

**THE IMPLEMENTATION OF PROBLEM-BASED LEARNING  
IN ENGLISH SPEAKING SKILLS BASED  
ON MBKM CURRICULUM OF EIGHTH-GRADE STUDENTS  
AT SMP N 2 PEKUNCEN, BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic  
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Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor's degree).

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ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM OF  
EIGHTH-GRADE STUDENTS AT SMP N 2 PEKUNCEN, BANYUMAS**

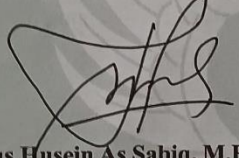
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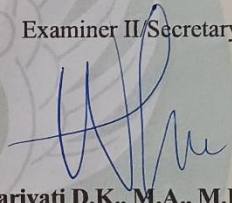
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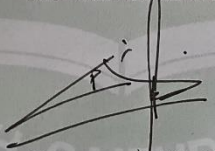
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*Assalamu'alaikum Warahmatullahi Wabarakaatuh*

After conducting guidance, review, direction, and correction, then through this letter I convey that:

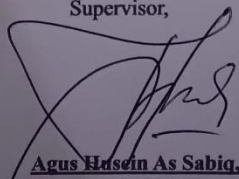
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*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## **MOTTO**

"Embrace every challenge with resilience, for it's the journey that fuels true achievement."

"In the pursuit of knowledge, every step forward is progress, no matter how small."

"Be yourself and Never Surrender"



## DEDICATION

I dedicate this thesis to:

*Myself*

*My beloved parents and My family*



## PREFACE

In the name of Allah, the merciful and benevolent. Thanks to be Allah, the Creator of the Universe, who has enabled the author to successfully complete this thesis. Sholawat and Salam are given upon our prophet Muhammad SAW who has guided us from the darkness to light.

This thesis was submitted in partial completion of the requirements for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without many parties have offered assistance, inspiration, encouragement, and suggestion that are helpful for the completion of this thesis during the writing process. Therefore, the writer would like to express the sincere gratitude and appreciation to:

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Purwokerto, 4 October 2024.

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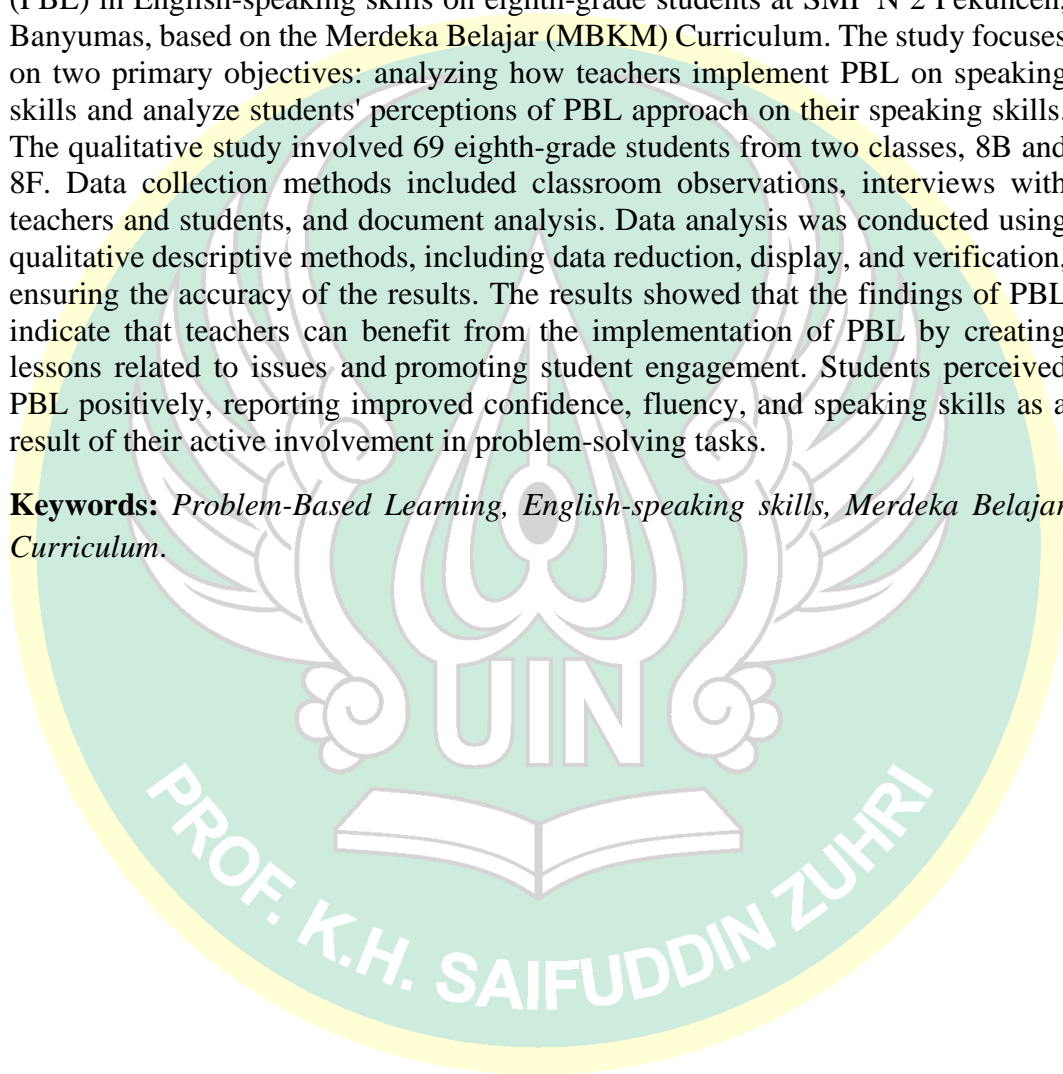


# THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM OF EIGHTH-GRADE STUDENTS AT SMP N 2 PEKUNCEN, BANYUMAS

## ABSTRACT

This study aims to analyze the teacher implementation of Problem-Based Learning (PBL) in English-speaking skills on eighth-grade students at SMP N 2 Pekuncen, Banyumas, based on the Merdeka Belajar (MBKM) Curriculum. The study focuses on two primary objectives: analyzing how teachers implement PBL on speaking skills and analyze students' perceptions of PBL approach on their speaking skills. The qualitative study involved 69 eighth-grade students from two classes, 8B and 8F. Data collection methods included classroom observations, interviews with teachers and students, and document analysis. Data analysis was conducted using qualitative descriptive methods, including data reduction, display, and verification, ensuring the accuracy of the results. The results showed that the findings of PBL indicate that teachers can benefit from the implementation of PBL by creating lessons related to issues and promoting student engagement. Students perceived PBL positively, reporting improved confidence, fluency, and speaking skills as a result of their active involvement in problem-solving tasks.

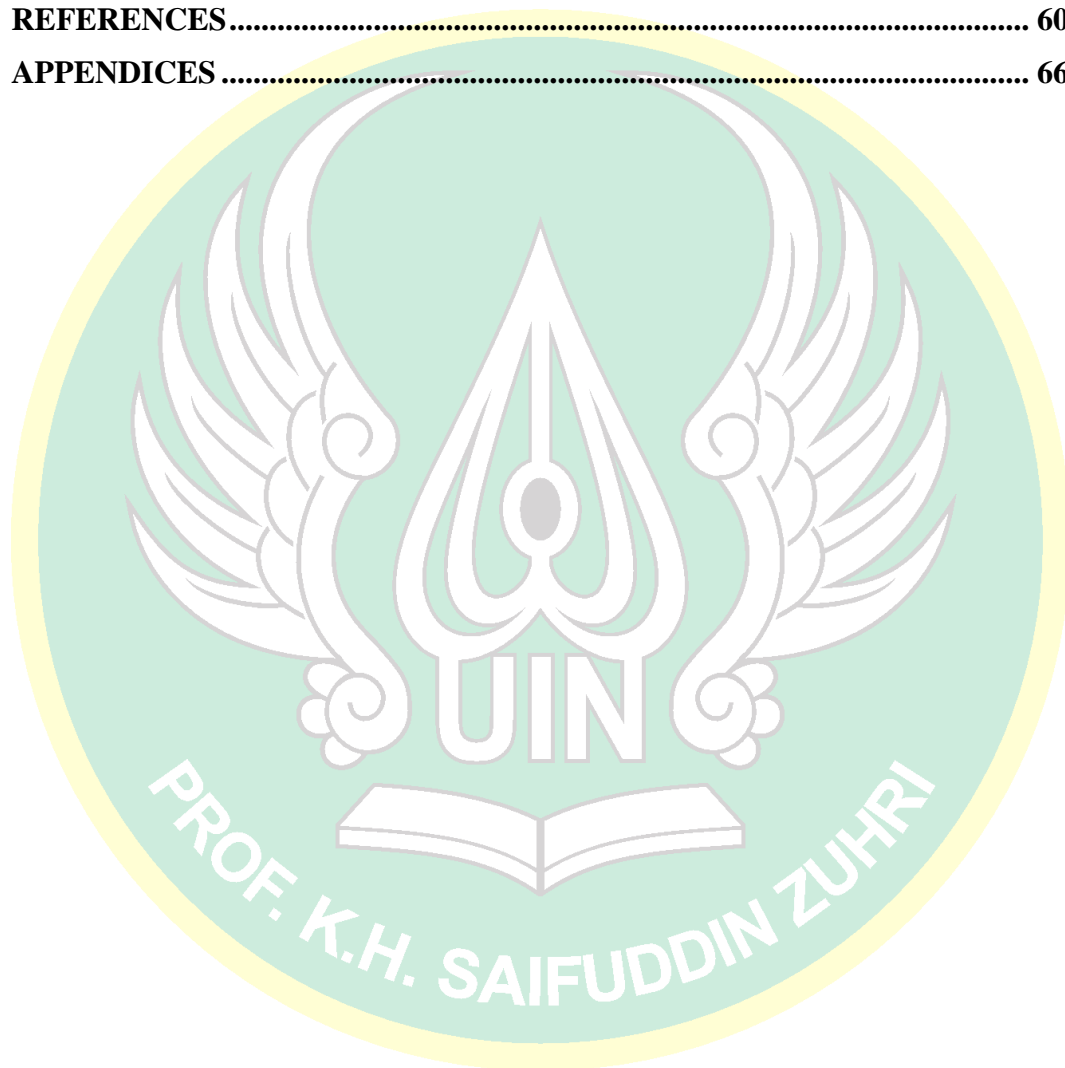
**Keywords:** *Problem-Based Learning, English-speaking skills, Merdeka Belajar Curriculum.*



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# CHAPTER I

## INTRODUCTION

This chapter explains the background of the study. It outlines how classroom management is created to build effective learning, particularly through the use of Problem-Based Learning (PBL) in speaking skills. The chapter also includes the conceptual definitions, the research problem formulation, and the object and subject of this study.

### A. Research Background

Problem-based learning (PBL) encourages active inquiry and exploration and allows students to actively participate in their learning process. This approach encourages teamwork and communication. PBL goes beyond improving oral communication skills and provides students with new and in-depth learning experiences. By applying theoretical knowledge to real-world problems, students in the professional world also develop important skills such as creativity and adaptability, which are highly sought after in today's society. Furthermore, based on Khoerul (2022), PBL can support the actual and practical students active in the class, also focused on the students centered. Therefore Problem-based learning is an interesting topic to research in order and how it is implemented.

In Indonesia, the students must study at least twelve years of education. Various methods are needed in education to support the future of students in Indonesia, one of which is the *Merdeka Belajar* curriculum. According to Hadi et al. (2023), framework for Merdeka Belajar curriculum design that can be activated by learning units of university programs. This curriculum is more flexible, specific, relevant, and interactive because of its advantages. Furthermore, the student can be an explorer of the interests and concepts and strengthen competence. The teacher is also flexible in providing learning according to the conditions of the students, with this kind of ease the teaching-learning process can be reached in any situation.

Based on the results of prior observation at SMP N 2 Pekuncen conducted by teacher interviews, the school has implemented problem-based learning (PBL) as a method during teaching and learning, as well as the Merdeka Belajar curriculum. In the interview, the teacher said that PBL is used to engage students in learning activities. The teacher suggested choosing the eighth grade because only the eighth grade has just implemented this MBK curriculum in the school. Therefore the research was conducted in the eighth grade of SMP N 2 Pekuncen.

There was various research dealing with (PBL) Problem-Based Learning. The previous research was Kurniansah (2020), this research concluded that the teacher applied PBL and got enthusiastic answers from the students. Most students are satisfied with the PBL learning model, which provides positive feedback and makes students more motivated to learn. This approach is very good for students because it makes it easier to understand the information. Another research from Putri (2023), dealing with PBL, the results of this study will be useful. Problem-based learning methods have positive effects on students. based on the interview PBL makes participants enjoy the learning and improves their confidence in their speaking performance. This approach through PBL is suitable for the research to increase speaking performance.

Another study by Simanjuntak (2020), who obtained results through qualitative and quantitative data, dealing with problem-learning on students' speaking skills. The research concluded ability to speak improved and became better than the first meetings. Previous research has examined problem-based learning methods that focus on communication skills. This study examines how a problem-based learning approach can be applied to a communication skills framework in the curriculum of Merdeka Belajar, and evaluate its effectiveness for classroom settings.

The research analyzed how teachers implemented MBKM curriculum strategies by incorporating problem-based learning into communication skills at SMP N 2 Pekuncen. The findings from this analysis



will serve as a reference for the school and others in applying the problem-based approach. Thus, this study is titled *“Implementation Of Problem-Based Learning In English-Speaking Skills Based On MBKM Curriculum Of Eighth-Grade Students At SMP N 2 Pekuncen Banyumas”*.

## **B. Conceptual Definition**

### **1. Problem-Based Learning**

The approach to problem-based learning (PBL) in education allows students to develop critical thinking and problem-solving skills (Hermuttaqien et al. 2023). his method promotes active participation in strategic planning in a PBL environment. In addition to improving their abilities, we aim to deepen their understanding and improve their intellectual skills by introducing communication techniques, creativity, and PBL. According to Savery (2006), problem-based learning is a student-centered approach that involves students in tackling real challenges through critical thinking, creativity, and action. together. This approach helps students apply what they've learned in real-world situations.

### **2. Speaking Skills**

Language is a communication tool according to Dewi .et al. (2021), language is a pioneering aspect of speaking because it is used to understand and interact with other humans. Furthermore, based on Du Preez (2008), speaking is one of produce skills from organ speech to express meaning directly and empirically, it means the idea of communicate and explore aspects of the world and then working together.

According to Azzahra et al. (2019), speaking does not only produce the sound but all of the expressions and accents, the reason people talk to each other is the need to express their feelings through expression and accent. In conclusion, speaking skills is aspect to understanding one to each other, it can be through expression, feelings, and accents.

### **3. Merdeka Belajar Curriculum**

*Merdeka belajar* is a curriculum designed to provide a more flexible framework that emphasizes essential skills. It provides time for in-depth

learning of critical skills, such as literacy and numeracy, and gives teachers the opportunity to adapt their teaching methods based on students' strengths and develop local contexts and programs (Wannesia et al. 2022). According to Maulana et al. (2023), the *Merdeka Belajar* curriculum allows students, teachers, and schools to be creative and choose topics based on their interests, skills, and goals. This will make it easier for students to reach their focus point as the topics are chosen based on student's interests. The Merdeka Curriculum is a new initiative that helps teachers and administrators make the curriculum meaningful, inclusive, and fun. So, *Merdeka Belajar* curriculum is a framework for focusing on students based on their interests, skills, or goals to innovate and develop the character and competence of students.

### **C. Research Questions**

This research to answer the following questions:

1. How does the teacher implement problem-based learning methods in speaking skills in eighth grade based on the *Merdeka Belajar* curriculum?
2. How do the students perceive problem-based learning on speaking skills?

### **D. Objectives and Significances of the Research**

#### **1. Objectives of the Research**

According to the research background, the researcher identified some questions regarding to the implementation of PBL:

- a. To analyze the teacher implementation of the problem-based learning (PBL) method on speaking skills among eighth-grade students, based on the Merdeka Belajar (MBK) curriculum.
- b. To explore and analyze students' perceptions of the Problem-Based Learning (PBL) approach in speaking skills.

## **2. Significances of the Research**

### **a. Theoretical Significance**

This study contributes to the understanding of PBL, providing new insights and links for other researchers to conduct similar research to develop PBL implementations that are linked to the Merdeka Belajar (MBK) curriculum.

### **b. Practical Significance**

#### **1) For Teachers**

This study is a resource for teachers to implement problem-based learning in communication skills, thus improving teaching and the study. In addition, teachers are encouraged to revise and improve their problem-based teaching methods in order to be more effective and creative.

#### **2) Other Researchers**

This study can serve as a reference for other researchers and related studies and lay a foundation for future research in this field.

## **E. Organization of the Paper**

The systematic discussion presented in this thesis provides a comprehensive framework for the research and presents a sequence of steps covering each chapter to provide a better understanding of the research approach. For clarity the thesis is organized into five main chapters:

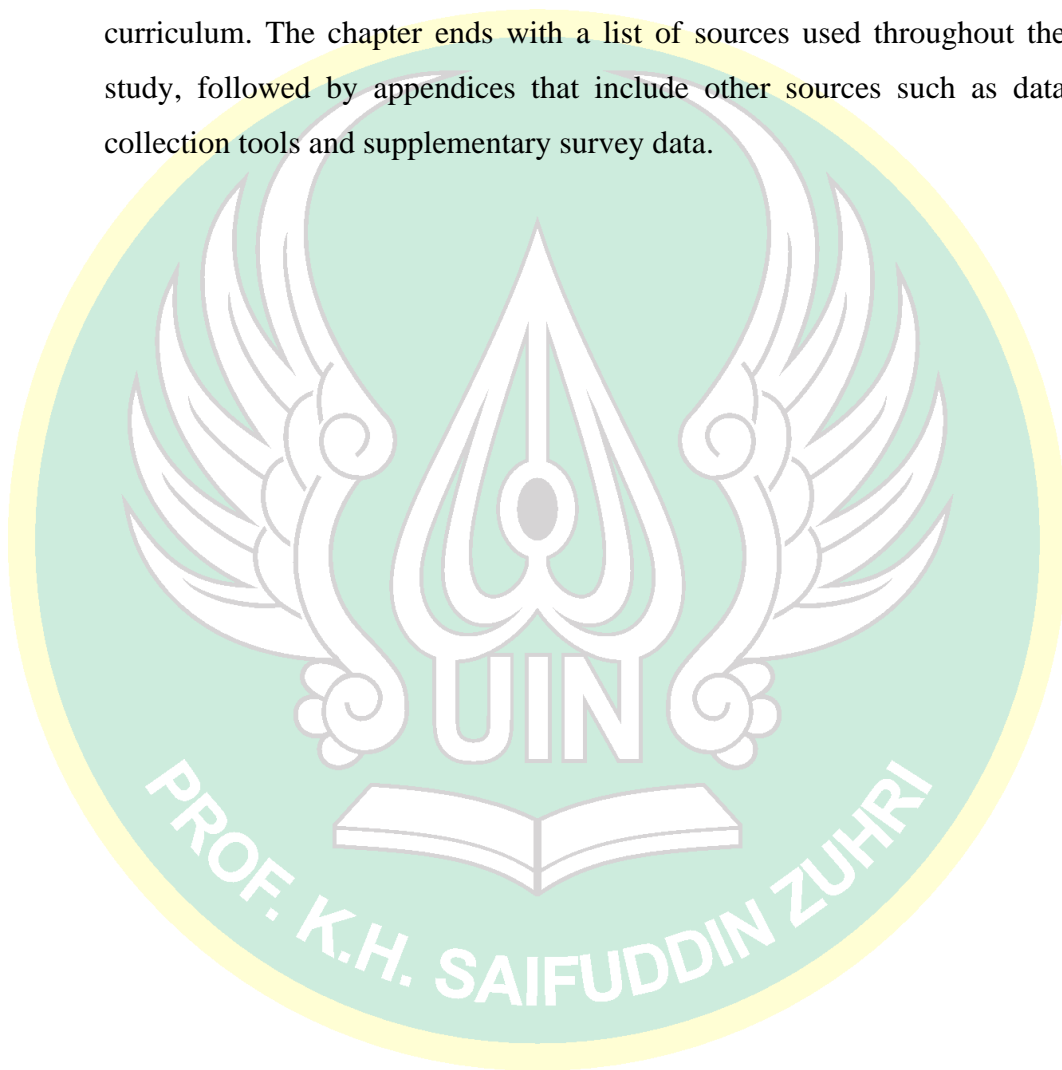
The first chapter introduces the research, presents the background of the problem and sets the context for the research. It includes conceptual definitions to clarify key terms relevant to this study. This chapter presents the problem statement and identifies the main questions that the research aims to answer. In addition, the objectives of the research and what the researcher wants to achieve explain the importance of the research and its contribution to English Language Teaching (ELT), especially in relation to the implementation of problem-based learning (PBL) in the Merdeka curriculum.

