



Vocational Students' Perception of The Use Problem-Based Learning in Speaking English

Nannette Cahyani Janitra,² Dian Novita Dewi

Nannetejanitra@student.ub.ac.id

^{1 2 3} Faculties of Cultural Studies, Universitas Brawijaya, Indonesia

Received: 2023-04-09 Accepted: 2023-06-24

DOI: 10.24256/ideas.v11i1.3750

Abstract

This study was conducted based on the regulations of the Ministry of Education and Culture related to the teaching and learning process for SMK students, SMK PGRI 3 Malang has attempted to apply problem-based learning methods, which are believed to be methods that help students face real problems in the field. world of work because it can help improve students' speaking skills. Meanwhile, studies on students' perceptions of the use of problem-based learning in their speaking skills are still under-explored. Therefore, this study aims to determine the perception of SMK students about the application of problem-based learning in their speaking skills. This study uses a survey design with SMK PGRI 3 Malang student population, while the sample is 102 students. Data were collected by conducting a survey using a questionnaire. This study's findings imply strengths in applying problem-based learning in the classroom. Furthermore, the researcher revealed that students positively perceived using problem-based learning on their speaking skills.

Keywords: *problem-based learning; speaking; students' perception; vocational high school*

Introduction

English communication has become something that must be mastered, whereas various fields in the world use English, ranging from technology, fashion clothing, and education to daily communication. Moreover, the use of English in the world of work in Indonesia is not a foreign language but a language that should be understood by everyone. (Alrajafi, 2021) in his research found that the use of English in Indonesia slowly became a second language and was used in various things such as in the instruction of appliances and others.

Direct communication is one of the skills that become essential to develop, because a person's speaking ability may be an indicator of a person's quality today. Skillful speaking mastery is the knowledge that can change ordinary situations into extraordinary ones. (Sookermany, 2012)

The importance of being able to speak English in Indonesia especially, for

vocational high school students has been stated in the Ministerial Decree No.464/M/2021 center of excellence, vocational school (*SMK*) learning focuses on developing and improving the quality with priority areas that are strengthened through partnerships and alignment with the world of work. It is clearly stated that English for vocational high schools should be more focused on practical than theoretical, English for Vocational High schools is believed to be different from Senior High school (SHS) it demands some additional knowledge of the material, method, and strategies (Aminatun, 2019).

However, in its application, teachers find it difficult to teach speaking for EFL students and to connect the material to the students' taken majors. Widiati & Cahyono (2006) found that in developing Indonesian EFL learners speaking ability, these two factors were likely to be common problems, they were linguistics and personality factors, for this reason, some schools are applying some learning methods. It is difficult to share the same understanding in teaching speaking for Indonesian EFL learners because it should consider student's linguistics competence (Artini, 1998)

Students in vocational high school are required to learn their vocational skills and English as a Foreign Language in preparation for their potential job or occupation. Due to prepare vocational high school students for their future occupation, career or to take higher education like a university or institute, they should master the vocational high school requirements, one of them, is to be able to speak English for basic communication in daily life because English is an International Language. Vocational high school students who have good English abilities will be considered in this global era where English is the most popular language used worldwide. The students need English to communicate not only in writing but also in oral. Therefore, vocational high school student's English proficiency should be improved.

Problem-based learning is quite popular among vocational high schools in Indonesia, with Problem-based or PBL teachers can provide real-life problems and students will learn to solve the problems using their knowledge. Problem-based learning is one of the teaching methods that is characterized by the use of students' problems as a context for students to learn how to solve a problem to acquire their English basics. (Heuchemer, 2020). One of PBL's targets is to strengthen the students' responsibility. Students are able to get the knowledge and also improve their cognitive and communicative skills. Problem-based learning is believed to be an easy and effective method of learning English for Vocational High School students. (Scholkmann, 2016) asserts that PBL is the best-known teaching concept that place students at the centre of learning

