Developing A Problem-Based Learning/ PBL Model for Improve Students’ English Speaking Problem Solving Ability and Self Confidence at Economic Department of University

R Oktadela¹, Mukhaiyar², N Gistituati², Z Amri²

¹ Islamic University of Riau, Indonesia
² State University of Padang

Abstract. This research was based on the preliminary studies in Economic Department of University in studying English. From this preliminary studies, the researcher want to find out the analysis, the effectivity, and the practicality of her products in designing and implementing PBL Model at Economic of Islamic University of Riau. The design of this research is R & D approach by using ADDIE Model. The sample was selected from one institutions in Pekanbaru namely Islamic University of Riau. The quantitative data were collected through a questionnaire and statistically analyzed by using SPSS program. Based on the research findings that there was the high association between Problem Solving Ability, Self Confidence, and student performed positive opinion in English speaking toward PBL Model. This conclusion is in line with educational policy to continually improve the quality especially for Economic students. For further researchers, this research suggests to conduct similar studies to develop PBL model in other program of education.

Keywords: An English Speaking problem solving, speaking self confidence, PBL Model

1. Introduction

Speaking for English foreign learners is important to convey information and ideas, and maintain social relationship by communicating with others. The English instruction in Indonesia has developed continually, catching up with the other countries’ standard. Many schools have tried to improve their English curriculum in every level sequentially. Although English has been taught in Indonesia for a long time, the problems of teaching and learning the English language in Indonesia are still recurring shown. The researcher is interested in using technology to improve students’ English speaking skills. According to the curriculum of English Department at Islamic University of Riau Pekanbaru, the aim of teaching English is to develop students’ communication skills. PBL model fuller description is given as follows: PBL model integrate knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce result that matter. Students in PBL model use excess digital devices to produce high quality products and collaborative. PBL model refocus education on students and not on the curriculum-a shift that is mandated by a global world that values of intangible assets such as motivation, passion, creativity, empathy, and durability. It can not be taught from a textbook, but it must be activated through the experience [1]. Research in PBL model has been done [2] and research in Economic Department learning has been done [3,4]. While researchers are develop Economic Department learning using PBL model. This PBL model can occur if educators are able to create an open classroom environment and to guide the exchange of ideas. The role of educators is as the stimulator, to guide the students' activities, and determines the direction of student learning. Based on the description above, the researchers develop PBL model as a learning model to anticipate the tendency of students who do not like to learn speaking English.
In other words, the listener will try to understand the speaker’s ideas as the first person through the communication between them. Speech has its own skills, structures, and conventions different from written language [5,6]. Usually students do not feel comfortable to speak out because they have not a good self-confidence. They always think about what people think when they speaking Problem Solving Ability. A good self-confidence not only concern in a good pronunciation, but speaker has to communicate with the listener and make the listener understand about the information being delivered by the speaker. There are many techniques to make the speaker build their self-confidence, and Speaking Problem Solving Ability.

2. Methods
The design of this research is R & D approach by using ADDIE Model. The sample was selected from one institutions in Pekanbaru namely Islamic University of Riau. The quantitative data were collected through a questionnaire and statistically analyzed by using SPSS program. The researcher inteds(1) to describe the currents needs of Economic students;(2) to find the application of the PBL Model and (3) to examine the effectiveness and practicalirt of the PBL Model for Improve Students’ English Speaking Problem Solving Ability and Self Confidence at Economic Department of University.

The reseracher collect and analyze numerical data obtained from formal instrument based on the application PBL Model in teaching learning. It means that in this research the researcher correlates the taken data by describing it and then she got whether students’ self confidence and speaking problem solving positively or negatively correlates with their speaking ability. The researcher used an co-relation study with ex-post facto design. Co-relational study focuses on the relationship among variables that exist naturally. It does not involve the manipulation of independent variables. The sample of this research is the second semester students of Economic major in Islamic University of Riau. There are 40 students who attended English subject. In collecting data, the researcher used close questionnare in this term Rossenberg Self- Esteem Scale (RSES) which consists of 10 items. In addition, the researcher also used speaking test, observation, and interview. Observation was done in order to see the process of students’ spoken interaction in PBL model. During the observation the researcher also used field notes. observation checklist for students’ interaction and students’ speaking ability. Focus of the observation are: the interaction process of English spoken between students in their group; and students’ speaking performance on task during group work. Next, in documentation, the researcher used a video camera. The video taping took place at any kind of activities during the teaching learning process. It made easier for the researcher to replay and examine the detail of capture.

