

Putri, Via Arista (2023). *The Tenth Graders' Perception of The Effectiveness of Problem-Based Learning to Improve Speaking Performance the Case at SMA Islam Sultan Agung 1 Semarang*. English Education Study Program, Bachelor Degree. Universitas Islam Sultan Agung, Advisor: Hartono, S.S., M.Pd.

Problem-based learning is a learning method that involves students to think more critically and be more independent in order to be able to solve problems that have been given by the teacher. The purpose of this study was to analyze students' perceptions of the effectiveness of problem-based learning methods to improve speaking performance. This study uses interviews with a qualitative approach and thematic analysis. This study focused on high school students in class X. The participants in this study were 6 students who had been selected purposively from 30 students in class X. The participants' ages ranged from 15 to 16. All participants were interviewed to gather information related to their knowledge and perceptions of the problem-based learning. Based on the interviews, the participants revealed about the difficulties and advantages of using the problem-based learning method to improve speaking performance during learning. Even though the use of the PBL method during learning makes the participants enjoy and can follow it well, the method is not effective in increasing the students' speaking performance.

Keywords: Perception, Problem-based Learning, Speaking Performance.

INTISARI

Putri, Via Arista (2023). The Tenth Graders' Perception Of The Effectiveness Of Problem-Based Learning To Improve Speaking Performance The Case at SMA Islam Sultan Agung 1 Semarang. Program Studi Pendidikan Bahasa Inggris, Sarjana Pendidikan, Universitas Islam Sultan Agung Semarang. Pembimbing : Hartono, S.S., M.Pd.

Problem-based learning adalah metode pembelajaran yang melibatkan siswa untuk lebih berpikir kritis dan lebih mandiri untuk dapat menyelesaikan masalah yang telah diberikan oleh guru. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap efektivitas metode problem-based learning untuk meningkatkan speaking performance. Penelitian ini menggunakan wawancara dengan pendekatan kualitatif pendekatan dengan desain analisis tematik. Penelitian ini berfokus pada siswa SMA kelas X. Partisipan dalam penelitian ini adalah 10 siswa yang telah dipilih secara purposive dari 30 siswa SMA kelas X. rentang usia peserta 15 hingga 16. Semua peserta melakukan wawancara untuk mengumpulkan informasi terkait pengetahuan dan persepsi mereka tentang metode problem-based learning. Berdasarkan wawancara, para peserta mengungkapkan tentang hambatan dan kelebihan dari penggunaan metode problem-based learning untuk meningkatkan speaking performance pada saat pembelajaran. Meskipun penggunaan metode PBL saat pembelajaran membuat peserta enjoy dan dapat mengikutinya dengan baik tapi metode tersebut tidak efektif untuk meningkatkan speaking performance peserta.

Kata Kunci : Persepsi, Pembelajaran Berbasis Masalah, Kinerja Berbicara.

MOTTO

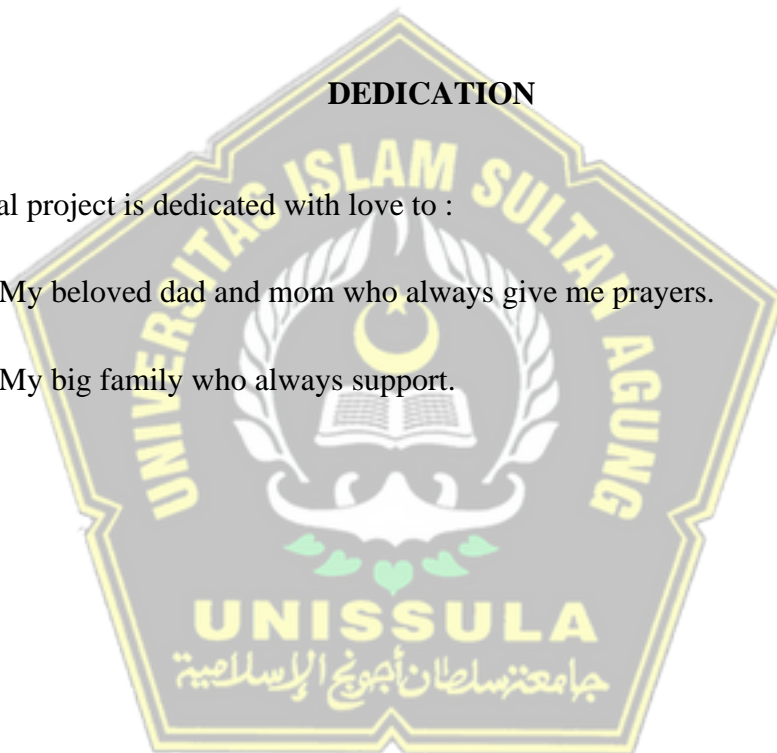
"The trials of your life are not to test your strength. But to measure how much you are sincere in asking Allah for help."

(Ibnu Qoyyim)

DEDICATION

The final project is dedicated with love to :

1. My beloved dad and mom who always give me prayers.
2. My big family who always support.



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Semarang, August 15, 2023



Via Arista Putri
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CHAPTER 1

INTRODUCTION

This chapter contains the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Limitations of the Study, the Significance of the Study, the Definition of the Key Term, and the Organization of the Study.

1.1 Background of Study

In this era, English is one of the most important languages to learn to facilitate communication. Because English is an international language that is used by many people in many parts of the world. In the current situation, which is full of competition, English skill is very determining. . Therefore, it is important for us to learn English (Irawati, 2016). Now, there are still many high school students who still find difficulties communicating using English even though they have studied English for a long time (Setiyani, 2020). Therefore, always practicing communicating using English with people around is very important.

In English there are four skills that must be mastered, namely reading, listening, writing and speaking. Many students think that speaking skill is the most difficult among other skills. These difficulties are caused by psychological factors of students and usually also because the level of creativity of teachers in teaching is lacking (Irawati, 2016). Students are also usually less enthusiastic in speaking activities in learning English. This is due to the lack of student motivation in the learning process. They are also usually reluctant if the activities in learning to speak are carried out in a formal way such as speeches. Therefore, there must be activities that are in accordance with what they want that can make them enthusiastic (Hasnawan, 2014). Interesting activities can motivate students

to learn to speak in English and make them not feel pressured but instead enjoy learning and make them learn more quickly.

Speaking is one of the most important skills to master. One of the purposes of teaching English as a foreign language in Indonesia is to make students being able to speak fluently and communicate in English. What often happens in speaking is the lack of mastery of vocabulary, not confident to speak in front of using a foreign language, not used to speaking in front of crowds and some students who always learn to organize grammar first when speaking. That's what makes them choose to remain silent. Even to refuse the opportunity to practice because they feel very afraid when they have to speak in a foreign language (Hasnawan, 2014). Therefore, students should practice speaking a foreign language more often because practicing will be able to improve speaking performance and vice versa if they always find it difficult and not confident about themselves it will be difficult to improve their speaking performance.