Some studies revealed positive results of Problem-based learning implementation in schools. (Mufaidah, 2014) discovered that Problem-based learning can enhance students' activeness along with their encouragement and also help them to develop their English vocabulary. In line with that, after conducting experimental research on eleventh-grade high-school students in Bandar Lampung,

(Hussein, 2014) found out that rather than standard teaching, teaching through Problem-Based Learning students was able to get better scores in speaking. In addition, (Kassem, 2018) showed that adapting teaching strategies and curriculum is recommended for teachers in the application of Problem-Based Learning to improve students speaking skills and enthusiasm. More recently, (Sutrisna, 2020) Found that junior high school students through some treatment using PBL, can perform speaking better than before, and also students exhibited more positive attitudes, cognitive, and effective practices toward English speaking learning. Those studies help the researcher in developing research ideas. However, students stated their perception of how the PBL method improves their speaking skills, it is not specific and comprehensive that this method can increase their learning motivation. Therefore, considering that the application of Problem-Based Learning has been proven as a teaching method that can help students develop their speaking skills, this present study tries to see students' perceptions of PBL on their English speaking in SMK PGRI 3 Malang.

Method

This survey study investigates the participants' perceptions of Problem-Based Learning on their speaking skills, and whether the application of PBL, has improved their English-speaking fluency development. The participants of this study were 102 students of SMK PGRI 3 Malang, where speaking English is taught as criteria for successful English learning. The researcher took the data while doing P4(teaching practices program) in four weeks. Table 1 presents the demographic data of the participants.

Table 1. Research Respondents

No	Gender	
1	Male	98
2	Female	4
Total		102

All participants were students from SMK PGRI 3 Malang grade ten, and all of them were taught by a teacher who applied problem-based learning. They are separated into three classes, they are 35 students from *TKR A* class, 38 students from *TKR B* class, and 30 students from *BO A* class. This research is conducted in Quantitative research, which is a survey study. According to (Neuman, 2014) quantitative research can describe, analyze and interpret conditions in real situations in numerical data. The data were collected by giving questionnaires to participants and then the researcher analyzed the questionnaire that had been answered to make valid numerical data. To reach many participants in a short time. Therefore, the researcher used the random sampling technique to collect the data. The questionnaire is randomly delivered to SMK PGRI 3 students. The instrument used in the study is adapted from (Salma, 2018) and (Puangpuni, 2021). The questionnaire was closed-ended, and the closed-ended questionnaires are to provide the participants to answer the questions, closed-ended questionnaire

is more efficient because of their ease of analysis (Creswell, 2012). This questionnaire consists of 24 questions that are related to the student's perception of the use of problem-based learning in Speaking English with four Likert scales, choices are; Strongly Agree, Agree, Disagree, and Strongly Disagree in each number and divided into three dimensions those are responses to the types of speaking perception intensity of the students' problems in English speaking.

Table 2. Likert Scale

No.	Level of Needed	Scores
1	Strongly Disagree	4
2	Disagree	3
3	Agree	2
4	Strongly Agree	1

Likert scale 1932

To gather the data, the researcher employed a simple survey questionnaire consisting of 12 close-ended questions using a Likert scale (1= strongly disagree, 2=disagree, 3=agree, 4=strongly agree) approach. The questions were compiled based on theories from (Salma, 2018); (Puangpungsi, 2021)). In addition, the questions in the questionnaire were also composed based on previous studies' results about the benefits of Problem-based learning for students. The questionnaire was distributed to all students in the classes. A descriptive statistical analysis using SPSS and Excel was employed to analyze the data of this study. The data are presented in the next section.

Findings and Discussion

The results regarding the students' views toward the implementation of collaborative learning in fostering speaking confidence are divided into three indicators, those are. Depth of Perception (DOP), Time Perception (TP), and Collaboration Perception (CP)). The lowest score is 1, indicating strongly disagree, and the maximum score is 4, indicating strongly agree. The data is presented descriptively as follows.

