CHAPTER I

INTRODUCTION

This chapter explains a general outline of the study. It covers the study background, the research questions, the purpose of the study, the scope of the study, the significance of the study, the clarification of related terms, and the state of the arts.

1.1 Background of the Study

In this increasingly advanced era of globalization, communicating effectively is one of the most critical skills, especially for students at the secondary school level. However, learning to speak in class often faces challenges, such as a lack of student involvement and suboptimal problem-solving skills. To answer these challenges, this study proposes applying a problem-based learning model (PBL) integrated with problem-solving skills in speaking learning. Thus, it is expected that ninth-grade students can develop their speaking skills more effectively and skillfully through this innovative approach.

Several studies have been undertaken to investigate the impact of Problem-based learning on students' speaking abilities: 1) Schools that apply problem-based learning methods, which are believed to be methods that help students face real problems in the world of work because they can improve students' speaking skills research conduct by Janitra, N. C., & Dewi, D. N. (2023). 2) Furthermore, apart from using problem-based learning as a model of learning in speaking, problem-based learning is also used in

learning models in writing and grammar skills by Alghamdy, R. Z. (2023). The impact of Problem-Based Learning on the paragraph development and grammatical abilities of English as a Foreign Language learners. 3) Problem-based learning as a learning model has also been researched regarding the effects of use by Lastari, R., Saragi, D., & Murad, A. (2023). This research aims to find factors that can determine student learning outcomes and measure students' interpersonal intelligence 4) Research on the development of interactive multimedia learning based on problem-based learning models in fifth-grade science lessons by Saubari, A. P., & Sudatha, I. G. W. (2023). Interactive multimedia learning based on problem-based learning on science material significantly influences student learning outcomes. It was concluded that multimedia can dramatically improve the learning outcomes of elementary school students. 5) In recent years, the educational landscape has increasingly emphasized the importance of problem-solving skills as essential competencies for students. With the advent of 21st-century skills frameworks, such as those proposed by the Partnership for 21st Century Skills (2024), educators are encouraged to integrate critical thinking, collaboration, and problem-solving into their curricula. Problem-Based Learning (PBL) has emerged as a dynamic pedagogical approach that facilitates this integration by placing students in real-world contexts where they can actively engage in problem-solving activities (Hmelo-Silver, 2024).

Problem-Based Learning (PBL) significantly improves students' speaking abilities and overall academic performance. Janitra and Dewi (2023) show that PBL helps students address real-world challenges, enhancing their communication skills.

Alghamdy (2023) highlights PBL's effectiveness in developing writing and grammar skills, while Lastari et al. (2023) emphasize its role in shaping learning outcomes and interpersonal intelligence. Saubari and Sudatha (2023) further indicate that PBL-based interactive multimedia learning boosts science education for elementary students. As schooling increasingly prioritizes problem-solving skills for the 21st century, PBL emerges as a dynamic approach that fosters critical thinking, collaboration, and real-world engagement (Hmelo-Silver, 2024). These findings support the broader implementation of PBL in educational settings to prepare students for the complexities of modern life and future careers.

Language acquisition, particularly in speaking classes, as highlighted by Li and Zhang (2024), effective communication in a second language requires more than grammatical knowledge; it demands the ability to navigate complex social situations and collaborate with peers. PBL provides a framework for students to practice these skills by addressing authentic problems and enhancing their linguistic abilities and confidence in using the language in practical scenarios. For ninth graders, who often transition into more complex language use, infusing problem-solving skills into a PBL model can significantly improve their speaking proficiency. Research shows that students engaged in problem-solving tasks demonstrate greater motivation and engagement, leading to more profound learning outcomes (Anderson & Horne, 2024). Moreover, working collaboratively on problems can promote community and belonging among students, further supporting their language development (Smith, 2024).