There are various methods to improve speaking performance. According to Rizkia et al. (2019) using role playing in learning English to improve speaking is very effective because in this method the teacher can provide new vocabulary to students and can create conducive learning in the classroom. In addition, the teacher can directly correct students' speaking errors in the learning process. the small-group method is also an effective method to improve speaking. In this method students have the opportunity to express opinions, ideas and can interact with other students because this small-group method is a teaching activity through group stories. Here students will also learn how to complete assignments by sharing and correcting ideas from other students (Siswanti et al., 2012). To improve speaking performance, you can also use the discussion method. This method is one of the methods to improve speaking in learning English. Students can explore ideas, organize their ideas and convey them in the right words and use the correct grammar

in the discussion activities (Kusmaryati, 2008). From this explanation it can be concluded that the learning method affects students' speaking performance. Then it must be appropriate to choose the learning method that will be used in learning.

In connection with the above statement, English teachers are expected to create an effective teaching and learning process to improve students' English-speaking skills. In the 2022/2023 academic year, the government begins to implement an Independent Curriculum for Elementary School, Junior High School, and Senior High School Level Education units. Independent Curriculum (Kurikulum Merdeka) is a learning curriculum that has a variety of intra-curricular activities. In this curriculum students have enough time to explore a concept and strengthen competence because this curriculum was optimizing and content. In 2022/2023 at Senior High School, the Independent Curriculum is implemented starting from grades 10, and the Junior High School starting from grades 7.

Independent Curriculum recommends several methods that can be used in learning including problem-based learning, peer teaching methods and project-based learning. Some of these methods are applied in English to improve students' speaking performance, one of which is the problem-based learning method. However, the effectiveness of the method still needs investigations. Especially on how the method affect student's speaking performance. For this reason, this research was proposed. It was investigated the tenth graders' perception about the effectiveness of problem-based learning to improve speaking performance, especially for the 10th graders of SMA Islam Sultan Agung 1 Semarang in academic year 2022/2023.

1.2 Reasons for Choosing the Topic

The were some reasons why the writer chooses the topic of “Students’ perception about the effectiveness of problem-based learning to improve speaking performance of the tenth graders of SMA Islam Sultan Agung 1 Semarang 2022/2023”. They were as follows:

1. Students had been good at speaking to build self-confidence because speaking is the main capital in everything, including in English. In addition, speaking is also one of the elements to increase self-confidence and reduce one's self- esteem.
2. Students really needed to have good English-speaking skills because this can improve their communication skills. In this era of globalization, we know that English is now an international language, the most widely spoken language in the world. So, having a good ability to speak English is very helpful for job and career success.
3. In the 2022/2023 academic year, the government had started implementing an independent curriculum for Elementary School, Junior High School, and Senior High School education units. At Senior High School, the Independent Curriculum is implemented from grades 10 and the Junior High School it starts from grades 7.
4. The teaching and learning method recommended in the Independent Curriculum is student learning models. Among them are project-based learning, problem-based learning, and discovery learning.
5. Problem-based learning is a learning method that involves the activeness of students to think critically to solve problems. This method teaches students to be more independent and think critically.
6. There is still much to know about problem-based learning, including this model in improving students' speaking skills.

1.3 Research Question

Based on the background the reasons for choosing the topic above, this research problem is formulated as follows: What is the perception of the X graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2022/2023 on the effectiveness of problem-learning model to improve speaking performance?

1.4 Objective of the Study

Based on the research question about, the objective of the study is to describe the perception of the 10th graders of SMA Islam Sultan Agung 1 Semarang in academic year 2022/2023 on the effectiveness of problem-based learning to improve speaking performance.

1.5 Limitation of the Study

This limitation focuses the discussion of the topic and the extent of the great things that are off topics. Based on the problem identification above, this study will focus only on students' perception about the effectiveness of problem-based learning to improve speaking performance of the tenth graders of SMA Islam Sultan Agung 1 Semarang 2022/2023. The writer chooses this topic because she wanted to know about students' perspectives on the effectiveness of problem-based learning methods to improve speaking.

1.6 Significance of the Study

The study has some significance namely pedagogical significance and practical significance, as follows:

1. Pedagogical Significance

This research is expected to be useful as a reference to improve speaking performance with problem-based learning methods in learning English. In addition, the researcher hopes that this study will show teachers that there are still many methods that can be used to improve students' speaking performance and students'

perceptions of the use of problem-based learning to improve speaking performance at SMA Islam Sultan Agung 1 Semarang.

2. Practical Significance

a. For teacher

This research can be used as teacher evaluation in teaching speaking.

b. For students

Students know the benefits of using problem-based learning methods in speaking performance and motivate them to further improve their speaking performance using the method.

c. For the next researchers

In this study there is some information and insight on the topic.

1.7 Definition of Key Terms

There are some key terms that are used in this paper, as following:

1. Problem-based learning

Problem-based learning is a teaching method that focuses more on students being able to solve problems individually or in groups (Mariana, 2017). In this method, students are expected to be able to think more critically to solve a problem that exists in the context of learning.

2. Speaking

Speaking is a very important skill to be mastered in language learning (Jusuf et al., 2021). Because speaking is one of the essence of English that must be mastered by student.

3. Independent Curriculum (Kurikulum Merdeka)

Independent Curriculum (Kurikulum Merdeka) is a curriculum that requires student to be more active than teachers. This curriculum also focuses on

developing students interests and talents from an early age to make it easier for students to explore them in the future (Marisa, 2021).

4. Student' Perception

Perception is a process of understanding one's sense of something that exists outside the world (Yulia Sari, 2021). This process can occur through touch, hearing, smell, and automatically. After this process occurs, the sense organs will identify and recognize all stimuli, then will then give an opinion and evaluate it.

1.8 Organization of the Study

This proposal writing is organized into three chapters namely: Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V:

Chapter I contains the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II describes about review of related literature. It contains General Concept of perception, General Concept of Problem-based Learning, General Concept of Speaking, and Review of the Previous Study.

Chapter III explains the Research Method that includes of Design of the Study, the Participants of the Study, Instrument, the Validity of the Instruments, Reliability of Instruments, Data Collecting Procedure, and Data Analysis

Chapter IV is the result and discussion that consist of the school profile, the research finding, and discussion.

Chapter V is the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

To support the research, Chapter II discusses Independent Curriculum, problem-based learning, speaking performance, students' perception and the review of the previous studies.

2.1 Independent Curriculum

In this sub-chapter, there will be four discussions. They are the history and research development, the purpose, and the target of the Independent Curriculum, differences between Independent Curriculum and 2013 Curriculum, and learning model in the Independent Curriculum.

2.1.1 The History and Research Development of the Independent Curriculum

Curriculum revision is not something new in the world of education, including in Indonesia. There have been several changes to the curriculum in Indonesia starting from 1947 to the current Independent Curriculum. Curriculum revision or reform is usually carried out because of several influencing factors such as unsatisfactory student achievement results, student dropout rates and the occurrence of an educational crisis.

According to Rizki & Fahkrunisa (2022), there are several implementation principles that must be present in the curriculum. The first is need analysis by students. Because it will make learning easier. The second, it must consider the potential and character of students and the environment. To be able to achieve curriculum goals, seeing the potential and character of students is very important. The third, it becomes a necessity of life and work. In the principle of implementing the curriculum there must be needs and work because this is very influential for the

future of people. The fourth, knowing about changes in developments in science, technology and art as it will not be separated from everyday life. Finally, it must always uphold lifelong learning principles. It can be stated that learning does not look at age, wherever and whenever they are always upholding learning.

