

The Implementation of Problem-based Learning in Teaching Speaking of Hortatory Exposition Text

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Abstrak

Problem-based learning adalah metode yang berfokus pada pembelajaran kooperatif siswa dalam memecahkan masalah. Karena metode ini pertama kali digunakan dalam pengajaran sains, tahapannya berbeda dengan pengajaran bahasa karena bahasa biasanya digunakan sebagai alat untuk berkomunikasi. Penelitian ini menggunakan desain kualitatif dan penelitian deskriptif untuk menggambarkan implementasi dan tantangan implementasi pembelajaran berbasis masalah. Subjek Penelitian ini bertempat di SMA Negeri 1 Sidoarjo. Subjek penelitian ini adalah guru kelas XI SMA Negeri 1 Sidoarjo. Instrumen penelitian adalah lembar observasi, catatan lapangan dan wawancara. Selain itu, data disusun dan dibiasakan, dikodekan dan direduksi dan ditafsirkan serta direpresentasikan untuk mengembangkan hasilnya. Hasil penelitian menunjukkan bahwa langkah-langkah dalam menerapkan pembelajaran berbasis masalah dalam mengajar berbicara adalah memperkenalkan masalah dan bahasa yang dibutuhkan, mengelompokkan siswa dan menyediakan sumber daya, mengamati dan mendukung siswa, menindaklanjuti pekerjaan siswa dan menilai kemajuan kegiatan pemecahan masalah. Selanjutnya, tantangannya adalah mengadaptasi metode, menentukan masalah, kekurangan sumber daya, tidak pantas untuk diterapkan di semua tingkat pendidikan dan mengendalikan kelas. Secara keseluruhan, guru telah sepenuhnya melakukan langkah-langkah pembelajaran berbasis masalah dan menemukan lima tantangan dalam mengajar berbicara. Dengan demikian, peneliti menyarankan kepada guru bahasa Inggris untuk lebih mempertimbangkan dalam langkah-langkah dalam menerapkan metode tersebut dan kepada peneliti selanjutnya untuk menyaring langkah-langkah yang sesuai dan menyelesaikan masalah.

Kata kunci: Pembelajaran berbasis masalah, Berbicara, Teks Eksposisi Hortatory

Abstract

Problem-based learning is a method focused on the students' cooperative learning in solving problem. Since this method is firstly used in teaching science, the stages must be different to the teaching language since language is normally used as a tool when learning. This study uses qualitative design and descriptive research to describe the implementation and the challenges of Problem-based learning implementation. The setting is in SMA Negeri 1 Sidoarjo. The subject of this study is a teacher of eleventh graders of SMA Negeri 1 Sidoarjo. The research instruments are observation sheets, field notes and interview. Moreover, the data are organized and familiarized, coded and reduced and interpreted and represented to develop the result. The result shows that the steps in implementing Problem-based learning in teaching speaking are introducing the problem and language needed, grouping the students and providing resources, observing and supporting the students, following up the students work and assessing the progress of problem-solving activity. Furthermore, the challenges are adapting the method, determining the problems, lack of resources, inappropriate to be implemented in all level of education and controlling the class. Overall, the teacher had completely done the steps of Problem-based learning and found five challenges in teaching speaking. Thus, the researcher suggests to the English teacher to be more consider in the steps in implementing that method and to the further researcher to filter the suitable steps and solve the problem.

Keywords: *Problem-based learning, Speaking, Hortatory Exposition Text*

INTRODUCTION

Speaking means expressing words orally, communicating, making request and speech while skill is an ability to do something in the right way. Speaking skill covers an extensive choice of different genre of speech. The first one is small talk. According to Richard (2015 p. 408) there are five genres of speaking. They are small talk, conversation, transaction, discussion and

presentation. Presentation is the main focus of this research.

In teaching speaking, the teacher should pick the appropriate technique to show the understudies for having the option to utilize the language rapidly and unhesitatingly with couple of unnatural delays which is called as familiarity (Nunan, 2003). There are many methods that teacher can use in teaching speaking. Audio-lingual method, Grammar translation method, Communicative-language teaching, and etc are the

example of English teaching methods. The newest methods proposed by governments are Scientific Approach, Discovery-learning, Project-based learning and Problem-based learning regarding to the curriculum 13. Besides, Problem-based learning also can be used in teaching speaking.