The second chapter focuses on the conceptual framework and presents the concepts and theories related to learning English. We begin by examining the teaching of English in the Merdeka Belajar curriculum. This is followed by a comprehensive discussion of problem-based learning (PBL), presenting definitions, characteristics and implementation strategies. The chapter analyzes the advantages and disadvantages of PBL and discusses its role in promoting critical thinking and student-centered learning. It concludes with a review of previous relevant research that supports the introduction of PBL in English language teaching, especially in the context of the Merdeka Belajar curriculum.

The third chapter describes the research method used in this study. This chapter begins by defining the chosen research method, namely the use of a qualitative approach. In this chapter, the research environment is explained, including the place and time of the study. There is also information about the research subjects, such as the students and teachers involved, and the specific aspects of English language education that are being investigated. In addition, this chapter describes the data collection methods used, including observations, interviews and questionnaires, as well as the data analysis methods implemented to process and interpret the findings. Validity tests are also described to ensure the validity of the results.

The fourth chapter presents the research findings and focuses on the implementation of problem-based learning (PBL) in English language teaching. It describes how to use PBL in the classroom, starting with planning learning strategies and implementing them in a series of steps. This chapter evaluates the impact of PBL on students' English language skills, especially critical thinking and communication skills. It highlights the strengths and weaknesses of using PBL in this context and compares the findings to previous research on similar topics. Furthermore, students perceive in learning through problem-based learning.

The fifth chapter concludes with a summary of research findings and demonstrates the effectiveness of problem-based learning in increasing students' communication skills. This chapter also includes recommendations for improving the use of PBL in future courses and classroom settings. It provides guidelines for teachers and researchers who want to explore other uses of problem-based learning in the Merdeka Belajar curriculum. The chapter ends with a list of sources used throughout the study, followed by appendices that include other sources such as data collection tools and supplementary survey data.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides an overview of the literature related to this study. It includes explanations of key research-related concepts, such as the concept of problem-based learning (PBL) and its importance in language teaching. In addition, the principles of effective communication skills, the Merdeka Belajar curriculum, and the impact of these components on classroom management will be discussed. The chapter concludes with a review of previous studies that explore the implementation of PBL and its impact on influencing students' speaking abilities.

#### A. Problem-Based Learning

When problem-based learning (PBL) is used, the focus shifts from traditional teaching methods to a student-centered approach. This method improves critical thinking, problem-solving skills, and applying knowledge to real-life situations. In practice, PBL requires consideration of planning, instructional development, and understanding of students' cultural and learning styles (Savin, 2003). Although PBL requires resources, it is an effective teaching method because it helps students to develop critical thinking, problem solving, and life-long learning skills.

Problem-based learning is the learning methods that encounter a problem, followed by student-centered and systematic. Problem-based learning is a structured theory, where students actively construct knowledge by working on real-world problems in the real world. Students are required to think critically in an active role in student-centered. Compared to traditional teacher-directed education, students in PBL act as active researchers and problem solvers (Schwartz et al., 2013). Usually, Problem-based learning works in small groups in the classroom with a facilitator as the facilitator of the discussion and teaching-learning process.

Problem-based learning (PBL) allows students to develop problem-solving skills, build presentation skills, create communication skills, and critical thinking skills in their skills (Han, 2020). In addition, problem-



based learning is used to stimulate and encourage students to explore relevant issues. The teacher acts a role as a facilitator, being a guide if necessary, he should not teach. Furthermore, problem-based learning prioritizes students' experiences in solving problems they face, especially in gaining the ability to solve the problems by themselves.

In Problem-based learning, the teacher acts as a facilitator rather than a lecturer (Seibert, 2021). As a facilitator teacher helps the group to create understanding of the material, connect the concepts with information, strengthen understanding of complex topics, and introduce new materials and resources. The facilitator should ensure that the groups are engaged and encourage critical thinking. Therefore, problem-based learning is a learning process for students by solving problems based on real cases to strengthen critical thinking, creativity, and cooperation with other students.

Problem-based learning are instructional strategy that reinforces students' development through practice and complex problem-solving (Butler, 1998). The purpose of problem-based learning is to engage students and teach them to identify and solve real-world problems that understand the subject. It can be concluded that problem-based learning is an approach that focuses on improving students' theoretical and practical skills to deal with real-world problems.

### **1. Learning Process of Problem-Based Learning**

Based on Duch, et al. (2001), the study of PBL can developed by the school as follows:

#### **a. Preparing the problems**

The first step in PBL is to prepare and define complex, real-world problems that will lead the learning process. The problem that was brought up should be relevant, engaging, and designed to challenge students to think critically.



The teacher should be set the context for the problem, and explain its background and significance. This can help students to understand the relevance of the problem to real-world scenarios and can motivate them to engage the material. The teacher fill the role of a facilitator rather than a teacher, the teaching and learning process and real scenarios for teachers must act as: (1) The designer of learning, (2) Facilitator and guidelines for learning (Seibert, 2021).

**b. Engaging students with problems**

Students are encouraged to explore and investigate, then identify the problem that they already know. This phase involves brainstorming, discussing, and notes a hypothesis. In Problem-based learning, the structure of real problem scenarios is important and the problems as the trigger for self-directed (Tan, 2021).

Students generate questions about the problem, which will lead to their research and learning. This question will help the students to focus their inquiry and ensure all aspects of the problem. Problem-based learning enables the principles of teaching applied knowledge, collaborative learning and participation (Seibert, 2021).

The problem in PBL activity should be a related issue and information, including a missing information and structured case studies. Through scenarios, case studies was engaged the exploration of the students to seek relevant studies.

**c. Collaborative Learning**

Students engage in learning, by seeking research, conducting research, and consulting to experts as needed. During the research, the students work together in the

research process, exchange ideas, discuss the results and support each other (Syahfutra & Niah, 2019). They can develop their own concepts and gain a depth understanding of the subject through this collaborative approach.

In addition, in problem-based learning (PBL), students are taken through a real problem and a difficult situation. Worked in small groups to analyze the problem, identify relevant information, develop a hypothesis, conduct research and propose ideas. This process develops critical thinking, creativity, communication skills, and collaboration with other students.

**d. Presentation and feedback**

Students present and show their solutions in front of the class and teacher. This presentation includes explaining their reason, and findings. Students receive feedback on their solutions from the teacher, which aids in their comprehension of the advantages and disadvantages of their approach. This feedback is essential to their growth and learning. While on presentation teacher takes a note to grading the way students speak and refers to five indicators of speaking ability (Kurniansah, 2020).

**e. Reflection and evaluation**

Students reflect on the thought of the PBL process, considering to what they have learned, how they approached the problem, and what they might do differently in the future. Students and teacher evaluate the learning process and the outcomes (Harianto, 2018). This includes assessing the effectiveness of the problem, the solutions, and the depth of the students learning.

## 2. Characteristics of Problem-Based Learning

Teaching problem-based lessons based on student's interests and needs is a general experience in that students are motivated by relevant problems. There is a link between the teaching method and the depth and complexity of the learning, which allows students to achieve a complex understanding of the case and problem that does not occur in conventional classrooms (Bridges, 2006). However, the important part of PBL is pedagogy to ensure the students get any potential in the process. According to Simbolon & Koeswanti (2020), based on Rerung et al. (2017), the characteristics of PBL are:

- a. Learning strats through problems
- b. The problems given related to the reality of the students
- c. The implementation of learning that covers problems
- d. Gives the responsibility to the students in building the ideas and running the process directly
- e. Using small groups
- f. Students need to present what they have learned

Problem-Based Learning emphasizes the integration of various disciplines, encouraging interdisciplinary learning. This encourages independent learning, where students feel ownership of the learning process. Assessment in PBL usually focuses on the problem-solving process and not just the end product, allowing for formative feedback and reflection.

In the teaching and learning process, the class not only focuses on the teacher but also brings the participation of the students. Classroom activities are important in training, including management activities, use of media, materials, methods, and learning models (Pattiasina & Sopacua, 2022). With good

classroom management, learning becomes more structured, more directed, conducive, innovative, and interactive.

### **3. The Positive Impacts of Problem-Based Learning**

Problem-based learning is one way to encourage students' critical thinking and creativity. By presenting real-world situations problems or challenges, the teacher can encourage students active learning, collaborate, and creativity to express students experiences. Based on Syahfutra & Niah, (2019), in PBL students work in collaborative teams to identify and solve the problems. Furthermore, According to Sutrisna & Luh Putu Artini (2020), this encourages the goals to developing students; (1) Knowledge, (2) Problem-solving skills, (3) Collaboration skills, (4) Life-wide learning, (5) Intrinsic Motivation, and (6) Communication. By representing the real world, teachers directly involve students in the PBL learning process.

Collaborative learning and the PBL style in which students discuss real-world problems provide opportunities for action and improve communication. This approach allows the students a chance to engage in self-directed learning such as planning, reflection, and evaluation that are relevant to communication skills (Harianto, 2018). In summary, PBL is a teaching method that offers the potential for effective teaching and learning, that can foster active learning, critical thinking, and problem-solving to create speaking environment and communication skills.

### **4. Benefits of Using Problem-Based Learning**

The PBL offers benefits include engaging students in research, investigation, collaboration, critical thinking and collaboration (Nariman & Chrispeels, 2015). Study cases has used PBL implementation tend to have varied data variations. PBL has been shown on student engagement, motivation, and retention of knowledge. By modeling realistic problem-solving situations, it

develops higher-order thinking skills and prepares students for real-world challenges. Using problem-based learning has advantages:

- a. Development of long-term knowledge retention
- b. Use of different types of instruction
- c. Continuous engagement
- d. Development of transferable skills
- e. Improved teamwork and interpersonal skills

Based on Dolmans et al. (2016), Problem-based learning actively engages the student learning including many scaffolds and a group discussion facilitated by the teacher. On the other hand, PBL emphasizes the integration of knowledge and skills in order to be more effective in learning activities. As a result, group work and individual work are important in the problem-based learning process. Increasing students' experiences with the importance of solving problem-solving styles that allow students to think about solutions and problem-based learning methods.

### **5. Student's Perception in Learning PBL**

Perception in education refers to how students view and interpret the learning process, which can significantly influence their motivation, engagement, and performance. In problem-based learning (PBL), students' perceptions of the method, including how they engage with real-world problems, can play a critical role in their learning success.

According to Muerza et al. (2024), Students' perception of PBL is directly related to their level of engagement and ability to develop communication and problem-solving skills. When students find the PBL approach engaging and relevant, they are more likely to participate and improve their communication skills. Positive perceptions foster a deeper sense of ownership and responsibility,

while negative perceptions can lead to disengagement (Simanjuntak, 2020).

Moreover, visualization as a part an important role in building students' confidence in speaking English. According to Amerstorfer & Freiin von Münster-Kistner (2021), if students see PBL as challenging but rewarding, they will feel more confident in speaking. This is important in language learning, where it affects students' perceptions of their ability to communicate their work and their willingness to practice.

#### **6. Disadvantages of Problem-Based Learning**

Even if PBL offers favorable benefits of course behind it there are disadvantages. based on Simbolon & Koeswanti (2020), some of the disadvantages are as follows:

- a. Lack of time: the process of identifying, etc. needs more time to make a conclusion.
- b. Difficulty assessment: understanding and mastering the content for the student can be challenging.
- c. Variable outcomes: if the students do not collaborate effectively in groups, it can hinder the process.
- d. Content coverage issues: In the curriculum, there is a risk that important topics may be missed if they are not directly related to the issue chosen for study.

#### **B. Speaking Skills**

Speaking skill is one of the skills that are linked to the skills of the other four language skills, in the area of production skills, the main goal of learning this skill is oral communication. These four forces merge with each other. According to Muzammil (2015), speaking is one of the skills or skills in the English language to express ideas, to express ideas, to reject the ideas or thoughts of others if they disagree with our ideas, and to be able to communicate with them, through questions and answers. The



questions of that rhetorical question are also statements in the expression of our thoughts to convey the meaning.

Speaking English as a foreign language is a skill that is difficult to teach and learn, because a learner must master several important aspects such as mastering vocabulary, correct pronunciation, grammar, etc. When students want to learn to speak, they also have to think about all these integrated aspects (Haryudin & Jamilah, 2018). However, such a situation occurs in Indonesia, where English has become a foreign language, not a second language or an official language. Situations that make it very difficult to acquire speaking skills, because the environment greatly affects the development of a person's ability to understand a language, so it takes time to learn speaking skills.

### **1. Correlation of Speaking to other skills**

Speaking is usually taught as a way of communication, especially in English as a foreign language. Speaking as communication connects the people who speak different languages. Therefore, English becomes important for students to communicate with foreigners. Speaking skills are the one important skill on their proficiency in using English. According to Tridianti (2018), communication skills are an important part of the curriculum and an important assessment topic. There are four skills that English language learners must to learn in English. Listening, speaking, writing and reading.

The communicative in-language teaching approach is one of the adopted methodologies that are often encountered by students who want to learn speaking skills, with an emphasis on meaningful communication and interaction rather than memorizing grammar or vocabulary (Sasstos, 2020). Based on Marzuqi (2019), language has four integrated competency skills, namely (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. These four skills are integrated and related to each other. Production Output



Competencies, Speaking Skills, and Writing Skills. Competency Input reading skills and writing skills. Listening and reading skills are part of cognitive or comprehensive (comprehension) skills and speaking and writing skills are part of expressive (production) skills. Be able to communicate, not only by hearing but also by reading.

## **2. Components of Speaking**

According to Kurniansah (2020), based on Wipf (1982:2), in English there are a number of speaking components, namely:

### **a. Pronunciation**

Pronunciation is the most important factor in determining on the communication process. Without clear pronunciation, the listener was difficult to understand what's speaker says.

### **b. Vocabulary**

Vocabulary is the element to understand the meanings of communication and to recognize when they are used in context (Afna, 2018). Vocabulary is an essential skill to connect with the main four skills in English learning to read, write, speak, and listen.

### **c. Intonation**

Intonation is the variation in pitch, stress, and rhythm of speech, it conveys emotion and meanings (Lam, 2020). Intonation can affect the clarity and expressive on speech.

### **d. Fluency**

Fluency is the ability to speak well and understand meaning. Fluency in most languages is difficult to achieve, especially in foreign languages (Pishkar, et al. 2017).

### **e. Accuracy**

Accuracy includes the use of correct grammar, syntax, and words choice while speaking (Pratiwi, et.al. 2021).

**Table 2.1 Students' Oral Assessment**

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Fluency	Good conversation with natural pauses.	He spoke well and had some pauses.	Some hesitation but can communicate	Frequent pauses and hesitations	Struggles to speak and very hesitant
Pronunciation	Clear and accurate pronunciation	Minor errors but generally clear	Some noticeable errors, but mostly understandable	Frequent errors that affect understanding	Often unclear and difficult to understand
Grammar	Uses correct grammar with few or no errors	Few grammatical errors, mostly correct usage	Some errors, but the meaning is clear	Frequent errors that sometimes obscure meaning	Major errors that often obscure meaning
Vocabulary	Uses a wide range of appropriate words	The words are good.	Adequate vocabulary, but limited variety	Limited vocabulary, repeats words	Very limited vocabulary, struggles to find words

### 3. Functions of Speaking

Based on Rahmat et al. (2020), the function of speaking has several meanings in it, namely; speaking as an interaction or transaction, and speaking as a performance:

#### a. Talk as an interaction or transaction

Talk as an interaction means “conversation” is more focused on the speakers and how they present themselves to each other than the speakers and listener. Talk as a transaction refers to the situation of what is said or done. The “conversation” is making a deal or something or refers to getting the service.

#### b. Talk as a Performance

Talk as a performance refers to public talk, it means having a public interest such as talk that announces information to the audience, like a presentation, or public facility.

### 4. Types of Speaking Performance

According to Rosida (2016), based on Brown (2004;141), there are some categories of types of speaking, namely:

#### a. Imitative

Imitative refers to a learning approach where the students mimic or imitate the action or behaviors, simply known as imitate a word or sentence phrase. Imitative learning can be useful for acquiring practical skills through behavior.

#### b. Intensive

Intensive refers to a concentrated or focused approach to speaking especially in specific aspects such as intonation, pronunciation, and articulation. Intensive can involve drills, exercise, and improving particular skills.

#### c. Responsive

Responsive is a type of speaking activity that cannot be implemented alone. Because this activity requires

interaction, conversation, greetings, small talk, and comments.

d. Interactive

Interactive speaking encompasses two-way communication in which the participant joins in a dialogue and conversation. The difference between responsive and interactive is the participant who joins the conversation. In interactive the participant is usually between two people or more.

e. Extensive

Extensive is the highest level of speaking because involves more extended or prolonged communication. It is not just about answering short stories, but the speaker needs to develop his speaking skills. The activity is like a giving presentation, a speech, and participating discussion over then extended period.

## **5. The Challenges in Learning Speaking Skills**

The challenges faced by students, especially in foreign language learners on their speaking skills communication are attributed with several factors of challenges. Some challenges faced by foreign language learners:

- a. Anxiety: Foreign language anxiety, the most common challenge, can be one of the inhibiting factors in speaking skills. The learners may be thinking making mistakes, being judged, or not being understood, which can affect on their fluency and confidence to speak (Gao, 2020).
- b. Pronunciation: Mastering the correct pronunciation may be difficult for foreign language learners, due to the differences in each language's phonetic system. This is more challenging and can lead to misunderstandings and frustration (Kang, 2022).

- c. Vocabulary and Grammar Retrieval: Using vocabulary and grammar rules is spontaneously during a conversation, this is considered to be a challenge, especially under pressure. This challenge for foreign language learners can hinder the flow of speech and lead to pauses or errors (Liu, 2021).
- d. Cultural Differences: For foreign language learners understanding the culture and the correct use of language in different contexts more be a challenge. The opportunities to misunderstandings or inappropriate language use can occur, which can affect the effectiveness of communication during a conversation (Huang, 2022)
- e. Lack of Speaking Opportunities: The limited opportunities for foreign language learners to practice authentic speaking and intensive can hinder the development of speaking skills (Kim, 2021). Classes in schools often focus more on reading and writing, and less on speaking activities. This lack of practice can result in a gap between students' knowledge and their ability to use language orally.

In summary, in learning speaking skills students especially as a foreign language has a various challenges, such as anxiety, pronunciation, vocabulary and grammar retrieval, cultural differences, and lack of speaking opportunities. The educators and curriculum must consider to these challenges to make a effective learning can develop their speaking proficiency.

### **C. Merdeka Belajar Curriculum**

Meanwhile, according to *Undang-undang nomor 20 tahun 2003* concerning the National Education System, the curriculum is a set of plans and requirements related to objectives, programs, and teaching materials, including methods used to guide the implementation of learning activities. It works, to achieve certain academic goals (Huda, 2017).

The *Merdeka Belajar* curriculum or program was launched by the Minister of Education, Culture, Research, and Technology (*Mendikbud Ristek*) Nadiem Makarim as a form of evaluation of curriculum improvement in 2013. It is a curriculum based on the skills and interests approach. Here, students (male and female) can choose the subjects they want to study based on their skills and interests. According to Yusri (2020), the *Merdeka belajar* curriculum gives students a chance to develop their character by allowing them to study informally, quietly, and joyfully, while they pay attention in the class. In developing superior human resources and character every students need of proper guidance, the curriculum is one of the advantages in developing students into human beings with quality, character and usefulness in the future.

### **1. Concept in *Merdeka Belajar* Curriculum**

The concept of the *Merdeka belajar* curriculum is contained in the guidebook, namely, the form of learning activities in accordance with the Minister of Education and Culture *No 3 Tahun 2020 Pasal 15 ayat 1* can be carried out within the Study Program and outside the Study Program. As described in *Pasal 11 (1)* of the Minister of Education and Culture The characteristics of the learning process as referred to in *Pasal 10 ayat (2)* letter a consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative characteristics, and introduction to students. In implementing the *Merdeka Belajar* curriculum, mature collaboration is needed so that the implementation curriculum can run well (Ndari, et. al, 2023).

According to Raranta (2023), based on Nadiem Makarim get inspired by the philosophy of K. H. Hajar Dewantara emphasis on independence to independence. Through MBKM students can choose the course to their competencies, soft skills, hard skills, and be more ready to preparing graduate as the future leads who are superior and qualified.

## **2. Characteristic in *merdeka belajar* curriculum**

Based on the Minister of Education and Culture, the main characteristics of the *Merdeka Belajar* curriculum are those that support in learning:

- a. Problem-based learning to develop soft and human skills according to profile of Pancasila students.
- b. Focus on the essentials so that you have enough time for deep learning about essential skills such as literacy and numeracy.
- c. Flexibility for teachers to implement differentiated lessons based on students' abilities and adapt to local contexts and programs.