Curriculum changes in Indonesia are usually based on the principles above. However, it is different from the current Independent Curriculum. Their curriculum was formulated because it was to restore the education system in Indonesia which was in crisis due to the impact of the Covid-19 pandemic (Jojo & Sihotang, 2022). The Covid-19 pandemic has had a significant impact on the world of education. It was from this conduct that many efforts were made to reduce the gap in learning outcomes during the pandemic.

The meaning of the independent curriculum itself is a curriculum that has a variety of intra-curricular activities where the content will be more optimized so that students have sufficient time to strengthen competence and deepen a concept. According to Muhson (2022), the Independent Curriculum is a curriculum that focuses on student's interests and talents because the curriculum focuses more on competence and character development. Here students can also choose to learn that they like according to their talents and interests.

After that, on February 11, 2022, the Prototype Curriculum was replaced by the Minister of Education, namely Nadiem Makarim, virtually becoming an Independent Curriculum. The Independent Curriculum will be implemented starting in the 2022/2023 academic year at the Elementary School, Junior High School and Senior High School. Before the independence curriculum was launched, the curriculum had already been tested in 2,500 schools in Indonesia and the Independent Curriculum could also be implemented in stages and indirectly required it to apply it evenly (Alawi et al., 2022). The Senior High School level, the Independent Curriculum began to be implemented in class X and was divided into

several phases, from phases A-F. Then at the Junior High School level the Independent Curriculum was applied to class VII. Meanwhile, at the Elementary School level, the Independent Curriculum is applied to grades I and IV.

2.1.2 The Purpose and Target of the Independent Curriculum

The development of the current era is growing rapidly like there is no limit. This can be seen from countries that are currently more advanced and freer in competition in any field such as education. Therefore, education in this country must always be renewed because if not there will be a lag. The superiority of education in the state does not lie in the curriculum but in curriculum policies that are in line with the goals of a country (Marisa, 2021). With this new breakthrough the Independent Curriculum aims to make students, teachers and parents have a more pleasant atmosphere and with a curriculum In this independence, teachers and students can also be independent in thinking so that this can be implemented by the teacher in delivering material, not only that, here students can also innovate more broadly and increase their creativity to a higher level because students are also facilitated and given more space for that (Hutabarat et al., 2022). The purpose of creating an Independent Curriculum is also to create students who are critical, creative, collaborative and skillful.

Announced by the minister of education that the independent curriculum has begun to be implemented at all levels of schools in Indonesia, including high school seniors who have also implemented it, although not all classes have used the independent curriculum. In the independent curriculum, class X enters phase E (Jayawardana et al., 2022). In senior high school standards, class X on average has implemented the independent curriculum. In learning English phase E in class X will be required to communicate according to the situation, students must also convey their feelings or opinions using English, and implied inference skills when

understanding information, in English must also develop. In the independent curriculum for class X it is highly demanded to be able to communicate using English because phase E means that students are required to be able to recognize their own talents.

The Independent Curriculum is also one of the efforts to improve the quality of education in Indonesia where teachers and students have the freedom to innovate. Minister of Education Nadiem Makarim also explained that there were several targets from the Independent Curriculum to deal with learning loss due to the impact of the Covid-19 pandemic, namely to increase the PISA (Program for International Students Assessment) score because the PISA results showed a decrease even lower than the previous three years, the increase participation in tertiary education as there are still many people who only stop at Senior High School and even Elementary School. The next one is the increase the amount of budget for Education transferred directly to schools. Increase the number of graduates finding jobs.

2.1.3 The Differences between Independent Curriculum and 2013 Curriculum

Learning activities during the pandemic in Indonesia were carried out remotely because they followed instructions from the government which focused on the health of Indonesian citizens at that time, considering how the virus spread was very easy. The teaching and learning process must continue even though it is online. The curriculum that was used or used before the covid-19 pandemic was the 2013 Curriculum. The 2013 Curriculum was a curriculum set by the government to replace the 2006 curriculum. The 2013 Curriculum was the latest version of the 2006 curriculum using the foundation that thinks about the future, the development of knowledge and competence (Sapitri, 2022). However, because it was seen that the 2013 Curriculum was not in accordance with the current situation, the

government again issued an emergency curriculum. The government issued an emergency curriculum as an option for schools that had difficulty implementing the 2013 Curriculum.

The government effort to restore learning problems that occurred during the Covid-19 pandemic, which was experiencing a crisis, is by launching an independent curriculum. The independent curriculum was launched as an innovation and a new strategy from the Ministry of Education and Culture by providing more flexibility and options. The Independent Curriculum is also a natural learning process to achieve independence.

According to Panginan and Susanti (2022) there are several differences in the Independent Curriculum and the 2013 Curriculum, namely the learning approach. If the 2013 Curriculum uses a learning approach that is scientific in all subjects, then the Independent Curriculum further strengthens differentiated learning according to the stage of student achievement. Then the 2013 Curriculum only focuses on intra-curricular activities, in contrast to the Independent Curriculum which includes co-curricular activities through projects to strengthen the profile of Pancasila students. Class hours in the 2013 Curriculum are set per week while the Independent Curriculum is set annually so that it is more flexible. Then the assessment in the 2013 Curriculum is divided into three, namely the assessment of attitudes, knowledge, and speaking performance while the Independent Curriculum does not separate these assessments. Therefore, looking at some of the differences between the 2013 Curriculum and the Independent Curriculum, it can be stated that the Independent Curriculum is expected to be more effective and flexible to apply to schools. The word flexible and effective there can be interpreted that the independent curriculum is faster in its application and easier to adjust in learning, therefore the field of education will be better because of the effectiveness of the curriculum used.

2.1.4 Learning Model in the Independent Curriculum.

In education, to be able to achieve the desired goals with maximum results, there must be appropriate learning approaches. Especially in the current Independent Curriculum, there are various learning approaches that have different characteristics. Therefore, the learning approach is chosen according to what is needed by students so that students are easier to accept the material provided. According to Yamin and Syahrir (2020) there are several learning approaches that can be used to implement Independent Curriculum learning, namely project-based learning (PjBL), problem-based learning (PBL), contextual learning, discovery learning and peer teaching method. For explanation as following:

1. Project Based Learning (PjBL)

According to Fahlevi (2022) Project based learning (PjBL) is a learning approach program that is in the independent curriculum because it has relevant and interactive learning programs. Therefore, for now there are many schools that implement project-based learning. Project based learning (PjBL) can also be interpreted as project-based learning.

2. Problem-based Learning (PBL)

Problem-based learning (PBL) is a learning approach by providing a simple or practical problem for students and they will solve it in groups or individually (Selatan et al., 2021). In solving problems students will use scientific stages so that students can learn and solve these problems with the skills and abilities they have.

3. Contextual Learning

According to Kristina (2019) contextual learning is learning that relates to a certain circumstance. This learning approach helps teachers to provide taught material that can be related to students' real-world situations or situations. In this learning students are required to be more active in learning.