Along with the recent research about learning model, it is an instructional design which have a specific learning outcome, according to Joyce et al. (2015) or a conceptual framework for learning or a road map consist of a set of steps to assist students in achieving the learning outcomes (Eggen & Kauchak, 2012). The learning model designed based on related learning theory with the subject or lesson plan. It consists of approach, method, and technique according to Anthony (1963) which derives the foundation of language learning, the practical realization of an approach, organized set of technique, and the actual steps for teaching and learning process. This research intended to take research in developing problem-based learning models infused with problem solving skills, especially for English-speaking people. This learning model aims to enhancing English-speaking skill for ninth graders with Common European Framework of Reference (CEFR) as a speaking skill indicator and Kurikulum Merdeka which a national curriculum as a programmatic learning outcome for the speaking of ninth graders. Moreover, the product of this research is in the form of ATP (Alur Tujuan Pembelajaran) to empower teaching and learning process, achieve optimum learning outcomes and time efficiency, enhance speaking skill, and enable students to be engaged, constructive, aware, and using problem-solving skills.

1.2 Research Questions

Based on the study background, the research questions are outlined as follow, the main question of the research is: How is the model of learning of Problem-Based Learning Model infused with problem solving skills for ninth graders?

The main research question is divided into sub-research questions, which are:

1. To what extent are the existing of Problem-based learning model infused with problem solving skills in speaking class for ninth graders?
2. How is the procedure to develop the model of Problem-based learning model infused with problem solving skills in speaking class for ninth graders?
3. How is the design of the model of Problem-based learning model infused with problem solving skills in speaking class for ninth graders?
4. How is the feasibility of Problem-based learning model infused with problem solving skills in speaking class for ninth graders?

1.3 Research Purpose

In line with the research questions above, the main purpose of the study is: **To develop the model of Problem-Based Learning Model infused with problem solving skills for ninth graders.** Besides, the sub-purposes of the study are:

1. To analyze the use model of Problem-based learning model infused with problem solving skills in speaking class for ninth graders.
2. To describe the procedures of developing the model of Problem-based learning model infused with problem solving skills in speaking class for ninth graders.
3. To develop the model of Problem-based learning model infused with problem solving skills in speaking class for ninth graders.

4. To evaluate and describe a Problem-based learning model infused with problem-solving skills in speaking class for ninth graders.

1.4 Research Scope

The research focuses on developing a problem-based learning model of English speaking infused with problem-solving skills for ninth graders. This research's product is a problem-based learning model infused with problem-solving skills for ninth graders. This research employed the Design and Development Research (DDR) Method. This research used data from the existing learning model obtained from class syllabus documents and classroom observations from two different schools. Furthermore, the data from the existing learning model were analyzed to describe how far the use of problem-based learning and problem-solving skills infused into the existing learning model in the English subject class of ninth graders. By employing constructivism and real-world problem approach, PBL frameworks, and other theories related to problem-solving skills and PBL, the researcher formulated the PBL and PSS Indicators. Moreover, this research is expected to provide and prepare an appropriate model of problem-based learning and problem-solving skills-infused learning in the speaking class of ninth graders.

1.5 Research Significant

The research is expected to contribute to theoretical and practical aspects of the educational field, mainly in speaking classes of the English Language Education Study Program. Theoretically, it is expected to explain and profoundly understand developing

a Problem-based learning model infused with problem-solving skills in speaking class for ninth graders. Besides, practically, the study is expected to give beneficial information as follows:

1. Theoretical Contribution

   This research provides an explanation and elaboration theory developing the problem-based learning model of English-speaking infused with problem-solving skills for ninth graders, which might benefit the teachers or other researchers who intend to implement or design a problem-based learning model of English-speaking infused with problem-solving skills for ninth graders.

2. Practical Contribution

   a) This research encourages using problem-solving skills in the learning model in teaching and learning. Thus, both teachers and students can benefit from it.

   b) This research promoted and encouraged the implementation of problem-based learning in teaching and learning EFL (English for Foreign Language). Thus, both teachers and students can benefit from it.

   c) This research intends to improve and increase pedagogical activity in using problem-solving skills in a problem-based learning model so that teachers and students can benefit from it.

d) This research bolsters the perspective of English teachers in developing their capability to infuse problem-solving skills in teaching and learning EFL.