According to Dian et al. (2023), *Merdeka Belajar* curriculum is characterized by students flexibility and also a student-centered approach, furthermore, it can choose their own topic study, or work based on what they want then they get support from their teachers. Through a student-centered approach to education can improve the student's motivation and learning outcomes.

## **3. Implementation of *Merdeka Belajar* Curriculum**

The implementation of the *Merdeka Belajar* curriculum presents many challenges, including the lack of knowledge of teachers and students, lack of resources and support, and the need for clearer curriculum guidelines. According to the findings of a study published by Ndari et al. (2023), where the challenges of implementing the *Merdeka Belajar* curriculum in 2020 faced pollution by COVID-19. At that time, the *Merdeka Belajar* curriculum faced the problem that it could not learn in a face-to-face process, facing this problem, the *Merdeka belajar* curriculum became more flexible by using a student-centered approach and online learning methods.



#### **4. Advantages in Merdeka Belajar Curriculum**

The Merdeka Belajar curriculum has many advantages over traditional educational methods. This allows students to develop their skills and knowledge in a more flexible and self-directed learning environment, and encourages them to take ownership of their own learning. According to Anggara (2023), Merdeka belajar curriculum revealed a significant impact on autonomy and innovation of students. However, since this policy is still relatively new, it certainly requires further significant steps, but it is certain that with student-centered learning this curriculum policy has the potential to produce quality graduates.

#### **5. Challenges in Merdeka Belajar Curriculum**

Despite its potential benefits, the Merdeka Belajar curriculum also faces several challenges. These include a lack of understanding among teachers and students, a lack of resources and support, and a need for greater clarity in the curriculum guidelines. Furthermore, based on Juardiman (2024), Merdeka belajar needs to socialize and training the teacher effectively. Teachers must be trained and evaluate their learning process. Another challenge is need to clear the competency standard. Additionally, not all schools in Indonesia are ready to implementing Merdeka Belajar curriculum.

#### **D. Review of Relevant Study**

There has been much research dealing with problem-based learning. The first one was carried by Romadhona (2022), under the title *The Implementation Of Problem Based Learning Method To Improve Students' Speaking Skills At Eleventh Grade Students Of Islamic Senior High School Bondowoso*. Their research focused on investigate how PBL method effectively the improvement on speaking skill. Their research focused on investigating how the PBL method can improve communication skills. Their research was conducted using mixed methods. According to the findings of this

study, by reaching the criteria of the entire student, there was an increase of 48.57% in the pre-examination period, and 68.57% in the post-examination period. What their research has in common with this research is that they use PBL as a research topic, but the data collection is different. Their research used quantitative rather than qualitative methods, while this study focuses on qualitative methods.

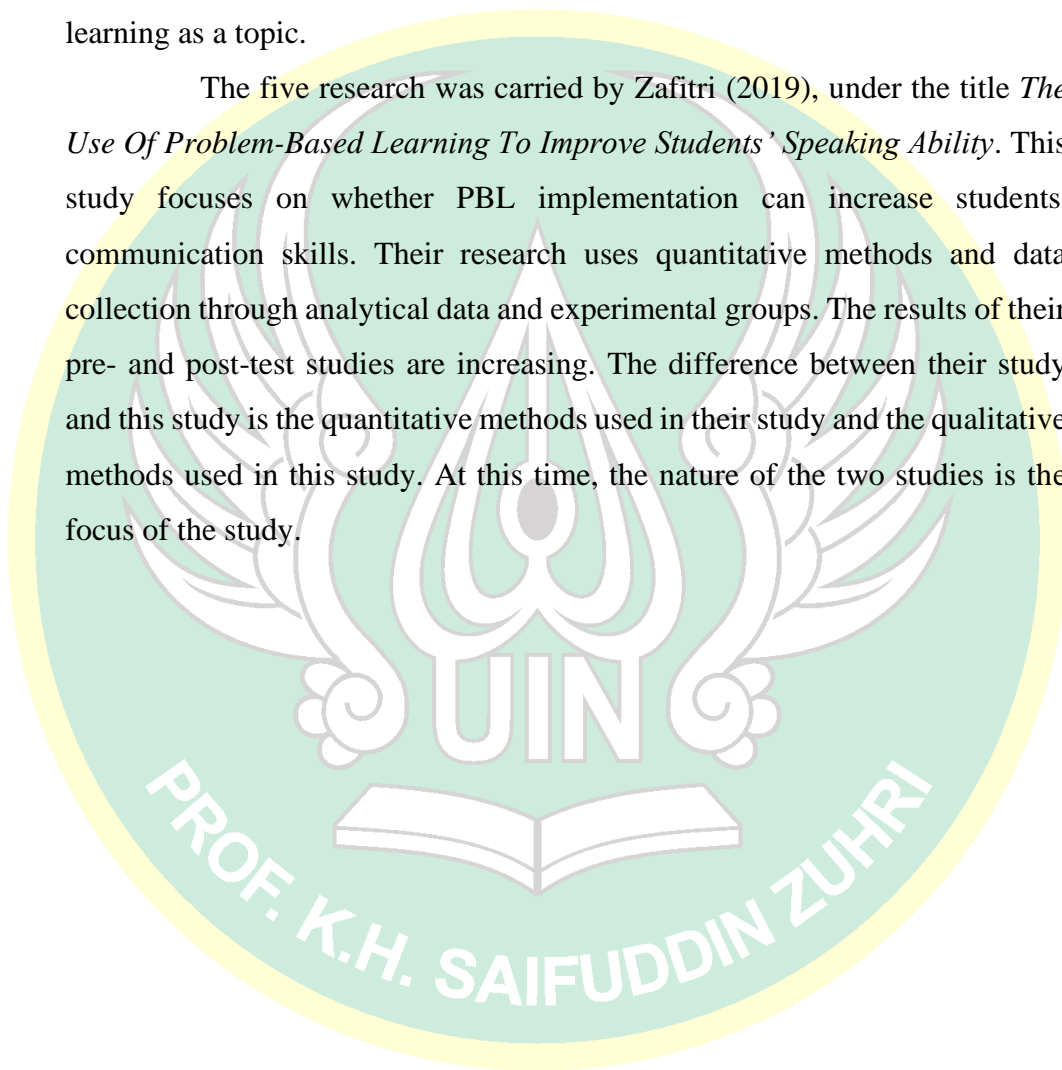
The second research was conducted by Simanjuntak (2020), under the title *Improving The Students' Speaking Skill Through Problem-Based Learning (PBL) At VIII Grade Of Mts Zia Salsabila Bandar Setia*. Their study focused on how the teacher can improve students' communication skills through the implementation of PBL, using (CAR) in the classroom. Their research has used both quantitative and qualitative methods to collect data. Findings from their research show that planning, action, visualization and reflection are done in two cycles. The difference between his research and this research is the use of classroom action research (CAR). What both studies have in common is the qualitative methods of planning, observation and reflection.

The third research carried out by Kurniansah (2020), under the title *The Implementation Of Problem Based Learning In Teaching Speaking At The Eleventh Grade Of MA Al-Amiriyyah*. Their research focuses on the implementation of problem-based learning in order to improve the English language. The method used is the qualitative research method using the qualitative descriptive method through observation, interviews and documents. The findings of this study show that teachers transform students into a suitable environment in daily interactions, through problem-based learning structures. What both studies have in common is the use of the same methods and the use of problem-based learning. The difference between the two tests is the subject, place and time and the similarity of the Merdeka curriculum.

The fourth research was conducted by Kaharuddin & Rahmadana (2020), under the title *Problem-Based Group Discussion: An Effective Elt Technique To Improve Vocational High School Students' Transactional Speaking Skills*. The goal of their research was to improve transactional

communication skills using problem-based learning in group discussion techniques. They used a quantitative method. According to their findings, learning and experiential, problem-based learning in that classroom is effective in improving communication skills. The difference between their study and this study is that they used quantitative methods and this study used qualitative methods. What both studies have in common is the use of problem-based learning as a topic.

The five research was carried by Zafitri (2019), under the title *The Use Of Problem-Based Learning To Improve Students' Speaking Ability*. This study focuses on whether PBL implementation can increase students' communication skills. Their research uses quantitative methods and data collection through analytical data and experimental groups. The results of their pre- and post-test studies are increasing. The difference between their study and this study is the quantitative methods used in their study and the qualitative methods used in this study. At this time, the nature of the two studies is the focus of the study.



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the methods, data sources, and techniques used in this study. This study used qualitative methods to collect the data through observations, interviews, and documentation. In addition, it analyzes the data using data reduction, data display, and verification.

#### **A. Types of the Research**

Qualitative research provides an opportunity to explore phenomena that are happening. Some methods, such as interviews, observations, and document analysis, provide opportunities to study situations and determine their meaning after they occur (Williams & Moser, 2019). Based on Al-Busaidi (2008), refers to Miles & Huberman (1994), It states that no study is an exact match to a standard methodology and that the researcher must adapt the methodology to the aspect being researched. The qualitative method is suitable for use because it describes the state of the object with the real situation at the time the research is conducted. In addition, adopting qualitative methods allows researchers to investigate real-world situations, capturing moments and nuances of the real world that are beyond the surface of observation.

This type of research uses qualitative research. This qualitative research concerns the implementation of problem-based learning applied to SMP N 2 Pekuncen. This study uses qualitative methods, the research to find out whether the implementation of problem-based learning methods on speaking skills among eighth-grade students, is acceptable with the curriculum or not.

#### **B. Time and Place of the Research**

This research was carried for one month. This research was carried at the meeting of the English subject from August to September 2024. The reason for choosing SMP N 2 Pekuncen Banyumas is that the implementation of PBL in the school makes the class more conducive, and

speaking activities between students become more active so that learning activities affect speaking skills for the better. In addition, the eighth-grade class of the school in Banyumas has implemented the Merdeka Belajar curriculum.

### **C. Subject and Object of the Research**

The subject of this research focuses on eighth-grade teacher and students consist 69 students from 2 classes a total of 7 classes. The object of this research is the implementation of problem-based learning in English speaking skills based on the Merdeka Belajar curriculum.

### **D. Techniques of Data Collection**

#### **1. Observation**

Observation is a technique that involves systematically watching, listening, and recording behavior, or phenomena as they naturally in the world. Based on Kitsantas et al. (2004), Observation studies observe and compare treated and the groups control without the random things. This method allows us to explore the cause-and-effect relations in real-world settings. According to Fiantika, et al. (2022), observation is activity of getting a real or detailed picture of an event or incident. The researcher prepares a report about what he sees, hears, and feels in the observation, this research uses checklists and observations to get the necessary data. To collect data, the researcher used the observation checklist and taking notes as a tool. This method ensures the validity and reliability of the data collected and reflects the observed performance

In this study, non-participatory observation was used, which means that the researcher was not directly involved in the classroom activities. Instead, the researcher focused on observing English learning activities, such as the interaction between the class teacher and the eighth-grade students during the class.

## 2. Interview

Interviews were conducted face-to-face in formal and informal meetings. Before conducting the interview process, researcher must prepare various kinds of questions and guidelines in conducting the interview process. The form of a question or statement can be very open-ended so that the respondent has the flexibility to provide an answer or explanation. When the interviewer listens and reflects personal information to the interviewee, that process can develop in unexpected ways. This can result in unwanted losses to respondents (DiCicco-Bloom & Crabtree, 2006).

This study used semi-structured interviews, which consisted of two structured parts, such as pre-prepared questions, and unstructured parts linked to the respondents' answers. This approach facilitated the researcher's data analysis. The instrument used for the interviews is a checklist focused on the implementation of problem-based learning in the learning process with the English teacher who is studying. These interviews are complementary to the observations made during the research. They provided a thorough knowledge and information from the classroom teacher about the programs planned and the methods used to implement problem-based learning.

## 3. Documentation

Documentation representing an incomplete picture is one of the reasons for inadequate requirements (Ibriwesh et al. 2018). Important documents or things owned by an individual or organization, documentation techniques can collect the data through books, theories, laws, and other sources related to a research problem. This study use the documentation method to obtain documentary information in teacher modules, lesson plans,



and recording observations related to the teacher adjustment in problem-based learning methods, documentation data is needed to support the research data. In order to obtain the necessary information, the researcher collects by writing the teaching materials, timetables, pictures of learning activities, and topics and learning activities. The purpose is to obtain information, knowledge, and support basic data. Documenting is important for the researcher to gather evidence of certain activities in the study process.

#### **E. Technique of Data Analysis**

Data was analyzed using a qualitative descriptive method. Methods: A step-by-step guide to planning a qualitative descriptive study and analyzing the data is provided, utilizing exemplars from the authors' research (Colorafi KJ, et.al. 2016). A qualitative descriptive approach produces summaries in factual everyday language that facilitate understanding of selected phenomena across research disciplines. According to Miles & Huberman (2014), Data reduction, data display, and verification are all activities involved in the part of the analysis.

##### **1. Data Reduction**

When the data gathered in the field is so large, it must be recorded in an orderly and thorough manner. The obtained data must also be reduced, which includes summarizing, selecting important data and focusing on the main points, searching for themes and patterns, and separating unnecessary data. As a result, reduced data was provide a clear picture, making data collection easier for researchers. Data reduction can be transformed through: selection, summary, pharaphrase, and so on. The data reduction converts the information to easier understanding until the final data is completed.



## 2. Data Display

Following data reduction, the data obtained through qualitative research is presented. Data can be presented in the form of brief descriptions, charts, flowcharts, and so on. Looking at the display helps us to make a decision or summarization from the data to analyze or take action based on that understanding. According to that, the information was assembled to be organized for easier understanding, it was made compact to justify the conclusion or suggestion to be helpful.

## 3. Verification

If the data presented in the initial conclusion is still not valid and may change if no strong evidence is found. However, the initial conclusions can be said to be valid as long as they are supported by reliability. Triangulation is used to validate data. This study uses triangulation techniques, as it refers to data collection methods. The three techniques used in this study are questionnaires, interviews, and documentation. A conclusion will be drawn from these three techniques. If there are discrepancies in the information from the three techniques, further field research will be conducted to produce valid data.

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the results and discussion of the study conducted at SMP N 2 Pekuncen on “The Implementation of Problem-Based Learning in Speaking Skills of eighth-grade students at SMP N 2 Pekuncen” in the context of English language learning are presented. This chapter includes an elucidation of how the implementation of the PBL method encompasses teaching preparation, execution, assessment, and challenges faced by students, as well as the implementation and evaluation. Furthermore, this study was conducted in two classes, specifically Eight B (8B) and Eight F (8F). The observations were conducted on Tuesday, 13th August 2024, from 07:15 to 09:00 WIB, and 09:00 to 11:00 WIB, with the final observation scheduled for 27th August 2024. The research began with observations of the location, examining the condition and situation of the class as a subject and object of the research. An interview was conducted with the teacher, especially with the English teacher, to obtain information about the implementation of problem-based learning. The teacher explained that SMP N 2 Pekuncen had implemented the Merdeka Belajar Curriculum. English teacher mentioned:

*“The implementation of the independent learning curriculum is arguably in line with the learning objectives held, namely making learning meaningful and meaningful to students. With the independent learning curriculum, it is easy for me to adapt to the needs of students, in line with government regulations, this curriculum focuses on achieving essential material, with learning outcomes arranged by phase. However, despite the convenience and advantages obtained, of course, each curriculum has its own advantages and disadvantages. I realize that each student has their own abilities, all forms of approaches, strategies, and even learning media used for students, but with a variety of creative approaches, and a little help with technology, make learning more meaningful.”(Teacher), (Translated into English).*

Based on that the teacher was implemented a problem-based learning method was carried out as a part of Merdeka Belajar Curriculum at SMP N 2 Pekuncen. This data was obtained through direct observation in the classroom by the researcher observing the teaching-learning process in the classroom, interviews with teacher and students, and document analysis.

## **A. Implementation of Problems Based on English Speaking Skills**

The researcher conducted several observations on the implementation of problem-based learning at SMP N 2 Pekuncen throughout in three sessions involving two classes, totaling six sessions. Teacher primarily focused on building theoretical understanding and fundamental knowledge to students, the session was designed to make students actively participate in their learning through collaborative learning and develop critical thinking skills. Teacher begins to introduced the PBL concept, emphasizing how the approach to students to engage with real-world problems that are relevant to their experiences. Students divided into several groups and tasked to solve the problems are relevant to their experience. Finally, students are required to present the solutions of the class. The primary aim of this objective is to create students' speaking proficiency.

This study is in line to the PBL procedures as described by Duch, et al. (2001), namely: preparing the problems, engaging students with problems, collaborative learning, presentation and feedback, reflection and evaluation. These steps are the findings of the research on the implementation of a problem-based learning method in teaching English on speaking skills at SMP 2 Pekuncen.

### **1. Preparing the Problems**

Based on observation the most important thing in the implementation of problem-based learning (PBL) is to set up problems that allow students to learn actively and improve their communication skills. In this case, the teacher created practical problems for the students (*how to manage the event, especially in preparation parade on Independence Day*). Through collaboration, discussion, and communication think among students. They worked together to solve these problems. The teacher's goal was to ensure that the problems were relevant and consistent with the core principles of PBL, which encourages students to take ownership of

their learning by solving real-world problems (Bridges, 2006). The tasks given to the students were based on relevant and familiar situations, and they could use their everyday experiences to solve them. As discussed in interviews, the teacher explained,

*"I usually present problems that are relevant to their lives, such as environmental issues or social trends. I make the problem open to various solutions, thus encouraging students to think critically and creatively. I often start with a discussion to spark their curiosity."* (Teacher), (Translated).

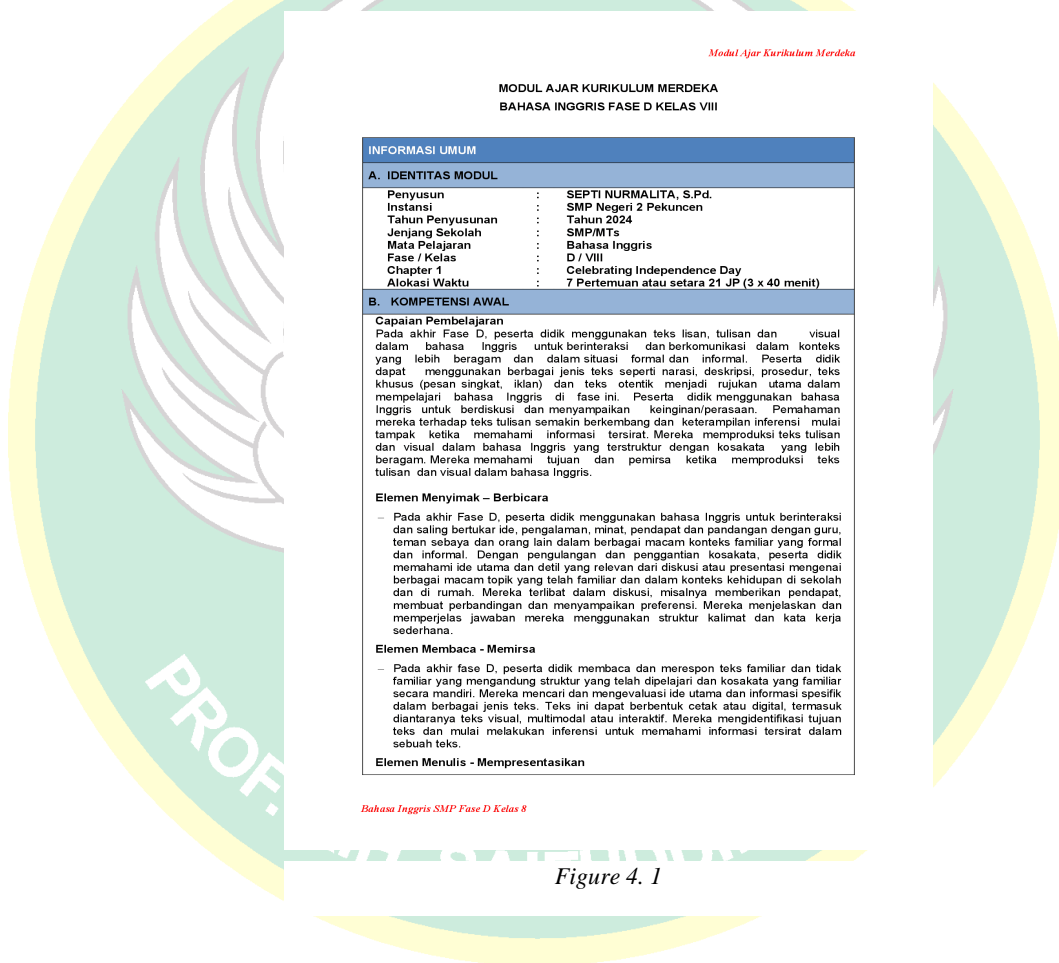


Figure 4. 1

Based on figure 4.1 and the interview above, the teacher created a lesson plan for teaching English, especially with a focus on descriptive texts, using a problem-based learning strategy. The purpose of this plan was to facilitate, enhance, and improve the quality of learning and to guide teachers in implementing classroom

activities. It is also a framework that outlines the steps and structure of the learning process based on desired outcomes. In addition, the lesson plan matched the flow of learning and helps the teacher stay focused in the lesson. Below is the timeline created by the teacher.