4. Peer Teaching Method

Peer teaching is a learning method that can help students to be able to understand various different concepts, develop competency skills and moral values (Megawati, 2019). Therefore, the peer teaching method can be said to be an effective learning approach because here students can interact with other students and exchange ideas or opinions with each other.

5. Discovery Learning

Discovery learning is a learning model that involves students as a whole. because here students must be able to organize problems obtained independently with experience or information that students have obtained (Muliati and Syam, 2020). Therefore, it can be concluded that discovery learning is a student-centered learning strategy because here students must try to find information, investigate, and be able to find a concept to solve problems that occur independently. So, with this strategy students can develop the knowledge and skills they have

2.2 Problem based-learning

In this sub-chapter, there are three topics to discussion. They are definition problem-based learning, advantages and disadvantages problem-based learning, and the syntax of problem-based learning.

2.2.1 Definition of Problem-based Learning

According to Selatan et al. (2021) problem-based learning is a contextual learning method because learning is based on problems that occur in the surrounding environment. These problems are used as starting points in learning. Problem-based learning has been widely used both at home and abroad. In Problem-based learning involves students in every activity carried out. This problem-based learning begins with problems given by the teacher and students. Then students

deepen or seek information about the problem, so that students can solve the problem.

In this lesson students can choose interesting issues to discuss so they can be encouraged to play an active role in solving problems. Problems that are used as the focus of learning can be solved with group work. So that the existence of this group work will make students more eager to solve problems and provide students with various learning experiences such as collaboration between students or groups.

According to Azman and Shin (2012) problem-based learning has several characteristics, namely in problem-based learning learn begins with a problem, ensuring a given problem is related to student life, monitor learning so as not to get out of the topic of the problem, entrusting responsibility to students to carry out and shape their own student learning process, create groups for them to work with, and give students the opportunity to express or show what they have learned in form or performance

Problem-based learning requires students to be more independent and not depend on the teacher (Azman and Shin, 2012). The challenge for teachers to use problem-based learning is to become managers and facilitators in learning and can make students depend on them to work consistently because students need instructional scaffolding to support the development of error-solving skills (Savery, 2016).

2.2.2 Advantages and Disadvantages of Problem-based Learning.

Each learning method definitely has advantages and disadvantages as well as the problem-based learning method both from the implementation of the learning and from the students themselves. Many have implemented this problem-based learning method both in Elementary School, Junior High School and Senior High

School. Problem-based learning has also been considered an effective learning method. According to Azman and Shin (2012) there are some of the advantages of the problem-based learning method:

1. It can increase student learning motivation because in the problem-based learning model students can solve problems with their new innovations.
2. It makes learning relevant to the situation being experienced because the material presented is in the form of problems that occur in students' everyday lives.
3. It engaging students in learning in the same way as real-world situations and learning assessments demonstrate understanding not replicate.
4. It supports students to learn more independently because here students are required to find out about information independently and find out how to solve these problems with the information students get.
5. It makes students develop problem solving skills and do professional reasoning because in this learning model students are really given space to be able to solve existing problems. Then students must do logical reasoning to solve these problems.

Based on the description above the advantages of the problem-based learning method are indeed very many and good enough to be applied in learning. But it cannot be denied that the problem-based learning method also has some Disadvantages. Following are some of the disadvantages problem-based learning:

1. Not all learning materials can apply this learning method. Because this learning method is more suitable for material that does not require a lot of basic knowledge.
2. For students who are not used to solving problems, they are usually reluctant to solve them. Because according to them usually solving a problem is difficult and choose not to do it.

3. Less active students will make a lack of fluency in this method. Because the method of successful application of the problem-based learning method is found in active students.
4. Usually the time to complete the material using this method will be longer because in this method the problems that occur from the information that students have found will be discussed in detail.

Judging from the advantages and disadvantages of the problem-based learning method, it can be concluded that the problem-based learning method can increase student motivation, increase students' critical thinking and make students interact more often with others in the group. but to use this learning method takes a little longer and usually if the problem being studied is difficult enough students will give up more easily and be lazy to work on it.

2.2.3 The Syntax of Problem-based Learning

The problem-based learning model is a learning model that uses students' thinking skills individually or in groups and the problems used in this learning model are problems encountered in the real world. Think critically and creatively to solve problems that are important to develop.

According to Agustina et al. (2017) in learning problem-based learning there are five learning stages a syntax consisting namely:

1. Organizing students into problems
2. Organizing students to learn
3. Assisting independent and group investigation
4. Opening and presenting works and exhibitions
5. Analyzing and evaluate the problem-solving process

Based on the syntax above, there are several problem-based learning steps that can be carried out by the teacher for the teaching and learning process, namely

conveying problems to be solved in groups and the problems discussed in the material must be in accordance with the problems being faced by students, then the teacher must ensure that all group members understand the task to be discussed, then the teacher can monitor student order in collecting data or information from the problem, then the last thing the teacher can guide students When presenting about solutions that have been discussed in groups and if students have finished presenting the result is that the teacher is obliged to give an award even if it is just praise for the student and provide input for the group so that in the future it will be even better and the teacher can also provide conclusions from the group's presentation.

2.3 Speaking Performance

In this sub-chapter, two topics discussed, namely the definition of speaking and types of speaking.

2.3.1 Definition of Speaking Performance

Speaking is the main basis in communication and can be done directly. According to Parmawati (2018). Speaking is a productive skill that is practiced every day and difficult to assess reliably. Speaking is one of the important aspects of communication because from speaking we will have good and correct communication. To improve good and correct speaking skills students can practice speaking in front of a mirror or directly in front of people. Speaking can also be said as a person's way of expressing a situation or describing something with verbal communication (Mahtawarmi, 2019). In addition, speaking has an important role in life because in life all activities are carried out by communication and with communication people will be able to do whatever they need.

Based on some of the above definitions regarding speaking, it can be interpreted that speaking is a very important skill to be mastered by students

because when a student has good speaking skills it will also have a lot of effect on him such as a higher level of self-confidence and skills can also affect networking. Not only that, having speaking skills can also make us think more critically of each person's point of view because we can argue. It can be concluded that speaking performance have a very big influence on our future lives in any field.

2.3.2 Types of Speaking

According to Riana et al. (2017) there are several types of speech, namely imitative, intensive, responsive, interactive, and extensive. First, imitative is a type of speech by imitating phrases or sentences, not only that, imitative also follows a grammar, prosodic and lexical. Second, intensive is a type of speech that is often used by people in context assessments. For example, reading a sentence or completing a dialogue. Third, responsive is a type of speaking to interact briefly used in conversation. For example, greeting or short conversation. Four, interactive is a type of speaking that is used in the form of a conversation that is quite long and sometimes includes many exchanges that exist in that situation. For example, interviews and discussions. The last is extensive (monologue) a type of speech that is used in formal or informal situations. This type of speech requires more action or interaction with listeners. The examples include speeches, presentations, and storytelling. From the description above, it can be concluded that in speaking there are several types that we must know before practicing them.

2.4 Students' Perception

In this sub-chapter, two topics discussed, namely the definition of perception, and process of perception.