Problem-based learning is an instructional student-focused-methodology that urges the student to direct research, coordinate the hypothesis and apply information and abilities to build up an answer of the issue (Savery, 2006). This method makes the students turn out to be more dynamic than the teacher. Then, the teacher turns into a facilitator in which the teacher bolsters the learning procedure and anticipates that the students should make their reasoning obvious yet the educator does not give any data identified with the issue since it is the student duty.

Duch, Groh, Allen (2001) defined Problem-based learning can build up a particular aptitudes, including the capacity to think basically. This should be possible by breaking down and tackling the perplexing certifiable problem. Problem-based learning requests that the understudies utilize numerous sorts of learning assets to discover the arrangement of the problem. This can assist the understudies with exploring their insight and comprehension about the problem. By doing this, the student additionally can build up their insight and become the long haul memory.

Besides, Problem-based learning tends to guide the students to work cooperatively in a group. By working cooperatively, it can demonstrate the effective communication skills of the students. The students can develop their speaking ability by working in a group. It also can increase the students' self-confidence.

Moreover, Problem-based learning had been received in numerous orders. It has been acquainted with the majority of the wellbeing sciences, building, business, sciences and training (Bound and Felletti, 1997). According to Baden (2001) Problem-based learning can likewise be actualized in an assortment of courses in various subjects and trains because of its adaptability and decent variety. Othman and Shah (2013) found that problem-based learning can assist the understudies with improving their basic reasoning and their vocabulary in building up the contentions recorded as a hard copy movement. Besides, as indicated by Campos (2017), Problem-based learning increases the students' intellectual improvement, intelligent and information joining limit, restraint, and social aptitudes. Subsequently, Problem-based learning ends up one of the recommended learning models in Curriculum 13 to be executed in homeroom.

There are seven steps of problem-based learning proposed by Raine and Symons (2005). They are; clarify, define, analyze, review, identify the learning objective,

self-study, report and synthesis. The success of Problem-based learning in the field of medical education made this method being adapted in language education at the beginning of the twenty first century.

In Indonesia, Permendikbud (2016) also adapted this method into one of the recommendation methods in curriculum 13. Meanwhile, the government applies this method which basically for science and generate it to all subjects. They are orienting the students toward the problem, organizing the students to learn, assisting the individual and group work, developing and showing the investigation result, and analyzing and evaluating the process of Problem-based learning.

Besides, the step in implementing Problem-based learning in teaching speaking is proposed by Mathew and Aydinli (2007) that described as follow; pre-teaching, introduce the problem and the language needed to work on it, group the students and provide resources, observe and support, and follow up and assess progress.

In pre-teaching, the teacher activates the students' background knowledge, explains the goals and benefit of Problem-based learning approach, and emphasized to the important of using English as communication tool during the teaching and learning process. Then, in introducing the problem and language needed stage, the teacher uses media (picture/videos/texts) and introduces the vocabulary related to the problem. While in groups the students and provides resources stage, the teacher groups the students in heterogenic and emphasizes that there is no single answer or solution. Then, the teacher gives the students access to look for sources such as an internet, books, magazine, and etc. In observe and support stage, the teacher monitors the students work and provides some feedback toward their findings. The last step is following up and assessing the progress, the teacher's activity are providing the students opportunity to present their work and assessing the students' activity and the result.

Since Problem-based learning is normally used in science, there are several challenges in implementing that method. The tutor plays a crucial role in Problem-based learning tutorship since Problem-based learning requires the teacher to be as a facilitator. According to Lin (2018.p. 40-43) there are three challenges of Problem-based learning's tutor in implementing Problem-based learning. They are lack of resources, tutor hesitancy and classroom control.

Lin (2018) contended that the new teacher and understudies to Problem-based learning educational programs face a few difficulties. For some educators, creating free understudies demonstrates troublesome. Meanwhile, the students are relied upon to lead the pack in their own learning by assessing and taking care of the issue through joint efforts with the gathering.

According to Mathew and Aydinli (2007) there are two challenges in implementing Problem-based learning faced by the teachers. The first challenge is the difficulty in placing the students into the same background of language. Here, the students commonly used first language in communicating and discussing with their group rather than native language. Therefore, the teacher has to be able to determine the appropriate group to be discussed since this method requires high-order thinker students to be done. The second challenge that faced by the teacher was the inappropriate of Problem-based learning to be implemented in all education level. Problem-based learning may not be appropriate for beginning or literacy-level students whose English oral and reading skills are minimal (Mathew and Aydinli, 2007). Meanwhile, the teacher must place the students with strong and weaker language skills in the same group so that the students can learn and negotiate with their peers.