Table 3. Descriptive Statistics

Descriptive Statistics				
	N	Min.	Max.	Mean
DOP	102	2.25	2.94	2.6278
TP	102	1.50	3.00	2.2680

CP	102	1.00	3.50	2.2892
Valid N (listwise)	102			

Table 3 above shows that the number of respondents (N) is 102. From the 102 students were distributed PBL questionnaire. The data from 102 students who participated in this study shows that the mean score for Depth of Perception in terms of Indic is 2.62 and the Time of Perception is 2.26 which is more towards the minimum score, Meanwhile, in terms of Collaboration Perception is at 2.28, this indicates that the majority of the students have a positive view towards the implementation of problem-based learning because most of them feel more confident, and feel that the implementation of PBL can improve their speaking skills. This further indicated that the students tend to give positive responses towards the implementation of Problem-Based Learning on their speaking skills.

1. Students' depth perception (Students' perception of PBL application on their speaking skills)

Table 4. Questionnaire 1

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I perceive myself to be more confident speaking in front of the class.	2 (2,0%)	32 (31,4%)	60 (58,8%)	8 (7,8%)

Based on the table above, one (2.0%) student strongly disagree that they perceive themselves to be more confident speaking in front of the class. two (31,4%) students disagreed, and the highest number of participants answer students agree is at (58,8%) which means the implementation of PBL at SMK PGRI 3 Malang is proved can make students overcome their speaking anxiety, and four (7,8%) students strongly agree.

Table 5. Questionnaire 2

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I can improve my speaking skill	5 (4,9%)	31 (30,4%)	54 (52,9%)	12 (11,8%)

Based on the table above, one (4,9%) student strongly disagree that they can improve their speaking skill. two (30,4%) students disagreed, and the highest number of participants who answer students agreed (52,9%) which means in students experiencing speaking improvement while learning in English PBL class, four (11,8%) students strongly agree.

Table 6. Questionnaire 3

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I can easily share my understanding with others.	6 (5,9%)	38 (37,3%)	49 (48%)	9 (8,8%)

Based on the table above, one (5,9%) student strongly disagrees that they can easily share their understanding with others. two (37,3%) students disagreed, three (48%) students agree, and four (8,8%) students strongly agree.

Table 7. Questionnaire 4

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
4. I can solve problems in speaking such as nervous	4 (3,9%)	29 (28,4%)	55 (53,9%)	14 (13,7%)

Based on the table above, one (3,9%) student strongly disagree that they can solve problems in speaking such as nervousness. two (28,4%) students disagreed, three (53,9%) students agree, and four (13,7%) students strongly agree.

Table 8. Questionnaire 5

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I am not afraid to make mistakes and become more confident when speaking in front of the class.	3 (2,9%)	32 (31,4%)	57 (55,9%)	10 (9,8%)

Based on the table above, one (2,9%) student strongly disagrees that they are not afraid to make mistakes and become more confident when speaking in front of the class. two (31,4%) students disagreed, three (55,9%) students agree, and four (9,8%) students strongly agree.

Table 9. Questionnaire 6

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
6. The teacher motivates me to speak in front of the class.	4 (3,9%)	34 (33,3%)	49 (48,0%)	15 (14,7%)

Based on the table above, one (3,9%) student strongly disagrees that the teacher motivates them to speak in front of the class. two (33,3%) students disagreed, three (48,0%) students agree, and four (14,7%) students strongly agree.

Table 10. Questionnaire 7

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
7. I can speak in front of the class because of the support from my classmates.	8 (7,8%)	60 (58,8%)	32 (31,4%)	2 (2,0%)

Based on the table above, one (2,0%) student strongly disagree that they can speak in front of the class because of the support from their classmates. two (31,4%) students disagreed, three (60%) students agree, and four (7,8%) students strongly agree.

Table 11. Questionnaire 8

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
	I can understand the material well and capture	9 8,8%	47 46,1%	40 39,2%	6 5,9%

ideas from the learning activities				
------------------------------------	--	--	--	--

Based on the table above, one (8,8%) student strongly disagree that they can understand the material well and capture ideas from the learning activities. two (46,1%) students disagreed, three (39,2%) students agree, and four (5,9%) students strongly agree.