2.4.1 Definition of Perception

Perception is a process of experience obtained from the five senses which will then make positive or negative perceptual responses (Mongkaren et al., 2021).

Perception can also be interpreted as a process of interaction with the environment where we get information and make it into something meaningful. According to Apriyanto (2010) perception is a process of managing or interpreting what has been received by the senses to give meaning or response to the environment. Environment has a relationship with perception. The relationship is also equipped with the five senses of sight, hearing, touch, and smell. Therefore, based on this explanation it can be concluded that perception is a process of interpreting, recognizing, and understanding what has been captured by the five senses and will give meaning to a situation.

2.4.2 The Processes of Perception

There are three perception processes, namely selection, organization, and interpretation. The following is an explanation of the three perception processes (Muis, 2017).

1. Selection

Selection is the first process in perception, selection is more likely to choose the information that has been obtained. Most people are less selective about viewing some of the information and are more likely to be less likely to understand much of the information that is available. Therefore, people will give an exaggerated response to the information obtained because they do not understand it.

2. Organization

After selecting the information that has been obtained then the next process is the organization. Organization is carried out to find a certain meaning by gathering information that has been obtained in categories, therefore organizations can also be called categorization or groups. Here will be separated between raw stimulus information from outside and in the world to be more structured and meaningful.

3. Interpretation

Interpretation is the process of giving meaning to a stimulus. Because after getting stimulation and paying attention to it, the brain will work to organize and receive information and then interpret it. But people can also bring different interpretations of the same stimulus. Therefore, interpretation is the process of interpreting a stimulus that has been categorized to be more structured and stable.

2.5 Review of the Previous Studies

This sub-chapter describes some of the research that has been conducted and focuses on students' perceptions regarding the use of problem-based learning methods to improve speaking skills. The first research is written by Pardosi & Swondo (2021) entitled “Improving Students’ Speaking Ability By Using The Problem-based Learning (PBL)”. This research is an effort to improve students' speaking using problem-based learning methods. The research was conducted using quantitative methods. The study was conducted using classroom action research. Research will be divided into two cycles. The research will be conducted by entering the class in three meetings. There were 44 students who were sampled in this study. Data collection was carried out by means of tests, interviews, observations, questionnaires, and student diaries. Based on the research conducted, it can be concluded that the problem-based learning method can improve students' speaking skills.

The second research entitled “The Effect of Problem-based Learning Strategy Toward Students’ Speaking Ability At The First Grade Of SMAN 1 ENAM LINGKUNG” who is conducted by (Mulya et al., 2013). This research was conducted using the experimental method. This study was also divided into two groups for data collection which would be carried out by the experimental group and the control group. The data was taken from 60 students of class X. The data

collection method used a pre-test first to find out basic speaking students first. After that, a hypothesis test will be carried out to find out the path of the problem-based learning method to improve students' speaking skills. The results of the study show that the problem-based learning method can improve students' speaking skills.

The last research was written by Khotimah (2014) entitled “The Use of Problem-based Learning to Improve Students’ Speaking Ability”. This research focuses on knowing the application of problem-based learning in improving students' speaking and students' achievement in speaking English. This research was conducted experimentally. There are several steps carried out in the research, namely planning, action, observing, reflecting and post-test. Data collection was carried out by observation, questionnaires, interviews and self-research. The results of this study indicate that there is a significant increase in students' speaking ability after being taught using the problem-based learning method. In addition, students also gave positive responses to the application of the problem-based learning method and students really enjoyed the discussion activities in class. Therefore, this method is useful for helping students improve speaking.

The third of previous studies used a qualitative method, and the technique used to obtain the data is a questionnaire and analyzes descriptive using a Likert scale, while this research used quantitative as the method and used a closed-ended questionnaire as an instrument. By using a different instrument and method, there will be no similarities with the results of the previous study. The three previous studies used quantitative methods, and the techniques used to obtain data were questionnaires, pre-tests, and post-tests. While in this study using quantitative methods and using interviews to obtain data. by using different instruments, there will be no similarity with the results of previous study.



CHAPTER III

METHOD OF THE STUDY

This chapter presents method of study which consists of the Design of the Study, the Subject of the Study, the Instrument of the Study, the Technique for Collecting Data, the Data Collecting Procedure, and the Data Analysis.

3.1 Design of the Study

The research design is an important framework in a study that functions to collect data and analyze it. The research design is determined according to the existing research objectives. Considering from this definition, researchers use qualitative research methods. Research quality is a model approach that reveals or describes what happens in a natural setting that allows the researcher to develop the details of the problem (Leal Filho & Kovaleva, 2015). In this study the researcher chose the qualitative method because it was to find out students' perceptions about the effectiveness of using problem-based learning methods to improve students' speaking skills.

Descriptive research is used by many researchers to collect data and analyze data. This type of descriptive research is also widely used in second language learning (Nassaji, 2015). This research also often involves collecting data from various sources to obtain deeper information, including students' opinions, perspectives, and attitudes. therefore, in this study will use observation and interviews to collect data

3.2 Subject of the Study

In this sub-chapter, there are be two topics to discuss, namely population and sample.



3.2.1 Population

Population is a form of object or subject chosen by researchers to investigate or draw conclusions to obtain data. The population of this study are X graders of SMA Islam Sultan Agung 1 Semarang in the 2022/2023 academic year.

3.2.2 Sample

This study was taking students from X graders SMA Islam Sultan Agung 1 Semarang. In the research, there was be one class of graders X, totals approximately 30 students. From a population of 30 students, 6 students where be selected who have the criteria of being smart, moderate, and lacking according to the English teacher in the class. Out of 6 students there was be 3 female students and 3 male students. Purposive sampling can also be called judgmental sampling which involves researchers to use their knowledge to select the most useful sample for research purposes.

3.3 Instrument of the Study

The instrument is a tool to collect information or data obtained from participants. This study used a list of interview questions as the instrument to help collect research data. In this study interviews where be conducted with participants to find out students' perspectives about the effectiveness of using problem-based learning methods to improve speaking. The questions consisted of twenty questions that will be given to students during the interview. To test the validity, researchers used expert judgment. The researcher used the dependability test as a tool to analyze the resulting data from the interviews conducted. The dependability test was carried out by conducting an audit into the entire research process being carried out.

3.4 Technique for Collecting Data

In this study the writer obtained data or information from students through semi-structured interviews. Semi-structured interview is a data collection method that depends on the question in that context. This process is carried out face-to-face with interviewees. Here are some languages that the author will use to collect data. First, the writer was above one of class X which was the subject to answer questions about the problem-based learning method. Second, the author was asking permission from the teacher to select students who according to the supporting teacher are in the low, medium, and high criteria in the lesson. Then the writer was interview students who have been personally selected and the interview process was be recorded, as well as the writer will find out the students' perceptions regarding the effectiveness of problem-based learning methods to improve speaking skills. After collecting data, the recording was be transcribed, then analyzed to conclude the opinions of students. Then after the data are analyzed and concluded, it was be known what students think about the problem-based learning method to improve speaking performance.