Furthermore, Problem-based learning also requires material which is suitable to be used as a problem in the teaching and learning process. Therefore, the appropriate material that can be used in the implementation of Problem-based learning is hortatory exposition text. Hortatory exposition text is used to persuade the reader or listener that something should or should not be the case. This material is taught in the eleventh graders of senior high school as it is stated in basic competence of 4.9 proposed by Permendikbud (2016).

Based on the theory constraint, Problem-based learning, normally used in teaching science, is a student-centered approach which requires the students to solve the problem in a group. The problem that is used must be ill-structured and real world context such as social problem or phenomenon. This method also requires the students to be independent learners and at the end of the lesson, it asks the students to present their solution or finding in front of the class by using target language.

Moreover, Liesya (2016) has conducted research which focused in the implementation of Problem-based learning to teach speaking hortatory exposition text to the eleventh graders and the students' responses. She used descriptive research where the researcher can describe the teacher and the students in the teaching and learning process. The instruments were field notes, interview and questionnaire. The result showed that Problem-based learning can be implemented to teach speaking hortatory exposition text since the teacher followed the steps of Permendikbud (2016) and the students also give a positive response toward the teaching and learning process.

Therefore, the findings in the implementation of Problem-based learning in teaching speaking brings the researcher to conduct this research since normally

Problem-based learning used in teaching science. The research questions are described as follows:

1. How does the teacher implement Problem-based learning in teaching speaking of hortatory exposition text to the eleventh graders of SMA Negeri 1 Sidoarjo?
2. What are the challenges in implementing Problem-based learning in teaching speaking of hortatory exposition text to the eleventh graders of SMA Negeri 1 Sidoarjo?

RESEARCH METHODOLOGY

The researcher used descriptive research as a research design. Since qualitative research is a process of naturalistic inquiry that find out a deep understanding of social phenomena, this research design is to describe and explain the process in implementing Problem-based learning in teaching speaking of hortatory exposition text especially to the eleventh graders of SMA Negeri 1 Sidoarjo. It also used to describe the challenges in implementing Problem-based learning faced by the teacher. This research was conducted in the class when the teacher was implementing Problem-based learning in teaching the students. The researcher was sitting on the back of the class and let the situation as natural as possible. Meanwhile, the researcher was being non-participatory observer. Then, after implementing Problem-based learning, the researcher described in depth the challenges in implementing that method.

The subject of this study was one teacher of eleventh graders in SMA Negeri 1 Sidoarjo. The teacher implemented Problem-based learning as a method in teaching speaking of hortatory exposition text. The teacher had applied this method to teach hortatory exposition since 2012. The teacher spoke fully English in teaching the students and the students also spoke English as their second language in daily activity.

This research conducted in SMA Negeri 1 Sidoarjo. The researcher chose this school since this school belonged to the best school in Sidoarjo. It is used to be the international-standard school. SMA Negeri 1 Sidoarjo applied the curriculum 13 recently, and became the pilot school which implements UKBM "Unit Kegiatan belajar Mandiri" (Independent learning unit). The students were high order thinker. They were active and critics. The researcher also chose the eleventh graders because the materials were suitable to be implemented using this method. Based on those reasons above, SMA Negeri 1 Sidoarjo was chosen as the setting of this study by the researcher.

The data of this research was gained from the process of teaching and learning in the class and the teacher's opinion toward the challenges in implementing Problem-

based learning. The data of the first research questions was the teaching and learning process using this method while the data of the second research question was the teacher's opinion toward the challenges in implementing this method.

The research instruments were observation sheet, field notes and interview. To get the data of the first research question, the researcher observed the teaching and learning process. The observation was conducted in five meetings to get the reliable data. In this case, the researcher used observation sheet to check whether the teacher follow the theory of teaching speaking using Problem-based learning or not proposed by Mathew and Aydinli (2007). Besides, the researcher also used field notes to take notes every single action of the teacher.

The researcher did the first observation in 18th of February 2019. The first observation was not the students' first meeting of the materials. On the other words, the students had been known the definition, generic structure; language focuses and proposes of hortatory exposition text before the teacher implemented that method. In this meeting, the researcher found that the teacher completely implemented all the stages of Problem-based learning in teaching speaking as it is showed in observation sheet and took some notes during the implementation of Problem-based learning in the field notes.