Based on this, the teacher chose the theme of the Independence Day celebration, which included many competitions and carnivals. The teacher developed a structure of student-centered problems, in which students participated in the learning process. The first step was to present a difficult and realistic problem that students can solve. In this case, the challenge was to organize a great carnival parade. The role of the students was to manage various aspects such as costumes, acting and coordination of activities to make the event run smoothly.

This challenge requires them to think critically, to be creative and to apply their knowledge in practical ways. The teacher promoted active learning by introducing a real-world challenge that required students to fully engage rather than simply absorb information. The open-ended nature of the problem allowed for multiple solutions and gave students the opportunity to explore different options. This structure encourages students' ownership of the program and encourages them to participate and use their skills in meaningful ways.

Through PBL, the teacher created problems that require students to plan, communicate, and organize parts by inviting students to discuss, share, and present their ideas (Syahfutra & Niah, 2019). The teacher used real-world situations as a basis for problems, helped students connect their learning to everyday situations, and improved their communication skills in the process. The teacher said during the interview:

*"I wanted to give the students something real and meaningful to work on. By tying it to the Independence Day celebrations, they could relate to the tasks, which made them more enthusiastic about participating. The goal was not only to improve their problem-solving skills but also to enhance their ability to express their ideas clearly." (Teacher), (Translated into English).*

Based on the results of interview, the teacher emphasized activities related to real-world problems, such as planning the sequence of events, managing participants, organizing participants, and preparing items such as drag, jump race, and carnival parade. The assignments were designed to be relevant to the students to encourage collaboration and communication with each student and come up with plans and solutions. Based on the conclusion of two students reflected during the interview,

*"When we were given the responsibility to plan an event like preparation on parade, it made us feel important. We knew that everyone was counting on us, so we had to communicate really well to make sure we got everything right." (Students), (Translated into English).*

Based on the results of the interview, the problems presented were suitable for students and aim to create their communication skills by giving them the responsibility to explain their plan, discuss ideas and collaborate with their peers. The teacher explained in an interview,

*" By creating real-life problems that students could relate to, I ensured they were motivated to take an active role in solving these challenges, which naturally improved their speaking abilities." (Teacher), (Translated into English).*

The results of observations, interviews and explanations of the teacher's problems were among the factors that increased students' desire to learn, as a way to increase the desire to ask questions. As a result, students became more effective, expressive and attentive in order to achieve learning objectives.



## 2. Engaging Students with Problems

Based on observations an important part of the problem-based learning (PBL) approach was to actively engage students in the problems they faced, challenged, and shaped their experiences. During the learning, especially in the carnival parade, students needed to how to manage and coordinate costumes, and performances, and make sure everything ran smoothly. In implementation, the role of the teacher was to set problems so that the students were challenged to participate, exchange information, find solutions, and improve their communication skills.



Figure 4. 2

Based on figure 4.2, during learning, the teacher placed the problem in a real context and had an impact on students regarding the carnival parade. More precisely encouraged students on how to manage, and coordinate, costumes, performances, and presentations in the parade to ensure everything went smoothly. With that problem, the teacher brought students to solve it together as a team. With challenges: Time management, task delegation, coordination among different teams, handling unexpected problems during the event.



In the interviews, the teacher explained how the disclosure of problems increased student participation:

*"I wanted the students to feel that the problems they were solving mattered, not just in the classroom but also in the real world. When they worked on organizing the Independence Day events, it motivated them because they could see the direct impact of their work" (Teacher), (Translated into English).*

From the results of interview, by linking the problems to meaningful activities, the teacher ensured that students were fully engaged and invested in the problem-solving process. The problem-solving process itself was an important part of engaging students in practice. The teacher gave chances to the students had an opportunity to brainstorm and discuss how to carry out their work. For example, the carnival parade team had to figure out how to organize the costumes and manage them during each performance. The problems were designed to help students develop a deeper understanding of problem-solving by allowing them to directly engage with problems and take the necessary steps to find a solution (Butler, 1998).

During the sessions, the teacher provided minimal guidance and allowed students to independently guide the problem-solving process. However, the teacher was always available to provide support when needed. Based on the conclusion of five students reflected on this approach,

*"We were given a lot of freedom to figure things out, but the teacher was always there if we needed help. It made us feel more responsible for the results" (Students), (Translated into English).*

Based on the interview results, the students' resilience to problems was evident in their participation in group discussions, their eagerness to find creative solutions, and their willingness to

present and defend their ideas. Based on the conclusions of three students,

*"Because we were working on managing a big event, we had to talk to each other a lot. I think this helped me improve my English because I had to explain my ideas and also listen to what others had to say" (Students), (Translated into English).*

From the interview results, the teacher supported this by encouraging open discussions and group discussions, ensuring that students had opportunities to participate and practice their communication skills. In general, engaging students with real-life problems not only motivated them to engage in learning but also significantly improved their communication skills. Based on observations the issues were relevant, collaborative, and challenging, making the problem-based learning (PBL) approach very effective in this context of learning.

### **3. Collaborative Learning**

Based on observations, collaborative learning was a key component of the problem-based learning (PBL) approach, as it emphasized collaboration, communication, and sharing of ideas among students. In this study, collaborative learning played an important role in developing students' communication skills as they worked together to solve real-world problems.

In this phase, the teacher emphasized teamwork by dividing the class into different groups, each group being responsible for different aspects of the carnival parade. The teacher ensured that each group had a wide range of skills to allow for the distribution of abilities. Students in each group were assigned specific tasks such as preparing costumes, organizing work schedules, and managing input information such as planning and coordination. The role of the teacher was to guide the students and help them if necessary, but

they were responsible for solving the problem and thinking about how to prepare for it.

For example, one team may have focused on designing and organizing parade costumes, deciding on themes and colors, and making sure everything was ready on time. Another team may have focused on setting up shows, ensuring smooth transitions between performances, and making sure all performers were ready at the right times. Through this process, students learned to build their strengths and work as a cohesive unit. They also faced the challenge of making sure all the information was taken care of, such as remembering every item and everything needed and preparing for the event.



*Figure 4. 3*

Based on figure 4.3, this collaborative learning approach promoted a deeper understanding and helped develop students' organizational skills, but also their communication and leadership skills. This encouraged students to collaborate, brainstorm, and express ideas, which improved their communication skills. This diversity made problem-solving more challenging because students had different perspectives and ideas. According to Syahfutra & Niah (2019), collaborative learning thrived in environments where

students benefited from each other's experiences and improved their academic and social skills.

The teacher stated during the interview:

*"By placing students in groups with different strengths, they were forced to communicate more. Some students were great at organizing, while others were better at explaining ideas. This helped them learn from each other and improved their overall speaking and teamwork skills." (Teacher), (Translated into English).*

Based on the interview results, the teacher ensured that each student had a specific role in the group, such as group leader, organizer or speaker, and encouraged everyone to participate. For example, the group that organized the carnival parade had to work with other students to ensure that each float had enough time and that the costumes and displays were well organized.

One student reflected on the group formation:

*"In our group, we had students who were good at organizing, others who were good at coming up with ideas, and some who were strong speakers. Working together helped us learn from each other and communicate better" (Student), (Translated into English).*

Based on the interview results, with good cooperation, there were good results and communication. The teacher moderated these discussions by guiding when appropriate but also allowed students to direct their own interactions, reinforcing the student-centered nature of PBL (Tan, 2021). Illustrated by a student,

*"In our group, we had to explain everything to each other to make sure everyone understood the plan. Sometimes we disagreed, but that made us talk even more to find a solution. It definitely helped improve my English." (Student), (Translated into English).*

From the results of the interview, this collaborative problem-solving helped students gain a deeper understanding of nature and

improve their ability to express and defend their ideas in front of their peers. The teacher pointed out during the interview,

*"The students worked really well together. They were able to share their ideas openly, which improved their speaking skills, especially when they had to explain their solutions to their friends" (Teacher), (Translated into English).*

Based on the interview results, by providing feedback from colleagues, students were able to critically evaluate their own and others' work, promoting deeper thinking and understanding. In this study, students were encouraged to provide constructive feedback to group members during the problem-solving process, especially in the presentation phase. This method of feedback was important to improve students' communication skills because they needed to listen carefully, consider the feedback, and adjust their approach. The teacher supported this process by conducting peer-to-peer learning, where students helped each other improve their communication and problem-solving skills.

One student stated:

*"Working in a group made me realize how important it is to communicate clearly. I had to explain my ideas and listen to others, which really helped me improve my speaking skills". (Student), (Translated into English).*

The results of the interview, this approach was similar to the PBL model, where collaboration and peer support were key to achieving successful outcomes. In working together to solve problems, students had to express their ideas and ask for clarification and feedback, which helped develop their oral communication skills.

#### **4. Presentation and Feedback**

Based on observations, the presentation process allowed students to practice their communication skills in a formal setting, while feedback helped them reflect and improve their communication skills. On observations, Once the students had



solved the problem and developed their solution, the next step was to present their plan to the rest of the class. Each group was responsible for explaining how the process was related to the task and describing the steps they took to solve problems related to the organization of the parade. This was a very important time in learning because it allowed students to express their ideas clearly and confidently.



*Figure 4. 4*

Based on figure 4.4, demonstrations were designed to show how each group handles different aspects of the parade, such as coordinating costumes, planning activities, or managing time. After each presentation, the teacher and classmates debriefed. This feedback focused not only on the effectiveness of the proposed solutions but also on how well the students expressed their ideas and on the practicality and credibility of their plans. Feedback was important because it allowed students to reflect on their work and identify areas for improvement. It also encouraged peer-to-peer learning, as students could learn from their successes and failures and deepen their understanding of the process.

The teacher encouraged the students to speak clearly and confidently as they explained how they would organize their

projects, such as dress rehearsals or competitions. The teacher wrote in an interview,

*"Presentations were a critical part of the learning process. I emphasized the importance of clear communication both in terms of pronunciation and the organization of their ideas. Each student had to present a part of their group's work, which gave them a chance to practice speaking in front of their peers." (Teacher), (Translated into English).*

Based on the interview results, this was related to Han (2020), the development of speaking skills was emphasized, and students needed to be clear, confident, and able to understand their thoughts. The teacher designed the presentations so that all students had a chance to speak. Each group was given time to present their findings on activities related to celebrating Independence Day, such as a costume show or a quiz competition. Based on conclusions of two students, they explained,

*"We had to present our solutions to the class and explain how we organized the events. It was nerve-wracking at first, but it really helped me get better at speaking in front of others" (Students), (Translated into English).*

The interview results, the teacher was agreed, that presentations were evaluated based on several criteria such as pronunciation, fluency, vocabulary, sound and accuracy, and teachers were scored based on these five categories (Kurniansah, 2020).



**Rubric for Speaking**

No	Name	Grammar	Vocabulary	Pronunciation	Fluency	Ket
1	Aditya Pratama	4	5	4	5	18
2	Putri Maharani	5	4	4	4	17
3	Rizky Saputra	4	5	5	4	18
4	Anisa Rahma	3	4	3	4	14
5	Dimas Setiawan	4	3	5	4	16
6	Siti Nurhaliza	5	4	4	5	18
7	Bagus Prasetyo	3	3	3	3	12
8	Fajar Santoso	4	5	4	5	18
9	Intan Permata	5	5	5	4	19
10	Budi Hartono	3	4	3	4	14
11	Dewi Susanti	5	5	4	5	19
12	Ardiansyah Putra	4	5	4	4	17
13	Lestari Ayu	5	4	3	5	17
14	Eka Wijaya	3	3	4	4	14
15	Rani Puspita	4	4	5	4	17
16	Andi Ramadhan	4	5	3	5	17
17	Fitriani Kusuma	3	3	4	3	13
18	Agus Kurniawan	5	4	5	5	19
19	Maya Sari	4	5	4	4	17
20	Reza Mahendra	5	4	4	5	18
21	Dian Kartika	4	4	5	4	17
22	Wahyu Utomo	3	3	3	3	12
23	Nia Lestari	5	5	4	5	19
24	Daffa Adriansyah	4	4	4	4	16
25	Yuniarti Wulandari	3	4	3	3	13
26	Hasan Basri	5	4	5	5	19
27	Desi Anggraini	4	3	4	4	15
28	Tri Sutrisno	3	3	3	3	12
29	Farah Nabila	5	4	4	5	18
30	Iqbal Maulana	4	5	4	4	17
31	Lintang Wibowo	3	4	3	4	14
32	Rina Marlina	5	5	4	5	19
33	Febrian Rizaldi	4	4	5	4	17
34	Sari Ramadhani	3	4	3	3	13
35	Aldi Gunawan	5	5	4	5	19

Banyumas, 20 Agustus 2024

Figure 4. 5

Based on figure 4.5, this assessment was designed so that students received comprehensive feedback on various aspects of their communication skills. This experience was important in developing students' ability to organize their ideas and present them clearly to an audience, which was the main goal of problem-based learning. Based on the conclusion of five of the students during the interview,

*"I was nervous at first, but after getting feedback from the teacher, I felt more confident about speaking in front of the class. The feedback on my pronunciation really helped, and by the end, I was speaking much more clearly."*  
(Students), (Translated into English).

From the interview results, the teacher supported this process by providing guidelines for effective presentation, including tips on speaking clearly, maintaining eye contact, and engaging the audience. This helped the students to be fully prepared and ensured that they could deliver their presentations safely and effectively. After each presentation, the teacher provided constructive feedback to help students improve their speaking skills. The teacher explained during the interview,

*"I give detailed feedback after each presentation, focusing on areas like pronunciation, fluency, and how well they communicated their ideas. This feedback helps them understand what they did well and what they need to work on" (Teacher), (Translated into English).*

Based on the interview results, the teacher's feedback was personalized to each student's performance, ensuring that they received meaningful advice on how to improve their communication skills. As one of the student pointed out, the student also emphasized the feedback sections,

*"The feedback I got from the teacher really helped me improve. She pointed out areas where I was struggling, like intonation, and gave me tips on how to fix it for the next presentation" (Student), (Translated into English).*

From the interview results, the feedback sessions were an opportunity for self-reflection, as students were asked to reflect on their own performance and identify areas for improvement. By asking questions like these,

*"What did you think you did well during the presentation?"  
and  
"What could you improve for next time?" (Teacher).*

The results of the interview, the questions from teachers, as well as assessments by others, created a supportive environment in which students could continue to improved their communication

skills. Reflecting on the impact of the feedback process, One student said,

*"The feedback really helped me improve. After each presentation, I knew what to work on, and by the end of the problem, I felt a lot more confident speaking in English" (Student), (Translated into English).*

The results of the interview, presentation and feedback are very important in building students' confidence, especially positive feedback boosts their confidence. The teacher also remarked on the progress made by the students:

*"I could see their improvement with each presentation. They became more confident, and their speaking skills especially pronunciation and fluency got better over time" (Teacher), (Translated into English).*

Based on the results of the interview, The teacher always ensured that each student who presents was prepared so that the students felt safe to speak. Furthermore, the students took note of the feedback provided by the teacher to improve their speaking skills.

## **5. Reflection and Evaluation**

Based on observations, the students' reflection on the entire process, from the first attempt to solve the problem to the feedback received during the presentation. In this section, students reflected on what they had learned, how to solve the problem, and what they might do next. This reflection was important to strengthen the skills and knowledge acquired during the work. The teacher guided the students in this reflection process and encourages them to think deeply about the challenges they faced, such as time management, coordination, communication, and delegation.

In addition, students evaluated their own work and the effectiveness of group work. The teacher gave a final assessment and reviewed the results and how the students arrived at their

solutions. This helped students not only learn from the process but also understand how to apply these learnings to future challenges. A reflection process was introduced at the end of each session, where students were encouraged to think critically about their individual and group work. The teacher started these reflection sessions by asking the following questions,

*"What did you learn from this problem-solving activity?" and*

*"How do you think you could improve your communication next time?" (Teacher).*

Based on the questions above, The teacher invited the students to a reflection session and reviewed what has been discussed so that the students can think of ways to improve future lessons.

One student mentioned,

*"The reflection sessions were really helpful because they made me think about what I did well and what I could do better in the future" (Student), (Translated into English).*

The results of the interview, this activity allowed students to evaluate their speaking performance and understand how they could improve pronunciation, fluency and communication for future work. The evaluation process in PBL focused not only on the final product, but also on the problem-solving process, as well as on the way students communicated and collaborated (Schwartz et al. 2013). In this interview the teacher added,

*"Reflection is a crucial part of the learning process. After each session, I asked the students to think about what they did well and where they needed to improve. This encouraged them to take ownership of their learning and really focus on their speaking abilities." (Teacher), (Translated into English).*

Based on the results of the interview, the teacher used formative and collaborative assessment methods to assess students'

speaking skills and group ability. Below is the evaluation title used by the teacher in the oral evaluation.



Figure 4. 6

Based on figure 4.6, each group was assessed on how well they worked together to solve the problem, while individual students were assessed on their ability to express their ideas, participate in discussions and present their solutions. Based on the conclusion of four students, it was stated,

*"Reflecting on my performance made me realize where I struggled, especially with vocabulary. But it also helped me see how much I improved after each presentation. I became more confident with every task." (Students), (Translated into English).*

Based on the results of the interview, reflecting on their work allowed them to identify specific areas where they faced challenges, particularly with vocabulary. This indicated that understanding the words was the most important factor in their work. However, in addition to identifying problems, they also saw the benefit of consistency and exposure. Reviewing their progress helped them track their progress over time and fostered a growth of confidence in everything they did. The teacher explained,



*"I evaluated each group based on their collaboration and problem-solving, but I also focused on individual contributions, particularly how students communicated their ideas. This helped them understand both their strengths and areas where they needed improvement" (Teacher), (Translated into English).*

From the explanation of the interview above, the important part of the reflection and evaluation process was the integration of self-evaluation. Self-assessment encouraged students to reflect on their learning process, while peer assessment allowed them to provide constructive feedback to each other, promoting growth and improvement. (Harianto, 2018). In the self-evaluation phase, students were asked to evaluate their performance and identify areas where they excelled and areas for improvement.

In this study, students found that their communication skills improved as they progressed through each problem-solving stage. Based on the conclusions of five students,

*"At the start, I was nervous about speaking in front of the class, but after reflecting on what I did right and what I needed to improve, I became more confident" (Students), (Translated into English).*

Based on the results of the interview, Student reflection emphasized the central role of self-evaluation in overcoming initial anxiety about speaking. At first, the fear of presenting in front of the class was the biggest obstacle. The process of reflecting on their work, focusing on their strengths and areas for improvement, played an important role in building confidence.

The teacher also noted,

*"I saw a noticeable improvement in the students' speaking abilities over time. Their reflection on each task helped them understand how to communicate more effectively in English" (Teacher), (Translated into English).*

Based on the results of the interview, by being self-reflective, receiving feedback from peers and the teacher, and constantly evaluating their work, students were able to make significant progress in their ability to communicate in English. These reflective activities helped students improve key areas of their communication skills, including pronunciation, fluency, and confidence. One student summarized this process by saying,

*"Each time we reflected, I felt like I was learning more about how to speak better. The feedback from my friends and the teacher helped me a lot, and I could see myself improving with each problem" (Student), (Translated into English).*

The results of the interview, reflection emphasized the effectiveness of reflection and feedback in their learning, especially in improving communication skills. By participating in regular reflection, the student became aware of their communication skills, which allowed them to adjust and improve. Incorporating feedback from peers and teachers played an important role in this growth, providing students with valuable insights to guide their progress.

The teacher agreed, stating,

*"The reflection and evaluation process was critical in helping students improve their speaking skills. It gave them the tools to analyze their own performance and understand how to communicate more effectively" (Teacher), (Translated into English).*

The results of conducting interviews, observation, and documentation the application of problem-based learning has worked in the learning process. The teacher also conducted formal assessments, focusing on the final presentations and how the students communicated and worked together throughout the process. This combination of reflection, peer feedback, and teacher assessment reflected the overall progress of each student.



## B. Students' Perceptions of Problem-Based Learning on Speaking Skills

In this section, the researcher will explore the students' perspective on the effectiveness of problem-based learning (PBL) in developing their communication skills.



Figure 4. 7

Based on figure 4.7, this analysis is based on data collected through direct observations, in-depth interviews, and general feedback collected during the study.

