

**INFUSING PROBLEM SOLVING SKILLS TO DESIGN
PROBLEM-BASED LEARNING MODEL IN
SPEAKING FOR NINTH GRADERS**



**Submitted in Partial Fulfilment of the Requirements for Master Degree
Program of English Language Education**

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ABSTRAK

Pratiwi, Putri. Indah (2024): Menanamkan Keterampilan Pemecahan Masalah untuk Mendesain Model Pembelajaran Berbasis Masalah dalam Berbicara untuk Siswa Kelas Sembilan. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Pembelajaran Berbasis Masalah (PBL) dan Keterampilan Pemecahan Masalah (PSS) digunakan dalam penelitian ini karena keduanya memiliki kekuatan yang saling melengkapi dalam meningkatkan hasil pendidikan. PSS sangat penting dalam membekali peserta didik dengan kemampuan menganalisis, mengevaluasi, dan mengatasi masalah kompleks secara efektif, sehingga menumbuhkan pemikiran kritis dan pengambilan keputusan (Jonassen, 2000; De Corte, 2010). PBL, di sisi lain, adalah metode pengajaran yang melibatkan siswa dalam memecahkan masalah dunia nyata yang kompleks, yang mendorong kolaborasi, pembelajaran mandiri, dan penerapan pengetahuan dalam konteks praktis (Barrows, 1996; Savery, 2006; Gijbels et al., 2005). Baik PSS maupun PBL sangat penting dalam meningkatkan kapasitas siswa untuk memecahkan masalah dan berpikir kritis, mempersiapkan mereka untuk tantangan masa depan dalam berbagai bidang profesional (Hmelo-Silver, 2004; Capon & Kuhn, 2004). Kerangka keterampilan pemecahan masalah yang digunakan untuk merancang Model PBL diadopsi oleh (Jonassen, 2000; Facione, 2011; Halpern, 1998; Bransford, Brown, & Cocking, 2000, dll.). Penelitian ini bertujuan untuk menciptakan model pembelajaran berbasis masalah untuk mengajarkan keterampilan berbicara bahasa Inggris yang dipadukan dengan keterampilan pemecahan masalah untuk siswa kelas sembilan. Penelitian ini menggunakan penelitian desain dan pengembangan yang dimodifikasi, yang terdiri dari empat fase: analisis kebutuhan, desain, pengembangan, dan evaluasi. Data dikumpulkan dengan meninjau literatur terkait tentang PBL, PSS, dan keterampilan berbicara; analisis model pembelajaran yang ada dari silabus dan observasi. Tinjauan pustaka yang relevan menemukan bahwa hanya 4 dari 8 indikator PBL yang dimasukkan ke dalam model pembelajaran yang ada telah dibahas baik dalam silabus maupun aktivitas kelas. Desain PBL terdiri dari teknik sebagai sintaksis. Indikator PSS dimasukkan ke dalam metode dan teknik. Kelayakan desain dievaluasi oleh para ahli pedagogi. Hasil penelitian menunjukkan bahwa 5 dari 8 indikator PSS dianggap penting untuk dimasukkan ke dalam model pembelajaran berbasis masalah.

Kata kunci: *Pembelajaran berbasis masalah, Keterampilan memecahkan masalah, Model pembelajaran, Berbicara bahasa Inggris.*

ABSTRACT

Pratiwi, Putri. Indah (2024): Infusing Problem-Solving Skill to Design Problem-Based Learning Model in Speaking for Ninth Graders. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, Jakarta State University.

Problem-Based Learning (PBL) and Problem-solving skill (PSS) are used in this research due to their complementary strengths in enhancing educational outcomes. PSS are essential in equipping learners with the ability to analyze, evaluate, and address complex problems effectively, fostering critical thinking and decision-making (Jonassen, 2000; De Corte, 2010). PBL, on the other hand, is an instructional method that engages students in solving real-world, complex problems, which promotes collaboration, self-directed learning, and the application of knowledge in practical contexts (Barrows, 1996; Savery, 2006; Gijbels et al., 2005). Both PSS and PBL are crucial in enhancing students' capacity to solve problems and think critically, preparing them for future challenges in various professional fields (Hmelo-Silver, 2004; Capon & Kuhn, 2004). Framework of Problem-solving skill used for designing the PBL Model adopted by (Jonassen, 2000; Facione, 2011; Halpern, 1998; Bransford, Brown, & Cocking, 2000, etc.). This study aimed at creating a problem-based learning model for teaching English-Speaking skills infused with problem solving skill for ninth grader. This study uses a modified design and development research, which consist of four phases: need analysis, design, development, and evaluation. The data was collected by reviewing pertinent literature on PBL, PSS, and speaking skills; analysis the existing learning model from syllabus and observation. Review on the pertinent literature found out only 4 of 8 indicators of PBL were infused in the existing learning model have been addressed both in syllabus and classroom activity. The PBL design were comprises on technique as a syntax. The PSS indicators were infused in method and technique. The design feasibility was evaluated by pedagogical experts. The results showed that 5 out of 8 the PSS indicators considered important to be infused into the Problem-based learning model.

