


**THE EFFECTIVENESS OF THE HYBRID PROBLEM-BASED LEARNING  
 APPROACH IN TRAINING OF SPEAKING ENGLISH AT SMAN 14  
 MAKASSAR**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: March 9, 2023                      Revised: March 30, 2022                      Accepted: May 29, 2023                      Published: December 30, 2023</p> <p><b>Keywords:</b>                      Hybrid                      Accuracy                      Fluency                      Speaking Skills</p>	<p>This study aims to see the effectiveness of the hybrid problem-based learning approach in training of speaking English at SMAN 14 Makassar. The researcher used quantitative research with a pre-experimental where the data gained from speaking test and data was collected through pre-test, treatment and post-test. The population of the research was the member of OSIS SMAN 14 Makassar. The total of population were 28 students. The result showed that the improvement of students' accuracy and fluency from 28 students. The mean score of accuracy in post-test showed (75,5) that is higher than pre-test (54,3), with percentage of improvement (39%). Besides, most of students got very good score (71-85). Furthermore, the t-test value (2.0) that is greater than t-table value (2.052). It was concluded that there was significant improvement in accuracy by implementing the hybrid problem-based learning. Then, the mean score of fluency in post-test showed (64,4) that is higher than pre-test (46,1), with percentage of improvement (39%). Besides, most of students got good score (56-70). While, the t-test analysis of fluency showed (1.8) that is greater than t-table (2.052). It was concluded that there was significant improvement in fluency by implementing the hybrid problem-based learning.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
<p>How to cite: Alunandika, N. K., AM, S. A., &amp; Hafid, H. (2023). The Effectiveness of the hybrid problem-based learning approach in training of speaking English at SMAN 14 Makassar. Journal of Language Testing and Assessment, 3(2), 169-175. <a href="https://doi.org/10.56983/jlta.v3i2.923">https://doi.org/10.56983/jlta.v3i2.923</a></p>	
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**INTRODUCTION**

Speaking is one of essential skills for learning any language. Brown and yuke say in (Rao, 2019) “speaking is the skill that the students will be judged upon most in real life situation”. Effective speaking is one of the most desired and significant linguistic skills, as it is necessary not only to achieve academic goals but also to deal with the current global challenges we face on a daily basis.

Yet, learning English as a foreign language presents difficulties for students (EFL). Speaking is regarded as the weakest and most challenging training course at SMAN 14 Makassar when compared to the other 4 (four) English language abilities, and the students there are unable to properly employ the speaking skill in their everyday interactions with others. (Savaşçı, 2014) state that “ they are reluctant to speak the English language in their classroom”.

There are several aspects that students may control to achieve the desired level of English speaking competency, yet most students report issues. Other factors said by (Baresh et al., 2019), include over reliance on their mother tongue, inadequate time allocated for English lessons, negative attitudes of students toward speaking English, lack of motivation, and inadequate reading materials.

Otherwise barrel in (Kassem, 2018) states that the objective of PBL approach are to structure new knowledge by creating an environment in which students can employ their previous knowledge with the one acquired during their problem-solving session. PBL in no way resembles conventional education. Students are now faced with an unidentified incident or situation that is fresh and distinct.

This strategy suggests first addressing the deficiencies of a traditional learning model, namely a lack of technological resources, while also addressing the shortcomings of e-learning practice, namely a dearth of face-to-face interaction in the classroom and supported by learning media such as websites, videos, or learning management systems (LMS), google meet and Zoom meetings, etc. Supported by (Baresh et al., 2019) states that learners do not acquire language in the same ways, thus he describe that there are three main factors is influence learning process, namely age, personality, and teaching methods.

Students in senior high school benefit from e-learning in a number of positive ways, including enhanced engagement, self-assurance, responsiveness, learning curiosity, and learner motivation. The best online learning materials should also have supplementary content that teaches students how to cooperate, communicate, and think critically. At senior high school, the four competences must be reinforced. Although the hybrid learning paradigm enables some students to participate remotely through computers, others are required to attend sessions in person. Strictly speaking, asynchronous learning components like online exercises and pre-recorded video lessons are included in hybrid learning systems to supplement face-to-face instruction.

The hybrid notion, which frequently has trouble deciding on the best mix of learning resources, regardless of whether the learning takes place offline or online. This method requires engagement from the instructor, the student, and their peers.

## RESEARCH METHOD

The researcher conducted a pre-test to speaking about the issue that was depicted in the picture to measure their correctness and fluency in the first encounter. The researcher gave the pupils a picture-based task to solve. In order to administer the therapy, the researcher

gave participants "wheels random roles," explained how they would play them out, and gave details about the character they were given. Also, the post-test had the same requirements as the pre-test, which required students to talk for at least 7 minutes in order to explain an issue and provide a solution. Following the completion of data collection, the researcher calculated student scores, categorized those scores, computed the mean score, and performed a t-test based on the test results.

## FINDINGS AND DISCUSSION

The findings of this research could be explained by seeing the following descriptions.

### The effectiveness of the Hybrid Problem-based Learning in Accuracy

The pre-test was aimed to know the basic ability of the students' accuracy in speaking test.

Table 1. The Students' Score Classification of Accuracy in Pre-test

No	Classification	Score	Frequency
1	Excellent	86 - 100	0
2	Very good	71 - 85	0
3	Good	56 - 70	14
4	Average	41 - 55	8
5	Poor	26 - 40	6
6	Very Poor	< - 25	0

The table 1. Showed that there were no students got very good, while 14 students got good, and only 8 students got average, then 6 students got poor. Most of students got good.

The post-test was aimed to know students' accuracy after given treatment in speaking test.

Table 1. The Students' Score Classification of Accuracy in Post-test

No	Classification	Score	Frequency
1	Excellent	86 - 100	0
2	Very good	71 - 85	16
3	Good	56 - 70	12
4	Average	41 - 55	0
5	Poor	26 - 40	0
6	Very Poor	< - 25	0

The table 2. Showed that there were 16 students got very good, while 12 students got good, and there were no students got average. Most of students got very good.

### The Effectiveness of the hybrid problem-based Learning in Fluency

The pre-test was aimed to know the basic ability of the students' fluency in speaking test.

Table 1. The Students' Score Classification of Fluency in Pre-test

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No	Classification	Score	Frequency
1	Excellent	86 - 100	0
2	Very good	71 - 85	0
3	Good	56 - 70	5
4	Average	41 - 55	12
5	Poor	26 - 40	11
6	Very Poor	< - 25	0

The table 1. Showed that there were no students got very good, while 5 students got good, and only 12 students got average, then 11 students got poor. Most of students got average.

The post-test was aimed to know students' accuracy after given treatment in speaking test.

Table 1. The Students' Score Classification of Accuracy in Post-test

No	Classification	Score	Frequency
1	Excellent	86 - 100	0
2	Very good	71 - 85	5
3	Good	56 - 70	15
4	Average	41 - 55	8
5	Poor	26 - 40	0
6	Very Poor	< - 25	0

The table 2. Showed that there were 5 students got very good, while 15 students got good, and there were 8 students got average. Most of students got good.

### The Mean Score of the Students Speaking Skills

Table 3. The Mean Score of students' Accuracy

Variable	Mean Score	
	Pre-test	Post-test
X	54.4	75.7
$\Sigma X$	1522	2121

The Table 3. Indicate the effectiveness of the hybrid problem-based learning in training of speaking English. The students' achievement in post-test was greater than in pre-test ( $75.7 > 54.4$ ).

Table 3. The Mean Score of students' Fluency

Variable	Mean Score	
	Pre-test	Post-test
X	46.6	64.4
$\Sigma X$	1293	1805

The Table 3. Indicate the effectiveness of the hybrid problem-based learning in training of speaking English. The students' achievement in post-test was greater than in pre-test ( $64.4 > 46.6$ ).

### The Percentage improvement of students Speaking Skills

In order to see the students improvement in Accuracy and Fluency, the percentage of students' increase score implied.

Table 3. The Improvement of Students Speaking Skills

Variable	Improvement	
	P(%)	Classification
Accuracy	39.3%	Improved
Fluency	39.5%	Improved

The Table above indicates improvement of the students' accuracy and fluency. The percentage of students increase score in accuracy was (39%.3). Therefore, the percentage of students increase score in fluency was (39.5%). In other words, there were improvement in speaking skills especially in accuracy and fluency.

### The Result of T-test

In order to see whether students' accuracy in difference between in pre-test and post-test at the level of significance 0.05 with degrees of freedom (df)  $N-1 = 28-1 = 27$ .

Table 5. T-test of the students' accuracy

Data	T-test Value	T-table	Comparison	Classification
Students' Accuracy	6.0	2.052	T-test > T-table	Accepted

The table above indicates that the value of the accuracy t-test (6.0) is greater than t-table value (2.052). It means, there was significance improvement between the result of pre-test and post-test of students' accuracy in speaking test.

Table 5. T-test of the students' Fluency

Data	T-test Value	T-table	Comparison	Classification
Students' Fluency	5.5	2.052	T-test > T-table	Accepted

The table above indicates that the value of the fluency t-test (5.5) is greater than t-table value (2.052). It means, there was significance improvement between the result of pre-test and post-test of students' fluency in speaking test.

## DISCUSSION

However, on the research above, some of students' miss pronounce certain words and not understandable while speaking because of limited in ability to used vocabulary and still used irregularities. They faced difficulties in terms of change their vocabulary in Bahasa to English. Moreover, the implementation of Hybrid Problem-based learning needed proper signals, so students need to set up the network properly.

In terms of Accuracy, in pre-test the students had to speak at least 7 minutes, describing about the problem showed in picture. In speaking, students were difficult to used vocabularies in English. Once, they were miss pronounce the words, just like Muljayanah (2004:17) define difficulties in learning the language particularly in improving speaking skills is not easy for students. While in post-test, the students' accuracy was improved which they can speak more understandable. The researcher given a multiple problem that engage to them as the topic of the speaking activity and every quiz. The students' achievement in post-test was improved (75.7) it was higher than pre-test score (54.4). The improvement percentage showed 39.3%. This means, the students' accuracy in speaking skills was improved after being exposed to treatment.

According to (Azlina et al., 2015), fluency refers to one's capacity to talk clearly and fluently. Also, supported a process to understand accent or pronunciation, vocabulary, grammar, and understanding the meaning of someone in speaking. Several students did not use speaking in a foreign language during the pre-test because they were worried about making mistakes, worried about other people's reactions to the difficulty topic, and worried that they did not comprehend the meaning of each word they used. So, it caused the kids to make spelling blunders. Because of this, the pre-test fluency average for the pupils was 46.6. The researcher discovered several faults in the kids' speaking performance throughout the therapy. Because of the influence of mother tongue, so many improper terms were employed, such as Bahasa vocabulary. The students shown progress on the post-test, which had a score of 64.4. It exceeded the pre-test score (46.6). The percentage of improvement was 39.5%.

## CONCLUSION

The researcher draws the conclusion that using hybrid problem-based learning is successful in enhancing students' speaking abilities in terms of correctness (vocabulary) and fluency based on the data and discussion (Smoothness). The researcher made the supposition that the use of hybrid problem-based learning will enhance students' correctness and fluency in speaking. In conclusion, hybrid problem-based learning is strongly encouraged and recommended based on the findings of previous studies and this research. Nevertheless, the teacher must put in a lot of work to integrate hybrid problem-based learning in the training of speaking English.

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