### 1. Positive Engagement with PBL

Students often found PBL to be an engaging way of learning because it made learning relevant and meaningful. By dealing with real-world issues, they felt that the learning experience went beyond theoretical knowledge. Based on the conclusions of three students, they mentioned that,

*"I felt more motivated to participate because the tasks we were given related to our experience. This made me want to speak up and share my thoughts more often."*  
(Students), (Translated into English).

Based on the results of the interview, learning activities or processes can be explained through the experiences students had, and this can motivated students to be able to speak (As Sabiq et al. 2021). Based on the conclusions of two students,

*“The topics related to my life or things you know are easier to understand. I'm more involved because it's meaningful, not just for value”(Students), (Translated into English).*

The results of the interview indicated, that the relevant topic, which was even aligned with what students had experienced. This could make learning more conducive and increase the students' focus.

## **2. Increased Confidence in Speaking**

Many students had seen their speaking confidence improve through repeated PBL activities. By working together and presenting their solutions, it became easier to speak in front of their classmates. Based on the conclusions of five students, they explained that,

*"After a presentation, I felt much more confident speaking. Practicing with my group helped me get over my fear of speaking in front of others." (Students), (Translated into English).*

Based on the results of the interview, according to Wahidiyati (2020), this was crucial to motivate the students through groups to influenced them to speak English frequently, which aims to build the students' speaking proficiency. Based on the conclusions of two students, they reflected that,

*“Practicing with my group before the presentation made a big difference. We all helped each other get better, and that gave me the push to speak more confidently in front of everyone.” (Students), (Translated into English).*

The results of the interview showed that group training played an important role in building students' confidence in speaking. By working together, students helped each other improve and provided mutual support that reduced the fear of speaking in front of others.

### 3. Collaborative Learning and Communication

Students felt that PBL encouraged collaboration and working with peers. This environment allowed them to exchange ideas and receive feedback, which they believed to their communication skills. Based on the conclusions of five students, they stated that,

*“Working with my classmates on a shared problem helped me communicate better because we had to explain our ideas clearly to each other.”(Students), (Translated into English).*

Based on the interview above, showed the importance of working with friends. By speaking clearly, the other party could clearly understand the purpose of the transaction. It really helped with communication skills by asking questions, presenting ideas, giving feedback, etc (Ma'rufah, 2017). Based on the conclusions of the two students they mentioned that,

*“I really thought that PBL encouraged collaboration and working with peers. This environment allowed us to exchange ideas and receive feedback which greatly improved our communication skills.” (Students), (Translated into English).*

The results of the interview revealed, that working in a friendly environment, allowed them to share ideas and provide constructive feedback that promoted a deeper understanding of the subject. This collaborative approach not only improved their communication skills but also built confidence in expressing their ideas clearly and effectively. Another student stated that,

*“PBL really fostered a collaborative atmosphere among us. It made it easier to work together, which allowed us to share our thoughts and provide constructive feedback.” (Student), (Translated into English).*

Based on the results of the interview, it is clear that problem-based learning (PBL) created an environment conducive to collaboration and cooperation. Students reported that the

collaborative nature of PBL significantly increased their ability to work with each other. By working on common challenges, it became easier to express their opinions and criticize each other's work.

#### 4. Perspective PBL Based on Curriculum

Students strongly expressed their preference for the MBKM approach to PBL for speaking skills. The flexibility of the curriculum made it easier for them to get involved in topics that were relevant to their interests, especially in real-world topics.

*"I like how we get the problems to solve. It makes me want to speak more because I care about the topic," (shared one student), (Translated into English).*

Based on the interview results, the MBKM approach emphasized a communicative approach in implementation. It encouraged collaborative problem-solving and open discussion, where students actively discussed real-world problems and worked together to find solutions. Based on the conclusions of two students, they reflected that,

*"When I think about the issue, I am more likely to talk to my colleagues and talk during discussions. I want to talk more because the topics are interesting and meaningful. This simplicity encourages me to share my thoughts and opinions more confidently because I care about what we are talking about." (Students), (Translated into English).*

The results of the interview indicated that when students had the opportunity to participate in topics that are meaningful and relevant to their lives, they were more motivated to participate in discussions. This increased participation made them more willing to share their ideas and opinions, as the topics related to their interests and experiences. This process usually included steps such as defining a problem, group discussion, presenting solutions, and reflecting on the results. This flexible structure allowed students to have independent control over their studies, strengthening the

learning environment and adapting it to their needs and future goals (Azzahra. et al, 2019).

Compared to Curriculum 2013 (K-13), in the K-13 curriculum, PBL was implemented through a scientific approach in which students followed a set of steps: observation, questioning, testing, genealogy, and communication. This structure helps students achieve key skills but sometimes stifles the creativity of students (Priawasana, E. et al. 2024). The teacher stated:

*“In K-13, students tend to follow predetermined topics, which might limit their ability to explore ideas within the predetermined topics. However, in MBKM, I will pay more attention to the work of each student in the group so that they can participate in providing ideas, especially topics that can motivate them.” (Teacher), (Translated into English).*

Based on the interview above, PBL used by teachers at SMP N 2 Pekuncen attracted students' attention because the topic is relevant and motivated students to speak in order to achieve speaking proficiency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter of this study is divided into three main sections: conclusion, limitation of the study, and suggestions. This study investigated the implementation of problem-based learning (PBL) on the communication skills of eighth-grade students of SMP N 2 Pekuncen under the Merdeka Belajar curriculum. This study focused on analyzing the teacher's implementation of PBL and the student's perception of problem-based learning on their communication skills.

#### A. Conclusion

The implementation of problem-based learning (PBL) in speaking skills under the Merdeka Belajar curriculum was carried out by the teacher through a student-centered, real-world problem approach. The teacher designed activities that encouraged students to work collaboratively on practical issues, such as organizing a carnival parade. This method promoted active participation, critical thinking, and speaking practice, aligning well with the Merdeka Belajar curriculum's goals of flexible and meaningful learning. By integrating real-life scenarios into the classroom, the teacher effectively improved students' communication and problem-solving skills through PBL.

Students had a positive perception of problem-based learning in developing their speaking skills. They found that working with real problems increased their participation and motivation to participate. The collaborative nature of PBL helped students build confidence in speaking, especially through group discussions and presentations. Practice and feedback from peers helped them overcome public speaking anxiety and improve fluency and clarity. In general, students found PBL to be an effective way to make learning meaningful and improve their communication skills.

In comparison, the K-13 curriculum, which employs a more structured, step-by-step scientific approach (observation, questioning, experimentation, association, and communication), also supports the development of



communication skills but within a more guided framework. Although K-13 promotes systematic learning, it can limit students' creativity and independence in problem-solving. In contrast, PBL allows for autonomy and encourages students to take ownership of their learning. The role of the teacher in PBL is important as a facilitator to guide students without leading them, thereby promoting independence and critical thinking.

Overall, although both approaches help to influence communication skills, PBL provides a more flexible, student-centered environment that promotes critical thinking, collaboration, and better communication skills than the K-13 structure itself.

#### **B. Limitation of The Study**

Despite the positive findings of this research, several limitations must be acknowledged. First, the study was conducted in only two classes at SMP N 2 Pekuncen, which limits the generalizability of the findings. The small sample of students may not fully represent the broader population of students in different regions or schools with varying resources and educational contexts. Additionally, the research was conducted over a relatively short period, which restricted the ability to assess the long-term effects of Problem-Based Learning (PBL) on students' speaking skills; a longer study would have provided more insights into the sustainability of the improvements observed. Furthermore, as the researcher observed classroom activities, there is a possibility that the students' behavior may have been influenced by the presence of an observer, potentially leading them to perform better than they would under normal circumstances. Finally, this study focused on speaking skills, but other important language skills such as listening, reading and writing were not investigated. Therefore, the findings are related to speech and may not affect the development of other language skills.

### **C. Suggestions**

Based on the results of this study, several suggestions have been made to improve the implementation of PBL in teaching communication skills:

#### **1. For Teacher**

First, better time management is needed when implementing PBL activities. Teachers should provide clearer guidelines for allocating time between group discussions, problem solving and presentations. This gives all students a chance to participate and practice their communication skills. Second, it is recommended that teachers talk more after each presentation. Although the students appreciated the feedback they received, focusing more on certain aspects such as pronunciation, fluency and vocabulary helped them to identify strengths and areas for improvement.

#### **2. For Schools**

The success of PBL in improving speaking skills shows that this technique can be extended to other areas of language learning such as writing, reading and listening. Schools should consider providing training and resources for teachers to effectively implement PBL in classrooms. In addition, schools can collaborate among teachers to share best practices and strategies for using PBL in different programs.

#### **3. For Future Researcher**

Further research is needed to explore the challenges students and teachers face when implementing PBL. Future research could focus on addressing issues such as managing team dynamics, time constraints, and providing direct feedback to increase the effectiveness of PBL in language learning. Researchers can also explore the potential of incorporating technology into PBL and how it can improve student engagement and learning outcomes.

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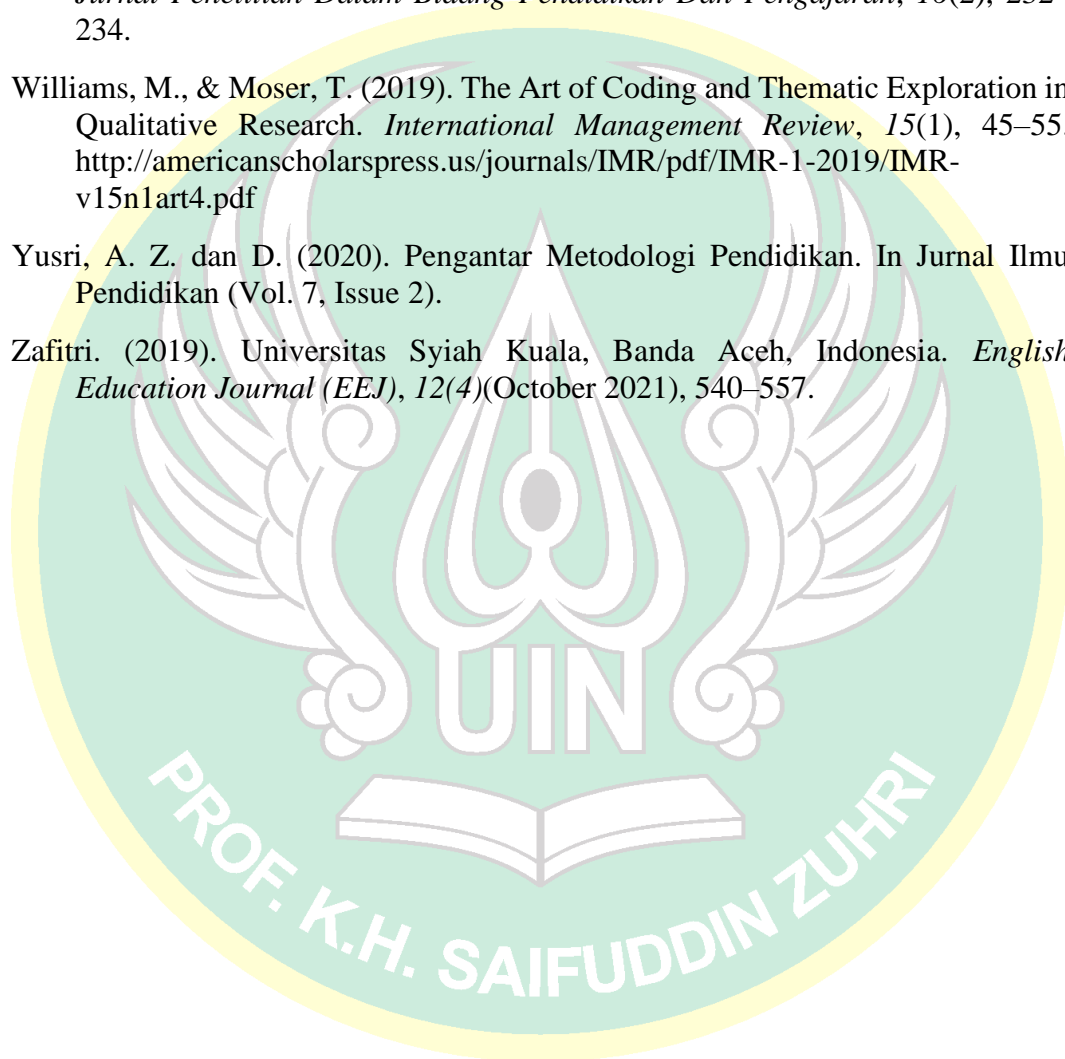
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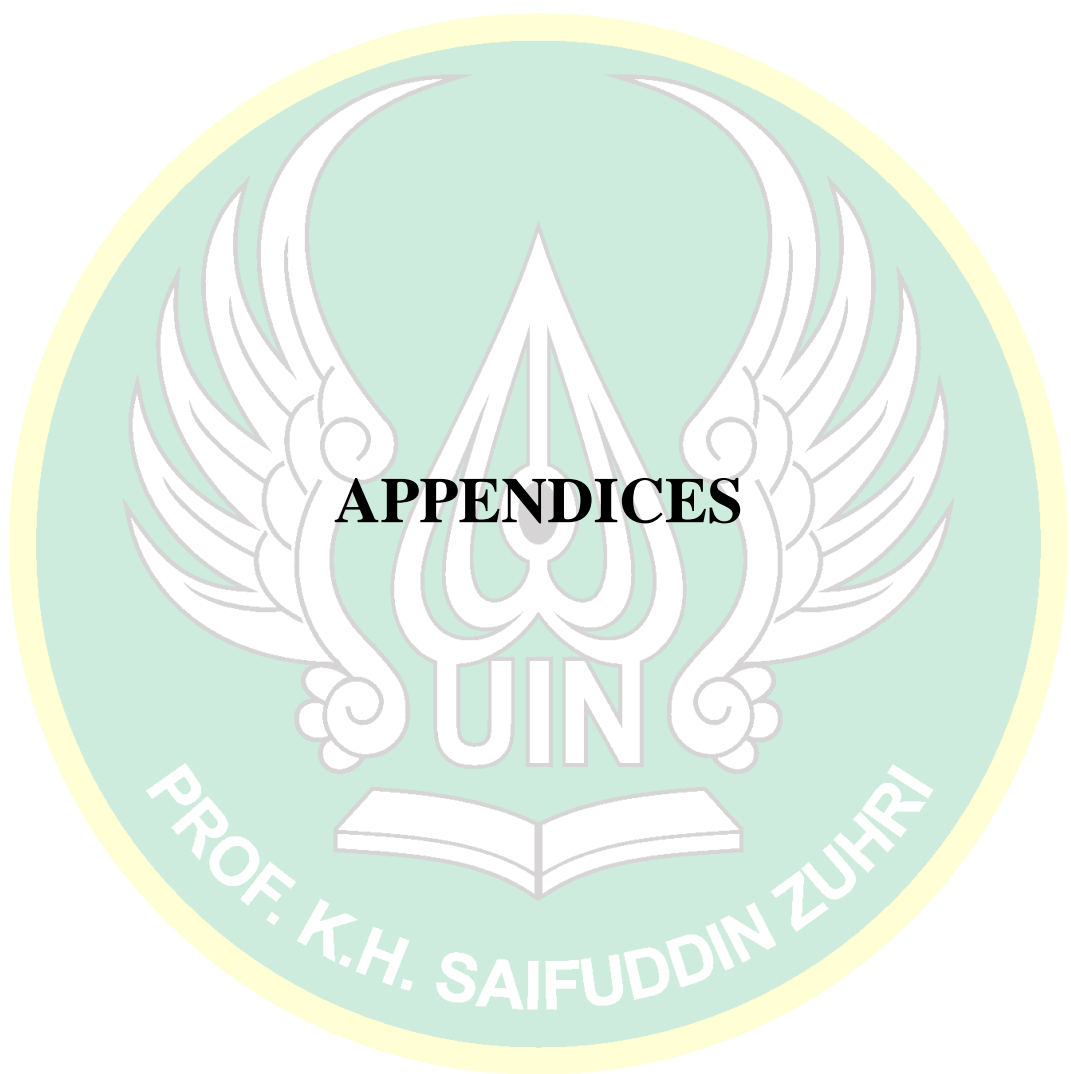


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## **APPENDICES**

## Appendix 1 Observation of Research



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
SMP NEGERI 2 PEKUNCEN  
Alamat : Jl. Raya Cikawung-Pekuncen, Kec. Pekuncen, Kab. Banyumas, KP 53164

### SURAT KETERANGAN

Nomor : 422 / 513/ 2024

Yang bertanda tangan di bawah ini:

Nama : Sairan, S.Pd.  
NIP : 19741210 199903 1 001  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 2 Pekuncen

Menyatakan bahwa :

Nama : Rozi Fachri Muzaki  
NIM : 2017404100  
Prodi/Semester : Tadris Bahasa Inggris/9 (Sembilan)

Benar-benar telah selesai melakukan penelitian di SMP N 2 Pekuncen pada tanggal 5 Agustus 2024 s.d 5 September 2024, guna melengkapi data penyusunan skripsi dengan judul "THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM OF EIGHTH-GRADE STUDENTS AT SMP N 2 PEKUNCEN, BANYUMAS"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekuncen, 6 September 2024  
Kepala Sekolah  
  
SAIRAN, S.Pd.  
NIP. 19741210 199903 1 001



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
SMP NEGERI 2 PEKUNCEN  
Alamat : Jl. Raya Cikawung-Pekuncen, Kec. Pekuncen, Kab. Banyumas, KP 53164

### SURAT KETERANGAN

Nomor : 422 / 513/ 2024

Yang bertanda tangan di bawah ini:

Nama : Sairan, S.Pd.  
NIP : 19741210 199903 1 001  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 2 Pekuncen

Menyatakan bahwa :

Nama : Rozi Fachri Muzaki  
NIM : 2017404100  
Prodi/Semester : Tadris Bahasa Inggris/ 8 (delapan )

Yang bersangkutan benar-benar telah melaksanakan observasi tentang "The Implementation of Problem-Based Learning in English Speaking Skills Based on MBKM Curriculum of Seventh Grade Students at SMP NEGERI 2 PEKUNCEN BANYUMAS" pada siswa di SMP Negeri 2 Pekuncen pada Rabu, 27 Maret 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekuncen, 13 Mei 2024  
Kepala Sekolah  
  
SAIRAN, S.Pd.  
NIP. 19741210 199903 1 001

## *Appendix 2 Interview guidelines*

### **INTERVIEW GUIDELINES**

#### **THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM**

Interviewee : Anonymus

Date : 2 September 2024

Time : 10:00-11:00 WIB

Place : SMP N 2 Pekuncen

#### **For Teacher**

1. Students-Centered Learning
  - a. Bagaimana Ibu membuat siswa menjadi pusat dari proses pembelajaran?
  - b. Bagaimana Ibu menghubungkan kegiatan belajar dengan situasi dan penerapannya kehidupan nyata?
  - c. Dengan cara apa Ibu merancang kegiatan yang sesuai dengan minat dan kebutuhan siswa?
  - d. Bagaimana Ibu mendorong kemandirian dan tanggung jawab siswa dalam belajar?
  - e. Strategi apa yang Ibu gunakan untuk menciptakan lingkungan kelas yang mendukung pembelajaran mandiri dan pengambilan keputusan?
2. Group Work and Collaboration
  - a. Bagaimana Ibu memfasilitasi kerja kelompok dan memastikan partisipasi aktif serta interaksi antar siswa?
  - b. Dapatkah Ibu memberikan contoh bagaimana siswa bekerja sama untuk menyelesaikan masalah dan berbagi ide?
  - c. Bagaimana Ibu memastikan bahwa kelompok bersifat heterogen untuk memberikan perspektif yang beragam?
  - d. Teknik apa yang Ibu gunakan untuk mendorong keterampilan komunikasi dan kerja tim yang efektif di antara siswa?
3. Problem Preparation
  - a. Bagaimana Ibu menyajikan sebuah masalah yang dapat mendorong kelas untuk aktif? Mohon jelaskan.
  - b. Dapatkah Ibu memberikan contoh spesifik masalah yang Ibu gunakan?
  - c. Bagaimana Ibu memastikan masalah yang dipilih relevan dengan pengalaman nyata siswa?
  - d. Kriteria apa yang Ibu gunakan untuk memilih masalah tersebut?