The second observation was held on 21st of February 2019. In this meeting, the researcher observed the teaching and learning process using observation sheet and field notes. The researcher found that the teacher completely implemented four stages of Problem-based learning. The duration was not enough to ask the students presented their result. Finally, it was continuing to the next meeting.

The third observation was held on 25th of February 2019. In this meeting, the researcher found that the teacher only continued the previous stage which was asking the students to present their work in front of the class. Since the students were enthusiasm in asking many questions to the presenters about the problem, therefore, there were only two groups presented the results.

The fourth observation was held on 11th of March 2019. In this meeting the researcher found that the teacher continued the previous presentations which presented three groups. The teacher limited the questions in order to maximize the time.

The fifth observation was held on 14th of March 2019. In this meeting the researcher found that the teacher continued the rest presentations. Meanwhile, all the steps of Problem-based learning were completely done by the teacher.

Then, the teacher continued to gain the data of the second research questions. The researcher interviewed the

teacher about the challenges in implementing that method. The interview was in form of semi-structured interview. The researcher recorded the interview in order to be able to analyze.

After gaining the data, the researcher analyzed the data by following the steps of analyzing qualitative data proposed by Ary et al. (2010). First, the researcher organized the data based on the research questions, then familiarized it by reading and re-reading, watch and re-watching and listen and re-listen the collected data in order to get the valid data. Second, the researcher coded the field notes and interview result based on the theory constraint, then, reduced the unimportant data. Third, the researcher interpreted the data and represented in details.

RESULT AND DISCUSSION

The Steps in Implementing Problem-based Learning in Teaching Speaking

After collecting data through the observation, the result showed that there were five stages of Problem-based learning implemented by the teacher. The first step based on the theory from Mathew and Aydinli (2007) is pre- teaching. In the first step, the teacher explains the learning objectives. Then, the teacher continues to emphasize the important of using native language in Problem-solving activity. In fact, here the teacher begins the activity by introducing the pupils toward the problem. The teacher did not explain the learning objectives as it is stated on the step proposed by Mathew and Aydinli (2007) but the teacher did the first step that the same as the step proposed by Permendikbud (2016). In this step, the teacher did the second step that proposed by Mathew and Aydinli (2007).

Then, the teacher continued by asking the students about their opinion about the problem. The teacher engages the pupils to think and feel about the problem. The problem that is given by the teacher is real-world context problem, the hottest issues in teenagers' life. The problem that should be solved by the students was about the negative effect of Korean drama. This problem belongs to the ill-structured problem as it is the requirement in implementing that method stated by Duch, Groh and Allen (2001). Not only ill-structured problem, here, the problem was also interesting to the students since they were Korean drama addicted.

After that, the teacher gave short explanation about the problem. Then, she introduced vocabularies by writing them on the whiteboard. Then, the students were asked to answer the meaning of the vocabulary. It was in line to the second step of Problem-based learning proposed by Mathew and Aydinli (2007).

The last activity of the first step was explaining what teacher and students would do during the problem-solving

activity. This step was in line to the first step of Problem-based learning proposed by Mathew and Aydinli (2007) in pre-teaching. Therefore, here the teacher combines the steps of both proposed by Mathew and Aydinli and Permendikbud (2016). Here the teacher did not underscore the important of speaking using native language since this school already implemented it since the first grade. So that, all the students spoke fluently using English. The teacher also gave the rule to the students that when it came to the English lesson, the students must speak English. If they speak using another language, there would be a punishment. Thus, the teacher skipped the first step of Problem-based learning which was pre-teaching.

The second step was grouping the students and providing resources. This step was in line to the steps proposed by Mathew and Aydinli (2007) which stated that the teacher grouped the students and provided resources. The students were grouped into eight groups based on the attendance list. Thus, the teacher just showed it on the power point. Meanwhile, the group was heterogenic. After that, the teacher asked each group with the members sat together and made a circle. Whether they wanted to sit on the desk or on the floor, it did not matter. They required bringing laptop to write down their result in form of presentations. As Campos (2017) argued that this method contributed to the pupils' cognitive development, therefore the students were actively criticize the problem. During the activity, the students were asked to be actively engaged in the discussion. The teacher also gave them some resources in form of website, so that the students could be easy to access it using their smartphone or laptop. The teacher also allowed them to search on another website such as journals. Moreover, the teacher used fully English throughout the activity. The pupils also spoke using native language during the activity. It was because the teacher had created this habit since the students in the first years of study. Therefore, the students spoke English fluently.