3. Results and Discussion
According to the analyzed data some descriptive information were gathered. Table 1 below gives information about the results of descriptive statistics.

| Table 1. Descriptive Statistics |
Having looked at the table above, from the total 40 participants the means and the standard deviation for speaking grades, and for the self-confidence and speaking problem solving levels of total participants are found.

Beside that, this study was designed to find out the relation between self-confidence and problem solving, and to determine if there is any difference in self-confidence levels and problem solving of the participants according to department and gender. Within the lights of the findings that were examined in this study, it was observed that there is a statistically significant correlation between self-confidence and speaking problem solving. Furthermore, there are some differences according to the departments and gender. Participants who are aware of their own abilities, love themselves or aware of their own emotions [7] have higher marks from their speaking courses than those who are unwilling to communicate and lack enough self-confidence [8,9].

This positive correlation, the individuals who constitute confidence have effective communication skills, especially in speaking. Considering the correlational research’s nature, some experimental studies can be developed to raise self-confidence level or problem solving with regard to the findings of this present study [10]. Some special classroom activities or tasks to be revised or

| No | Criteria  | The Scale | Freq | Percentage |
|----|-----------|-----------|------|------------|
| 1  | High      | 21-35     | 7    | 25%        |
| 2  | Medium    | 15-29     | 15   | 46.9%      |
| 3  | Low       | 0-14      | 9    | 28.1%      |
|    | Total     |           | 31   | 100%       |

Table 2. Students’ Scale of their Speaking Questionnaire

|                      | Mean  | Std. Deviation | N |
|----------------------|-------|----------------|---|
| Speaking Grades      | 65.56 | 12.84          | 40|
| in PBL Model         |       |                |   |
|                      | 2.90  | .31            | 40|
| Self Confidence and  |       |                |   |
| speaking problem     |       |                |   |
| solving Level        |       |                |   |
|                      | 2.90  | .31            | 40|
|                      |       |                |   |
organized to construct moderate level of self-confidence and speaking problem solving in the further researches.

4. Conclusion
It can be concluded that self-confidence and speaking problem solving gives direct impact on students speaking in PBL Model. In short, we can simply say students who are active in speaking class, they have high self-confidence and for them who are less contribute or less active in speaking class are low in self-confidence and speaking problem solving. Moreover, students’ problems in speaking have contributed in burdening the confidence to develop. Lack of vocabulary, grammatical errors and inappropriate intonations make students not to speak during the speaking class. In line with this theory, we can say that PBL Model has big impact and strongly correlated to students self-confidence and speaking problem solving.

5. References
[1] Markham T 2011 Project-based learning: A bridge just far enough Teach. Libr. 39 39–42
[2] John P D and Thomas W 2000 A Review of research on project-based learning (California)
[3] Markham T 2003 Project based learning handbook, buck inst for education
[4] Tamim S R and Grant M M 2013 Definitions and uses: Case study of teachers implementing project-based learning Interdiscip. J. Probl. Learn. 7
[5] Burns A and Joyce H 1997 Focus onspeaking (Sydney: National Center for English Language Teaching and Research)
[6] Carter R and McCarthy M 1995 Grammar and spoken language Appl. Linguist. 16 141–58
[7] Gençtan E 1984 Çağdaş yaşam ve normal dışı davranışlar (Istanbul: Maya)
[8] Otacıoğlu G S 2008 Prospective teachers’ problem solving skills and self-confidence level Educ. Sci. Theory &Practice 8 915–23
[9] Morley J 1991 The pronunciation component in teaching English to speakers of other languages TESOL Q. 25 51–75
[10] Sar A H, Avcu R and Isiklar A 2010 Analyzing undergraduate students ‘self confidence levels in terms of some variables Procedia Soc. Behav. Sci. 5 1205–1209