4. Engaging Students with Problems
  - a. Bagaimana Ibu mengembangkan rencana pembelajaran PBL dan menjelaskannya kepada siswa?
  - b. Metode apa yang Ibu gunakan untuk membimbing dan mendukung siswa sepanjang proses pembelajaran berbasis masalah?
  - c. Bagaimana Ibu memotivasi siswa untuk terlibat dengan masalah dan mengartikulasikan pendekatan mereka?
  - d. Dapatkah Ibu memberikan contoh kegiatan yang mendorong kreativitas dan inovasi dalam pemecahan masalah?
5. Facilitation and Monitoring
  - a. Bagaimana Ibu berperan sebagai fasilitator dalam kegiatan pembelajaran kolaboratif?
  - b. Strategi apa yang Ibu gunakan untuk membuat lingkungan kelas yang saling menghormati dan inklusif?
  - c. Bagaimana Ibu memfasilitasi peluang pembelajaran bantuan sebagai teman dimana siswa dapat berlatih berbicara dalam bahasa Inggris?
  - d. Bagaimana Ibu mengukur efektivitas strategi pembelajaran kolaboratif yang digunakan?
  - e. Bagaimana Ibu menangani tantangan yang muncul selama pembelajaran kolaboratif?
6. Presentation and Feedback
  - a. Bagaimana Ibu menilai presentasi dan kemampuan berbicara siswa menggunakan lima indikator (Pengucapan, Kosakata, Intonasi, Kelancaran, dan Ketepatan)?
  - b. Dapatkah Ibu menjelaskan proses memberikan feedback kepada siswa setelah presentasi mereka?
  - c. Bagaimana Ibu memastikan bahwa umpan balik yang diberikan konstruktif dan membantu siswa untuk berkembang?
  - d. Bagaimana Ibu mendorong siswa untuk merefleksikan feedback yang mereka terima?
7. Reflection and Evaluation
  - a. Bagaimana Ibu mengadakan sesi refleksi dan evaluasi yang mendorong siswa untuk berbicara satu sama lain?
  - b. Jenis feedback seperti apa yang Ibu berikan, dan bagaimana Ibu menyusun sesi refleksi untuk mendorong pemikiran mendalam dan penerapan umpan balik?
  - c. Bagaimana Ibu melibatkan siswa dalam proses evaluasi diri dan umpan balik?
  - d. Dapatkah Ibu memberikan contoh bagaimana evaluasi dan refleksi membantu siswa meningkatkan keterampilan berbicara mereka?



## For Teacher (Translated into English)

### 1. Students Centered Learning

- a. How do you make students the center of the learning process?

“The implementation of the independent learning curriculum is arguably in line with the learning objectives held, namely making learning meaningful to students. With the independent learning curriculum, it is easy for me to adapt to the needs of students. This curriculum focuses on achieving essential material, with learning outcomes arranged by phase. However, each curriculum has its advantages and disadvantages. I realize that each student has their own abilities; therefore, I use a variety of creative approaches and technology to make learning more meaningful.”

- b. How do you connect learning activities with real-life situations and applications?

“I usually present problems that are relevant to their lives, such as environmental issues or social trends. I make the problem open to various solutions, encouraging students to think critically and creatively. I often start with a discussion to spark their curiosity.”

- c. In what ways do you design activities that suit students' interests and needs?

“I wanted to give the students something real and meaningful to work on. By tying it to the Independence Day celebrations, they could relate to the tasks, which made them more enthusiastic about participating. The goal was to improve their problem-solving skills and enhance their ability to express their ideas clearly.”

- d. How do you encourage students' independence and responsibility in learning?

“By creating real-life problems that students could relate to, I ensured they were motivated to take an active role in solving these challenges, which naturally improved their speaking abilities.”

- e. What strategies do you use to create a classroom environment that supports independent learning and decision-making?

"I wanted the students to feel that the problems they were solving mattered, not just in the classroom but also in the real world. When they worked on organizing the Independence Day events, it motivated them because they could see the direct impact of their work."

- f. Do students' speaking skills look better in presentations?

"I saw a noticeable improvement in the students' speaking abilities over time. Their reflection on each task helped them understand how to communicate more effectively in English"

## 2. Group Work and Collaboration

- a. How do you facilitate group work and ensure active participation and interaction between students?

"By placing students in groups with different strengths, they were forced to communicate more. Some students were great at organizing, while others were better at explaining ideas. This helped them learn from each other and improved their overall speaking and teamwork skills."

- b. Can you provide examples of how students work together to solve problems and share ideas?

"In the application, students will look for references first and then discuss them with their peers."

- c. How do you ensure that groups are heterogeneous to provide diverse perspectives?

"By ensuring that the students have different levels of activeness so that it will certainly make those who rarely speak to be compelled to speak."

- d. What techniques do you use to encourage effective communication and teamwork skills among students?

“The students worked really well together. They were able to share their ideas openly, which improved their speaking skills, especially when they had to explain their solutions to their friends.”

### 3. Problem Preparation

- a. How do you present a problem that can encourage the class to be active? Please explain.

“I emphasize real-life problems that resonate with the students, making them engage actively in discussions and solutions.”

- b. Can you give a specific example of the problem you used?

“Presentations were a critical part of the learning process. I emphasized clear communication in pronunciation and organization of their ideas. Each student had to present a part of their group's work, allowing them to practice speaking in front of their peers.”

- c. How do you ensure that the problem you choose is relevant to students' real-life experiences?

“I ensure the problems are closely tied to their experiences by discussing real-world issues they encounter.”

- d. What criteria did you use to select the problem?

“I assess the relevance to their lives and interests, ensuring it can foster discussion and critical thinking.”

- e. When compared to the previous curriculum, is there a significant difference?

“In K-13, students tend to follow predetermined topics, which might limit their ability to explore ideas within the predetermined topics. However, in MBKM, I will pay more attention to the work of each student in the group so that they can participate in providing ideas, especially topics that can motivate them.”

### 4. Engaging Students with Problems

- a. How did you develop the PBL lesson plan and explain it to students?

“I designed a structured plan that outlines the learning objectives and guides the students through the problem-solving process.”

- b. What methods do you use to guide and support the students throughout the problem-based learning process?

“I provide continuous support and guidance, ensuring they understand the tasks and processes involved.”

- c. How do you motivate students to engage with the problem and articulate their approach?

“I connect the problems to their interests, encouraging them to think creatively and engage fully in discussions.”

- d. Can you give examples of activities that encourage creativity and innovation in problem-solving?

“I encourage activities where students can brainstorm and explore various solutions, enhancing their creativity.”

#### 5. Facilitation and Monitoring

- a. How do you act as a facilitator in collaborative learning activities?

“I support students by guiding discussions and ensuring everyone has a chance to participate actively.”

- b. What strategies do you use to create a respectful and inclusive classroom environment?

“I establish clear expectations for respectful interactions and encourage inclusivity in group activities.”

- c. How do you facilitate buddy learning opportunities where students can practice speaking in English?

“I pair students strategically, allowing them to support each other and practice conversational skills.”

- d. How do you measure the effectiveness of the collaborative learning strategies used?

“I observe group dynamics and assess the outcomes of their collaborations to determine effectiveness.”

- e. How do you handle challenges that arise during collaborative learning?

“I address issues promptly by facilitating discussions about group dynamics and providing strategies for better collaboration.”

#### 6. Presentation and Feedback

- a. How do you assess students' presentation and speaking skills using the five indicators (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?

“I assess their presentations using a rubric that focuses on those five key areas.”

- b. Can you explain the process of giving feedback to students after their presentation?

“I give detailed feedback after each presentation, focusing on areas like pronunciation, fluency, and how well they communicated their ideas. This feedback helps them understand what they did well and what they need to work on.”

- c. How do you ensure that the feedback is constructive and helps students to improve?

“I ensure feedback is specific, actionable, and encouraging, helping students to understand how to improve.”

- d. How did you encourage students to reflect on the feedback they received?

“I encourage students to discuss feedback in reflection sessions, prompting them to think critically about their progress.”

- e. Can you say that the students' speaking ability has improved?

“I could see their improvement with each presentation. They became more confident, and their speaking skills especially pronunciation and fluency got better over time”

#### 7. Reflection and Evaluation

- a. Is a reflection session something that is needed after the lesson?

“Reflection is a crucial part of the learning process. After each session, I asked the students to think about what they did well and where they needed to improve. This encouraged them to take

ownership of their learning and really focus on their speaking abilities.”

- b. Can reflection and evaluation help students analyze their learning?  
"The reflection and evaluation process was critical in helping students improve their speaking skills. It gave them the tools to analyze their own performance and understand how to communicate more effectively"
- c. How do you conduct a reflection and evaluation session that encourages students to talk to each other?  
"I structure reflection sessions to allow students to share insights and learn from each other's experiences."
- d. What kind of feedback do you give, and how do you structure the reflection session to encourage deep thinking and application of feedback?  
"I provide specific, timely feedback, and the sessions are structured to foster discussion and critical reflection."
- e. How do you involve students in the process of self-evaluation and feedback?  
"I engage students by asking them to evaluate their performances and set goals for improvement."
- f. Can you give examples of how evaluation and reflection help students improve their speaking skills?  
"Through reflection, students can identify their strengths and weaknesses, leading to targeted improvements in speaking skills."
- g. What are the things that are evaluated when they present?  
"I evaluated each group based on their collaboration and problem-solving, but I also focused on individual contributions, particularly how students communicated their ideas. This helped them understand both their strengths and areas where they needed improvement"



## INTERVIEW GUIDELINES

### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Interviewee : Anonymus

Date : 20 & 27 Agustus 2024

Time : 12:00-13:00 WIB

Place : SMP N 2 Pekuncen

#### For Students

1. Learning Experience
  - a. Bagaimana perasaan Anda, ketika menjadi pusat dari proses pembelajaran di kelas?
  - b. Dapatkah Anda memberikan contoh bagaimana kegiatan belajar dihubungkan dengan situasi kehidupan nyata?
  - c. Bagaimana kegiatan yang dirancang oleh guru Anda sesuai dengan minat dan kebutuhan Anda?
2. Group Work and Collaboration
  - a. Bagaimana Anda berpartisipasi dalam diskusi dan kegiatan kelompok?
  - b. Apa yang Anda pelajari dari bekerja dalam kelompok yang beragam?
  - c. Dapatkah Anda menggambarkan bagaimana Anda dan teman sekelas berbagi ide dan membangun pengetahuan bersama?
3. Problem-Solving
  - a. Bagaimana Anda menemukan masalah yang disiapkan oleh guru? Apakah masalah tersebut menarik minat Anda dan membuat Anda ingin berbicara serta menganalisis?
  - b. Dapatkah Anda menjelaskan rencana dan proses pemecahan masalah yang Anda ikuti di kelas?
  - c. Bagaimana Anda merasa guru Anda membimbing Anda selama proses pemecahan masalah?
  - d. Seberapa sering Anda terlibat dalam kegiatan pemecahan masalah yang mendorong Anda dalam berpikir kritis?
4. Teacher's Role
  - a. Bagaimana guru Anda mendukung Anda selama kegiatan pemecahan masalah?
  - b. Dengan cara apa guru Anda mendorong kreativitas dan inovasi?
  - c. Bagaimana guru Anda memastikan bahwa Anda memahami proses

- pemecahan masalah dan dapat mengartikulasikan pendekatan Anda?
- d. Bagaimana guru Anda membantu Anda ketika menghadapi kesulitan dalam pemecahan masalah?
5. Presentation Skills
- a. Bagaimana perasaan Anda tentang mempresentasikan diskusi Anda di kelas?
  - b. Jenis umpan balik apa yang Anda terima dari guru Anda, dan bagaimana itu membantu Anda meningkatkan keterampilan berbicara Anda?
  - c. Bagaimana Anda mempersiapkan presentasi Anda ketika akan memulai presentasi di kelas?
  - d. Bagaimana Anda menindaklanjuti umpan balik yang diberikan untuk memperbaiki presentasi Anda di masa mendatang?
6. Reflection and Evaluation
- a. Bagaimana sesi refleksi dan evaluasi membantu Anda dalam proses belajar?
  - b. Dapatkah Anda menggambarkan bagaimana pembelajaran bersama teman di kelas Anda, apakah hal tersebut membantu Anda dalam belajar?
  - c. Bagaimana Anda merasa umpan balik dari teman sekelas membantu Anda memperbaiki keterampilan berbicara Anda?
  - d. Bagaimana Anda terlibat dalam proses evaluasi diri dan refleksi setelah kegiatan belajar?

### **For Students (Translated into English)**

1. Learning Experience
- a. How do you feel when you are the center of the learning process in class?  
“I felt more motivated to participate because the tasks we were given related to our experiences, making me want to speak up and share my thoughts more often.”
  - b. Can you give an example of how learning activities are connected with real-life situations?  
“Working on real problems helped me improve my English because I had to explain my ideas and listen to others.”
  - c. How do the activities designed by your teacher match your interests and needs?

“(1) I like how we get the problems to solve. It makes me want to speak more because I care about the topic. (2) “When I think about the issue, I am more likely to talk to my colleagues and talk during discussions. I want to talk more because the topics are interesting and meaningful. This simplicity encourages me to share my thoughts and opinions more confidently because I care about what we are talking about.”

d. How do you ensure cooperation within your group?

“In our group, we had students who were good at organizing, others who were good at coming up with ideas, and some who were strong speakers. Working together helped us learn from each other and communicate better.”

e. What about the topics you were given?

“The topics related to my life or things you know are easier to understand. I'm more involved because it's meaningful, not just for value.”

2. Group Work and Collaboration

a. How do you participate in group discussions and activities?

“(1) Working with my classmates on a shared problem helped me communicate better because we had to explain our ideas clearly to each other. (2) “I really thought that PBL encouraged collaboration and working with peers. This environment allowed us to exchange ideas and receive feedback which greatly improved our communication skills. (3) PBL really fostered a collaborative atmosphere among us. It made it easier to work together, which allowed us to share our thoughts and provide constructive feedback.”

b. What did you learn from working in diverse groups?

“In our group, we had to explain everything to each other to make sure everyone understood the plan. Sometimes we disagreed, but that made us talk even more to find a solution. It definitely helped

improve my English.”

- c. Can you describe how you and your classmates shared ideas and built knowledge together?

“We were given a lot of freedom to figure things out, but the teacher was always there if we needed help. It made us feel more responsible for the results.”

- d. How do you work in a group?

“When we were given the responsibility to plan an event like a preparation parade, it made us feel important. We knew that everyone was counting on us, so we had to communicate really well to get everything right.”

- e. What do you do to express your idea?

“Because we were working on managing a big event, we had to talk to each other a lot. I think this helped me improve my English because I had to explain my ideas and also listen to what others had to say”

### 3. Problem-Solving

- a. How did you find the problem prepared by the teacher? Did the problem interest you and make you want to talk and analyze?

“The problem was relevant and engaging; it made me want to discuss and analyze it with my classmates.”

- b. Can you explain the problem-solving plan and process you followed in class?

“The problem that I participated in the class was how to manage the event especially in preparation for the parade, namely the selection of costumes to be displayed and even the things needed for the preparation of the parade.”

- c. How do you feel your teacher guided you during the problem-solving process?

“The teacher provided us with guidance, making sure we understood the problems and how to approach them.”

- d. How often do you engage in problem-solving activities that encourage you in critical thinking?

“I often felt challenged by the problems we faced, and it helped me develop my critical thinking skills.”

#### 4. Teacher Role

- a. How does your teacher support you during problem-solving activities?

“The teacher was always there to help and guide us, making sure we felt supported.”

- b. In what ways does your teacher encourage creativity and innovation?

“The teacher’s approach made us think outside the box when trying to solve real-world issues.”

- c. How does your teacher ensure that you understand the problem-solving process and can articulate your approach?

“She ensured we were able to express our ideas clearly and helped us with our communication skills.”

- d. How does your teacher help you when you encounter difficulties in problem-solving?

“She provided strategies and support, ensuring we could overcome challenges.”

#### 5. Presentation Skills

- a. How did you feel about presenting your discussion in class?

“It was nerve-wracking at first, but it really helped me get better at speaking in front of others.”

- b. What kind of feedback did you receive from your teacher, and how did it help you improve your speaking skills?

“The feedback I received helped me understand where I could improve, especially in my pronunciation and fluency.”

- c. How did you prepare your presentation when you were about to start the presentation in class?

“We prepared by practicing together in our group and discussing our ideas before presenting.”

- d. How did you follow up on the feedback given to improve your presentation in the future?

“I took the feedback seriously and worked on the areas I needed to improve for future presentations.”

- e. Why presentation is an important part of getting feedback?

“We had to present our solutions to the class and explain how we organized the events. It was nerve-wracking at first, but it really helped me get better at speaking in front of others”

- f. What do you think after getting the feedback?

“The feedback I got from the teacher really helped me improve. She pointed out areas where I was struggling, like intonation, and gave me tips on how to fix it for the next presentation”

- g. How do you deal with your nervous?

“I was nervous at first, but after getting feedback from the teacher, I felt more confident about speaking in front of the class. The feedback on my pronunciation really helped.”

- h. Did the feedback help you to improve your speaking skills?

“The feedback really helped me improve. After each presentation, I knew what to work on, and by the end of the problem, I felt a lot more confident speaking in English.”

- i. Did your group help build your confidence?

“(1) After a presentation, I felt much more confident speaking. Practicing with my group helped me get over my fear of speaking in front of others. (2) “Practicing with my group before the presentation made a big difference. We all helped each other get better, and that gave me the push to speak more confidently in front of everyone.”



- j. Are there any things that you are afraid of when presenting?

"At the start, I was nervous about speaking in front of the class, but after reflecting on what I did right and what I needed to improve, I became more confident".

#### 6. Reflection and Evaluation

- a. How did the reflection and evaluation session help you in your learning process?

"The reflection sessions were really helpful because they made me think about what I did well and what I could do better in the future."

- b. Did you reflect on yourself after the presentation?

"Reflecting on my performance made me realize where I struggled, especially with vocabulary. But it also helped me see how much I improved after each presentation. I became more confident with every task."

- c. Can you describe how peer learning in your class helped you in your learning?

"Learning with my classmates really improved my communication skills, as we had to discuss and collaborate on various tasks."

- d. How do you feel the feedback from your classmates helped you to improve your speaking skills?

"My friends' feedback helped me identify areas for improvement and gave me more confidence."

- e. How do you engage in the process of self-evaluation and reflection after learning activities?

"I made it a point to reflect on my performance after every activity, which helped me see my progress."

- f. Why working in a group is important?

"Working in a group made me realize how important it is to communicate clearly. I had to explain my ideas and listen to others, which really helped me improve my speaking skills"

g. Do you feel like your speaking skills are getting better?