From the result, it can be assumed that most of the students tend to give positive responses in the implementation of problem-based learning. Most students perceive themselves as more confident and satisfied about learning to speak using the problem-based learning method which was confirmed by questions 1-8. In addition, PBL motivates them to find joy in speaking English.

Depth of Perception

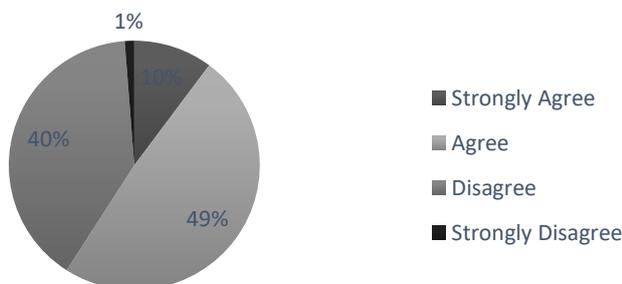


Figure 1. Depth of Perception

In terms of Depth of Perception, there are four aspects measured, including individual experience, obvious anxiety, a certain environment, and capturing the idea. The data are, 9,8% strongly disagree, 39,2 % disagree which is lower than the agreed terms at 47,0%, and strongly agree at 4,0%

2. Students' time perception (Students' perception of PBL application on their speaking skills)

Table 12. Questionnaire 9

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I can get more time to improve my Speaking.	4 (3,9%)	57 (55,9%)	14 (13,7%)	27 (26,5%)

Based on the table above, one (3,9%) student strongly disagree that they can get more time to improve their Speaking. two (55,9%) students agreed, three (13,7%) students disagree, and four (26,5%) students strongly disagree. Writer's found that students need time to found they joy in speaking English, in fact, they got only short time to prepare and speak in the classroom, thus, students are helped by the application of PBL it is almost a half of participants agreed.

Table 13. Questionnaire 10

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I can get time to speak in front of the class.	5 4,9%	56 54,9%	29 28,4%	12 11,8%

Based on the table above, one (4,9%) student strongly disagree that they can get time to speak in front of the class. two (54,9%) students disagreed, three (28,4%) students agree, and four (11,8%) students strongly agree.

Table 14. Questionnaire 11

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I can imitate the teacher when speaking	7 6,9 %	50 49,1%	32 31,3%	13 12,7%

Based on the table above, one (6,9%) student strongly disagree that can imitate the teacher when speaking. two (49,1%) students disagreed, three (31,3%) students agree, and four (12,7%) students strongly agree.

According Table 12-14, it is revealed that most of the students have favorable perceptions of the implementation of PBL. Most students agree about PBL can give them more time to learn and improve their speaking skills and believe that they can practice after listening to the sound and patterns of English words that have been taught by the teacher which was confirmed by questions 9, 10, and 11. That table, also shows that PBL could be one good teaching method for language teachers and learners if they want to engage in extensive speaking activities.

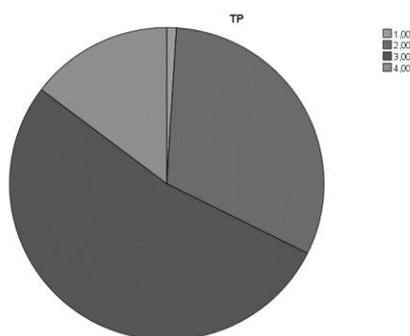


Figure. 2 Time Perception

All the items have a high percentage of positive responses with 14,7% strongly agree and 52,9% agree, 31,4% disagree and 1,0% strongly disagree. In terms of Time Perception, there are two aspects measured, including speaking time measured and forms of adaptation. The speaking time variable means, how the teacher gives more speaking opportunities to speak in the classroom, meanwhile, the forms of adaptation mean how much time is needed to make students can apply or practice their speaking, considering, the participants are Indonesian EFL learners. The agree and strongly agree were higher than disagree and strongly disagree terms, thus, it can be assumed that most students find PBL helpful to assist them as a center of learning so that students have more time to practice their speaking skills.