3.5 Data Collecting Procedure

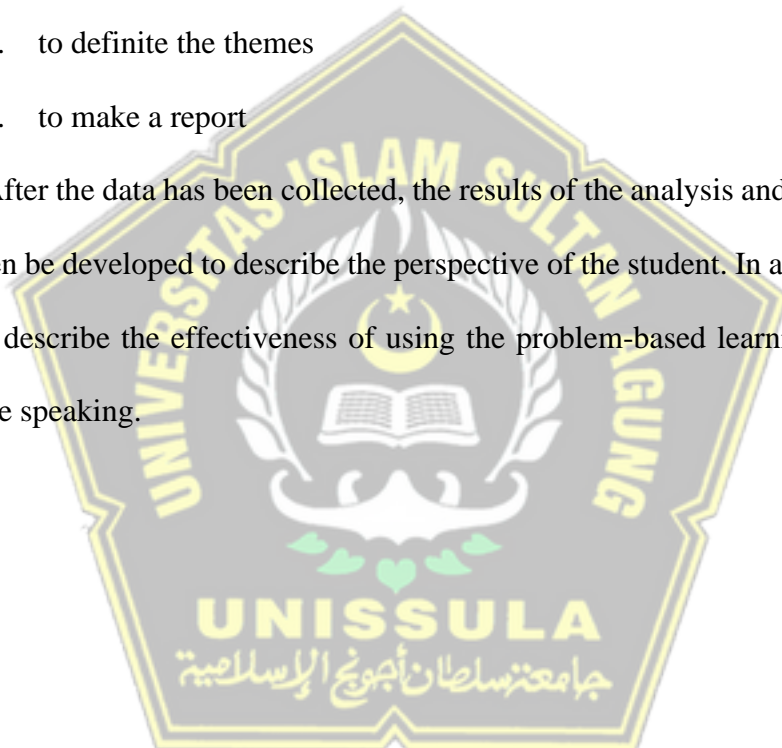
In this study, data was be collected through interviews conducted with participants to enrich the results of qualitative research. The interviewers conducted in-depth interviews regarding the use of the problem-based learning method in learning and the problems encountered by using this problem-based learning method in learning. The technique of collecting data through observation and sensing information verbally. In this case the observation was carried out by observing student behavior during the interview and also observing behavior during learning when using student problem-based learning methods.

3.6 Data Analysis

The collected data were analyzed using thematic analysis techniques. Thematic analysis is a qualitative data analysis method. Researchers conducted a review of the participants' answers to identify topics. According to Heriyanto (2018) thematic analysis technique will involve some steps as follows:

1. to familiarize with data
2. to create initial codes
3. to constructing themes
4. to examine the resulting themes
5. to definite the themes
6. to make a report

After the data has been collected, the results of the analysis and classification was then be developed to describe the perspective of the student. In addition, it was also to describe the effectiveness of using the problem-based learning method to improve speaking.



CHAPTER IV

FINDING AND DISCUSSION

This section presents the analysis of the research findings and discussion found by the researcher when conducting the research on students' perception about problem-based learning to improve speaking performance.

4.1 Profile of the School

Sultan Agung 1 Islamic Senior High School Semarang is located on Jalan Saroja. Historically the school was founded on January 2, 1966 with the building located at Jalan 62. Then in 1968, moved to Jalan Saroja for a period of several months, before finally, it moved to Jalan Mataram 657 which is still active today. On June 1, 1970 the second was registered. This registered status is a sign of the establishment of Sultan Agung 1 Islamic Senior High School Semarang. This date is also commemorated as the anniversary the school.

Sultan Agung 1 Islamic Senior High School Semarang brands itself as a school which develops culture of Islamic character. The vision and mission of the school highly upholds Islamic values. First, the school highlights Islamic culture such as congregational prayers, Qur'an recitation (tadarus) and regular morning charity for people in need. Then the Institute uses management with character and system. The school also has excellent achievements at the city and national levels.

Sultan Agung 1 Islamic Senior High School Semarang can be regarded as one of the favourite schools in the city. It has more/around 300 new student every year. The School runs a lot of extracurricular activities for its students and is supported with many facilities. In 2016/2017 academic year, the school adopted the 2013 curriculum but since 2022/2023, it has started adopting the Independent Curriculum. It adopts the curriculum gradually starting from Grade X.

4.2 Data Collecting Process

The collect the data, the study conducted interviews with 6 students, 3 girls and 3 boys. In the interview, the researcher asked questions related to students' perceptions of the problem-based learning method used to improve speaking performance. At the time of the data collection, the researcher asked the identity of the students before asking about other things related to the research. Data collection was carried out from March 1 to March 10, 2023.

The researcher conducted the interviews with 20 questions using Indonesian language to make it easier for them to digest the questions. The students also answered the questions using Indonesian language. Some questions posed by researcher to the respondents are: "What do you know about problem-based learning?" ; "Can you distinguish the problem-based learning method from the other? and with the problem-based learning method" ; "Do you become more frequent practice speaking English?". The list of all the question for the interview is attached in the appendix. After the interview was completed, the next process was to transcript the interview and divided the results of the interview into several parts. It was then adjusted and subject to the reduction process. In the reduction process the researcher collected all the information obtained from the interviews. In accordance with the correlation of students' opinions regarding the problem-based learning method to improve speaking performance.

Then, the data were re-grouped more specifically so that it was easier to draw conclusions. In the final process of concluding, researcher found out students' perceptions of problem-based learning methods to improve speaking performance. After conducting the analysis, the data of the interview were grouped into 3 themes based on the answers of the students' perceptions of the problem-based learning method.

The data from the interview results were coded to signify the respondents and the question of the interview. Respondent 1 is assigned to code R₁, respondent 2 is coded R₂ and etc., until R₆. For example, respondent 1 question 3 is coded R₁Q₃. The data of the interview was then coded in pair between the respondent (R) and the question (Q). For example, the R₁'s response to question was coded Q₁R₁ for respondent 3 (R₃) and question 4, it is coded Q₄R₃. Interviews was all data of the when view were coded clearly.

4.3 Respondent

To obtain the data for the research, interviews were conducted with six students selected purposively. The respondents were taken in the same class. The researcher selected students according to the desired criteria. With the help of the classroom teacher, the researcher took students of having high classroom rank (1-10). These respondents represent the achieving group. Other 2 respondents were taken from the moderate classroom rank (11-20). These are to represent the moderate achieving group. And the last 2 respondents were taken from the low classroom rank (21-30). These respondents represent the low achieving group. Based on gander 3 respondents were boys and the other 3 were girls. After the grouping was done, the respondents were interviewed regarding the topic of the research.

All the respondent interviewed already had experience participating in learning English using the problem-based learning method. The research topic asked by the researcher was about general knowledge of the respondent's knowledge on the independent curriculum, problem-based learning, and speaking performance. Of the six respondents who were interviewed, they quite understood and were able to explain the Independent Curriculum. However, there is one in six respondents who are still confused about the problem-based learning method.

According to him, all learning methods are almost the same and difficult to distinguish. Respondents' opinions about speaking ability are still many who say that they experience difficulties. Many respondents still use simple sentences when using English. Following are some of the respondents' answers in answering the questions posed by the researcher in Q₁₅.