"Each time we reflected, I felt like I was learning more about how to speak better. The feedback from my friends and the teacher helped me a lot, and I could see myself improving with each problem"



### Appendix 3 Observation Notes

#### OBSERVATION FIELD NOTE

##### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date :

Time :

Place :

No	The implementation of problem-based learning	Learning activities
1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications.</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives.</li> <li>c. Teacher designs activities that cater to students' interests and needs.</li> <li>d. Teacher encourages student autonomy and responsibility in learning.</li> <li>e. Classroom environment supports independent learning and decision-making.</li> </ul>	
	<p>2 "Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students.</li> <li>b. Students actively participate in group discussions and activities.</li> <li>c. Students demonstrate effective communication and teamwork skills.</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives.</li> </ul>	
3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem.</li> <li>b. The problem causes students to be active with each other to discuss.</li> <li>c. Teacher incorporates multimedia resources to present problems.</li> </ul>	

	2. Engage students with Problems	4	<p>"Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?"</p> <p>Indicators: (Seibert, 2021)</p> <ol style="list-style-type: none"> <li>Students understand the problem-solving process and can articulate their approach.</li> <li>Teacher provides guidance and support throughout the problem-solving process.</li> <li>Students are motivated to engage with the problem through clear objectives.</li> <li>Problem-solving activities encourage creativity and innovation.</li> </ol>	
	3. Collaborative Learning	5	<p>"Does the teacher become a competent facilitator in this learning activity and monitor the learning?"</p> <p>Indicators (Seibert, 2021)</p> <ol style="list-style-type: none"> <li>Teacher uses various collaborative learning strategies to enhance student participation.</li> <li>Teacher fosters a respectful and inclusive classroom environment.</li> <li>Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving.</li> <li>Facilitate peer-assisted learning opportunities where students talk to each other using English.</li> <li>Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive).</li> </ol>	

	4. Presentation and Feedback	6	<p>"Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?"</p> <p>Indicators: (Kurniansah A,2020) &amp; (Wipf,1982:2)</p> <ol style="list-style-type: none"> <li>Teacher gives students a moment to present their concept.</li> <li>The teacher conducts testing and assessment of students' presentations.</li> <li>Teachers use these five factors without missing any of them.</li> <li>Teacher gives feedback to students.</li> </ol>	
	5. Reflection and Evaluation	7	<p>"Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?"</p> <p>Indicators: (Harianto, 2018)</p> <ol style="list-style-type: none"> <li>Provides timely and specific feedback that focuses on areas of improvement.</li> <li>Decomposes complex tasks into smaller ones with more practice.</li> <li>Facilitates peer-assisted learning opportunities where students talk to each other using English.</li> <li>Reflection sessions are structured to encourage deep thinking and application of feedback.</li> </ol>	

### Appendix 3 Observation Notes Results 1

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#### OBSERVATION FIELD NOTE

##### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date : 13 Agustus 2024  
Time : 07.45 - 09.00  
Place : SM N 2 Puncen

	No	The implementation of problem-based learning	Learning activities
Problem-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications.</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives.</li> <li>c. Teacher designs activities that cater to students' interests and needs.</li> <li>d. Teacher encourages student autonomy and responsibility in learning.</li> <li>e. Classroom environment supports independent learning and decision-making.</li> </ul>	<p>Center</p> <p>menyebutkan</p> <p>layan dari</p> <p>was problem</p>
	2	<p>"Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students.</li> <li>b. Students actively participate in group discussions and activities.</li> <li>c. Students demonstrate effective communication and teamwork skills.</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives.</li> </ul>	<p>Center</p> <p>member</p> <p>kelelahan</p>
Problem-Based learning 1. Preparing problems	3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem.</li> <li>b. The problem causes students to be active with each other to discuss.</li> <li>c. Teacher incorporates multimedia resources to present problems.</li> </ul>	<p>memerumakan</p> <p>paranyan</p> <p>yay karena</p>



	2. Engage students with Problems	4	<p>"Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?"</p> <p>Indicators: (Seibert, 2021)</p> <ol style="list-style-type: none"> <li>Students understand the problem-solving process and can articulate their approach.</li> <li>Teacher provides guidance and support throughout the problem-solving process.</li> <li>Students are motivated to engage with the problem through clear objectives.</li> <li>Problem-solving activities encourage creativity and innovation.</li> </ol>	<p>maka dapat memahami apa yang guru sampaikan</p>
	3. Collaborative Learning	5	<p>"Does the teacher become a competent facilitator in this learning activity and monitor the learning?"</p> <p>Indicators (Seibert, 2021)</p> <ol style="list-style-type: none"> <li>Teacher uses various collaborative learning strategies to enhance student participation.</li> <li>Teacher fosters a respectful and inclusive classroom environment.</li> <li>Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving.</li> <li>Facilitate peer-assisted learning opportunities where students talk to each other using English.</li> <li>Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive).</li> </ol>	<p>kolaborasi belajar di kelas guru yang membantu siswa</p>

4. Presentation and Feedback	<p>6 "Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?"</p> <p>Indicators: (Kurniansah A,2020) &amp; (Wipf,1982:2)</p> <ol style="list-style-type: none"> <li>Teacher gives students a moment to present their concept.</li> <li>The teacher conducts testing and assessment of students' presentations.</li> <li>Teachers use these five factors without missing any of them.</li> <li>Teacher gives feedback to students.</li> </ol>	<p>mere dibaca mere mere paragraf</p>
5. Reflection and Evaluation	<p>7 "Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?"</p> <p>Indicators: (Hariantio, 2018)</p> <ol style="list-style-type: none"> <li>Provides timely and specific feedback that focuses on areas of improvement.</li> <li>Decomposes complex tasks into smaller ones with more practice.</li> <li>Facilitates peer-assisted learning opportunities where students talk to each other using English.</li> <li>Reflection sessions are structured to encourage deep thinking and application of feedback.</li> </ol>	<p>Can memberikan dibaca pada orang lain -</p>

## Appendix Observation Notes Results 2

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### OBSERVATION FIELD NOTE

#### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date : 12 August 2024  
Time : 11.35 - 14.10  
Place : SMP N 2 Pakuncen

	No	The implementation of problem-based learning	Learning activities
Problem-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications. ✓</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives. ✓</li> <li>c. Teacher designs activities that cater to students' interests and needs. ✓</li> <li>d. Teacher encourages student autonomy and responsibility in learning. ✓</li> <li>e. Classroom environment supports independent learning and decision-making. ✓</li> </ul>	Guru memberikan kesempatan untuk siswa mengeksplorasi dengan menjawab pertanyaan.
	2	<p>"Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students. ✓</li> <li>b. Students actively participate in group discussions and activities. ✓</li> <li>c. Students demonstrate effective communication and teamwork skills. ✓</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives. ✓</li> </ul>	Guru memberikan kesempatan untuk siswa berdiskusi dengan teman sebangkunya.
Problem-Based learning 1. Preparing problems	3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem. ✓</li> <li>b. The problem causes students to be active with each other to discuss. ✓</li> <li>c. Teacher incorporates multimedia resources to present problems. ✓</li> </ul>	Guru membuat pertanyaan sesuai dengan konteks belajar

	2. Engage students with Problems	4	<p>"Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?"</p> <p>Indicators: (Seibert, 2021)</p> <ul style="list-style-type: none"> <li>a. Students understand the problem-solving process and can articulate their approach. ✓</li> <li>b. Teacher provides guidance and support throughout the problem-solving process. ✓</li> <li>c. Students are motivated to engage with the problem through clear objectives. ✓</li> <li>d. Problem-solving activities encourage creativity and innovation. ✓</li> </ul>	Murid paham dengan materi yang diberikan guru
	3. Collaborative Learning	5	<p>"Does the teacher become a competent facilitator in this learning activity and monitor the learning?"</p> <p>Indicators (Seibert, 2021)</p> <ul style="list-style-type: none"> <li>a. Teacher uses various collaborative learning strategies to enhance student participation. ✓</li> <li>b. Teacher fosters a respectful and inclusive classroom environment. ✓</li> <li>c. Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving. ✓</li> <li>d. Facilitate peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>e. Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive). ✓</li> </ul>	Collaborative learning antara guru dan murid dalam keseluruhan kelas.

4. Presentation and Feedback	<p>6 "Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?" Indicators: (Kurniansah A,2020) &amp; (Wipf,1982:2)</p> <ul style="list-style-type: none"> <li>a. Teacher gives students a moment to present their concept. ✓</li> <li>b. The teacher conducts testing and assessment of students' presentations. ✓</li> <li>c. Teachers use these five factors without missing any of them. ✓</li> <li>d. Teacher gives feedback to students. ✓</li> </ul>	<p>Guru memberikan feedback kepada siswa speaking speaking</p>
5. Reflection and Evaluation	<p>7 "Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?" Indicators: (Hariantio, 2018)</p> <ul style="list-style-type: none"> <li>a. Provides timely and specific feedback that focuses on areas of improvement. ✓</li> <li>b. Decomposes complex tasks into smaller ones with more practice.</li> <li>c. Facilitates peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>d. Reflection sessions are structured to encourage deep thinking and application of feedback. ✓</li> </ul>	<p>Guru Meminta kepada siswa Meningkatkan pembelajaran bersama</p>



### Appendix Observation Notes Results 3

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#### OBSERVATION FIELD NOTE

##### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date : ~~20 September 2024~~ 20 Agustus 2024  
 Time : 07.15 - 09.00  
 Place : SMP N 2 Pekanbaru

	No	The implementation of problem-based learning	Learning activities
Problem-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications. ✓</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives. ✓</li> <li>c. Teacher designs activities that cater to students' interests and needs. ✓</li> <li>d. Teacher encourages student autonomy and responsibility in learning. ✓</li> <li>e. Classroom environment supports independent learning and decision-making. ✓</li> </ul>	<p>Materi yang diberikan oleh guru berkaitan dengan keadaan siswa</p>
	2	<p>"Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students.</li> <li>b. Students actively participate in group discussions and activities.</li> <li>c. Students demonstrate effective communication and teamwork skills.</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives.</li> </ul>	
Problem-Based learning 1. Preparing problems	3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem. ✓</li> <li>b. The problem causes students to be active with each other to discuss. ✓</li> <li>c. Teacher incorporates multimedia resources to present problems. ✓</li> </ul>	<p>Guru memberikan pertanyaan pemantik.</p>



2. Engage students with Problems	4	<p>"Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?"</p> <p>Indicators: (Seibert, 2021)</p> <ol style="list-style-type: none"> <li>Students understand the problem-solving process and can articulate their approach.</li> <li>Teacher provides guidance and support throughout the problem-solving process. ✓</li> <li>Students are motivated to engage with the problem through clear objectives. ✓</li> <li>Problem-solving activities encourage creativity and innovation. ✓</li> </ol>	<p>Guru membantu Problem untuk Siswa beranya dalam untuk Memahami Pembelajaran.</p>
	5	<p>"Does the teacher become a competent facilitator in this learning activity and monitor the learning?"</p> <p>Indicators (Seibert, 2021)</p> <ol style="list-style-type: none"> <li>Teacher uses various collaborative learning strategies to enhance student participation.</li> <li>Teacher fosters a respectful and inclusive classroom environment. ✓</li> <li>Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving. ✓</li> <li>Facilitate peer-assisted learning opportunities where students talk to each other using English.</li> <li>Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive). ✓</li> </ol>	<p>Guru aktif berpartesipasi dalam Pembelajaran dimana Siswa berinteraksi dengan Guru dan seluruh kelas.</p>

4. Presentation and Feedback	6	<p>"Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?"</p> <p>Indicators: (Kurniansah A,2020) &amp; (Wipf,1982:2)</p> <ol style="list-style-type: none"> <li>Teacher gives students a moment to present their concept.</li> <li>The teacher conducts testing and assessment of students' presentations. ✓</li> <li>Teachers use these five factors without missing any of them. ✓</li> <li>Teacher gives feedback to students. ✓</li> </ol>	<p>Students Presentation to class,</p>
5. Reflection and Evaluation	7	<p>"Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?"</p> <p>Indicators: (Harianto, 2018)</p> <ol style="list-style-type: none"> <li>Provides timely and specific feedback that focuses on areas of improvement. ✓</li> <li>Decomposes complex tasks into smaller ones with more practice.</li> <li>Facilitates peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>Reflection sessions are structured to encourage deep thinking and application of feedback. ✓</li> </ol>	<p>Can most of the way di give day</p>

## Appendix Observation Notes Results 4

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### OBSERVATION FIELD NOTE

#### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date : 28 Agustus 2024  
Time : 11.35 - 14.10  
Place : SMP N 2 Pakuncen

	No	The Implementation of problem-based learning	Learning activities
Problem-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications. ✓</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives. ✓</li> <li>c. Teacher designs activities that cater to students' interests and needs. ✓</li> <li>d. Teacher encourages student autonomy and responsibility in learning. ✓</li> <li>e. Classroom environment supports independent learning and decision-making. ✓</li> </ul>	Siswa Partanyan Menganalisis materi yang diberikan oleh guru
	2	<p>"Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students. ✓</li> <li>b. Students actively participate in group discussions and activities. ✓</li> <li>c. Students demonstrate effective communication and teamwork skills. ✓</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives. ✓</li> </ul>	Siswa berkolaborasi dengan teman sebangkunya
Problem-Based learning 1. Preparing problems	3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem. ✓</li> <li>b. The problem causes students to be active with each other to discuss. ✓</li> <li>c. Teacher incorporates multimedia resources to present problems. ✓</li> </ul>	Guru melakukan partanyan sesuai dengan konsep pembelajaran

2. Engage students with Problems	<p>4 "Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?"</p> <p>Indicators: (Seibert, 2021)</p> <ul style="list-style-type: none"> <li>a. Students understand the problem-solving process and can articulate their approach.</li> <li>b. Teacher provides guidance and support throughout the problem-solving process. ✓</li> <li>c. Students are motivated to engage with the problem through clear objectives. ✓</li> <li>d. Problem-solving activities encourage creativity and innovation.</li> </ul>	<p>Siswa mengamati dan mengerti Materi yang dibawakan di dalam kelas</p>
3. Collaborative Learning	<p>5 "Does the teacher become a competent facilitator in this learning activity and monitor the learning?"</p> <p>Indicators (Seibert, 2021)</p> <ul style="list-style-type: none"> <li>a. Teacher uses various collaborative learning strategies to enhance student participation.</li> <li>b. Teacher fosters a respectful and inclusive classroom environment. ✓</li> <li>c. Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving.</li> <li>d. Facilitate peer-assisted learning opportunities where students talk to each other using English.</li> <li>e. Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive).</li> </ul>	<p>Guru memberikan Pambelaan yang menginspirasi</p>

4. Presentation and Feedback	<p>6 "Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?"</p> <p>Indicators: (Kurniansah A,2020) &amp; (Wipf,1982:2)</p> <ol style="list-style-type: none"> <li>Teacher gives students a moment to present their concept. ✓</li> <li>The teacher conducts testing and assessment of students' presentations. ✓</li> <li>Teachers use these five factors without missing any of them. ✓</li> <li>Teacher gives feedback to students. ✓</li> </ol>	<p>Guru siswa jika menandakan dan menunjukkan serta menilai cara siswa ketika pronoun speaking</p>
5. Reflection and Evaluation	<p>7 "Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?"</p> <p>Indicators: (Harianto, 2018)</p> <ol style="list-style-type: none"> <li>Provides timely and specific feedback that focuses on areas of improvement. ✓</li> <li>Decomposes complex tasks into smaller ones with more practice. ✓</li> <li>Facilitates peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>Reflection sessions are structured to encourage deep thinking and application of feedback. ✓</li> </ol>	<p>Feedback dengan semua kelas yang diajarkan.</p>



## Appendix Observation Notes Results 5

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### OBSERVATION FIELD NOTE

#### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date : 27 Agustus 2024  
Time : 07.15 - 09.00  
Place : SMP N 2 Pekanbaru

	No	The implementation of problem-based learning	Learning activities
Problem-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications. ✓</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives. ✓</li> <li>c. Teacher designs activities that cater to students' interests and needs. ✓</li> <li>d. Teacher encourages student autonomy and responsibility in learning.</li> <li>e. Classroom environment supports independent learning and decision-making. ✓</li> </ul>	<p>The Material is suitable with students known</p>
	2	<p>"Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students. ✓</li> <li>b. Students actively participate in group discussions and activities.</li> <li>c. Students demonstrate effective communication and teamwork skills.</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives.</li> </ul>	
Problem-Based learning 1. Preparing problems	3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem. ✓</li> <li>b. The problem causes students to be active with each other to discuss. ✓</li> <li>c. Teacher incorporates multimedia resources to present problems. ✓</li> </ul>	<p>Guru mempersiapkan barang yang menarik perhatian siswa</p>



2. Engage students with Problems	<p>4 "Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?"</p> <p>Indicators: (Seibert, 2021)</p> <ul style="list-style-type: none"> <li>a. Students understand the problem-solving process and can articulate their approach. ✓</li> <li>b. Teacher provides guidance and support throughout the problem-solving process. ✓</li> <li>c. Students are motivated to engage with the problem through clear objectives. ✓</li> <li>d. Problem-solving activities encourage creativity and innovation. ✓</li> </ul>	<p>Students are motivated to through material in learning process</p>
3. Collaborative Learning	<p>5 "Does the teacher become a competent facilitator in this learning activity and monitor the learning?"</p> <p>Indicators (Seibert, 2021)</p> <ul style="list-style-type: none"> <li>a. Teacher uses various collaborative learning strategies to enhance student participation. ✓</li> <li>b. Teacher fosters a respectful and inclusive classroom environment. ✓</li> <li>c. Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving. ✓</li> <li>d. Facilitate peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>e. Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive).</li> </ul>	<p>Guru memfasilitasi dengan baik dari memberikan feedback hingga memberikan gambaran dan contoh lain</p>

4. Presentation and Feedback	<p>6 "Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?"</p> <p>Indicators: (Kurniansah A,2020) &amp; (Wipf,1982:2)</p> <ul style="list-style-type: none"> <li>a. Teacher gives students a moment to present their concept. ✓</li> <li>b. The teacher conducts testing and assessment of students' presentations. ✓</li> <li>c. Teachers use these five factors without missing any of them. ✓</li> <li>d. Teacher gives feedback to students. ✓</li> </ul>	<p>Students Present their work in the front of class</p>
5. Reflection and Evaluation	<p>7 "Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?"</p> <p>Indicators: (Hariant, 2018)</p> <ul style="list-style-type: none"> <li>a. Provides timely and specific feedback that focuses on areas of improvement. ✓</li> <li>b. Decomposes complex tasks into smaller ones with more practice. ✓</li> <li>c. Facilitates peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>d. Reflection sessions are structured to encourage deep thinking and application of feedback. ✓</li> </ul>	<p>Teacher Memfasilitasi kelas untuk evaluasi Bersama.</p>

## Appendix Observation Notes Results 6

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### OBSERVATION FIELD NOTE

#### THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH SPEAKING SKILLS BASED ON MBKM CURRICULUM

Date : 27 Agustus 2024  
Time : 09.00 - 11.00  
Place : SMP N 2 Pekanbaru

	No	The Implementation of problem-based learning	Learning activities
Problem-Based learning concept	1	<p>"The teacher makes the learner the subject or center of learning"</p> <p>Indicators: (Schwartz et al., 2013)</p> <ul style="list-style-type: none"> <li>a. Learning is connected to real-life situations and applications. ✓</li> <li>b. Problems are chosen based on their significance and applicability to the learners' lives. ✓</li> <li>c. Teacher designs activities that cater to students' interests and needs. ✓</li> <li>d. Teacher encourages student autonomy and responsibility in learning. ✓</li> <li>e. Classroom environment supports independent learning and decision-making. ✓</li> </ul>	The material is suitable with students knowledge
	2	<p>"Students work together in small groups to solve problems, share ideas, and build knowledge collectively"</p> <p>Indicators: (Syahfutra &amp; Niah, 2019)</p> <ul style="list-style-type: none"> <li>a. Learning involves active participation and interaction among students. ✓</li> <li>b. Students actively participate in group discussions and activities. ✓</li> <li>c. Students demonstrate effective communication and teamwork skills. ✓</li> <li>d. Groups are heterogeneous, ensuring diverse perspectives. ✓</li> </ul>	Guru membantu siswa menjadi satu group untuk mendiskusikan
Problem-Based learning 1. Preparing problems	3	<p>"Does the brainstorming in the PBL method, namely 'preparing problems' improve speaking performance?"</p> <p>Indicators: (Oon-Seng Tan, 2023)</p> <ul style="list-style-type: none"> <li>a. The teacher prepares problems that attract students to speak and analyze the problem. ✓</li> <li>b. The problem causes students to be active with each other to discuss. ✓</li> <li>c. Teacher incorporates multimedia resources to present problems. ✓</li> </ul>	Guru attract with the question to engage the students.

3. Collaborative Learning	2. Engage students with Problems	4 "Does the teacher develop a problem-solving plan and explain to students the process of the plan which then makes students able to express their opinions by speaking?" Indicators: (Seibert, 2021) a. Students understand the problem-solving process and can articulate their approach. ✓ b. Teacher provides guidance and support throughout the problem-solving process. ✓ c. Students are motivated to engage with the problem through clear objectives. ✓ d. Problem-solving activities encourage creativity and innovation. ✓	Teacher Guidance the Students to get clear Objectives.
	3. Collaborative Learning	5 "Does the teacher become a competent facilitator in this learning activity and monitor the learning?" Indicators (Seibert, 2021) a. Teacher uses various collaborative learning strategies to enhance student participation. ✓ b. Teacher fosters a respectful and inclusive classroom environment. ✓ c. Students provide feedback and support to each other, enhancing the learning process through diverse perspectives and collective problem-solving. ✓ d. Facilitate peer-assisted learning opportunities where students talk to each other using English. ✓ e. Learning activities run according to the types of performance of speaking (imitative, intensive, and interactive). ✓	Guru Memastikan Panggunaan Bahasa Inggris yang baik dan benar. Dalam Speaking Guru Aktek dalam Interaksi antar siswa.