1.6 State of The Art

Prior studies of problem-based learning were plentiful and available. Some studies related to Problem-solving skill-infused learning for teaching and learning EFL is available as well. However, developing the model of Problem-Based Learning and Problem-solving skill-infused learning in the speaking class for ninth graders is not available. Therefore, the current study is expected to develop a model of Problem-Based Learning and to give novelty contribution to the education which infused Problem-solving skill in curriculum, mainly learning that covers teaching method and planning in speaking classes of English Language Education Study Program

Integrating problem-solving skills into educational frameworks, particularly within Problem-Based Learning (PBL) models, has gained significant attention in recent years. This approach is increasingly recognized for its effectiveness in enhancing student engagement, motivation, and the development of critical thinking skills. Research indicates that when students are placed in authentic problem-solving scenarios, they deepen their understanding of subject matter and improve their ability to communicate effectively, a critical skill in language education (Koh et al., 2023).

In the realm of language learning, specifically in speaking classes, PBL has been shown to foster an environment where students can practice real-life communication

skills. Current studies suggest that PBL encourages collaborative learning and promotes interactive dialogues among students, which are vital for developing fluency and confidence in speaking (García & Hernández, 2024). This is particularly important for ninth graders navigating a crucial developmental stage in their language acquisition journey.

Recent advancements in educational technology also provide new avenues for implementing PBL in speaking classes. Digital tools enable teachers to create dynamic learning environments where students can engage with diverse content, collaborate with peers, and reflect on their learning experiences (Smith et al., 2024). Such tools can enhance the effectiveness of PBL by making problem-solving tasks more accessible and engaging for students.

Furthermore, ongoing research highlights the need for teacher training in PBL methodologies. Many educators' express uncertainty about effectively designing and implementing PBL in language classrooms. Professional development programs focused on PBL can equip teachers with the necessary skills to facilitate collaborative problem-solving and create relevant tasks that resonate with students (Johnson & Lee, 2024).

The existing literature underscores the potential of infusing problem-solving skills into PBL models for language instruction, particularly in speaking classes. By building on these foundations, this study aims to contribute to the growing body of knowledge

and provide practical frameworks for educators seeking to enhance their teaching practices and improve student outcomes.

1.7 State of The Key Term

To avoid misunderstanding and misinterpretation, there are many some terms used in this research that need to be clarified, including:

a) Learning model is a structured framework that provides a systematic approach to teaching and learning (Joyce et al., 2015). It encompasses specific techniques, strategies, and processes designed to enhance student engagement, foster critical thinking, and achieve educational objectives.

b) Problem-based Learning

Problem-Based Learning (PBL) is an instructional method that emphasizes active learning by investigating complex, real-world problems. In PBL, students work collaboratively to solve problems, which enhance their critical thinking, research skills, and self-directed learning. According to Hmelo-Silver (2024), PBL encourages learners to engage in authentic inquiry, fostering deeper understanding and application of knowledge. It shifts the focus from teacher-centered instruction to a more student-centred approach, promoting the development of skills necessary for lifelong learning.

c) Problem-solving skill

Problem-solving skills refer to the ability to identify, analyze, and find solutions to complex issues or challenges. These skills encompass a range of cognitive

processes, including critical thinking, creativity, and decision-making. As highlighted by Anderson and Horne (2024), effective problem-solving involves finding a solution, understanding the context of the problem, and considering multiple perspectives. In educational settings, cultivating problem-solving skills is essential for preparing students to navigate the complexities of modern life and work environments.

d) Speaking class

A speaking class is a focused educational setting designed to improve students' oral communication skills in a second language. These classes typically emphasize interactive and communicative activities, enabling students to practice speaking in various contexts. Li and Zhang (2024) note that speaking classes are essential for developing fluency and confidence in language use. By incorporating strategies such as role-playing, discussions, and presentations, speaking classes create opportunities for learners to engage actively with the language, enhancing their overall communicative competence.