"Yes, when learning takes place, I often speak English, but only simple sentences or simple words. Such as: I already understand, I want to ask about the material, thank you and etc." (Q₁₅R₁)

"Yes, but only with short words. Such as: yes, no, and understand." (Q₁₅R₃)

"Yes, I use English when speaking during learning. Because indeed at the tie of learning required to use it." (Q₁₅R₄)

From the explanation above, it can be concluded that all respondents were able to explain the questions posed by the researcher, although there were several questions that were confusing for them to answer from one of the respondents.

4.4 Research Finding

The problem-based learning method is a learning model that involves students interacting with this learning model is widely used by teachers for students to become more active and think critically. Problem-based learning can also be interpreted as problem-based learning. Therefore, this learning model presents a problem that students must solve independently or in groups. There are many indicators to find out students' perspectives about problem-based learning methods to improve speaking performance. Among other are frequent dialogue using English and difficulties in speaking English.

4.4.1 The Student's Perception about the Use of Problem-based Learning to Improve Speaking Performance

To find out whether PBL improves speaking performance, data from the interview especially question 13, 14, 15, 16, 18, and 20 were analyzed. First, it deals with whether the students enjoyed the opportunity to speak when they had Problem-based learning. All informants stated that they were not much involved in speaking English when learning using the problem-based learning method. From the interviews conducted with the following six respondents, the answers to the data for question number 13 or Q₁₃.

Here are some reasons why they do not often use English or don't practice speaking English when communicating with friends. R₁ stated that he doesn't often practice speaking English because they lack vocabulary mastery so speaking English is difficult. Vocabulary mastery is very influential.

"I don't often practice English because my vocabulary is lacking" (Q₁₃R₁)

Then R₂Q₁₃ also stated that English is a difficult language. So, he was afraid if he has to communicate or often interact with friends using English. Then Q₁₃R₂ also stated that English is a difficult language.

"I don't often carry out dialogues in English because the language is quite difficult, I have to have more abilities" (Q₁₃R₂)

Next, Q₁₃R₃ also answered that the reason for not interacting with English was due to his lack of self-confidence. R₃ stated that he was very afraid that he would be wrong and he would be ridiculed and so on. The confidence to speak in public does require a strong mentality, let alone having to speak in non-everyday language. But in fact, there is one respondent who is quite proficient in English but if he has to communicate in English with his friend, he doesn't want to speak because he is afraid that the friend, he is talking to doesn't understand and will be called stylish. the respondent is R₄. Furthermore, R₅ argues about Q₁₃ that he doesn't

often practice English with friends because according to him it is difficult and difficult to pronounce. Finally, R₆ also believes that he does not often speak or practice English. However, when asked what the reason was, the respondents did not answer because according to him there were too many reasons to mention

Then from the research question data Q₁₃, it can be concluded that students do not often interact or practice English even though they use the problem-based learning method. In the number 14 question data regarding whether the respondent often made presentations in class when using the problem learning method. Of the six respondent who were interviewed, all answered that they often gave presentations when using this method. Because basically this method does involve students to seek information in groups and can convey it well. As stated in the statement.

Q₁₄R₃ said that presentations in class were fun activities and teachers often grouped students to discuss together during learning using the problem-based learning method. In this question data, several informants also answered if they were more enthusiastic and enjoyed learning using PBL. Because they could work with friends and present the results of exchanging their thoughts. So, it can be concluded that informants often make presentations when using the problem-based learning method.

In the 15 question data or Q₁₅ the researcher asked about speaking English activities when using the problem-based learning method in class. All respondents answered that they only used simple English when answering a question such as yes, no, understand, and thank you. But when they communicate with friends, they still use Indonesian. Because they are still lacking in English skills.

In question 16 here the respondent is asked whether he often practices or has dialogue using English. The six respondents who were asked this question answered that they did not often carry out dialogues with friends using English.

most of the reasons why the respondents did not often carry out dialogues in English were due to the lack of mastery of vocabulary in English. As for several reasons that were different from the respondent, namely because of fear that later the friend who was invited to speak would not understand and he was considered stylish because he only communicated in class in English.

In the 18 data item, students get a question about whether they often respond to the teacher during class learning. Of the six informants interviewed, only one gave answers that he often responded to the teacher during learning. Q_{18R4} stated that he often responds to the teacher during lessons because it is an added value that can add to his daily value. But there were times when he was not in the mood to respond to his teacher either. But five other respondents stated that they did not often respond to the teacher during learning.

" I don't often respond to the teacher in class because I'm afraid later if I'm wrong, I usually respond when I'm asked "(Q_{18R1})

" I don't often respond to the teacher because I don't have the confidence to speak English when responding "(Q_{18R2})

" Don't often respond because I'm the shy type if I have to respond "(Q_{18R5})

There were several reasons for the respondent not actively responding to the teacher during the lesson, namely fear of being wrong, still unable to say the pronoun properly and correctly, lack of self-confidence, shyness to speak in public and fear. From the explanation above, it can be concluded that students do not often respond to the teacher because there is fear of themselves and the lack of confidence that students have to speak in a foreign language.

In the data question 20 students were asked about their opinion about whether the problem-based learning method was effective for improving speaking

performance or not. Of these questions there were four students who answered ineffectively for various reasons. As said by R1 and R6

"In my opinion problem-based learning is a less effective learning method for improving speaking performance because after using this method there are still many students who are passive in speaking English as well as myself who is still very passive." Q₂₀R₁

"In my opinion PBL is not effective for increasing speaking performance because in myself there is also no change that is good enough for speaking after applying this method. I still remain passive when I have to speak English because I myself am also less confident when I have to speak in a foreign language that is not the everyday language used." Q₂₀R₆

The statements from the two respondents already represent the answers from several respondents who said that PBL is an ineffective method for improving speaking performance. However, there were two respondents who argued that the problem-based learning method was effective for increasing speaking performance. The two respondents are R2 and R5, the following is their statement.

"In my opinion, PBL is a method that is quite unique and can make you think more critically to be able to solve problems. From that, students communicate more often with other students. After that, students are also required to have the courage to express their opinions in front of the presentation. From this, the ability to speak students will increase not only their speaking ability but also their self-confidence." Q₂₀R₂

"In my opinion, after using this method, I am more active in speaking English because my confidence here has increased and I have the courage to convey my ideas." Q₂₀R₅

From some of the statements above, it can be concluded that PBL is not effective for increasing speaking performance because the answers from

respondents who said it was not effective were more than those who said it was effective.

4.4.2 Students' Perception of Difficulties in Speaking Performance

The data for questions 17 and 19 have the same meaning, namely asking about the difficulty's students experience when speaking. In the Q₁₇ data, there were four respondents who argued and stated their reasons for having difficulty speaking English. R₁ argued that speaking English was more difficult because they had to think before expressing it. R₂ argued that the difficulty he faces when he has to speak English is that he has minimal vocabulary. So, the vocabulary they mastered greatly affected the ability to speak. Then in Q₁₉ question data also asked about difficulties in speaking. In the Q₁₉ data, all respondents answered that there were some difficulties experienced by respondents related to speaking ability. These difficulties because when speaking English, you have to have special skills, high confidence also influences, fear of errors in pronunciation and grammar.