The next activity in this step was monitoring the students' discussions. Here the teacher was walking around the group and checked whether the group members were actively engaged or not. In fact, all students were actively engage in the discussion. The teacher also made sure that the student was speaking using target language. They looked interest to the problem so that the students were enthusiasm to resolve the problem.

Continued to the third step was observing and supporting the students. This step begins with monitoring the pupils' group work by coming to the group one by one to check their progress. The teacher helped the students to filter the information that they had found. The teacher asked them to consider deeply about the solutions of the

problem which suitable to the problem. This activity in line with the step of Problem-based learning proposed by Mathew and Aydinli (2007) in which the teacher observed the students and provided some support as needed. While observing the students, the teacher took note and gave suggestions to the pupils' participations during the activity.

The next step of Problem-based learning that implemented by the teacher was following up the Problem-solving activity. The students were asked to present their work. This activity was in line to the activity proposed by Mathew and Aydinli (2007) which started the activity by provided the pupils an opportunity to show the result. In this activity, the role of teacher was as a moderator as it is states by Mathew and Aydinli (2007). Meanwhile, the teacher opened and closed the students' presentation. The teacher also guided the pupils to give several questions to the presenters. Here, the teacher sometimes re-stated the students' questions to make it clear for the presenter.

The last step that the teacher did in this method was assessing the progress of problem-solving activity. This step was in line with the step of Problem-based learning proposed by Mathew and Aydinli (2007). However, actually following up problem-solving activity and assessing the students' progress in problem-solving activity was in one step, but, the teacher was implemented into two stages so that the teacher took it closer to the each stages. In this step, the teacher was starting the activity by analyzing the students' presentation of each group. The teacher analyzed it in every last of the presentations. The teacher analyzed the students' work by reminding on the students' point of arguments, then, the teacher talked about the students' language used which were mispronunciations, grammatically incorrect, and their friends' questions. Those activities were in line to the activity proposed by Mathew and Aydinli (2007). The teacher ended the step by evaluated the problem-solving activity on that day.

The Challenges in Implementing Problem-based Learning

After holding face to face interview in form of semi-structured interview, the result showed that there were five challenges in implementing Problem-based learning faced by the teacher.

The first challenge was adapting the method. This challenge was the biggest challenge in implementing Problem-based learning since the steps is normally established for teaching science. This challenge is founded in Indonesia since one teacher in Indonesia complained about the recommendation methods proposed

by Permendikbud (2016) are almost used for teaching science. The teacher stated that this method looked imposing to be implemented in language teaching since Problem-based learning was characterized by solving a problem but there is no exact problem in language learning.

The second challenge is determining the problem. This challenge was happened before implementing this method. Meanwhile, in creating lesson plan using this method, the teacher needed to consider the most appropriate and suitable problem to the pupils. The teacher felt confuse since the problem must be real world context problem. Finally, the teacher used social problem as the problem in teaching English. This finding was caused by the difficulty in adapting the method into language learning. Therefore, this challenge has a relation to the first challenge.

The third challenge is lack of resources. This challenge happened before the teacher implementing Problem-based learning. The teacher stated that there was lack of resources which discussed about Problem-based learning stages in teaching language. The teacher did not get any training or information about the implementation of that method in teaching language. This interview's finding is in line to the theory of Lin (2018). As he stated that one of the challenges in implementing Problem-based learning in language teaching was the lack of resources.

The fourth challenge is inappropriate to be implemented to all level of education. This challenge had ever happened to the teacher when the teacher tried to implement Problem-based learning to the different class which has low-average cognitive skills. As a result, the teacher failed in implementing that method, since all the students were very hanging on the teacher. On the other word, the students could not do anything without the teacher's help. Therefore, based on the challenge, this method can just be implemented to the higher order thinking skill students. Thus, this method was in line to the theory of Mathew and Aydinli (2007) which stated that one of the challenges in implementing Problem-based learning was inappropriate to be implemented to all level of education since this method required the students to be independent learners.