Keywords: Problem-based learning, Problem solving skills, Learning model, English Speaking.

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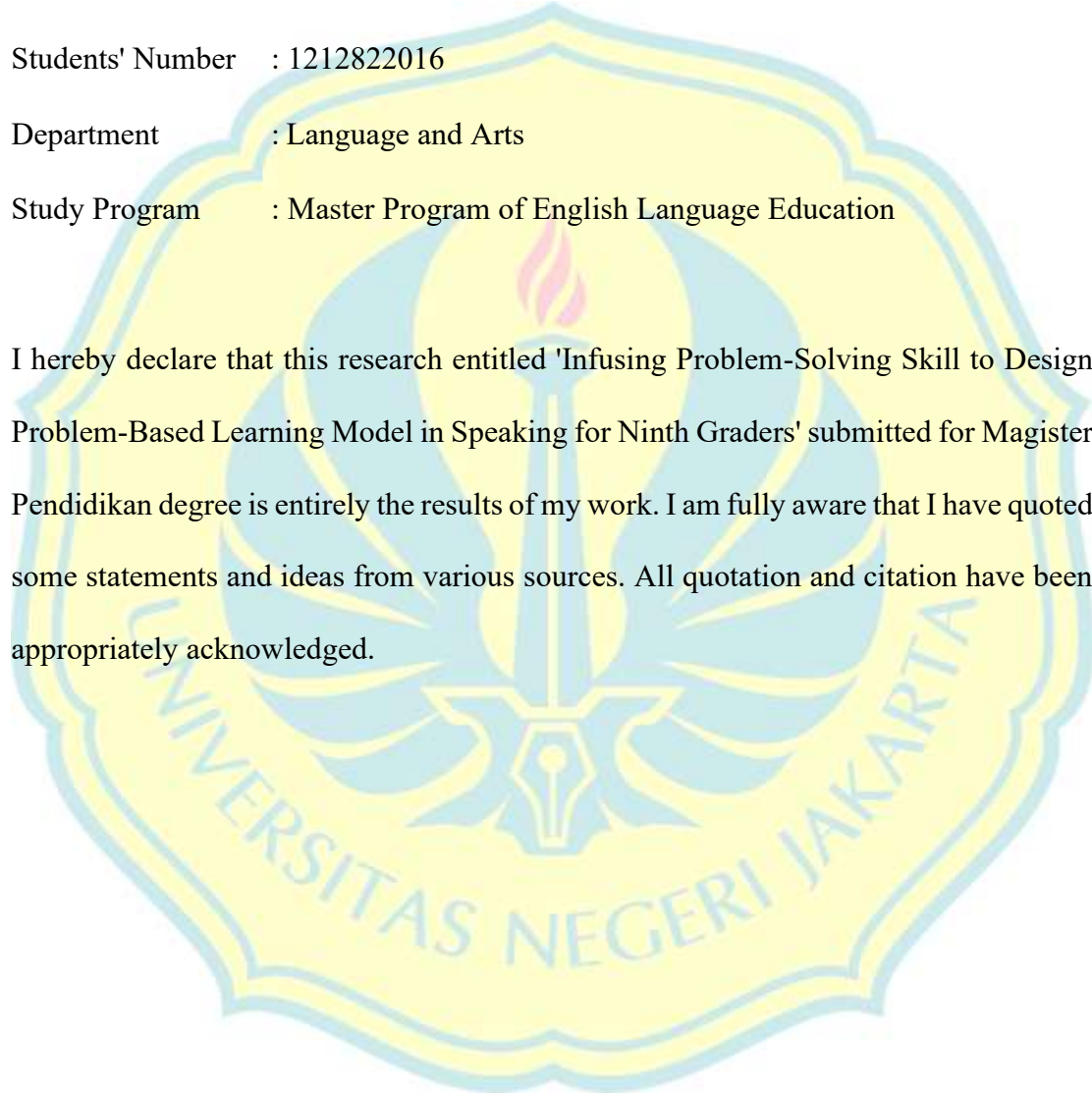
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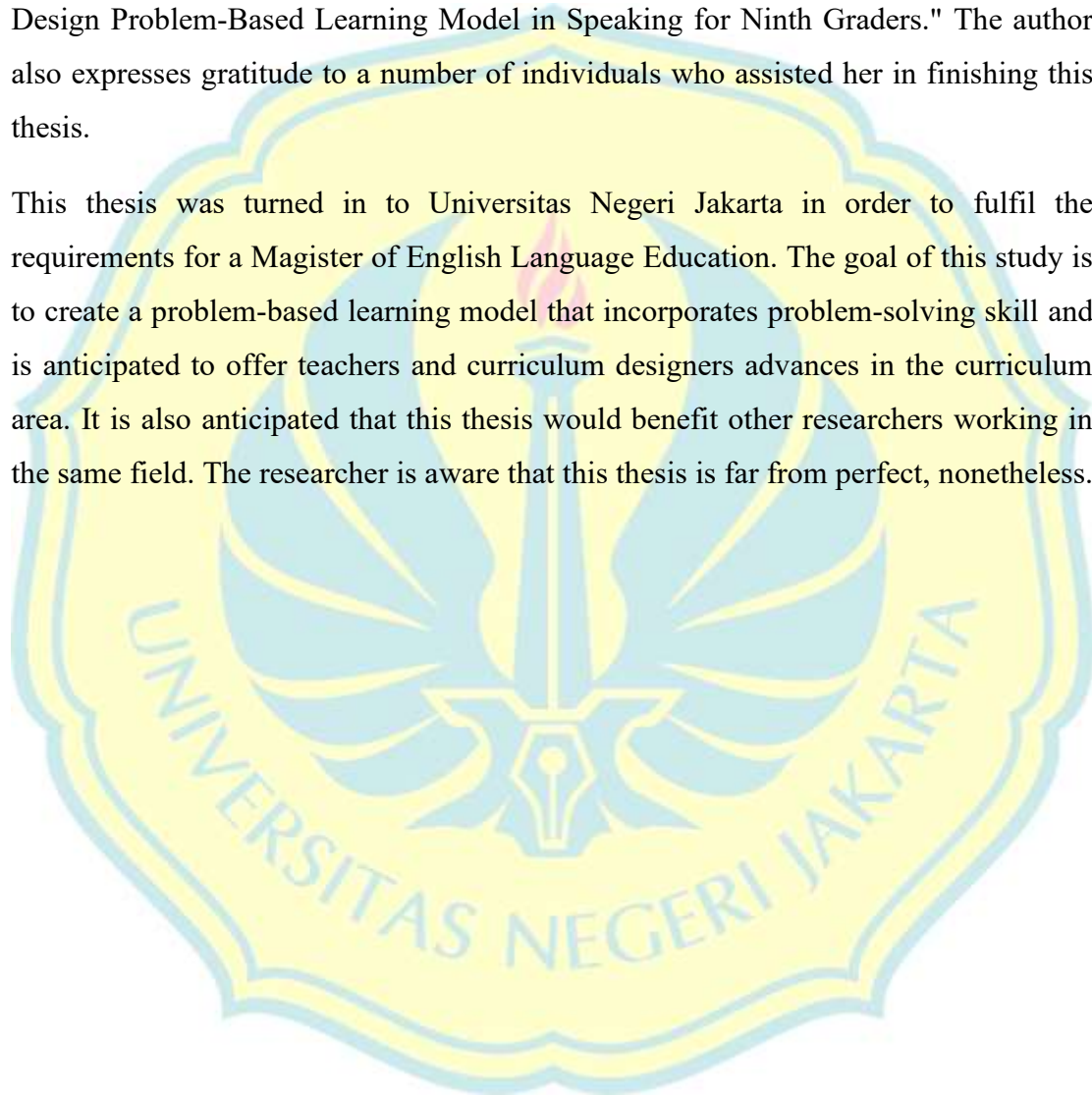
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PREFACE

Only Allah SWT, the Almighty God, is worthy of the researcher's gratitude for spending the time necessary to finish this thesis, "Infusing Problem-Solving Skill to Design Problem-Based Learning Model in Speaking for Ninth Graders." The author also expresses gratitude to a number of individuals who assisted her in finishing this thesis.

This thesis was turned in to Universitas Negeri Jakarta in order to fulfil the requirements for a Magister of English Language Education. The goal of this study is to create a problem-based learning model that incorporates problem-solving skill and is anticipated to offer teachers and curriculum designers advances in the curriculum area. It is also anticipated that this thesis would benefit other researchers working in the same field. The researcher is aware that this thesis is far from perfect, nonetheless.



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