R₃ argued that the difficulty of having to speak English is the fear of being wrong. because English is a foreign language for everyday use. The last respondent who thinks about his difficulty in speaking English is R₆. He argued that the difficulty is the fear of making a mistake in pronouncing it. As we know that the pronunciation in English is different from what is written.

However, there were two respondents who had different opinions from the four previous respondents. The respondents are R₄ and R₅, they think that speaking English is something that is fun and enjoyable if you are used to doing it. Usually they interact using English when playing games with their friends. From some of the respondents' answers, it can be concluded that speaking English is the language is quite difficult because it is not the language used in everyday life respondent said that they did not have habit to speak English.

4.4.3 Students' Perception of Advantages in Speaking Performance

Everything you do must have benefits for yourself and those around you. Likewise, in this study, students were asked about their perceptions of the benefits of speaking performance. All respondents stated that there are many advantages to speaking performance. Some of the advantages of speaking performance are that it can increase self-confidence, foster a sense of leadership, can express our opinions quickly and smoothly, can improve future career paths, can improve our critical thinking skills, and become a persuasive person. The benefits of speaking performance are numerous.

There are many other benefits of speaking performance besides those mentioned by respondents. The benefits of speaking performance can indeed be enjoyed from now on even until later when we enter the realm of work. Judging from the explanation above, it can be concluded that the benefits of speaking performance are very influential for future life. because someone who has a qualified speaking performance will get a plus point in front of everyone. But it's better if someone is lacking in speaking performance, it will be difficult to convey the ideas they have.

4.5 Discussion

The main objective of this research is to find out students' perceptions about the effectiveness of the problem-based learning method to improve speaking performance. To find out students' perceptions, researchers conducted interviews with ten respondents from students of SMA Islam Sultan Agung 1 Semarang and collected information. This discussion section aims to discuss the results of interviews that have been conducted by researchers and discuss the findings of experienced students related to the theme and how their insights are related to the theme. According to the findings above, researchers have investigated the results

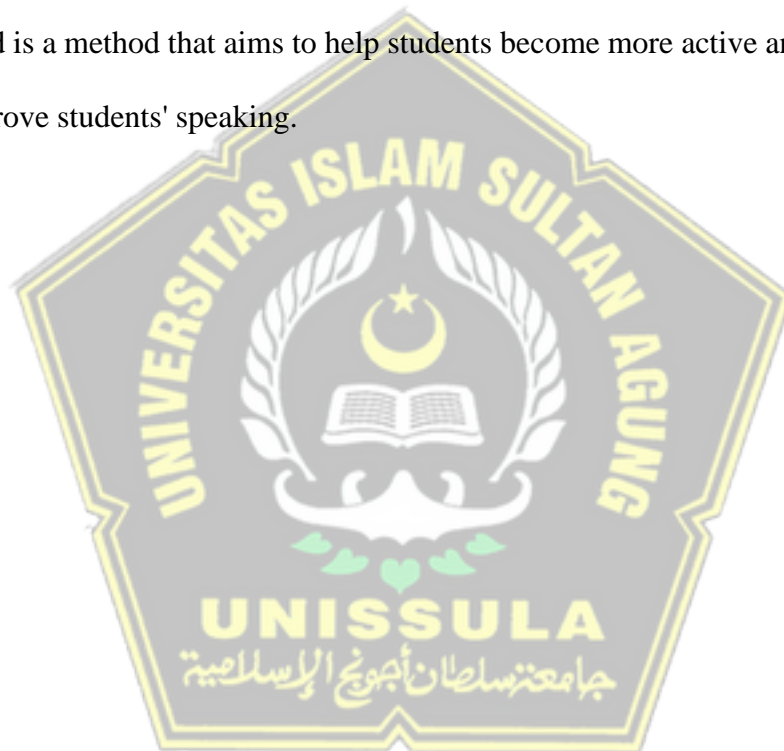
and problems found regarding students' perceptions of the effectiveness of problem-based learning to improve speaking performance.

After seeing the results of interviews conducted by researchers, the problem-based learning method was less effective in increasing speaking performance. Because there are several difficulties that have been raised by respondents. Some of the difficulties are the lack of mastered vocabulary, lack of confidence to communicate in a foreign language, fear of making mistakes in pronunciation. According to Asworo, (2019) there are several factors that affect the difficulty of speaking English in Indonesia, one of the factors is psychological. Students feel afraid of making mistakes, shy, and lack self-confidence. According to Hartono & Maharani (2020) high teacher expectations can also make students more afraid and embarrassed if they make mistakes. For Indonesian students, English is a difficult language because English is not their mother tongue, in fact they have had a lot of time to learn from a young age. but they still cannot speak English fluently (Tika & Abadi, 2021).

From the analysis above, it was found that students' perceptions that the use of problem-based learning methods to improve speaking had the same results. There is no increase in students' speaking ability when using the problem-based learning method. After using the PBL method in learning, students also do not always use English. Not often also interact using English when communicating with friends. Most respondents also thought that they lacked confidence to communicate in English.

According to Pardosi & Swondo, (2021) to make students more courageous to speak English is a difficult thing and takes quite a long time. this statement is true because learning to be able to speak English fluently is a difficult thing. Although already using methods that can be said to be effective. From some of the research explanations, there are similarities with this research, namely about

enjoying when using the PBL method in learning. However, there are many differences between this study and previous studies. In this study, students enjoyed and enthusiastic about the method but if the method was to improve speaking it was less effective. Because students here also do not always use English when communicating. This means that there is no difference after using the PBL method with before using the method. Students there is no increase in speaking performance. According to some experts about the problem-based learning method to improve speaking. According to Arends, R.I. The problem-based learning method is a method that aims to help students become more active and can be used to improve students' speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher conveys conclusions from the data that has been discussed in previous chapters, and the researcher provides suggestions for further action. The assessment process is based on research findings.

5.1 Conclusion

Based on the results of the interviews and discussion of this study, the researchers concluded that the problem-based learning method was not effective for increasing speaking performance. This conclusion is supported by the statements of the respondents involved in this study. Students' perceptions of problem-based learning methods do not make students more active in speaking in class. Things that affected students to not be able to speak English, namely the lack of vocabulary, lack mastery of grammar in English and poor pronunciation. The students also lack self-confidence, shy and nervous even though they have used the PBL method which required them to be more active in speaking to express their opinions. Therefore, the students still lacked the ability to speak.

5.2 Suggestion

Regarding the results of the research suggestions are affected for students, readers of this research, and future research.

1. First, students must practice speaking English more, practice expressing English words correctly, be more confident and have the courage to express their ideas. but when expressing something you have to learn to use English so you are more used to it.
2. Second, for further researchers who have an interest in conducting the same research. research can be used as a reference for them to support their

research. It is also recommended for future researchers to take larger participants because this study only took 10 participants and a higher level of students' English mastery. then it is also advisable to conduct research in a longer period of time to get more and more valid data results.

3. Last, for teacher I hope that the teacher can maintain her teaching method by providing examples of application, motivation and encouragement to students.



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