The fifth challenge is controlling the class. This challenge happened during the implementation of Problem-based learning activity in the classroom, especially in the step of observing and supporting the pupils' work. In this step, the teacher assisted the students in developing their arguments. Assisting the students did not mean helping them to solve the problem, but it was

just monitored them. Sometimes, the teacher felt empathy to the students since they had to be independent learner which means the teacher only be a facilitator. The teacher also felt that the sense of being teacher was little bit lost. This finding was in line to the theory of Lin (2018). As he stated that controlling the class was also became the teacher's challenge in implementing that method.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion above, it can be concluded that the teacher implemented this method by combining both the theory proposed by Mathew and Aydinli (2007) and Permendikbud (2016). The teacher began the implementation by building the pupils' understanding about the problem. Then, the teacher started to introduce the problem in form of videos and pictures. Both of them were very successful in attract the students attentions. Therefore, the teacher tried to discuss the problem deeply and related it to the students' experience in order to make the students understand well. After successfully got the students' interest, the teacher started grouping them into several groups heterogenic. The teacher had divided the group based on the registration number which showed on the slide of power point. In this case, the teacher emphasized that there was more than one solution on each problem. The teacher also explained that the students will work cooperatively with the group as independent learners. During the students' discussions with their group, the teacher observed them and supports them with some useful resources which could help them to solve their problem. Therefore, the students were allowed to use their cellphone to search for the references. The teacher also monitored them by walking around the group and came to the group one by one. After they had done discussing with their group, the teacher asked them to present the result. The teacher was responsible to the discussion sessions, therefore she act as a moderator. When the students had done the presentations, they were given some feedback. . They were also evaluated and assessed by the teacher during the problem-solving activity. Thus, it has been showed that the implementation of could be implemented by combining the theory proposed by Mathew and Aydinli (2007) and Permendikbud (2016) in curriculum 2013.

From the result of the teacher challenges in implementing Problem-based learning, it showed that there were five challenges faced by the teachers. The first challenge was adapting the method into the language teaching. Since this method was the method for science discipline, therefore, the steps was complicated to be implemented in language learning as what stated by

Larson (2001) it was imposing to implement PBL in language discipline. The second challenge was determining the problem. In Problem-based learning, the main activity was solving the problems. The problem that must be solved by the students must be ill-structured, real context and interesting problem. Since the discussion on language learning was not about real context problem, therefore it belonged to the teacher's challenge in determining the problem to the students regarding to the language learning. The third challenge was the lack of resources. Most journals and investigations were talking about the step in implementing Problem based learning in teaching science, not in language. Even if it was about language teaching, the result was not appropriate to be used. Therefore, the lack of resource also belonged to the problem as it was mentioned by Lin (2018.p. 40-43) that the lack of sources and teacher's exercises was one of the main reasons that Problem-based learning teachers find themselves challenges by the curriculum. Furthermore, the fourth challenge faced by the teacher was this method was inappropriate to all level of educations. Meanwhile, this method required the pupils who had high order thinking skill. If the students were in low level of cognitive skill, therefore, this method would not run well. Therefore, the teacher should consider the students' level of cognitive before being implemented by Problem-based learning. Then, the last challenge faced by the teacher was controlling the class. It happened sometimes when the students tried to ask for the teacher's help. The teacher's role was as a facilitator that monitored them. If she helped the pupils, the teacher would break the characteristics of this method which was students' independent learning. This finding was in line to the finding of Brief (2018).

In short, from those explanation above, the researcher concluded that the implementation of Problem-based learning in teaching speaking of Hortatory exposition text to the eleventh graders of SMA Negeri 1 Sidoarjo was followed the steps from the theory of Mathew and Aydinli (2007) combined to the theory proposed by Permendikbud (2016). During the implementation, the teacher found some challenges. They were adapting the method to be used in language teaching, determining the problem that suitable for teaching speaking, lacking of resources, could not be implemented to all the level of educations and controlling the class to be an independent learner.

Suggestions

Relating to the result, the researcher wants to give some suggestions to the English teacher and the further researchers. For the English teachers, it is needed for them to more consider deeply on the steps in implementing Problem-based learning since normally it is used for

science. By using this method to teach students, the teacher can be easily engage the students to get involve to the problem and assess their critical thinking by determining an interesting problem. Therefore, the students feel enthusiasm on the group discussions to solve the problem. Besides, the teacher also must know the students' background knowledge before implementing this method since it requires the higher order thinking students.

For the further researchers, if they want to conduct the same method and find out the teacher's challenges. It is better for them to more concern and filters the suitable steps that in line to the language teaching's characteristics regarding to this method since it is normally used for science. Furthermore, the next researcher can also find the solutions of the teacher's challenges in implementing this method to help the teachers in facing the challenge in implementing this method.

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