3. Collaboration and responsibility Perception

Table 15. Questionnaire 12

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I can discuss with groups in English	15 14,7%	63 61,8%	21 20,6%	3 2,9%

Based on the table above, one (14,7%) student strongly disagree that they can discuss with groups in English. two (61,8%) students disagreed, three (20,6%) students agree, and four (2,9%) students strongly agree.

From table 15, it can be assumed that most of the students tend to give positive responses in the implementation of problem-based learning. The highest score of satisfaction was the opportunity to work in a group which enabled learners to learn from team members Agree at 61,8%, thus, indicating that students agree that they are able to learn and practice their English speaking well in the application of PBL which was confirmed by question 12. This finding indicates that PBL can improve students speaking and improve their creativity which is in line with (Akindele, 2014) found that students were able to overcome their problems such as conflicts in a group be more creative and confident to face and solve English-context problems during collaboration in learning.

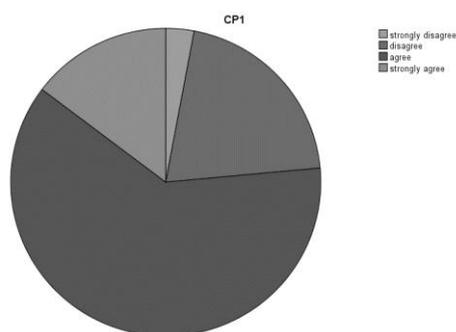


Figure 3. Collaboration and Responsibility Perception

Figure 3 also shows that the majority of the students both agree and even strongly agree that they could take some advantages from doing collaborative speaking activities. This asserted that the students believe that PBL can create meaningful learning to develop English speaking skills. More than 60% of the students stated that PBL helps them to be autonomous English learners. Furthermore, all of the students believed that PBL can assist them to speak English correctly. In terms of Collaboration and responsibility Perception, there is an aspect measured, that is responsible while working together. The data are, 3 students choose strongly disagree, 21 students choose to disagree which is lower than the agreement is 63 students, and 15 students choose strongly agree.

Discussion

This research aims to know vocational students' perception of the problem-based learning method that can be used to improve their language skills, especially speaking skills. From the result above, most students strongly agree to question number 6 which states "the teacher motivates me to speak in front of the class" with 14,7%, which is in line with Maudsley. G (1999) about the teacher's role in problem-based learning as a cognitive coach that supports students and facilitates learning that "shadowy" figures in teaching activity also facilitate students to higher order thinking, the application of problem-based learning in SMK PGRI 3 Malang provides a lot of positive motivation, such as giving appreciation, applauses and additional scores for students that want to speak in English.

In addition, most of the students also strongly agree that they can do collaboration well in learning English speaking in the classroom, this is seen from question number 12 " I can discuss with groups in English" with 14.7%. In agree, terms, the highest percentages are at question number 1, which state "I perceive myself to be more confident speaking in front of the class." More than 60%, of students, feel that rather than any other learning method, they find enjoyment when they try to speak in order to solve English-context problems. Meanwhile, in disagree responses, more than 59 students choose disagree because students feel their classmates are not supportive to help them to speak English in front of the class, it is shown in questions number 7, which states that "I can speak in front of the class

because of the support from my classmates.” To overcome this problem, teachers should create supportive learning that can create a good learning atmosphere. Lastly, in strongly disagree responses, 27 students feel that PBL cannot give them more time to speak English, it is shown in question number 8 “I can get more time to improve my Speaking”. This happens because in implementing PBL teacher should consider the total of students in a class in order to give good English-speaking learning. In conclusion, it is only a few students think PBL is not a suitable learning method, most students think PBL is suitable for them. Furthermore, it is necessary to further analyze each indicator's aspects to receive detailed data about the cause of responses. However, data show that most students think the application of PBL can improve their speaking performance. Therefore, PBL provides an opportunity to learners to learn the ways to be a member of society and model the basic skills for future living, which is one of the valuable goals of education.

Conclusion

This study revealed the vocational students' perceptions of Problem-Based Learning on their speaking skills, PBL generally had positive perceptions. However, the results of this study cannot be used to generalize the usefulness of implementing PBL in vocational high schools although they confirm both the theories of PBL and previous studies' findings. Therefore, further empirical studies investigating more convincing influences of PBL on the students' speaking fluency and involving more participants are needed. Employing an experimental study to know to what extent PBL develops students' speaking fluency could be worth doing. In addition, future researchers can conduct research on how PBL can potentially raise students' awareness of different types of English.

References

- Aini, N., Amalia, F., & Ningrum, A. (2022). Improving Students' Speaking Skill Using Hello English Application as a Medium of Learning from Home. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 730-745. doi:<https://doi.org/10.24256/ideas.v10i1.2533>
- Alfatihah, A., Ismayanti, D., Syam, A., & Santaria, R. (2022). Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 152-165. doi:<https://doi.org/10.24256/ideas.v10i1.2555>
- Akindele, D. & Trennepohl, B. (2014). *Breaking the culture of silence: Teaching writing and oral presentation skills to Botswana University students. Language, Culture and Curriculum*, 21(2), 145-166
- Aminatun, D. & Oktaviani, L. (2019). *Memrise: Promoting Students' Autonomous Learning Skills through Language Learning Application*. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214-224. DOI:

- 10.31002/metathesis.v3i2.1982.
- Artini, Luh. (2016). *Is Speaking Easier than Writing?: Exploring the Complexity of Spoken Language*. Jurnal Ilmu Pendidikan. 5. 10.17977/jip.v5i0.1060.
- Creswell, John W. (2012). *Educational research: planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition)*. United State of America: Pearson Education Inc.
- Heuchemer, S., Martins, E., & Szczyrba, B. (2020). *Problem-based learning at a "learning university": A view from the field*. Interdisciplinary Journal of Problem-Based Learning, 14(2 Special Issue), 1–11. <https://doi.org/10.14434/ijpbl.v14i2.28791>
- Kassem, M. A. M. (2018). *Improving EFL students' speaking proficiency and motivation: a hybrid problem-based learning approach*. Theory & Practice in Language Studies, 8(7).
- Maudsley G. (1999). *Roles and responsibilities of the problem-based learning tutor in the undergraduate medical curriculum*. BMJ (Clinical research ed.), 318(7184), 657–661. <https://doi.org/10.1136/bmj.318.7184.657>
- Neuman, W. (2014) *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson, Essex, UK
- Puangpunsi, N (2021). *Learners' Perception towards Project-Based Learning in Encouraging English Skills Performance and 21st Century Skills*. THAITESOL JOURNAL 34(1).
- Salma, N (2018) *Students Perception on English Club as Extracurricular in Speaking Practice (A Descriptive Research at SMP Nasional Makassar of Eighth Grade)*, Jurnal Keguruan dan Ilmu Pendidikan (JKIP), 48, 2018, pp. 3-12.
- Scholkmann, A., & Küng, M. (2016). *Students' acquisition of competencies through problem-based learning. Reflecting evaluation outcomes in the mirror of existing empirical evidence*. Zeitschrift für Evaluation, 15(1), 60–82
- Sookermany, A. M. (2012). *What is a skillful soldier? An epistemological foundation for understanding military skill acquisition in post) modernized armed forces*. Armed Forces & Society, 38(4), 582–603.
- Sutrisna, Gede & Artini, Luh. (2020). *Does Problem-Based Learning Affect Students' Speaking Skill and Attitude toward ELL?*. RETORIKA: Jurnal Ilmu Bahasa. 6. 131-138. 10.22225/jr.6.2.2315.131-138.
- Utami, C., & Noviana, L. (2021). *Students' Perspective in the Use of TED Talks in Speaking Class*. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9(2), 275-283. doi:<https://doi.org/10.24256/ideas.v9i2.2277>
- Widiati, U., & Cahyono, Y. U. 2006. *The Teaching of EFL Speaking in the Indonesian Context: The state of the art*. Bahasa dan seni, 34(2), 269-291