4. Presentation and Feedback	<p>6 "Does the student's presentation is clear, explaining their research and findings? How to carry it, does it match the aspects of the five indicators to test and assess students' speaking ability (Pronunciation, Vocabulary, Intonation, Fluency, and Accuracy)?"</p> <p>Indicators: (Kurniansuh A,2020) &amp; (Wipf,1982:2)</p> <ol style="list-style-type: none"> <li>Teacher gives students a moment to present their concept. ✓</li> <li>The teacher conducts testing and assessment of students' presentations. ✓</li> <li>Teachers use these five factors without missing any of them.</li> <li>Teacher gives feedback to students. ✓</li> </ol>	<p>Teacher facilitates the student present their work in the front of class</p>
5. Reflection and Evaluation	<p>7 "Does the evaluation stage of the class hold discussion activities that encourage students to talk to each other?"</p> <p>Indicators: (Harianto, 2018)</p> <ol style="list-style-type: none"> <li>Provides timely and specific feedback that focuses on areas of improvement. ✓</li> <li>Decomposes complex tasks into smaller ones with more practice.</li> <li>Facilitates peer-assisted learning opportunities where students talk to each other using English. ✓</li> <li>Reflection sessions are structured to encourage deep thinking and application of feedback. ✓</li> </ol>	<p>Teacher gives feedback about their speaking and the material to help the students learn.</p>



## Appendix 4 Teaching Module


Modul Ajar Kurikulum Merdeka



### MODUL AJAR KURIKULUM MERDEKA BAHASA INGGRIS FASE D KELAS VIII





INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: SEPTI NURMALITA, S.Pd.
Instansi	: SMP Negeri 2 Pekuncen
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: SMP/MTs
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: D / VIII
Chapter 1	: Celebrating Independence Day
Alokasi Waktu	: 7 Pertemuan atau setara 21 JP (3 x 40 menit)
B. KOMPETENSI AWAL	
<b>Capaian Pembelajaran</b> Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.	
<b>Elemen Menyimak – Berbicara</b> <ul style="list-style-type: none"><li>– Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</li></ul>	
<b>Elemen Membaca - Memirsa</b> <ul style="list-style-type: none"><li>– Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</li></ul>	
<b>Elemen Menulis - Mempresentasikan</b>	

Bahasa Inggris SMP Fase D Kelas 8





<p>– Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.</p>
<b>C. PROFIL PELAJAR PANCASILA</b>
<ul style="list-style-type: none"> <li>(1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.</li> </ul>
<b>D. SARANA DAN PRASARANA</b>
<ul style="list-style-type: none"> <li>Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.</li> </ul>
<b>E. TARGET PESERTA DIDIK</b>
<ul style="list-style-type: none"> <li>Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.</li> </ul>
<b>F. MODEL PEMBELAJARAN</b>
<ul style="list-style-type: none"> <li>Model pembelajaran tatap muka,</li> </ul>
<b>KOMPONEN INTI</b>
<b>A. TUJUAN KEGIATAN PEMBELAJARAN</b>
<div style="text-align: center;">  <b>Learning objectives</b> </div> <p>Upon completion of Chapter 1, the students should be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about personal experiences in the past;</li> <li>2. Identify specific information about personal experiences; and</li> <li>3. Write the main events of personal experiences.</li> </ol>
<b>B. PEMAHAMAN BERMAKNA</b>
<p><b>Unit 1 The Champion of Panjat Pinang</b></p> <ul style="list-style-type: none"> <li><b>Function</b> : Talk about personal experiences in the past</li> <li><b>Language features</b> : Past tense, regular and irregular past verbs</li> <li><b>Listening and Viewing</b> : Listen to conversations of experiences of independence</li> </ul>





<p>day celebration</p> <ul style="list-style-type: none"> <li>▪ <b>Speaking</b> : Ask and give information about experiences of independence day celebration</li> </ul> <p><b>Unit 2 Going to a Parade</b></p> <ul style="list-style-type: none"> <li>▪ <b>Function</b> : Identify specific information about personal experiences</li> <li>▪ <b>Language features</b> : Past tense, the use of time connectives</li> <li>▪ <b>Listening and Viewing</b> : Listen to conversations of experiences of independence day celebration</li> <li>▪ <b>Reading</b> : Read recount texts for specific information</li> </ul> <p><b>Unit 3 Independence Day at SMP Merdeka</b></p> <ul style="list-style-type: none"> <li>▪ <b>Function</b> : Sequence main events of personal experiences Write a congratulation card for one's achievement</li> <li>▪ <b>Language features</b> : Formal and informal expressions to congratulate others</li> <li>▪ <b>Reading</b> : Read a dialogue and a congratulations card</li> <li>▪ <b>Writing</b> : Write a congratulations card</li> </ul>
<p><b>C. PERTANYAAN PEMANTIK</b></p> <ul style="list-style-type: none"> <li>▪ Apa yang kamu lakukan untuk merayakan hari kemerdekaan?</li> </ul>
<p><b>D. KEGIATAN PEMBELAJARAN</b></p> <p><b>Kegiatan Pembelajaran Unit 1. The Champion of Panjat Pinang</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p> Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik.</p> <p>Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.</p> <p>Bahasa guru</p> <p><i>"Good morning, everyone."</i></p> <p><i>"My name is [Teacher's full name]. You can call me [Teacher's name]."</i></p> <p><i>"I'm from [Teacher's origin]."</i></p> <p><i>"I'm your English teacher. You will learn English with me for this academic year."</i></p> <p><i>"In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration."</i></p> <p><i>"We will learn some specific information and identify the sequence of the main events."</i></p> <p><i>"We will also learn to write a card to express personal feelings to congratulate others."</i></p> <p><b>Kegiatan Inti</b></p> <div>  <p><b>Section 1 - Say What You Know</b></p> </div>

-  Guru mengarahkan peserta didik untuk melihat Picture 1.1.
- Bahasa guru
- "Let's have a look at Picture 1.1."*
-  Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut.
- Bahasa guru
- "What is the name of the game?"*
- "When do the games happen?"*
-  Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa pertanyaan. Guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.
- Bahasa guru
- "Have you ever played the games in the pictures?"*
- Jika jawaban peserta didik pernah mengikuti perlombaan tersebut, maka guru dapat mengelaborasi lebih lanjut pengalaman tersebut.
- Bahasa guru
- "Could you tell us about it/your experience participate in the game?"*
- Namun, jika mereka belum pernah melakukannya, maka guru dapat menanyakan perihal pendapat mereka.
- Bahasa guru
- "What do you think about that game?"*
- "Did you find it is fun/interesting?"*
-  Dalam kegiatan ini, peserta didik dapat menjawab dengan bahasa Inggris atau bahasa Indonesia. Kemudian, guru dapat memberikan bantuan/bimbingan untuk mengembangkan kemampuan peserta didik menggunakan Bahasa Inggris secara bertahap.
- Bahasa guru
- "You can use Indonesian if you have difficulties in using English."*






## Section 2 - Listening

-  Guru mengajak peserta didik untuk mengamati beberapa gambar permainan yang biasa dilombakan pada perayaan Hari Kemerdekaan Republik Indonesia worksheet pada Worksheet 1.1.
- Bahasa guru
- "Let's have a look at the following pictures."*
- "What pictures are they?"*
-  Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut.
- Bahasa guru

- ungkapan yang digunakan dalam menanyakan pengalaman seseorang.
-  Pada bagian ini, guru dapat mencontohkan terlebih dahulu cara mengucapkan ungkapan tersebut, kemudian peserta didik melatihnya dengan membaca nyaring.
-  Sebagai kegiatan lanjutan, guru juga dapat meminta peserta didiknya untuk berlatih secara berpasangan.
- Bahasa guru  
*"Practice with your friend using the expressions in comic strip 1.3."*
-  Guru meminta peserta didik untuk berlatih saling bertanya jawab menggunakan pola kalimat/pertanyaan pada Comic Strip 1.3.
-  Guru meminta peserta didik untuk menjawab pertanyaan yang diberikan berdasarkan pengalaman pribadi yang dialami.
- Bahasa guru  
*"Practice with your desk mate by using the expressions in comic strip 1.3 and respond the questions based on your own experiences."*



### Section 7 - Your Turn: Speaking


-  Guru meminta peserta didik untuk membuat kelompok yang terdiri atas 4 orang. Kepada masing-masing kelompok diberikan 4 buah kartu berisi petunjuk yang akan digunakan peserta didik untuk menjawab pertanyaan dari penanya.
-  Guru meminta masing-masing anggota kelompok mengambil satu kartu dan meminta peserta didik untuk saling bertanya menggunakan ungkapan yang ada di Section 6 dan menjawab pertanyaan tersebut berdasarkan petunjuk dari kartu yang mereka miliki.
-  Guru meminta peserta didik untuk menuliskan hasil jawaban dari temannya pada Worksheet 1.6.



Contoh Jawaban Worksheet 1.6

Questions	Name: Rima	Name: Anto
What do you remember about the Independence day celebration?	I remember there were many traditional games.	The national flag is every where.
What game did you join during the Independence Day celebration last year?	I remember there were many traditional games.	The national flag is every where.
Did you win the game?	Unfortunately, I came second	Yes, I won the game.
What did you do to win the game?	I chew as fast as I can.	I run instead of jumped.





### Section 8 - Enrichment

-  Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.


-  Guru meminta peserta didik untuk melakukan wawancara kepada dua orang peserta didik dari kelas lain.
-  Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.

#### Kegiatan Penutup

-  Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
-  Guru Bersama siswa menutup kegiatan dengan doa dan salam.

### Kegiatan Pembelajaran Unit 2. Going to a Parade

#### Kegiatan Pendahuluan

-  Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik.  
Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.  
Bahasa guru  
*"Good morning, everyone."*  
*"My name is [Teacher's full name]. You can call me [Teacher's name]."*  
*"I'm from [Teacher's origin]."*  
*"I'm your English teacher. You will learn English with me for this academic year."*  
*"In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration."*  
*"We will learn some specific information and identify the sequence of the main events."*  
*"We will also learn to write a card to express personal feelings to congratulate others."*

#### Kegiatan Inti



#### Section 1 – Say What You Know



Picture 1.2. Independence Day's events

- Guru mengarahkan peserta didik untuk melihat Picture 1.2.

Bahasa guru

*"Let's have a look at the Picture 1.2."*

- Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan Picture 1.2 tersebut.

Bahasa guru

*"Which events have you participated in?"*

*"What do you remember about those events?"*

- Kemudian, guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.

Bahasa guru

*"What events did you remember most on Independence day? Why?"*



## Section 2 - Listening

- Guru memperdengarkan Audio 1.3 yang berisikan percakapan antara Galang dan teman-temannya tentang kegiatan perayaan Hari Kemerdekaan di sekolah mereka. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Bahasa guru



*"Listen to the Audio 1.3. In the audio you will hear Galang and his friends talking about the independence day celebration at school."*

- Dalam percakapan ini ditemukan ungkapan 'came first' dan 'came second'. Guru dapat menjelaskan bahwa ungkapan tersebut bermakna sama dengan juara pertama (*came first*) dan juara kedua (*came second*). Ungkapan tersebut biasa ditujukan untuk menerangkan urutan siapa yang lebih cepat dalam suatu perlombaan.
- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak perlombaan apa saja yang diikuti oleh Galang dan teman-teman.

Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca



7. [Accept any reasonable and acceptable answer]

-  Guru meminta peserta didik untuk mengidentifikasi time connectors.
-  Guru meminta peserta didik menuliskan hasil temuan mereka dengan mengklasifikasikannya dan melengkapinya sesuai yang diminta pada Worksheet 1.15

Bahasa guru

*"Let's have read the text once again and identify the time connectors."*



*"Complete Worksheet 1.15 below."*

Jawaban Worksheet 1.15



Parts	Time Connectives	Sentence in the Paragraph
Beginning	In the beginning	In the beginning, we prepared our costumes.
Middle	After I dressed up	After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song.
Ending	Finally	Finally, after the rain stopped, we gathered back at the schoolyard.



### Section 8 - Enrichment


-  Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
-  Guru meminta peserta didik untuk mencari hal unik pada perayaan kemerdekaan dan merekamnya. Peserta didik diminta untuk menceritakannya dengan menggunakan *time connectors* yang sesuai dan memasang cerita tersebut di laman sosial media mereka.

#### Kegiatan Penutup

-  Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
-  Guru Bersama siswa menutup kegiatan dengan doa dan salam.

#### Kegiatan Pembelajaran Unit 3. Independence Day at SMP Merdeka

##### Kegiatan Pendahuluan

-  Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik.
- Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.
- Bahasa guru
- "Good morning, everyone."*
- "My name is [Teacher's full name]. You can call me [Teacher's name]."*

*"I'm from [Teacher's origin]."*

*"I'm your English teacher. You will learn English with me for this academic year."*

*"In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration."*

*"We will learn some specific information and identify the sequence of the main events."*

*"We will also learn to write a card to express personal feelings to congratulate others."*

### Kegiatan Inti




#### Section 1 - Say What You Know

 Guru mengajak peserta didik untuk mengamati Picture 1.4.



Picture 1.4 Independence Day Celebration

 Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait Picture 1.4 dan mendiskusikan hasilnya.

Bahasa guru


*"Let's take a look at Picture 1.4."*

*"Let's discuss the picture."*

*"What can you say about the picture?"*

*"Do you have any memorable moments/events in the Independence Day celebration?"*

*"Could you share the story of your memorable moment/event in the Independence Day celebration?"*


 Dalam kegiatan ini, peserta didik boleh menjawab dengan bahasa Inggris atau bahasa Indonesia.

Bahasa guru

*"You can use Indonesian if you have difficulties in using English."*



#### Section 2 - Reading

 Guru meminta peserta didik membaca teks cerita Monita tentang perayaan hari kemerdekaan di sekolahnya.

*"Is it the name of the mountain?"*

*"Can we swim there?"*

- 📖 Setiap anggota kelompok memegang 1 tempat wisata favoritnya, sedangkan 3 anggota yang lain berusaha menebaknya.
- 📖 Anggota kelompok yang berhasil menebak paling cepat menjadi pemenangnya.
- 📖 Anggota yang berhasil menebak berganti peran menjadi yang ditanya.

Bahasa guru

*"Let's have fun. Study the rules first. Then let's play once you understand."*



### Section 7 - Enrichment: Creating a Comic

- 📖 Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi seperti telepon pintar bila memungkinkan.
  - 📖 Guru meminta peserta didik untuk mencari situasi nyata di lingkungan sekolah tentang perayaan Hari Kemerdekaan.
  - 📖 Dari situasi nyata tersebut, peserta didik diminta untuk membuat komik baik dalam bentuk digital maupun manual sesuai dengan kemampuan dan ketersediaan alat yang dimiliki peserta didik.
- Peserta didik dapat memanfaatkan aplikasi apa saja untuk membuat komik tersebut.

Bahasa guru

*"You have learned about how to write a recount text. Now, it is the time for us to write your ideas in the form of digital comics."*

#### Kegiatan Penutup

- 📖 Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
- 📖 Guru Bersama siswa menutup kegiatan dengan doa dan salam.

## E. REFLEKSI



### Reflection

Think about your learning, then fill out the following sheet.

#### LEARNING REFLECTION

Grade/Chapter: 8/1

Name:

Date:

What I liked doing most:




.....  
 .....



**What I didn't like or found difficult:**  
 .....  
 .....

**How I worked:**

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
connect and sequence events in an imaginative story			
explain characters' actions, feelings, and behavior in an imaginative story			
retell and rewrite an imaginative story			


If you ticked  or  you need to revise these parts.

**I shared with my family:**  
 .....  
 .....  
 .....  
 .....

My Parent's Signature

.....



**Teacher Reflection**

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

**Teacher Reflection Sheet**

Date: \_\_\_\_\_ Chapter/Unit: \_\_\_\_\_ Class: \_\_\_\_\_

**1 – I did very well!      2 – I did OK!      3 – I must do better!**

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		

Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
<b>Lesson structure</b>	<b>Rating</b>	<b>Notes</b>
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
<b>Engagement with learners and learning atmosphere</b>	<b>Rating</b>	<b>Notes</b>
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from <https://www.twinkl.co.id/resource-and-https://www.liveworksheets.com/er1340466cm>

## F. ASESMEN / PENILAIAN

### Kriteria Penilaian

- Penilaian proses berupa catatan/deskripsi kerja saat diskusi kelompok.
- Penilaian Akhir Sekor nilai 10-100

### Rubrik Penilaian

#### 1. Sikap

- Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?
- Apakah aku sudah mengumpulkan tugas secara tepat waktu ?
- Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?
- Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				

2				
3				
4				

**Jurnal Penilaian Sikap Spiritual**

Nama Sekolah : SMP .....

Kelas/Semester : VIII/I

Tahun Pelajaran : 20.../20....

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	27/09/2023	said	Tidak mengikuti sholat dzuhur berjamaah di sekolah	Ketaqwaan
2				
3				
4				

**Jurnal Penilaian Sikap Sosial**

Nama Sekolah : SMP .....

Kelas/Semester : VIII/I

Tahun Pelajaran : 20.../20...

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	27/09/2023	said	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Kepedulian
2				
3				
4				

**Jurnal Penilaian Sikap**

Nama Sekolah : SMP .....

Kelas/Semester : VIII/I

Tahun Pelajaran : 20.../20....



No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket
1	27/09/2023	said	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Ketaqwaan	
2					
3					
4					

#### Lembar Penilaian Diri Siswa (Likert Scale)

Nama Teman yang dinilai : .....

Nama penilai : .....

Kelas/Semester : VIII/I

Berikan tanda ceklis (√) pada kolom 'Ya' atau 'Tidak' sesuai dengan keadaan sebenarnya.

No	Pernyataan	Skor			
		1	2	3	4
1.	Saya berdoa sebelum melakukan kegiatan				
2.	Saya melaksanakan ibadah sholat tepat waktu				
3.	Saya berani mengakui kesalahan jika memang bersalah				
4.	Saya mengumpulkan tugas sesuai jadwal yang diberikan				
5.	Saya mengembalikan barang yang saya pinjam dalam kondisi baik				
6.	Saya meminta maaf jika melakukan kesalahan				
7.	Saya datang ke sekolah tepat waktu				

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

**Lembar Penilaian Diri Siswa (Likert Scale)**

Nama : .....

Kelas : .....

Semester : .....

Berilah tanda centang (✓) pada kolom "Ya" atau "Tidak" sesuai dengan keadaan sebenarnya

No	Pernyataan	Skor			
		1	2	3	4
1.	Teman saya berkata jujur kepada orang lain				
2.	Teman saya mengerjakan ulangan dengan jujur				
3.	Teman saya mentaati tata-tertib sekolah				
4.					
5.					

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

**Penilaian Diri Selama Kegiatan Diskusi Kelompok**

Nama : .....

Kelas : .....

Petunjuk:

- Bacalah setiap pernyataan berikut dan berilah tanda centang (✓) pada kolom "ya" atau "tidak" sesuai keadaan kalian selama proses diskusi.
- Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Ya	Tidak
Selama proses diskusi saya :			
1.	Aktif mengemukakan ide		
2.	Mendengarkan rekan lain yang sedang		

	berpendapat		
3.	Sibuk mengerjakan tugas sendiri		
4.	Tidak bertanya karena takut ditertawakan		
5.	Aktif mengajukan pertanyaan		
6.	Melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapat sendiri		

#### Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 : .....

Nama Teman 2 : .....

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (✓) pada kolom sesuai keadaan teman kalian selama proses diskusi.
2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Teman 1	Teman 2
1.	Teman saya aktif mengemukakan ide selama diskusi		
2.	Teman saya mendengarkan pendapat rekan lainnya		
3.	Teman saya mengerjakan tugas kelompok sesuai pembagian tugas yang disepakati bersama		
4.	Teman saya aktif membantu rekan lain yang mengalami kesulitan mengerjakan tugas		
5.	Teman saya menertawakan pendapat rekan lainnya pada saat diskusi kelompok		
6.	dst		

#### Diagnostic Assessment Rubric

Date: \_\_\_\_\_ Class: \_\_\_\_\_ Chapter/Unit: \_\_\_\_\_

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the	S/he can answer simple questions with the help of	S/he cannot provide any answer to the teacher's questions
----------	--	---	---	---

		teacher	peers	
1. joko				
2. jawir				
3. Turjo				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
dst.				
<b>Comment:</b> <hr/> – <hr/> – <hr/> – <hr/> – <hr/> – <hr/> –				

### Marking Rubric for Speaking

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1-Bad
<b>Grammar</b>	Shows an excellent degree of control of simple grammatical forms.	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows poor control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
<b>Vocabulary</b>	Uses a wide range of well-chosen vocabulary.	Uses a good range of relatively well-chosen vocabulary.	Uses an adequate range of vocabulary.	Uses basic vocabulary with some words clearly lacking.	Uses vocabulary that doesn't match the task.
<b>Pronunciation</b>	Pronunciation is excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
<b>Fluency</b>	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date: \_\_\_\_\_ Class: \_\_\_\_\_ Chapter/Unit: \_\_\_\_\_

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1. joko					
2. jawir					
3. Turjo					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

### *Appendix 5 Documentation of Process ELT*



The teacher explains to the students



The teacher helps students focus through brainstorming





Teacher give an example in learning



Presentation in front of the class



Teacher gives feedback to students



Closing and reflection session



Interview (8B)



Interview (8F)





Interview with English Teacher

## ***Appendix 6 Curriculum Vitae***

### **Curriculum Vitae**

#### **Personal Data**

Name : Rozi Fachri Muzaki

Student Number : 2017404100

Date of Birth : Banyumas, 02 Desember 2001

Address : Pandansari rt 03/rw 04 Kecamatan Ajibarang,  
Kabupaten Banyumas

Phone : +6285894510381

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#### **Education**

1. MI Ma'arif NU 1 Pandansari
2. SMP N 2 Ajibarang
3. SMK Ma'arif Nu 1 Ajibarang
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto