IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH PROBLEM BASED LEARNING (PBL) AT VIII GRADE OF MTS ZIA SALSABILA BANDAR SETIA

Submitted to the Tarbiyah Faculty UIN SU Medan as a Partial Fulfillment of the Requirement for S-1 Program

By:

AMINURHAMMI SIMANJUNTAK

34.15.4.202

DEPARTMENT OF ENGLISH EDUCATION

FACULTY TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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A SKRIPSI

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Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa :

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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dariringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan,

maka gelar ijazah yang diberikan oleh universitas batal saya terima.

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Yang membuat pernyataan

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ABSTRACT

Aminurhammi Simanjuntak. Registration Number: 34154202. Improving the Students' Speaking Skill through Problem Based Learning at the VIII Grade of junior High School. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2020

This research aimed to improved the students' speaking skill in English esson by using Problem Based Leaning method. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-A grade of MTs Zia Salsabila Bandar Setia 2019/2020 academic year which consisted of 31 students. The objective of this research was to improve students' speaking skill in English Lesson by using Problem Based Learning method at Eight Grade of MTs Zia Salsabila Bandar Setia. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in speaking skill. The mean of pre-test was 59.6. The mean of post-test I was 70.5. The mean of post-test II was 80.2. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 9 students (29.0%). In the post-test of cycle 1 students who got point >75 up were 17 students (54.8%). The post-test of cycle 2, students who got point >75 were 38 students (80.6%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

Keyword: Problem Based Learning Method, Students' Speaking Skill

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This *skripsi* is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S-1 Program).

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English language is one of most important thing in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationship with various aspects if life owned by human being. And in some country English is considered as the foreign language and taught formally from elementary school up to enter to university will needed it. There are four skills in English that should be mastered, they are: speaking, listening, reading and writing. And speaking skills as one of the basic skills of English, speaking has an important role in language learning process, through speaking, student take out their ideas to others.

In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.Learning English in Junior High Schools are important given other than us a preparation of the globalization process but as the provision of Junior High Schoolstudents to continue higher education level of the established English teaching asa lesson that must be controlled by students. As a professional teacher in language teaching, especially the teaching of English methodology for greater effectiveness in student's acquisition on English, designing and implementing materials, test, and practice. Teachers are responsible to educate the students from little or no knowledge to sufficient English speaking environment. Found the teachertend to carry out the teaching process in the classroom by applying

traditional and monolingual principle ways of teaching with unsatisfactory and should overcome.

This shows that teacher anenrichments with appropriate ways of teaching atmosphere, that whyin teaching English as the second language by applying new and modifiedfashions in order that the result of the teaching process would contribute more input to reach satisfied learning outcome. Whole around the world recently, wherethe people encourage that English as their target or second language used basedon whole interactions and communication holding the dominant role of every aspects of their life. English is most widely used in teaching learning process of broader educational occasions either formal or environment. It is removable that English in programmed as the first foreign or second language in many countries on this earth, furthermore in present global era. That is why experts on language teaching range must be invented today English teaching and learning environment. As one of the basic skill of English, speaking has an important role in language learning process, because speaking is something that you always need wherever you are.According to Fulcher that speaking is the verbal use of language to communicate with others.[1]Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language. In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class

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[1].Fulcher, G. (2003).*Testing Language Second Language Speaking*. Sydney: Longman. p.79

because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability.

The students also think that learning English is not interesting, this is because the method or strategy that is used less attract students learning has focus on the teachers and put the listener. Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking.

But all of it wasn't going to happen if not using the right strategies, therefore Based on research's observation in MTs Zia Salsabila Bandar Setia , it was found that actually the seventh grade students were not interested to speak in the class. It was identified that the students still had some problems dealing with speak English in the class. They had problems in courage, self-reliance, and sentence on the speaking ability. Besides they also have a problem dealing with the motivation and concentration in communication orally and also the researcher tried to conduct a classroom action research using Problem Based Learning (PBL) method. Problem based learning gives opportunities to examine and try out what they have already known; to discover what they need to learn to develop the people skills they need for improving their performance in a team. Based on the

descriptions above, the title of research study conducted was "Improving the student speaking ability through problem based learning method in eight grade at MTs Zia Salsabila"is conducted to know whether problem based learning method will be successful in improving the student skills.

B. The Identification of Problem

Based on the problem described above, have foundseveralproblems such as:

1. Students'didn'tinterested to learning more about speaking.

2. Students' motivation in the learning speaking process was still lack.

3. The applicationsof innovativelearning method is not maximized so that the achievement of competence students' are still low category.

C. Formulation of the Study

Based on the problem of the study is can be formulated as follows: How is the improvement students' speaking skill after implementation problem based learning for eight grade at MTS Zia Salsabila Bandar Setia?

D. The Objective of the Study

Related to the question, this study aims to improve English speaking skill through problem based learning foreight grade at MTs Zia Salsabila Bandar Setia.

E. The Scope of the Study

It is intended to avoid a big problem area and helped her to focus on the research, this study would focus on improving students speaking skills in English Lesson by using PBL method, so the reason why the researcher chose it because it is fun to do and hope the all students can to contribute actively even the quiet ones and the researcher believe that it would give to them more courage to practice speaking in the class.

F. Significance of the Study

The significance of the study will be useful for:

a. For the English teachers, the result of this research is expected to providethem with an alternative technique to teach speaking in the class. It is also can makingstudents' will be more active and enthusiastic in learning English.

b. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities especially speaking.

c. For the researcher, the result of this research can develop her experiencerelated to her knowledge in research on education and English teaching,especially for speaking.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

Based on the discussion in chapter I, in this chapter, the researcherdescribes some theories related to the speaking skill, problem based learning strategy,and conceptual framework.

A.1Definition of Speaking

Speaking skill is one of the basic language skills that has important role rather than other, skills due to its significant and its use for communications. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. According to Mackey defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning.[2]

Chaney argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal and symbols in a variety of contexts.[3]It means that speaking is the basic competence and the most important skill of language. And generally speaking have relation with religions, because in religion also learning how to create a good communication to making human know the a good relations with the other.

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[2]. Daphne Mackey (1986) *get ready interactive Listening &Speaking.*Precante.Hall. p 79
[3]. L. Chaney (1998) *Teaching Speaking Activities to Promote Speaking* in Second Language. p.13

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty.

We as humans can only dig our potential in speaking. Allah SWT also says in Q.S Al-Mujadalah:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا تَنَٰجَيْتُمْ فَلَا تَتَنَٰجَوْا۟ بِٱلْإِثْمِ وَٱلْعُدْوَٰنِ وَمَعْصِيَتِ ٱلرَّسُولِ وَتَنَٰجَوْا۟ بِٱلْبِرِّ وَٱلتَّقْوَىٰ وَٱتَّقُوا۟ ٱللَّهَ ٱلَّذِىٓ إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

Meaning is who have believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT, to whom you will be gathered. In this verse Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety.[4]

According to the teachings of Islam, speaking is to deliver a message to someone with a good road, with a gentle word, don't talk about sin and always talks about the good things.[5]That's the attributes of the believers if seen from the way he speaks. From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the a message.

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[4]. Departemen Agama RI. (2017), *Al-kafi*: *MushafAl-qur'an and Translations*. Ponegoro p. 806

[5].https:www.kompasiana.com/wahyuarianioktavia.556012462323bd6a588b4567/berbicara-dalam-pandandan-islam. 25/03/19 16:40

In addition, Harmer also states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.[6] From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

A.1.1 Aspect of Speaking Skill

There is many aspect of speaking skill in learning English speaking. That there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well.[7]As a complex activity, speaking has five main aspects as follows:

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar and pronunciation refers to the traditional or customary utterance of words. Pronunciation is the way for students to produce the utterance words clearly when they are speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

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[6]. Harmer.J (2007) *the Practice of English Language Teaching*. Edinburgh Gate: Longman. p. 267

[7]. Brown, H. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York. Longman.Inc p. 52

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.[8] Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2. **Fluency**

Fluency is defined as the ability to speak communicatively, fluently and accurately, fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' allow student to express themselves freely without interruption. The aim is t help students speak fluently and with ease. The teachers dose not correct immediately whereas the idea being that much correction interferes with the flow conversation[9].

3. **Grammar**

Grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily.[10] Studying grammar rules will certainly help students speak more accurately.

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of

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[8]. Watkins, Peter. (2007). *Learning to Teach English : A Practical Introduction for New Teachers*.England : Viva Books Private Limited. p. 18
[9]Mary Spratt. (1994) *English for Teacher.* Cambridge University press p. 76
[10].Nunan David, Op.cit, p. 154

the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language.[11]Moreover, the other definition of grammar refers to the set of rules that allow us to combine words in our language into larger units.[12]The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the contexts and grammar also a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

4. Vocabulary

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas. Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas,

[11].James Purpura. *Assessing Grammar*, (Cambridge University Press, 2004) p.1
[12].Sydney G. Gerald Nelson (2002) An *Introduction to English Grammar*.University College London.Longman. p.1

feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.Moreover, vocabulary is a set of lexemes including single words, compound words and idioms.[13]

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

A.1.2 Teaching Speaking

Teaching four skills - listening, reading, speaking and listening - become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught

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[13].Richards and Schmidt, (2002).*Longman Dictionary of Language Teaching and Applied Linguistic*, 3rd Edition, London, Pearson Education Limited p. 529.

like the other skills. Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes.[14]

Brown says that teaching cannot be defined apart from earning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.[15]

Hiebert and Michael Kamildefines "teaching speaking" as to teach ESL learners to:

1. Produce the English speech sounds and sound patterns

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.[16]

In those meanings of teaching speaking above, the teacher must pay attention of some important aspect include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thought and all of above component should be in right to make it better.

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[14].Nurokhma, (2009), *Elicitation Technique Used in Teaching Speaking*, Yogyakarta:Unpublished Thesis, p.183

[15]. Douglas Brown, (2000). *Principles of Language Learning and Teaching*, (5thed).New York. Longnam p.7

[16]. Hiebert and Michael Kamil, (2005), *Teaching and Learning Language*.London, p.3.

A.2 The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second andforeign language learners. Several language experts have attempted to categorizethe functions of speaking in human interaction. According to Brown and Yulethere are three framework like talks as interaction: talk as transaction: talk as performance.[17]Each ofthese speech activities is quite distinct in term of form and function and requiresdifferent teaching approaches :

1. **Talk as interaction**

Speaking as interaction refers to the interaction which serves a primarilysocial function. When people meet, they exchange greetings, engage in smallspeaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

2. **Talk as performance**

Speaking as performance refers to public speaking; it is talk whichtransmits information before and audience such as public announcements andspeeches. Speaking as performance tends to be in form of monolog rather thandialogue, often follow a recognizable format and it is closer to written language than conversational language.

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[17].Brown and Yule, (1983),*Teaching the Spoken Language*. Cambridge: Cambridge University Press. P.154

3. As transaction

Speaking as transaction refers to situation where the focus is on themessage about what is said or achieved in order to make people understoodclearly and accurately.[18]

A.2.1.Classroom Speaking Activities

Many of the classroom speaking activities which are currently in use fall ator near the communicative end of the communication continuum. In this sectionwe will look at some of the most widely-used.

1. Discussion

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next.[19]

This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students

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[18]. Jack C. Richards, (2006), *Communicative Language Teaching Today*, Cambrigde: Cambridge University Press, p. 19-23

[19].*https://github.blog/2017-11-20-introducing-team-discussions/*17-02-19 12:59.

may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas.

2. Acting from a Script

We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class

3. Prepared Talks

A popular kind of activity is the prepared talk where students make apresentation on a topic of their own choice. Such talks are not designed forinformal spontaneous conversation; because they are prepared, they are more writing like than this. However, if possible, students should speak from notes rather than from a script.Prepared talks represent a defined and useful speaking genre, and ifproperly organized, can be extremely interesting for both speaker and listener. Justas in process writing the development of the talk, from original ideas to finishedwork, will be of vital importance.

4. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure thatboth questioner and respondent have something to say to each other. Dependingupon how tightly designed they are, they may well encourage the naturalize of certain repetitive language patterns-and thus be situated in the middle of ourcommunicationcontinue.Students can design questionnaires on any topic that is appropriate. Asthey do so the teacher can act as a resource, helping

them in the design process.The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

5. Simulation

Students'stimulate' a real-life encounter (such as a business meeting, an encounter in anaero-plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero-plane, or taking on the role of a characterdifferent from themselves or with thoughts and feelings they do not necessarilyshare. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and soon.

6. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.[20]

7. Communication Games

For example like this game, for lack of a better name is called "make Story with These Five Words." It is a great way to review how to use English vocabulary that is being learned as well as how to learn how to tell an organized and funny story in English. Some of the stories students come up with will have you laughing as well. The students should create a chain story, this means the

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[20]. Gillian Porter Ladousse, (1997) *Role Play,* (New York: Oxford University Press, p.13

second student must start his story where the last student ended the story. This forces students to listen to each story and keeps the class on their toes. Here is quick summary of how the game works, you give the first students five words. For example, you give him these words: zombies, gun, nightmare, baseball game and frightening. Then the student will most likely make a story about a nightmare, in which frightening zombies appeared at a baseball game and he had to protect himself with a gun. Then the next student will continues until all the student have told a short story.[21]

A.3 Definition of Problem Based Learning (PBL)

Problem based learning is a teaching and learning method which puts aproblem first in which further learning is conducted in the context of that problem. Problem based learning method means in this research is amethod used by researcher to know its effect toward students' speakingability.

Problem based learning (PBL) has become popular because of its benefits to student learning. Barrows and Tamblyn describe that problem based learning means the learning that results from the process of working towards the understanding of a resolution of a problem.[22] The problem is encountered first in the learning process. PBL also inherently social and collaborative in methodology and teaches students essential "son skills" as well as domain specific content and skills. It means that PBL is learner-centered and gives the learners progressively more responsibility and independence in their education. It encourages life-long learning. In PBL, the discussion and analysis of a problem starts the process of

[21]. Jeremy Harmer, (2001), *The Practice of English Language Teaching*, Edinburgh: Pearson Education Limited, p. 271-274
[22]. Barrows and Tamblyn, *1980. Problem Based Learning: an approach education*. New York p.1

learning, rather than acting as the end point. So based on the opinion above, the writer concludes that Problem Based Learning is the method which solves the problem based on the current issues.

Stephen and Pyke states that through PBL, students can learn:

1. Solving ml-life problems: Learning to solve relevant and contextual problems congruent with workplace skills, develop initiative, performance ability and enthusiasm.

2. Efficient problem solving: Develop the ability to End and use appropriate resources for problem solving

3. Independent learning: Employ effective self-directed and self-motivated learning skills and proactive thinking to continue learning as a lifetime habit

4. Self monitoring: Continuously monitor and assess the adequacy of their own knowledge and of their problem-solving skills, practice critical thinking.

5. Team work: Efficient collaboration as a member of a group, communication and leadership skills. Social and ethical skills.[23]

A.3.1 Characteristic of Problem Based Learning

Characteristics of PBL ill-structured problems are that they are real-life and authentic not teacher's exercises, messy not tidy, incomplete in the sense of lacking information needed for their resolution and also iterative is the way that

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[23].Stephen and Pyke,2002. *Facilitating Problem Based Learning: Illuminative Perspectives.* Buckingham: Open University Press. p. 164

they produce further ideas, hypotheses and learning issues.[24] It is vital that the problems an engaging. They "smell real", are interesting and challenging to students. This engagement stimulates further learning and requires research, elaboration, timber analysis and synthesis together with decisions and action plans. Norman and Schmidt describe the characteristics of PBL as follows in this table:

Characteristic of PBL :

NO	WHAT	HOW	WHY
1.	Students-centered and Experiential	Select authentic assignments from the discipline, preferably those that would be relevant and meaningful to student interests. Students are also responsible for locating and evaluating various resources in the field	Research indicates that deeper learning takes place when information is introduced within a meaningful context
2.	Inductive	Introduce content through the process of problem solving, rather than problem solving, after introducing to	Research indicates that deeper learning takes place when information is introduced within a meaning context.

[24].D.Margeston, 2001. *Can all Education be Problem-Based: can it afford not to be? Problem-Based Learning Forum, Hongkong* Center for Problem-Based learning.p. 43

		content	
3.	Builds/ challenges	If the case has same	The literature suggest that
4.	Prior learning	Relevance to students, then they are required to call on what they already know or think they know. By focusing on their prior learning. students can test assumptions. prior learning strategies. and facts.	Learning takes place when there is a conflict between prior learning and ne information.
5.	Context- specific	Choose real or contrived cases and ground the count in the kinds of challenges faced by practitioners.	Again, context-specific information tends to be learned at a deeper level and retained longer.
6.	Problem are complex and ambiguous, and require meta-cognition	Select actual examples from the real life of the discipline that have no simple answers. Require students to analyze their own problem solving strategies.	Requires the ability to use higher order thinking skills such as analysis. synthesis, evaluation, and creation of new knowledge.

7.	Creates cognitive conflict	Select cases with information that makes simple solutions difficult: while the solution may address one part of a problem, it may create another problem. Challenges prior learning as noted above.	The literature suggests that learning takes place when there is a conflict between prior learning and new information.
8.	Collaborative and interdependent	Have students work in small groups in order to address the presented case	By collaborating, students see other kinds of problem solving strategies used, they discuss the case using their collective information, and they need to take responsibility for their own learning, as well as their classmates.[25]

From the characteristic of PBL, it can be explained that the steps can be

information becomes available and redefines the problem. Step six may occur

more than one- especially when teachers place emphasis on going beyond "the

first draft."

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[25]. Norman and Schmidt.(1992), *the Psychological Basis of Problem-Based Learning: An review of the evidence*. Academic Medicine, p. 66-67

A.3.2 Application of Problem Based Learning (PBL)

Savinmentions that with PBL, teacher presents the students with a problem, not lectures or assignments or exercises.Since the students are not handed "content", their learning becomes active in the sense that they discover and work with content that they determine to be necessary to solve the problem. Therefore.there is some steps to apply the PBL, such as:

1. **Explore the Issues**

The teacher introduces an "ill-structured" problem to the students. Discuss the problem statement and list its significant parts. The students may feel that they do not know enough to solve the problem but that is the challenge! The students will have to gather information and learn new concepts, principles, or skills as they engage in the problem-solving process.

2. **List what do the students know**

The students must know to solve the problem. This includes both what the students actually know and what strengths and capabilities each team member has. Consider or note everyone's input, no matter how strange it may appear: it could hold a possibility.

3. **Develop, and write out, the problem statement in own words**

A problem statement should come from the students/the group's analysis,what they know, and what they will need to know to solve it. They will need:

a. Written statement

b. The agreement of your group on the statement

c. Feedback on this statement from your instructor. (This may be optional, but is not good an idea)

Note: The problem statement is often revisited and edited as new information is discovered, or "old" information is discarded.

4. **List out possible Solutions**

List them all, then order them how: strongest to weakest. Choose the best one, or most likely to succeed.

5. **List actions to be taken with a timeline**

a. What do we have to know and do to solve the problem?

b. How do we rank these possibilities?

c. How do these relate to our list of solutions.

d. Do we agree?

6. **List what do the students need to know**

Research the knowledge and data that will support the student's solution they will need to information to fill in missing gaps.

a. Discuss possible resources

Experts, books, web sites, etc.

b. Assign and schedule research tasks, especially deadlines

7. **Write up the student's solution with its supporting documentation, and submit i**t

The students may need to present their findings and/or recommendations to a group or their classmates. This should include the problem statement, questions, data gathered, analysis of data, and support for solutions or

recommendations based on the data analysis: in short, the process and outcome.

8. **Presenting and defending the students' conclusions**

The goal it to present not only your conclusions, but the foundation upon which they rest. Prepare to:

a. State clearly both the problem and your conclusion

b. Summarize the process you used, options considered, and difficulties encountered

c. Convince, not overpower. Bring others to your side, or to consider without prejudice your supporting documentation and reason

d. Help others learn, as you have learned e. If challenged and you have an answer, present it clearly and you don't have an answer, acknowledge it and refer it for more consideration.[26]

Sharing the students' findings with teachers and students is an opportunity in demonstrating that they have learned. If they know their subject well, this will be evident. If a challenge arises that they cannot respond to, accept it as an opportunity to be explored. However, take pride in their attention to quality when they present.

A.3.3 The Advantages and Disadvantages of Using Problem-Based Learning

The benefits of PBL in language learning are various. It is widely accepted that utilizing problem solving activity promotes construction of useful knowledge, develops reasoning strategies and effective self directed learning

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[26]. Savin-Baden,(2000). *Problem-based Learning in Higher Education*: Untold Stories Open University press. p.55

strategiesincrease motivation for learning, and become effective collaborators.[27] PBL promotes meaningful interaction in the classroom. The interactions that occur while students are dealing with real world issues and problems are more meaningful and authentic than interactions produced during activities such as assigned role plays or repetition of dialogues. Since PBL shifts the emphasis on learning method from teacher to students, it can also help students become more autonomous learners who will transfer the skills learned in the classroom to their lives outside of the classroom. It activate learners to interact with each other in speaking, PBL can be powerful.

Based on the explanation above, it is clear that using PBL method while students are focusing on the problem to be solved, they will try to overcome the linguistic hindrance, retrieve prior knowledge of the language to be used.

Savindescribes that there are some disadvantages of using PBL such as.

a. Changing the Curriculum

b. Introducing higher costs

c. Higher time demands: PBL takes more time to teach the same content

d. Change of rules: Students have to change attitude and go from memorization of facts to an active searching for information. Teachers have to shin from dissemination of information to a tutor's and guide role.

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[27]. Barrett,T, Mac Labhrainn, I., Fallon, H. (Eds). *Handbook of Enquiry & Problem Based Learning*. (Galway: CELT. 2005). Released under Creative Commons licence. (http://www.nuigalway.ie/celt/pblbook/). Retrieved on April 5, 2011

e. Formulation of appropriate problems that encompass both a large goal and specific objectives.[28]

B. Related Study

The action learning strategy is one of learning strategy that used toimprove the students' achievement in the class. There are some similarresearch studies that had been conducted before. The result of the research isdescribed as follows.

1. Muhammad Fahri(2015-2016) about "Improving Speaking Ability through Interview Technique" this study attheVII grade of SMP N 1 Percut Sei Tuan.His population of study is 25students. The result of hypothesis test shows that to = 2.10 and thedegreesignificance 5% 2,02. It meant that the alternative hypothesis was acceptedand null hypothesis was rejected. There was a significance effect of interview technique method in teaching speaking.

2. MarlinaPurnama (2012-2013), about"Improvement Student's Speaking Skill in English Lesson with Action Learning Strategy". This study was conducted by using classroom action research. The subject of the research was class IX at MTs Al-Hidayah Medan, that consisted of 37 students. Data collected through the observation perform test on student speaking skill in the form of an oral test. The improvement also can be seen from the percentage of the students speaking achievement. In the initial test only 14,2% (nine students) got category skill. In the post test in cycle I and cycle II 45,71% (twelfth students) and 88,57% (sixteen students) got category skill. It means they was an improvement about 74,37. It can be

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[28]. Savin-Baden,(2000). Op.cit, p. 79

concluded that there was a significant effect of moving toward better by using problem based learning strategy to improve students speaking skill.

3. RahmaWati (2011-2012) about "Stimulating Students Creative in Speaking through Film Discussions, An Action Research at the nine grade of SMPN 02 Medan Sunggal. Based on data analysis the mean score of students on the first cycle is73 average score, and the mean score of the students on the second cycle is 90that is qualified average to good. They get 28 score improvement. It meansthat action hypothesis the using stimulating student creative to improve students' speakingability is class is proved.

C. Conceptual Framework

Learning English is important, not only in class or school but also important for our lives.In fact, it is the second most spoken language in the world. Globalization madethe use of English language more widen. The ability to speak and to write Englishproperty has been one essential benchmark skills in the professional world.Learning English in Junior High Schools are important given other than us apreparation of the globalization process but as the provision of Junior High Schoolstudents to continue in senior high school and higher education level of the established English teaching asa lesson that must be controlled by students.

English is a foreign language in our country, it has become aninternational language. English has been intergrated to secondary school for along time. The English language is exerting even stronger influence in the modernworld and has become an international language. There are also advantages of introducing a

foreign language for young learners. It is also important for students to get learning Englishearly.One of the ways to communicate with other people is by speaking. Asstated in the previous chapter, speaking is important for language learners becausespeaking is the first form of communication. They are expected to be able tospeak English accurately, fluently, and acceptably in the daily life.However, as mentioned in the previous chapter, VIII grade students ofMTsZia Salsabila Bandar Setia faced several problems related to their speaking ability.

The students also think that learningEnglish is not interesting, this is because the method or strategy that is used lessattract students learning has focus on the teachers and put the listener. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. Therefore,the researcher wanted to overcome the problems by using problem based learningmethod in the speaking class. Problem based learning is one of learning method can beused to improve students speaking skill. Problem based learning is presented anmethod to helping student developed thinking skills and problem solving skills. Interesting way which can stimulate students and to develop ideas of thinking andspeaking skills by activity seeing problem with real. Problem based learning method it was fun and interesting because it could be applied in the practice andproduction phase. The students would get more opportunity to explore theirspeaking ability. They had to speak with their friends in pairs and student can share about some problem to other student. This activity provides natural drilling for them and helps them toimprove their courage. They also got opportunity to practice speaking in ameaningful way so it would help them to improve their communicativecompetence. Besides, this method also could

motivate them to be more engagedduring the teaching and learning process so all of them got the same opportunitytopractice speaking. This method is expected to be able to overcome theproblems, and then after applying this strategy it can giving positive changes in learning process.

D. Hypothesis

To answer the problem of research that has been described about can putforward hypothesis as follow: problem basic learning method can improve studentsspeaking skill in English lesson in VIII of MTs Zia Salsabila Bandar Setia.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This study took place in MTs Zia Salsabila, which was located in Jl Pendidikan pasar X Gg.Sayang no.12, Bandar Setia. The research study was conducted at VIII MTs Zia Salsabila Bandar Setia.

B. Type of the Research

The type of this research is Classroom Action Research (CAR). Classaction research is an action research conducted by teachers in the classroom.Classroom action research is a research aimed to improve the quality of learningpractice, that focus on the process of teaching and learning in the class. Besidesthat, classroom action research is one of strategies for solving problem which usereal action and developing capabilities to detected and solve the problem.[29]This action research tries to identify the problem that happened in theteaching and learning class and then decides an action to overcome the problems.In this research, the researcher identifying some problems related to the students'speaking skill.

In classroom action research, there are four phases that should beconducted namely: planning, action, observation and reflecting. Thefourphasesweredone in two cycles, each cycle consisting of fourstages.Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students' ability in learning process. This aim

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[29]. M. DjuanaidiGhory, (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang press, p. 8

of classroom action research is to improve the teachers' teaching their ownclassroom or school. While there is no requirement that the findings begeneralized to other situation, the results can add to knowledge based. According to Wina Sanjaya, Classroom Action Research consist of three words, there are.[30]

1. **Research**

   Examine activities of an object, use the rules of particular methodology toobtain data or information to improve the quality and skills of a thing that interest andimportant for the researcher.

2. **Action**

   Some activities that are deliberately made with a specific purpose, whichinthis research formed a series of cycle activities.

3. **Class**

   Class is group of students who are in the same time receive the lesson froma teacher. Constrain which written for understanding about the class is oldinterpretation, to immobilize a misconception and widely understood by thepublic with "room for teacher to teach". Class not just a room but a group ofstudents who are studying.By combining three words above, classroom action research reflection toactivity which is intentionally appeared and happened in class. In here, theresearcher uses a Classroom Action Research (CAR) design by KemmisandMc Taggart model that consist of four steps namely, planning, acting, observing,and reflecting. Improvement the problem in this research is brought about by theseries of cycle. The figure is bellow:

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[30]. Winasanjaya, (2013), *PenelitianTindak Kelas*, Jakarta: Kencana, p. 25
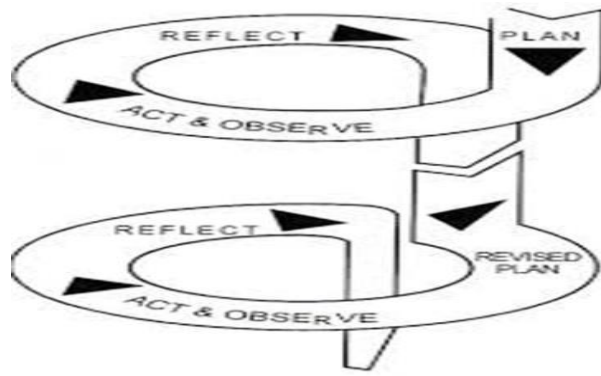
Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart.[31]

The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about speaking ability.

4. **Cycle I**

a. **Planning**

Planning is arrangement for doing something. In planning the researcher prepare everything that will be need in learning process.[32]The following points are the specification of the planning are first cycle:

- Analyze the students' problem in speaking

- Conducting the cycle in two meetings.

- Preparing material for speaking skill.

- Conducting pre-test in order to know the students' basic ability in masteryspeaking.

[31]. *https://artmlab.wordpress.com/artikel-ptk/mode-model-ptk/* 17.02.19 17:46
[32].RochiatiWiriatmadja, (2006), *MetodePenelitianTindakanKelas (UntukMeningkatkan Kinerja Guru dan Dosen)*, Bandung: RemajaRosdakarya, p. 6

- Conducting a test of speaking skill with problem based learning in lastmeeting.

- Preparing the instrument for collecting data, such as diary notes, observation, interview sheets and documentation.

b. **Action**

Action is process doing things, it is implementation of planning. In this step,the students will be taught how to improve speaking skill with problem based learning method.

- Explain the purpose of problem based learning in learning English.

- Divided students into eight groups.

- Assign task to each group to memorize the vocabulary associate with thematerial and make a conversation.

- Asks the students to practice speaking with the vocabulary that has beenmemorized.

NO	Action cycle I	Output
1.	Motivating students by asking thematerial fraction	Increased student motivation
2.	Delivering learning objective and indicators to be achieved	Explanation of goals and indicator to be achieved
3.	Provide an explanation of the content being studied	Explanation of the content being Studied
4.	To give some examples of question about the content being studied using action	Discuss with the student the example problem

	learning	
5.	Giving students the opportunity to ask	Improving students understanding
6.	Concluded the material together withstudent	The student can make the conclusion
7.	Evaluating the results of the first cycle	Identifying problem
8.	Conducting any acts of reflection incycle I thoroughly	The solution of the problem that had been arise

c. Observation

Observed during the process of learning about students' speaking skill and learningprocess using observation sheets that will be prepared

- To evaluate students skill of observation sheet
- Make notes suitability study process undertaken based or indicators ofspeaking skill

d. Reflection

Reflection implemented based on the analysis of data from observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

5. Cycle II

a. Planning

Activity of which is in the planning cycle II is the same as planning to cycle I. The planning stages on the second cycle based on the result of reflection of the activity cycle I. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on the implementation process of learning to improve students speaking skill. In this cycle consist of two meetings. The first and second meeting on the second cycle is present in the material daily routines.

b. Action

Activities undertaken in this phase is to implement lesson plans that have planning and developed from the implementation of the first cycle of the learning process accordance with lesson plans that havebeenpreviously design to improve students speaking skill and the learning can take well.

c. Observation and Evaluation

As in cycle I, observation and evaluation activities carried out to determine the changes in students speaking skill.

d. Reflection

At the end of the second cycle, the observation of later researchers to find weakness and excellence in learning.Reflection include:

- Disclosure of the result of observation about the advantages and disadvantages of learning in understanding the concept by using problem based learning.

- Reveal the action that have been conducted during the student learningprogress poses

- Disclose the action taken by the teacher during the learning and teachingprocess. The things that reflected the discussion with the class teacher concerned.

C. Subject of the Research

The subject of the research wasstudents' of VIIIin MTs Zia Salsabila Bandar Setia, who werethe first semester by the academic year of 2018/2019.

Class	Student		Total
VIII	Male	Female	31
	12	19	

Time of the Research

The research study was conducted in the first semester of the academic year of 2019/2020.

D. Procedure of Observation

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanations about four phases.

1. **Planning Phase**

Planning phase was done after identifying and diagnosing students' speaking problem occur in the class proven by observing and interviewing;

furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimedat organizing whole aspects referred to Classroom Action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson planning has beenprepared to be implementation in VIII grade at MTs Zia Salsabila. It has been mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

2. **Acting Phases**

The acting phase in the principle is a realization from an act which has been planned before such as hat the strategy used, what material be taught and others. Acting phase is where both the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching learning activity. In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks within two cycles in which each cycle consists of two meetings in action. Wina Sanjaya states that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual designed by the teacher.[33]

3. **Observing Phase**

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and alsocarries out observation toward

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[33]. Winasanjaya,Op.cit, p. 26

implementation of the action using field note or unstructured observation sheet. The researcher observedthe outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

4. **Reflecting Phase**

This phase is aimedto reflect or evaluation from three phases before. It is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until to solve.

E. **Instrument of Collecting Data**

The instrument of collecting data will be use by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and students'activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2. Interview: use to get data about implementation of Classroom Action Research (CAR) to the teacher.

3. Questionnaire: it conducted both before and after implementing ClassroomAction Research (CAR).

4. Test: is used for getting data research result and students activities in teachinglearning. There are two tests used in this research as follows:

    a. Pre-test is done before implementing the Classroom Action Research (CAR).

    b. Post-test is implemented after implementing the Classroom ActionResearch (CAR).

5. Documentation: To collect all the data, a camera were utilized to record thestudents' performance in the teaching and learning process.

F. Technique of Collecting Data

1. The Quantitative Data

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writeruse the category that evaluates for criterions. Each criterion was scored 25 point.So for all criterions students would get 100 point. Every aspect of speaking wasarranged from 0-25. The categories are vocabulary, pronunciation, accuracy, and fluency.[34]

Table 3.2 English Language Speaking Skills Assessment Collects

No	Category	Aspect	Range	Score
1	**Vocabulary**			
	a. Unsatisfactory	Very limited vocabulary, makecomprehension quite difficult	1-6	

[34]. Finocchiaro,M and Sako, S. (983). *Foreign Language Testing : A Practical Approach to Language Pedagogy.* San Fransisco: Prentice Hall. P. 145

	b. Fair	Frequent uses wrong speechlimited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriateterms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	**Pronunciation**			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	**Accuracy**			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
4	d. Very Good	No more than two errors/speech is generally natural	19-25	

4.	**Fluency**			
	a. Unsatisfactory	Speed of speech and length ofutterances are below normal, long pause, utterance leftunfinished to basic structure	1-6	
	b. Fair	Some definite stumbling, butmanage to rephrase andcontinue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Score		100	

2. The Qualitative Data

a. Observation

In this case, the researcher used the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak) and take photograph and video.

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the

research to know the teacher's response toward the idea of implementing the role play technique in improving students' ability in speaking.

c. Test

The researcher used the oral test for the students. The test used in this study is the pre-test andthe post-test. The pre-test was done before implementing problem based learning method. It was used to measure students' speaking ability at first. Meanwhile, the post-test will implemented after using the problem based learning method.

d. Documentation

The researcher used a camera to collect all the data. Camera wereutilized to record the students' performance in the teaching and learning process.

G. Technique of Analysis Data

This study applied the quantitative and qualitativedata. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through problem based learning method. The qualitative data was analyzed from the instrument. The quantitative data was analyzed to see the improving of students speaking ability. The writer searched the mean of each post test from every cycle.

The writer applied the following formula: $X = \sum$

Where :

X = the mean of the students score

$\sum X$ = the total score

N = the member of the students.[35]

In order to categories the member of master students', the writer used the following formula:

P = x 100 %

Where:

P = the percentage of students who get the point 75

R = the number of students who get point up to 75 above

T = the total of students who do the test

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula: P = 100% Where:

P = percentage of students' improvement

y = pre-test result

= post-test I

P = 100%

Where:

P = percentage of students' improvement

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[35]. Anas Sudijono, (2014), *PengantarStatistik Pendidikan*, Jakarta: Raja GrafindoPersada, p. 86.

y = pre-test result

= post-test II

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The finding of the researcher concerning to improving the students' skill through problem based learning at the eighth grade students of MTS Zia Salsabila Bandar Setia. The kinds of data were analyzed by using qualitative and quantitative analysis. The qualitative data were obtained from interview transcript, observation sheet, diary notes, and photograph (documentation). All these data were taken from a class which consists of 31 students. Afterwards, the quantitative data were obtained from the mean of the students' score in taking test during the research. The tests consisted of three parts, they were pre-test, post-test I, and post-test II.

It was accomplished in two cycles which conducted in four meetings. In the first meeting, there are observations, interview English Teacher, the second meeting give the students pre-test before conducting the cycle. The third meeting is post-test I in the first cycle. The fourth meeting is post-test II in the second cycle. And the last meeting, the researcher also interview students. The steps performed by the researcher in each cycles were based on the rule of classroom action research namely planning, action, observation, and reflection. Before the researcher implemented the speaking activities and gave the students' speaking test at the class, the researcher did the observation with the English teacher in order to identify the students' difficulties in speaking that occurred in eighth grade of MTs Zia Salsabila. All of the difficulties of students' in the process of learning

would be writedown in each of the cycle in this research. Then, the researcher did the pretest and preliminary before implemented the cycle 1.

A.1   Preliminary Data

In this preliminary data, the researcher gave interview and a test. The speaking test that did by the researcher was aim to know the students' ability in speaking. The interview was done before conducting the first cycle. It was found out that the students still had difficulties to comprehend a text. It is shown from the result of interview with the English teacher below:

R   : *What are the problems/ difficulties of the students that often occur in the process of teaching speaking?*

T   : *Actually they are very lack of vocabularies, in the case capability of students is very minimal in saying English words.The pronunciations of them are still need the improvement,and the students are not confidence and feel ashamed to present themselves.*

(Interview transcript of the teacher, appendices IX)

From those students' problem, the researcher and collaborator would implement the information gap method in the process of teaching speaking. The preliminary data of the research will continued in the process of cycle 1.

To strengthened the qualitative data above, the researcher taken from the result of pre-cycle test by the quantitative data. The number of the students who took the test was 31students'. Based on the result of the pre test, the data showed that the total score of the students was 1865,the mean score of pre test is 60.1.

There were only nine students or 29.0 % of the students who got the score above the Minimum Mastery Criterion *KriteriaKetuntasan Minimal* (KKM) meanwhile the other 22 students were below that criterion. From the analyzing, it could be seen that almost of VIII-A class of MTs Zia Salsabila Bandar Setia students' speaking skill was still very low. This data can be seen in the appendix.

A.2 The Reports of Cycle 1

In the process of cycle 1, the researcher will be analyzed the data into two steps; qualitative analysis and quantitative analysis. The data of qualitative took from diary notes, interview, observation sheet and documentation. Meanwhile, for quantitative data will took from speaking test of students. Furthermore, there are four steps that the researcher did in cycle one that were: planning, action, observation and reflection.

A.2.1 Qualitative Data

The finding of the researcher concerned to the implementation of problem based learning in teaching speaking to improve the students' speaking skill at grade eight of MTs Zia Salsabila Junior High School, Bandar Setia. Here the report of cycle 1:

a). The Researcher Implemented of Problem Based Learning Method in Cycle 1

The actions in cycle I was carried out in two meeting on October 15th, 2019, and October 17th, 2019. Based on the data of observation and interview which were done by the researcher, implementing problem based learninginvolves three stages, they are: 1) applying problem based learning method in class, 2), to

making the student to understand about problem topic, 3) Making group works to discuss and share the students' result. Before the researcher started to implement problem based learning, there were some activities which were done by the researcher, they were: a) the researcher greeting the students' by saying "*AssalamualaikumWr. Wb* and Good morning/afternoon my students". After that, instructing to praying before start the learning process, checking the students' attendance list, and checking the cleanness of the classroom.

The researcher teaches the students using problem based learning method to have good ability in learning English especially in speaking skill. In the main activity, the plan of the implementation of problem based learning method in the teaching and learning process was conducted in two meeting. Here are the reports of cycle 1:

1. **Applied problem based learning in speaking class**

An activity that the students' practice directly to show up their English ability it can improve their speaking. To make the speaking activities in the class was going well. In the first cycle, the researcher determined about problem topic. Based on the purposes of problem based learning method, it can achieve the students' speaking activities where they will solve the problem and got knowledge.

In the first cycle, the researcher planned to introduce a problems based learning and implemented it to students' in the teaching and learning process of speaking. Problem based learning was implemented to help the students' to knowing what the real problem and how to solve.

2. Making group works to discuss

Making group works was effective. It could help the students' find solution from problem topic. The researcher asked the students to analyzed the problem topic from the text. Gave some examples and asked to found partner. The researcher implemented problem based learning method to support student can solved the problem in the teaching and learning process. The topics were different in every meeting. In this cycle, the researcher used some problem topics as text types with a different title in every meeting to improve the students' motivation avoid students' boredom in speaking so that they were interested.The students' analyzed problem topic, making group and share opinions. The written tasks were used as the instrument of assessment.

The researcher uses this activity to make the students easier to found the solutions. The students' learnt when they were involved actively in the process. The students worked in small groups tended to learn more of what was taught and retain. The students who worked in collaborative groups also appeared more satisfied with their classes. This was done in order that they could share with each other to solved it. Andthestudents' also asked their friends when they found difficulties. It is shown from the result of interview with the students below.

R   : Do you like work in group?
S   : Yes miss, I do because I can ask to my friend if I don't the keywords or get difficult words.

Appendix VII, interview transcript

In this case, the researcher and the English teacher agreed that the groups were arranged based on their seat because they thought that it would make the

researcher easy in organizing the groups. Besides, it would not also waste the time.

b). The Problems of Speaking Activities after Implementation of Problem Based Learning Method

After the researcher implemented the problem based learning method in speaking activities of cycle 1, the researcher found some problems that will be described as follow:

1. The students have less vocabulary.

The researcher found that the students still have less of vocabulary. To start the speaking activities, they cannot tell the story directly in front of the class. They must have a small note to remember the event of story. The researcher has let them to bring the dictionary and found the words there. However, sometime there were still asking the researchers to translate word by word because some of students did not bring the dictionary.

2. The students' pronunciation is still low.

When the students shown up the performance, the researcher listened them carefully to analyzed their pronunciation of words. They still spell the words in English seems like their mother tongue. The researcher corrected the words of pronunciation in order to they pronoun the words in a good way.

3. Time and Classroom Management.

This problem was very difficult to do by the researcher. The schedule of subject English was at 10.45. The students were just taking the rest, and the condition of them was still not to be ready to start the study. For the beginning of the lesson, the researcher tried to manage and lead the class so that the students can be conducive and ready to start the study. Hence, there were so many wasting time to managing the class and make them be ready to begin the lesson.

A.2.2 Quantitative Data

The quantitative data used to know the students' score after they were taking the speaking test. Based on the *Standart Minimum Score Kriteria (KKM)*, the English subject's score was 75. The researcher was used the mean and the percentage to count the score of students in speaking test.The number of the students who took the test was 31students'. Based on the result of the pre test, the data showed that the total score of the students was 1848, the mean score of pre test is 59,6. There were only nine students or 29,0 % of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 25 students were below that criterion. From the analyzing, it could be seen that almost of VIII class of MTS Zia Salsabila Bandar Setia students' speaking skill was still very low.In the post test I, the students score got increasing. In the post test Ithe total score of the students was 2186 and the mean score of the class increased to 70.5 which there were 17 students or 54,8 % of the students who passed the Minimum Mastery Criterion or KKM 75. It is indicated that students' achievement in speaking was higher than pre-cycle test. It means that the students' ability in speaking improves but it was not significantly. This data can be seen in the appendix.Therefore, the researcher prepared and made a

plan more to the next cycles. Here are the comparisons of the scoring pre-test and post-test I.

Table 3.1 the Comparison of Students' Score in Speaking Test

No	Cycle	Total Score	The Mean	The Percentage
1	Pre-cycle	1848	59.6	29.0%
2	Cycle 1	2186	70.5	54.8%

A.2.3 Reflection

After the researcher implemented the cycle I, The researcher reflected about the conclusion of implementingthe actions. The researcher ensure that there were some obstacles occur in that time. While the researcher was teaching in the free cycle, they were only nine of students who passed the KKM. Many students' aren't active to speak English in learning process. The teacher more active in speak than students' but actually this strategy is invite students' to more active to speak.They were less interaction and used body language to communicate such as shaking head, smiled, frowned and etc. Instead, the researcher tried tomodify the action in order 75% of students in the class could pass the KKM. The writer and the teacher felt satisfied enough because their efforts toimprove students' speaking skill had been improved proven by score they getalthough not all the targets accomplished yet. Beside of that, the students seemedto accept the material easily by using problem based learning method. From the reflectingphase above, there must be more efforts to improve students' speaking skill byusing problem based learning strategy. The collaborator and the researcher were analyzing the data from the diary notes, observation, and interview. It aims to evaluate the

process of learning and consider whether the activities have already works well or not. These could be seen of note diary below:

> The researcher wrote material about problem topic on the whiteboard and then ask to the students' what the main topic of problem. After that asked students' to find the solutions of problem and make it into a conversation with their group. In teaching learningprocess, the students were active with their group to solve the topic, and they gave a few questions to the researcher if they feel confused.
>
> **Appendix XIII, Diary note III**

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Hence, in the end of learning activities, the students were freely to express their feeling, giving the suggestion and their expectation toward the implementation of the method.

Furthermore, the improvement of students could show in the result of speaking test. It shown that before the researcher gave the implementation (pre-cycle) to the students, they were getting the low scores. Meanwhile, after implemented the action in cycle I they have the improvement in their test. All of the actions in the speaking activities were need the reflection. It was very useful to evaluate the students' speaking ability in the class. From the reflection of teaching-learning process, the researcher could find some solution to solve the problems in cycles I:

1. The teacher obligated all of the students to bring a dictionary in every meeting of subject English. Then, they must memorize the vocabulary of English minimal 20 words per week.

2. The day before they study English in the class, theteacher asked the students to read some text in English book at home. It aims to make the improvement of their pronunciation in English.

3. The teacher re-planning the activities in order to the students enjoy the class, fun, and make them participate more in speaking activities.

4. The teacher asked the students must be ready and prepare the class when the bell ringed. In the case, the time was not wasting too many.

A.3. Reports of Cycle II

The three actions done in the first cycle were quite successful in improving students' speaking skill through problem based learning such as the students' attitude toward speaking in the teaching and learning process. But the students still had difficulties in identifying the problem topic and in term of vocabulary to understand an English text. So the researcher would still implement problem based learning method in cycle II.

The purpose of cycle II is giving solution to the weakness of cycle I. The focus of the action in cycle II which were planned by the collaborators and her were still the same as those in cycle I. So the researcher would still implement problem based learning method in cycle II. There are two kinds of data analyzed that researcher describe, they are qualitative data and quantitative data. The

qualitative data was analyzed from diary notes, interview sheet and observation sheet. The quantitative data was taken from mean of the students' score in taking test.

A.3.1. Qualitative Data

The finding of the researcher to the implementation of problem based learning methodto improving students' speaking skill at grade VIII-A MTS Zia Salsabila Bandar Setia

a) The Researcher Implemented the Problem Based Learning in Cycle 2

The process of cycle II occurred on September 20th 2019 and on September 24th2019. The action in cycle II focused to improve the students' speaking skill by using problem based leaning method. In the cycle II, the researcher was acting as a teacher in the class and the teacher was acting as the collaborator who helped the researcher in the class .The teacher also took note the process of teaching-learning went. In the implementation of cycle II, the researcher did some steps which are giving the topic of speaking and Implementation the problem based learning method in class speaking.

In the implementation of cycle II, the researcher did some steps, there were some activities which were done by the researcher, they were: a) the researcher greeting the students by saying "*AssalamualaikumWr. Wb* and Good morning/afternoon my students". After that, instructing to praying before start the learning process, checking the students' attendance list, checking the cleanness of the classroom, remind them to memorize vocabularies and bring dictionary, and giving motivation and advices to them.The researcher teaches the students using

problem based learning method to have good ability in learning English especially in speaking. In the main activity, the plan of the implementation of problem based learning technique in the teaching and learning process was conducted in two meeting.

1. **Applied problem based learning in speaking class**

To make the students enjoyed and not bored to continue the speaking activities, the researcher gave the different topic of speaking to the students. In cycle 2, the researcher gave the topic"the children become lazy to learn because they addicted to playing games". This topic was appropriate to implemented problem based learning method which the students could solve of problems and new knowledge.

Furthermore, the researcher gave the introduction of this topic to the students. She made clear the explanation of this topic about what the problem and how to solve it.The students could respond with giving ideas and shared to their group. Thus, after the researcher introduced the topic, the researcher would give read the topic that the students would imitate the researcher's sound. It purposed to know the students' improvement in pronunciation of the text.

2. **Making work group to discuss**

The next steps in the process of teaching learning were the students would implement the problem based learning method. For the cycle II, the implementation of speaking activities would be different from the cycle I. The researcher would make the different variations of speaking that the students will divided into some groups that consist of 5 members. The totals of groups

were 6 groups. Hence, after the researcher has done to divide them into the groups, the researcher gave the instruction to them. The researcher uses this activity to make the students easier to found the solutions. This was done in order that they could share with each other to solved it. Andthe students' also asked their friends when they found difficulties

Furthermore, the researcher gave a task to the students. The task was relating to the topic problem. The students must be analyzed and giving their ideas or responds toward "the students' be uncomfortable to learn because the rubbish around the class" and they must be pouring the ideas of that topic. To make the students more fun and participate actively, the researcher gived games during ten minute. After all students not bored anymore, the researcher gave time around 45 minutes to all the members of group discussed the topic together.

From this activity, the researcher wanted to build the cooperative of students to analyze their task. After all the groups have already finished the discussion, the researcher point out one group as the first to giving their result to entire the groups. The first group came to front of the class to speak what their result and the other group giving opinion agree or disagree.This activity must present each member of group and using the English. After all groupshas done, the researcher explained what exactly the solutions of the topic have been working on. And the researcher asked the students about the feeling after the researcher implemented the speaking activities. It can be shown from the result of interview:

Researcher:Bagaimana menurut kamu mengenai kegiatan pembelajaran hari ini?*(What do you think about our lesson today?)*

Student1: Sangat menarik miss. Karena kami berdebat tidak biasanya dalambahasa inggris, berdebat dengan teman lainnya dan saya rasa sangat menantang miss. *(it's so cool miss, we are doing debate in English not like usual, we seems like debating each other and this is nice challenges for me)*

Student 2: Iya miss menyenangkan karenapendapat kami beda-beda, mengajukan pendapat dan lebih aktif jadinya miss..*(Yes miss it's so fun, and we have the different opinion, shared opinion and more active)*

(Interview transcript of the students, appendices XII)

b) The Problems of Speaking Activities after Implementation of Problem Based Learning method

After the researcher implemented the information gap method in speaking activities of cycle I, the researcher found some problems that will be described as follow:

1. The students less of vocabulary.

   The researcher let them to sharing the dictionary each other or borrow with their friends.Then, there were students who still not brought dictionary and have any difficulties to translate the words. In the case, the researcher as the translator if there were the difficulties words or sentences that the students did not know." But this problem is only found by those who do not carry a dictionary, there are about 9 out of 31 who don't carry a dictionary, so they have difficulty finding the vocabulary that they want

to read. So, the researcher think that told them to bring dictionary is one of the solution to solve less vocabulary problems.

A.3.2 Quantitative Data

The researcher got the quantitative data from the students' speaking test. The students' speaking test was relevant with the topic of speaking that was about problem topic. Based on the *Standart Minimum Score Kriteria (KKM)*, the English subject's score was 75. The researcher was used the mean and the percentage to count the score of students in speaking test.

From the resultof cycle 2, the students' score has improved and more be active in speaking activities. The result of post-test II was better than the post-test I. The total score of students in post-test II was 2487 and the mean score was 80.2. The number of students who passed the test was 25 students from 31 students. They got the score 75 and up to 75 (*Standart Minimum Score Kriteria (KKM))*. Then, the percentage of them was 80.6%. From those result, the researcher conclude that the students' speaking ability by using problem based learning method improved significantly in the activity of cycle II. They were success to complete their speaking test. Based on the qualitative data and quantitative data above, the students' speaking skill can improve by using problem based learning method. The comparison of students' improvement could present in the table as follow:

Table 3.2 the Percentage of students' score in speaking

Meeting	Students who got ≥75	Total Score	The mean	Percentage
Pre-cycle	9	1848	59.6	29.0%
Cycle 1	17	2186	70.5	54.8%
Cycle 2	25	2487	80.2	80.6%

From the table score above, we can see the comparison of students' speaking ability in pre-test, post-test I and post-test II. In the pre-test, the students got the lower score than the other cycle. It because the students were just gave the test by the researcher without have the specific explanations. Then, in pre-test only nine students who passed the test with the total score was 1848. The mean of students in the test was 59.6 and the total percentage was 29,0%.

Meanwhile, after the researcher was implement the cycle 1, the students' score has improved. The score was better than the students' score in pre-test. We can see from the table that in post-test I, the students who passed the test was 17 students with the total score it was 2186. Then, the mean of students was 70.5 with the percentage was 54.8%. It means the students' score in cycle I has improved but not significantly.

Furthermore, form the last column of table we can see the students' improvement in cycle II. There were 25 students who passed the test (or got the score 75 and up to 75) in the class. The total score in cycle II was 2487 with the mean was 80.2. From those score, the researcher got the percentage was 80.6 %.

From the table score above, we can see the comparison of students'

speaking ability in pre-test, post-test 1 and post-test 2. In the pre-test, the students got the lower score than the other cycle. It because the students were just gave the test by the researcher without have the specific explanations. Then, in pre-test only nine students who passed the test with the total score was 1848. The mean of students in the test was 59.6 and the total percentage was 29,0%. Meanwhile, after the researcher was implement the cycle 1, the students' score has improved. The score was better than the students' score in pre-test. We can see from the table that in post-test I, the students who passed the test was 17 students with the total score it was 2186. Then, the mean of students was 70.5 with the percentage was 54.8%. It means the students' score in cycle I has improved but not significantly.

Furthermore, form the last column of table we can see the students' improvement in cycle II. There were 25 students who passed the test (or got the score 75 and up to 75) in the class. The total score in cycle II was 2487 with the mean was 80.2. From those score, the researcher got the percentage was 80.6 %.

From the data of quantitative above, the researcher can conclude that the students have the improvement to do the test from pre-cycle, cycle I, and cycle II. In pre-test the students was lower than post-test I and post-test I was lower than post-test II. There were the significances improvements in students' speaking ability. When the researcher felt that the speaking of students has improved, the researcher stopped the Classroom Action Research (CAR). It means the researcher did not need to continue the implementation or revised the plan of learning.

A.3.3 Reflection

The researcher analyzed the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pre-test, post-test I, and post--test II. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

The result indicated that there was an increasing on the students' speaking skill by problem based learning method. The mean of second cycle was 81.. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-

Test, the students who got point >75 up were 9 students (29.0%). In the post-test of cycle I students who got point >70 up were 17 students (54.8%). The post-test of cycle II, students who got point >75 were 25 students (80.6%). in other words, the students' skill in speaking improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview photography. All of these data indicated that the students given their attitude and responses during teaching-learning process.

Based on the result of the quantitative and qualitative data, it could be concluded that action learning strategy could improve students' skill in speaking especially at MTs Zia Sasabila Bandar Setia.

B.   Discussion

This research was conducted to find out the improving of the students' speaking skill through problem based learning method. The problem based learning method was one of the strategythat could be used by the teacher inteaching English to improve the students' skill in speaking.

The research that had been done by the researcher indicated that problem based learning was effective or could be used in teaching speaking. It could be seen from the tables that showed us the increasing of students' score from pre-test,post test I and post test II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, the problem based learning helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the implementation of problem based learning strategy could improve the students' skill in speaking. It could be seen from the qualitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis in chapter IV, the conclusion was drawn asfollowing:

1. Problem Based Learning Method activity can improve students' speaking skill showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students like problem based learning method. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

2. The students were more active and participated in the teaching-learningprocess of speaking. Therefore, problem based learning method can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. In the first test (pre-test) the students who passed the KKM 75 were 9 students of 31 students 29.0%). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 17 students of 31 students (54.8%). In the third test (post-test 2) the students passed KKM 75 were 25 students of 31 students (80.6%).

B. Suggestion

In this part, the writer would like to give some suggestions to beconsidered by English teacher as follows:

1. Problem based learning method would be very helpful to improvestudents' skillin speaking, so the teacher needs to maintain using problem based learning method as alternative technique of the teaching process in the first year students'of junior high school.

2. The teacher should give clear explanation and instruction in directing herstudents' using problem based learning method.

3. The teacher should control the students' activities.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructivesuggestion to make research better.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NamaSekolah   : MTS Salsabila

 Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ A

Materi   : Speaking

Alokasi Waktu   : 2x40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayatiajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmupengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranahabstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar dan Indikator

1.1 Mengenal kosakata yang berhubungan dengan topik permasalahan.	• Terbiasa mengenal kosakata yang berhubungan dengan topik permasalahan.
2.1 Mempraktikkan ungkapan-ungkapan yang terkait dengan topik permasalahan.	• Terbiasa dalam mengungkapkan kata-kata yang berhubungan dengan topik permasalahan.
3.1 Menyusun teks yang berhubungan dengan topik permasalahan.	• Menganalisis teks yang berhubungan dengan topik permasalahan. • Menyusun teks yang berhubungan dengan topik permasalahan dengan seksama. • Menyimpulkan teks yang berhubungan dengan topik permasalahan
4.1. Memiliki keterampilan mengungkapkan kesimpulan solusi dari topik permasalahan.	• Terampil dalam menerapkan tata bahasa yang terkait dengan topik permasalahan. • Terampil dalam menyampaikan kesimpulan dari topik permasalahan

B. Materi Pembelajaran

Input text

- Title : **"flooding occurred because throw the rubbish into river"**

Struktur text

- Topikmasalah yang akan dibahas.

- Supporting Points atau Argument for or against adalah paparan masalah yang sedang di diskusikan.

- Conclusions adalah bagian rekomendasi atau kesimpulan permasalahan.

Unsur kebahasaan

- Terdapat kata hubung yang maknanya berlawanan, contohnya, so, then, but, in other side and how ever.

- Terdapat kata yang maknanya anjuran seperti should, feel, and better

- Menggunakankosa kata simple present.

C. MetodePembelajaran

Pendekatan   : Scientific Approach

Langkah Pembelajaran   :Mengamati,Menanyakan,

                              MengumpulkanInformasi,Mengasosiasikan,

                              Mengkomunikasi

Model   : Problem Based Learning (PBL)

D. Tujuan Pembelajaran

Di akhirpembelajaran, siswa mampu berbicara dengan lancar,menggunakankosa kata yang benar dan pengucapan yang jelas.

E. Langkah-langkah Pembelajaran

1. **PendahuluanKegiatan Awal (5 menit)**

   a. Member salam dan tegu rsapa

   b. Tanya jawab berbagai hal terkait kondisi siswa

   c. Mengabsensiswa

   d. Memberimotivasi pada siswa

2. **Inti (70 menit)**

a. **Mengamati**

- Guru memberikan sebuah topic permasalahan dengan berjudul"flooding occurred because throw the rubbish into river"

- guru mendorong siswa untuk mengutarakan pemikiran masing-masing tentang topic diatas.

- guru memberikan penjelasan tentang topik yang akan di bahas.

b. **Elaborasi**

- Guru membagi siswa menjadi beberap akelompok.

- Guru menyuruh siswa memecahkan permasalahan dengan masing-masing kelompok.

- Guru menjadi mentor dan meninjau perkembangan selama proses diskusi berlangsung.

- Guru mengumpulkan lembar hasil kerja siswa.

c. **Konfirmasi**

- Guru menyuruh siswa untuk mempersentasikan hasil diskusi masing-masing kelompok di depankelas

- Guru mempersilahkan siswa memberikan pendapat masing-masing terhadap kelompok yang lain.

- Guru memberikan kunci jawaban dan menyimpulkan materi pembelajaran

3. **Penutup (5 menit)**

a. Guru menanyakan pendapat siswa mengenai perasaan mereka selama proses pembelajaran berlangsung

b. Guru memberikan penugasan berupa meminta siswa menghafalkan vocabulay yang banyak di temukan dalamt eks.

c. Guru mengucapkansalam.

F. Sumber/Media Pembelajaran

- Sumber : Lembar kerjasiswa, gambar-gambar yang terkait materi pembelajaran, kamus bahasa Indonesia-Inggris

- Media : Papan tulis, laptop, spidol

G. Penilaian

a. Teknik : GrupDiskusi

b. Bentuk :mengutarakan isi (lisan)

c. Instrument : pre-test, post-test

The Scoring Rubric for Speaking

No	Category	Aspect	Range	Score
1	**Vocabulary**			
	e. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	f. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	g. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	h. Very Good	Rarely has trouble	19-25	
2.	**Pronunciation**			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	

	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	**Accuracy**			
	b. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
4	d. Very Good	No more than two errors/speech is generally natural	19-25	
4.	**Fluency**			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished to basic structure	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Score		100	

Source : Finocchiaro and Sako. A practical Approach to Language Pedagogy, 1993 (p.145)

Score guide : Score yang diperoleh + 4 = Hasil Score

Categories :

    a. Excellent   = 81-100

    b.   Good   = 61-80

    c. Fair   = 41-60

    d. Unless   = 21-40

    e. Poor   = 0-20

approved by,   Medan,17 October 2019

English Teacher   Teacher

Mrs. FiraSalsabila   Aminurhammi Simanjuntak

Nip: Nim:34154202

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP**)**

Nama Sekolah   : MTS Salsabila

Mata Pelajaran   : Bahasa Inggris

Materi   : Speaking

Kelas/Semester   : VIII/ A

Alokasi Waktu   : 2x40 menit

H. Kompetensi Inti (KI)

5. Menghargai dan menghayati ajaran agama yang dianutnya

6. Menghargai dan menghayat iperilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

8. Mencoba, mengolah, dan menyajidalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1.1 Mengenal kosakata yang berhubungan dengan topik permasalahan.	• Terbiasa mengenal kosakata yang berhubungan dengan topik permasalahan.
2.1 Mempraktikkan ungkapan-ungkapan yang terkait dengan topik permasalahan.	• Terbiasa dalam mengungkapkan kata-kata yang berhubungan dengan topik permasalahan.
3.1 Menyusun teks yang berhubungan dengan topik permasalahan.	• Menganalisis teks yang berhubungan dengan topik permasalahan. • Menyusun teks yang berhubungan dengan topik permasalahan dengan seksama. • Menyimpulkan teks yang berhubungan dengan topik permasalahan
8.1.Memiliki keterampilan mengungkapkan kesimpulan solusi dari topik permasalahan.	• Terampil dalam menerapkan tata bahasa yang terkait dengan topik permasalahan. • Terampil dalam menyampaikan kesimpulan dari topik permasalahan

C. Materi Pembelajaran

Input Text

Title :"The children become lazy to learn because they are addicted to playing games" and "The student be uncomfortable to learn because the rubbish around the class".

Struktur text

• Topik masalah yang akan dibahas.

- Supporting Points atau Argument for or against adalah paparan masalah yang sedang di diskusikan.

- Conclusions adalah bagian rekomendasi atau kesimpulan permasalahan.

Unsurkebahasaan

- Terdapat kata hubung yang maknanya berlawanan, contohnya, so, then, but, in other side and how ever.

- Terdapat kata yang maknanya anjuranseperti should, feel, and better

- Menggunakan kosa kata simple present.

D. MetodePembelajaran

Pendekatan   : Scientific Approach

Langkah Pembelajaran   :Mengamati,Menanyakan,   Mengumpulkan Informasi,Mengasosiasikan, Mengkomunikasi

Model   : Problem Based Learning (PBL)

E. TujuanPembelajaran

- Di akhir pembelajaran, siswa mampu berbicara dengan lancar, menggunakan kosa kata yang benar dan pengucapan yang jelas.

F. Langkah-langkah Pembelajaran

1. Pendahuluan Kegiatan Awal (5 menit)

- Memberi salam dan tegur sapa

- Tanya jawab berbagaihal terkait kondisi siswa

- Mengabsensiswa

- Memberimotivasi pada siswa

2. **Inti (70 menit)**

   Mengamati

- Guru memberikandua topic permasalahandenganberjudul"The children become lazy to learn because they are addicted to playing games" dan "The student be uncomfortable to learn because the rubbish around the class"

- Guru mendorong siswa untuk mengutarakan pemikiran masing-masing tentang topic diatas.

- guru memberikan penjelasan tentang topik yang akan di bahas.

   Elaborasi

- Guru membagi siswa menjadi beberapa kelompok.

- Guru menyuruh siswa untuk memilih topic permasalahan mana yang akan mereka kembangkan.

- Guru menyuruh siswa memecahkan permasalahan dengan masing-masing kelompok.

- Guru menjadi mentor dan meninjau perkembangan selama proses diskusi berlangsung.

- Guru mengumpulkan lembar hasil kerja siswa.

   Konfirmasi

- Guru menyuruh siswa untuk mempersentasikan hasil diskusi masing-masing kelompok kedepan kelas

- Guru mempersilahkan siswa memberikan pendapat masing-masing terhadap kelompok yang lain.

- Guru membacakan kunci jawaban dan menyimpulkanmateri pembelajaran

3. Penutup (5 menit)

- Guru menanyakan pendapat siswa mengenai perasaan mereka selama proses pembelajaran berlangsung

- Guru memberikan penugasan berupa meminta siswa menghafalkan vocabulay yang banyak di temukan dalam teks.

- Guru mengucapkansalam

G. Sumber/Media Pembelajaran

- Sumber : Lembar kerjasiswa, gambar-gambar yang terkait materi pembelajaran, kamus bahasa Indonesia-Inggris

- Media : Papantulis, laptop, spidol

H. Penilaian

d. Teknik : GrupDiskusi

e. Bentuk : menganalisis dan mengutarakanisi (lisan)

f. Instrument : pre-test

post-test

The Scoring rubric for Speaking

No	Category	Aspect	Range	Score
1	**Vocabulary**			
	i. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	j. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	k. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	

	l. Very Good	Rarely has trouble	19-25	
2.	**Pronunciation**			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
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3.	**Accuracy**			
	I. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
4	d. Very Good	No more than two errors/speech is generally natural	19-25	
4.	**Fluency**			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished to basic structure	1-6	

	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Score		100	

Source :Finocchiaro and Sako. A practical Approach to Language Pedagogy,1993(p.145)

Score guide : Score yang diperoleh + 4 = Hasil Score

Categories :   a. Excellent   = 81-100

b. Good   = 61-80

c. Fair   = 41-60

d. Unless   = 21-40

d. Poor   = 0-20

approved by,   Medan,17 October 2019

English Teacher   Researcher

Mrs. FiraSalsabila   AminurhammiSimanjuntak

Nip: Nim: 34154202

Appendix III

<p align="center">**PRE-TEST**</p>

Name of Students   :

Class   :

1. **Problem Topic :**

   "Stomach ache because of buy food carelessly"

2. **Please follow this instruction to complete your task!!**

   a. Develop and find the solutions of problem topic aboveinto a
      conversation dialogue with your friend!!!

   b. Present the result of your conversation dialogue in front of the
      class with your friend!!!

Appendix IV

<center><u>**POST-TEST I**</u></center>

Name of Group   **:**

Class   **:**

1. **Problem Topic :**

   "*Flooding occurred because throw the rubbish into river*".

3. **Please follow this instruction to complete your task!!**

   a. Develop and find the solutionsof problem topic aboveinto a conversation dialogue with your groups!!!

   b. Present the result of your conversation dialogue in front of the class with your groups!!!

POST-TEST II

Name of Group :

Class :

1. **Problem Topics :**

   a. *The children become lazy to learn because they are addicted to playing games.*

   b. *The student be uncomfortable to learn because the rubbish around the class*

2. **Please follow this instruction to complete your task!!**

   c. Choose one of the problem topicsin above will be discuss with your groups!

   d. Develop it into a conversation dialogue and getting solutions with your groups!

   e. Present the result in front of class!

APPENDIX VI

<u>**The Transcript of Students in Pre-Test**</u>

Class : **VIII-A**

Name of Students : **Rizal chaniago**

Farhanuddin

(*Conversation dialogue*)

Rizal : Hi Farhanwhat's wrongs?

Farhan : My stomach hurt

Rizal : It must because the food you ate

Farhan : Why? The food seems fine

Rizal : Well its looks fine, but it's not healthy

Farhan : how do you know?

Rizal : I saw flies flying around the foods, it's definitely dirty!

Farhan : No wonder my stomach hurt

Rizal : Yes, so from now, you don't buy food carelesslyagain, you will have to check the conditions food before you ate it, and just bring foods from your home because it'sbetter and food hygiene guaranteed.

Farhan : Yes, you are right, health is the most important

Rizal : good think, now let me take you home so you can rest.

Class   : VIII-A

Name of Students   : Meizani Zahrah,

                        Tsania Marwah

(conversation dialogue)

Meizani   : Hi Tsania, are you ok? why you holding your stomach?

Tsania   : My stomach hurt a lot since yesterday and I don't know why

Meizani   : Are you eating well,..and what did you eat yesterday?

Tsania   : Yesterday I ate fried foods that I bought at the curb

Meizani   : Hmm..its look fine or you didn't check before you eat?

Tsania   : I don't know, but the fried food looks delicious taste

Meizani   : Might that food is delicious but isn't clean, has been exposed to dusty and vehicle emission.

Tsania   : I think so, because after I eat that food my stomach suddenly became sick.

Meizani   : don't be temped because it looks delicious, we should check it is it still hygienic or not, because the our healthy ispriority, if the food isn't clean so how can it make us healthy, be better to bring some food from your home that guaranteed has hygiene and health.

Tsania   : Yes, I will apply it from now and thank you for telling me the truth

Meizani   : Ok, take it easy… and have you taken any medication before?

Tsania   : Not yet, I don't know what the type of medicine.

Meizani   :Let's go I'll accompany you to buy medicine, I know there'
pharmacy nearby in here.

The Transcript of Students in Post-Test I

Members of Groups 2:

Rahmah As-Siddiq

Selly

BenriSiregar

Mikhaila Hartanti

Rizal Chaniago

Rahmah   : Hi guys, have you heard the news?next village has been flooded yesterday

Selly   : No, I haven't heard about the news. really?

Benri   : Yes, I have heard this news from my father and I thought the flooding problem in there was already solved a long time ago. What caused it now?

Rahmah   : Apparently the rivers got clogged again because people are starting to throw their trash to the river again.

Mikhaila   : Why won't they learn? Isn't the people in there didn't care to clean up the river?

Rizal   : this is all so wrong? and what the effect of the flood?

Selly   : I heard that a few neighborhood got flooded up two meters and the damage that it has done surely is not light either.

Mikhaila   : Now, this is a big problem

Rahmah   : I think the people in there really need to do something about it, should getting solutions to prevent the flooding.

Benri   : I think the solutions is the peoples in thereshould more attention to the cleanliness of their neighborhood, like throw the rabbsh in its place don't throw it into the river.And make underground waterways also important so that the water can flow smoothly.

Selly   : Ya that's right, alsothe local government needs to build a dam too

Rizal   : don't forget the community in there to planting many trees around their home so that can absorb the rain water.

Rahmah   : Yes exactly, we must precautions quickly to avoid floods and other disasters.

Members of groups 3:
Muhammad Nurhadi
Ronaldo
Yuliana Dahlan
SofyanAr-Rayhan
TsaniaMarwah

Yuli   : Hi Sofyan, did you see Fatimah?she hasn't come yet even though learning will begin.

Sofyan : Have you heard? She didn't come today because her house was flooded in this morning

Yuli　　: For real? When did this happen?

Tsania　: Around 4AM this morning. That why Fatimah didn't come to class today and have asked permissions to teacher.

Yuli　　: I feel so sorry for her, and was the flood high?

Hadi　　: It was high. I heard that her house and a few other houses on her neighborhood got flooded up to the their roof

Ronald: what caused this flood though? I though her house has been free from flood because in there the land is high.

Hadi　　: but the rain was heavy so flooded too

Ronald : it might be because of global warming? Because I heard that global warning causes a rise in water level but also brought drought on land, so its plausible that when it rain hard, the ground can't absorb water and it becomes flood.

Yuli　　: I don't think so, it might the other reason

Sofyan : Yes I agree with you, this is not because global warning but many people in there littering the river carelessly

Tsania　: I think so, because I've seen the rivers in there is filled with rubbish, it might the flooding occur because of piles of garage in the river when it rains heavily.

Yuli　　: The people in there must immediately do something to avoid even grate flooding.

Tsania : possible government solutions?

Sofyan : Yes, but more important from the community itself like don't throw rubbish into river again, planting many trees around their home so that can absorb the rain water, make a ditch around the house so that water can be flow and we have to be diligent in drain the ditch so it doesn't get clogged

Hadi : also the government told to community to more concerned about protecting the environment for the common good.

Yuli : Yes…for our common good.

APPENDIX VIII

The Transcript of Students in Post-Test II

Members of groups 1:

Fatimah Khairani

BimoHertajaya

DeriyaniRahmah

Maya Aisyfa

BenriSiregar

Fatimah   : Bim, you seems nervous, what happens?

Yani   : Are you sick?

Bimo   : No, but I'm afraid because I don't collect my assignment, I didn't do it.

Maya   : Why you didn't do homework that given by teacher?

Selly   : So you will get a punishment from the teacher, stand in front of the class until the lessons over. Like me got in last week, hahaha…

Bimo   : Hmm, because last night I played game until midnight. So I forgot to do it.I'm so scary, the teacher will enter to class and I don't have time to do it.

Benri   : The consequence if you addict to play the game so you don't care with your task, not just punishment but also can nearsightedness if you always play game.

Bimo : I'm afraid to hear that, but actually my parent often advised me, but I ignore it.

Fatimah : Be better if you finishing your homework first and then play games because we can forget everything.

Yani : You should change your habits, stop play the game. Try to finishing your task on time and don't be late and if you hasn't activity and get bored you can doing the other work in your home, like helping you parent and the etc.

Benri : Yes, leave something that isn't useful

Bimo : all of you right, thanks for solutions and now I'll uninstall the game and finishing home work on time.

Members of Groups 2:

Ismail Syaputra

Sintia Kirana

Khairunnisa

IrniMeldiyanti

Salman

Sintia :Nisa, did you see that? (while pointing to the windows)

Nisa : Yes, rubbish heap, and the rubbish is so smell and disturb when we studying

Salman : Especially if the wind blow from outside and make us uncomfortable to continue learning because its smell of rubbish

Ismail : Hmm..many student throw their trasharound this window, because our class it's the close to the canteen.

Irni : event though the head master has prohibit littering in there

Sintia : Yes, but some student didn't care about it. And secretly throwing away the rubbish in there

Ismail : I think be better if headmaster just give them punishment

Nisa : we must find solutions to this problem

Sintia : Yes good idea, I'm not comfortable when always smell of this rubbish.

Salman: Yes, we have to clean it soon and move it to trashcan, don't throw rubbish again in there, and reprimand if other student who put their rubbish in there

Salman: But, we have to complaint to headmaster, so they will be afraid and don't throw rubbish again.

Irni : Yes we should keep the clean our school for our comfort together

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER

BEFORE IMPLEMENTATION

Date   : 15th October 2019

Teacher   : Mrs. Fira Salsbila

Researcher   : Aminurhammi Simanjuntak

The Researcher: What are the activities of teaching and learning English in the classroom?

The Teacher: The students cannot speak English directly, they feel uncomfortable to do it

The Researcher: What skills and sub-skills do you find most difficult in teaching English?

The Teacher: Pronunciation is the most difficult skill in teaching. Capability of students' is very minimal in saying English words.

The Researcher: What the activities of teaching and learning speaking in classroom?

The Teacher: The students' speaking activity tends to passive in the class. The students cannot speak directly, they must write and then read their noted to present in front of the class.

The Researcher: What are the problems/ difficulties of the students that often occur in the process of teaching speaking?

The Teacher: Actually they are very lack of vocabularies, in the case capability of students is very minimal in saying English words.The pronunciations of them are still need the improvement,and the students are not confidence and feel ashamed to present themselves.

The Researcher: What is the method that you use in the speaking activities?

The Teacher:I usually asked for the students to make a dialogue or conversation from the text book. Then, before they present their performance, they must write down first in their notebook. Moreover, to know their pronunciation, I make the dictation orally. I said the words and the others follow my sounds/ voice.

The Researcher: What will you do to overcome the students' challenges in speaking activities?

The Teacher: For the speaking, I give a dialogue to them and they must memorize that dialogue with read the text one by one. It aims to know how their pronunciation is I just give them dialogue, because from a dialogue they could find a new vocabulary and to show their ability.

Appendix X

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER

AFTER IMPLEMENTATION

Date   : 15th October 2019
Teacher   : Mrs. Fira Salsabila
Researcher   : Aminurhammi Simanjuntak

The Researcher: What do you think about the implementation of problem based learning method in the class?

The Teacher: In my opinion, the students were more active to speaking English in the class by using that method. The method that have used, All the students participate in their group to accomplished their task it makes the students to be cooperative with their friends., and have the preparation to present the discussion orally in front of the class.

The Researcher: How does the students' speaking skill after implemented problem based learning method?

The Teacher: In my opinion, the students' speaking skill has improved after the researcher implemented problem based learning method, more confidence to practice speaking English in front of the class, and also more easily to complete their task because they were done by group and course got knowledge.

The Researcher: Do you interest to implement problem based learning method in the process of teaching speaking?

The Teacher: Yes, of course. And I think it's very interesting for me to implement this method in the class. it has already success to make the students

work in team, and practice their ability in speaking by using problem based learning method.

The Researcher: What is your impression to the process of teaching by the researcher in the class?

The Teacher: I feel like, I found something new better for the students' solution in their speaking ability. I found that this method decrease the students' problem that often occur in the process of teaching-learning speaking.

INTERVIEW GUIDELINE WITH THE STUDENTS

AFTER IMPLEMENTATION CYCLE I

Class   : VIII-A

Date   : 15th October 2019

The Researcher: Bagaimana menurut kamu mengenai kegiatan pembelajaran hari ini?

Student 1: Menurut saya, pembelajarannya menyenangkan miss.kami bisa menjawab mengerjakan tugas bersama sama, salig tukar endapat miss dan untung saja teman kelompok saya baik semua miss

Student 2: Pembelajaran tadi menurut saya menyenangkan miss cuman kami belum selesai semuanya miss karena kamus dikelompok kami cuman ada satu miss

Student 3: Kalo saya miss..menurut saya sangat bagus miss menyuruh kami megerjakan tugas ini miss, mencari solusi bersama samasatu sama lain kayak tadi.. kemudian hasilnya dibacakan di depan kelas walaupun sebenarnya saya gugup tapi saya sangat senang melakukannya miss.

The Researcher: Selama kegiatan tadi, apakah ada kesulitan yang kamu alami? Dan apa kesulitan tersebut?

Student 1: Ada miss, kesulitannya ya kami harus membayangkan dulu permasalahannya itu seperti apa dan meminta kawan kelompok untuk memberikan pendapat tentang solusi. Tapi ituu kan miss harus butuh waktu lama dan sebahagian kawan tidak memberikan opininya miss.

Student 2: Ada miss.. Kesulitan kami tadi, karena kami sebangku cuma bawak satu kamus, jadi kami ya saling tunggu-tungguan buat minjam kamus..terus pas penulisannya juga kami bingung merangkai kata-katanya miss takut salah grammarnya miss.

Student 3: kesulitan kami tadi miss..kami karena kurang vocabulary, jadi kami bingung gimana kami mau menceritakannya dalam bahasa Inggris di depan kelas miss.

The Researcher: Menurut kamu, apakah kegiatan tadi mampu meningkatkan kemampuan kamu dalam berbicara bahasa Inggris?

Student 1: Iya miss..tentu.. karena kan dalam kegiatan tadi kami banyak berfikir,berani mengeluarkan pendapat kemudin juga banyak bicara Ya pasti itu bisa jadi latihan untuk kami dalam berbicara bahasa Inggris.

Student 2: Sangat miss..walaupun masih ada kesulitan kami dalam berbicara bahasa Inggris, tapi dari kegiatan tadi kami terpacu untuk melatih diri kami dalam bahasa Inggris. Terutama dalam memperbanyak vocabulary agar bisa tahu kata demi kata yang ingin kami ucapkan dalam bahasa Inggris miss..

Student 3: iya miss..menurut saya juga begitu.. karena kan miss juga ngasih tugas ke kami untuk membacanya dalam bahasa Inggris, jadi menurut saya kegiatan ini bisa membantu kami dalam belajar speaking bahasa Inggris.

The Researcher: Apakah aktivitas yang dilakukan hari ini mampu memotivasi kamu untuk belajar speaking?

Student 1: Sangat memotivasi miss, kegiatan yang miss buat tadi jadi buat saya ingin belajar bahasa Inggris, supaya bisa ngomong bahasa Inggris dengan lancar.

Student 2: Iya miss..kami jadi punya motivasi untuk memperbanyak vocabulary dan ngomong dalam bahasa Inggris.

Student 3: Memotivasi dan menyenangkan miss.

The Researcher: Bagaimana kesan kamu terhadap proses pembelajaran bahasa Inggris yang dilakukan tadi?

Student 1: Kesan saya, emang pas di awal-awal agak kesulitan mengerti proses pembelajarannya. Tapi pas diakhir jadi sangat seru miss..Kelasnya aktif karena hampir semua ngomong bahasa Inggris. Tapi gak biasanya kelas kami seperti ini miss.

Student 2: Kesan pas saat miss ngajar tadi, sangat menyenangkan. Saya bisa bertukar pendapat dengan kelompok saya dan mencoba berbicara dengan partner saya dalam bahasa Inggris.

Student 3: Kesan saya pas miss ngajar tadi, miss ngasih materi bagus. Abistu tugas yang miss kasi itu bener-bener bisa ngebantu kami dalam berbahasa Inggris. Teman teman yang lain pun lebih aktif karena ada persingan dengan kelompok lain itu miss, langsung praktek ngomong bahsa inggris juga dideppan biarpun agak malu sebenarnya,hehehe

The Researcher : Apakah kalian suka dibuat kelompok ?

Student 1: Sangat suka miss, seru jadinya

Student 2: Iya miss kita bisa tukar pikiran,hehehe

Student 3: Banget miss, bisa meminta kepada teman jika ada kalimat yang sulit atau tidak saya pahami.

The Researcher: Apa saran yang ingin kamu berikan untuk proses pembelajaran speaking berikutnya?

Student 1: Saran saya..harus disertai dengan games juga miss.. hehehe Terus miss jangan agak kecepatan ngomongnya.. itu aja sih miss..

Student 2: Saran saya untuk miss topic permasalahan yang belum terlalu umum miss jadi kelompok lumayan keulitan untuk cari solusinya miss tapi karena miss senantiasa berjalan kesetiap kelompok dan membantu juga, akhirnya siap juga miss.

Student 3: Saran saya dari pembelajaran tadi, kalau misalkan pake gambar pasti keren itu miss, lagian saya lebih cepat nangkap kalau ada gambarnya langsung miss.

INTERVIEW GUIDELINE WITH THE STUDENTS

AFTER IMPLEMENTATION CYCLE II

Date   : 25th October 2019

Class   : VIII-A

The Researcher : Bagaimana menurut kamu mengenai kegiatan pembelajaran hari ini?

Student 1: Sangat sangat seru miss.. Kami bebas berpendapat satu sama lain, karena materi hari ini juga sangat cocok dan mudah..

Student 2: Sangat menyenangkan miss..tadi kami kayak seperti debat bahasa Inggris gitu miss.. Karena pendapat tiap kelompok kan beda-beda, jadi karena beda itu kami saling menanggapi satuu sama lain..

Student 3: Pelajaran hari ini sangat seruu.. Kami semua aktif miss.

The Researcher: Selama kegiatan tadi, apakah ada kesulitan yang kamu alami? Dan apa kesulitan tersebut?

Student 1: Gak ada sih miss.. Cuma tadi kawan kami ada beberapa orang yang malu-malu gak berani pas di depan kelas membacakan hasil diskusi kami miss..

Student 2: Gak ada sama sekali miss.. Kelompok kami kompak semua tadi..

Student 3: Tidak ada miss..kami udah persiapan sebelumnya untuk menampilkan diskusi dari pendapat-pendapat kami yang udah kami tulis miss.

The Researcher Menurut kamu, apakah kegiatan tadi mampu meningkatkan kemampuan kamu dalam berbicara bahasa Inggris?

Student 1: Tentu miss..kami bisa saling berbagi atu dengan yang lain dan aktif untuk mencari jawabannya topik permasalahan tersebut.

Student 2: Sangat sangat mampu. Walaupun awalnya saya malu miss tapi sekarang udah mulai terbiasa unttuk ngomong bahasa inggris miss

Student 3: Seruu miss..saya suka sama pembelajaran hari ini, terimakasih miss

The Researcher: Apakah aktivitas yang dilakukan hari ini mampu memotivasi kamu untuk belajar speaking?

Student 1: Saya sangat suka miss. Apalagi kegiatan speaking tadi sangat seru..Saya jadi ingin belajar terus supaya bisa mengasah kelancaran saya dalam berbicara bahasa Inggris.

Student 2: Sangat memotivasi kami, khususnya saya. Saya jadi suka pelajaran bahasa Inggris dan mencari kosa kata nya..Kalo saya banyak kosa kata, saya mampu berbicara bahasa inggris. Oh ya, saya juga melatih-latih pronunciation saya loh miss…

Student 3: Sebelumnya kan miss, kalo disuruh kedepan kela saya sering malu-malu. Tapi, sekarang kegiatan yang miss kasi memotivasi saya untuk terus ngomong bahasa Inggris dan juga melatih vocabulary saya, pronunciation, struktur bahasnya juga miss.

The Researcher: Bagaimana kesan kamu terhadap proses pembelajaran bahasa Inggris yang dilakukan tadi?

Student 1: Sangat seru dan keren miss. penuh dengan perdebatan yang sangat seru.

Student 2: Seru kegiatan tadi.. Apalagi kami belajar sambil serius tapi santai

Appendix XIII

OBSERVATION SHEET OF THE TEACHER (CYCLE I)

Class : VIII-A

School : MTS Zia Salsabila

Subject : English

NO	Teaching Learning Activity	Yes	No	Note
1.	The teacher says greeting to the students and lead the students to say a prayer	✓		
2.	The teacher checks the attendance list	✓		
3	The teacher tells to the students about problem topic	✓		
4.	The teacher motivates the students to learn.	✓		
5.	The teacher explains the objective of learning the problem topic	✓		
6.	The teacher explains the material about problem topic text to the students	✓		
7.	The teacher prepares the media of learning.		✓	
8.	The teacher divides the students into pairs of group/some group.	✓		
9.	The teacher gives the students a task.		✓	
10.	The teacher gives the instruction of speaking activity.	✓		

11.	**The teacher gives the feedback to the students.**	✓		
12.	**The teacher tells to the students about material.**	✓		
13.	**The teacher closes the lesson by the greetings.**	✓		

English Teacher   **Researcher**

(Mrs. FiraSalsabila)   **(Aminurhammi Simanjuntak)**

Appendix XIV

OBSERVATION SHEET OF THE TEACHER (CYCLE II)

Class : VIII-A
Subject : English

NO	Teaching Learning Activity	Yes	No	Note
1.	The teacher says greeting to the students and lead the students to say a prayer	✓		
2.	The teacher checks the attendance list	✓		
3	The teacher tells to the students about problem of topic.	✓		
4.	The teacher motivates the students to learn.	✓		
5.	The teacher explains the objective of learning about problem topic.	✓		
6.	The teacher explains the material about problem topic.	✓		
7.	The teacher prepares the media of learning.		✓	
8.	The teacher divides the students into pairs of group/some group.	✓		
9.	The teacher gives the students a task.	✓		
10.	The teacher gives the instruction of speaking activity.	✓		
11.	The teacher gives the feedback to the students.	✓		
12.	The teacher tells to the students about the next material.		✓	
13.	The teacher closes the lesson by the greetings.	✓		

English Teacher   **Researcher**

(Mrs. FiraSalsabila)   **(AminurhammiSimajuntak)**

Appendix XV

OBSERVATION SHEET OF THE STUDENTS

(CYCLE I)

Class   : VIII-A
Subject   : English

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students' attendance					✓	5
2.	The students have the motivation to study English				✓		4
3.	The students pay attention to the teacher.				✓		3
4.	The students understand to the teacher's explanation and instruction			✓			3
5.	The students work in their group.				✓		4
6.	The students are able to control the condition and situation of groups.				✓		4
7.	The students can complete their task.			✓			4
8.	The students can be actively and cooperatively to follow the speaking activity				✓		4
9.	The students collect their task on time.				✓		4
10.	The students make the conclusion to the material of learning in that time.			✓			3

Note : 1= Bad

       2= Enough

       3= Good

       4= very good

       5=excellent

The Total Score : 37

Mean of Score : 37:10 = 3.7

Noted : The mean of observation sheet for the students in cycle 1 is 3.7, it means the process of teaching-learning speaking is good.

APPENDICES XVI

The List of the Initial Name

No	Initial of Students' Name	The Name of Student
1	ASR	Ahmad Surya Rangkuti
2	AZ	Aisyah Zahrah
3	AM	Ayyubi Melani
4	AYS	Ashanti Yahya Siregar
5	SR	Salman Razzaq
6	ZA	Zainuddin Azhar
7	QLS	Qaulani Sibagariang
8	DAP	Donita Pangaribuan
9	FAR	Farhanuddin
10	SK	Sintia Kirana
11	AMF	Ayu Melfysah
12	IS	Ismail Syaputra
13	IM	Irni Meldiyanti
14	RAS	Rahmah As-Siddiq
15	SY	Selly
16	HL	Hartanto Laoly
17	MAY	Maya Aisyfa
18	BS	Benri Siregar
19	MAH	Mikhaila Hartanti
20	RC	Rizal Chaniago
21	MNZ	Meizani Zahrah
22	MR	Marniansyah Rangkuti
23	MNH	Muhammad Nurhadi
24	TM	Tsania Marwah
25	R	Ronaldo
26	R H	Rendyansah
27	DR	Deriyani Rahmah
28	YL	Yuliani Dahlan
29	SAR	Sofyan Ar-rayhan
30	FK	Fatimah Khairani
31	BIH	Bimo Hertajaya

Appendix XVII

The Students Score during Pre-test (Cycle I)

No	Respondents	Score	Passing Grade of Students (≥75)
1.	ASR	75	Successful
2.	AZ	50	Unsuccessful
3.	AM	35	Unsuccessful
4.	AYS	80	Successful
5.	SR	85	Successful
6.	ZA	65	Unsuccessful
7.	QLS	60	Unsuccessful
8.	DAP	78	Successful
9.	FAR	57	Unsuccessful
10.	SK	80	Successful
11.	AMF	63	Unseccessful
12.	IS	45	Unsuccessful
13.	IM	55	Unsuccessful
14.	RAS	55	Unsuccessful
15.	SY	60	Unsuccessful
16.	HL	72	Unsuccessful
17.	MAY	45	Unsuccessful
18.	BS	88	Successful
19.	MAH	78	Successful
20.	RC	45	Unsuccessful
21.	MNZ	45	Unsuccessful
22.	MR	48	Unsuccessful
23.	MNH	50	Unsuccessful
24.	TM	55	Unsuccessful
25.	R	40	Unsuccessful
26.	R H	77	Successful
27.	DR	50	Unsuccessful
28.	YL	75	Successful
29.	SAR	47	Unsuccessful
30.	FK	50	Unsuccessful
31.	BIH	40	Unsuccessful

Appendix XVIII

The Students Score during Post-test (Cycle I)

No	Respondents	Score	Passing Grade of Students (≥75)
1.	ASR	80	Successful
2.	AZ	65	Unsuccessful
3.	AM	25	Unsuccessful
4.	AYS	85	Successful
5.	SR	87	Successful
6.	ZA	82	Successful
7.	QLS	73	Unsuccessful
8.	DAP	78	Successful
9.	FAR	65	Unsuccessful
10.	SK	90	Successful
11.	AMF	88	Successful
12.	IS	75	Successful
13.	IM	55	Unsuccessful
14.	RAS	65	Unsuccessful
15.	SY	75	Successful
16.	HL	85	Successful
17.	MAY	80	Successful
18.	BS	92	Successful
19.	MAH	80	Successful
20.	RC	62	Unsuccessful
21.	MNZ	70	Successful
22.	MR	87	Successful
23.	MNH	55	Unsuccessful
24.	TM	65	Unsuccessful
25.	R	50	Unsuccesful
26.	R H	75	Succesful
27.	DR	60	Unsuccessful
28.	YL	77	Successful
29.	SAR	40	Unsuccessful
30.	FK	70	Unsuccessful
31.	BIH	50	Unsuccessful

Appendix XIX

The Students Score during Post-test (Cycle II)

No	Respondents	Score	Passing Grade of Students (≥75)
1.	ASR	80	Successful
2.	AZ	65	Unsuccessful
3.	AM	75	Successful
4.	AYS	80	Successful
5.	SR	95	Successful
6.	ZA	85	Successful
7.	QLS	80	Successful
8.	DAP	80	Successful
9.	FAR	75	Successful
10.	SK	95	Successful
11.	AMF	92	Successful
12.	IS	87	Successful
13.	IM	60	Successful
14.	RAS	70	Unsuccessful
15.	SY	80	Successful
16.	HL	78	Successful
17.	MAY	91	Successful
18.	BS	100	Successful
19.	MAH	88	Successful
20.	RC	92	Successful
21.	MNZ	65	Unsuccessful
22.	MR	90	Successful
23.	MNH	78	Successful
24.	TM	65	Successful
25.	R	87	Successful
26.	R H	81	Successful
27.	DR	73	Unsuccessful
28.	YL	85	Successful
29.	SAR	70	Unsuccessful
30.	FK	70	Unsuccessful
31.	BIH	75	Successful

Students' Speaking Score in the Post-Test II

No	Name	Scoring Aspect				
		Fluency	Pronunciation	Accuracy	Vocabulary	Score
1	ASR	20	22	18	20	80
2	AZ	15	15	15	20	65
3	AM	25	18	20	17	75
4	AYS	20	20	25	15	80
5	SR	22	20	24	24	95
6	ZA	24	17	20	24	85
7	QLS	20	14	22	24	80
8	DAP	20	15	25	20	80
9	FAR	10	20	23	22	75
10	SK	24	22	19	25	95
11	AMF	25	20	22	25	92
12	IS	19	20	24	22	87
13	IM	15	15	10	20	60
14	RAS	20	22	15	13	70
15	SY	20	24	18	18	80
16	HL	18	20	20	20	78
17	MAY	23	20	25	23	91
18	BS	25	25	25	25	100
19	MAH	18	24	20	24	88
20	RC	22	25	18	25	92
21	MNZ	15	15	10	15	65
22	MR	22	22	24	22	90
23	MNH	18	15	22	23	78
24	TM	15	12	19	14	65
25	R	23	20	21	23	87
26	R H	20	20	21	20	81
27	DR	16	20	15	24	73
28	YL	22	19	21	23	85

29	SAR	23	17	15	17	70
30	FK	15	14	21	20	70
31	BIH	18	15	20	22	75
TOTAL						$\Sigma x = 2487$ $M = 80,2$

Score guide : Fluency+Pronunciation+Accuracy+Vocabulary= Final score

Categories : a. Excellent   = 81-100

                   b. Good   = 61-80

                   c. Fair   = 41-60

                   d. Unless   = 21-40

                   d. Poor   = 0-20

Source : Finocchiaro and Sako. A practical Approach to Language Pedagogy, 1993 (p.145) Source :Finocchiaro and Sako. A practical Approach to Language Pedagogy,1993(p.145)

Appendix XX

The Students' Score During Cycle I (Pre-test and Post-test I) and Cycle II (Post Test II)

No	Names of Students	Score		
		Pre Test	Post Test I	Post Test II
1.	ASR	75	80	80
2.	AZ	50	65	65
3.	AM	35	25	75
4.	AYS	80	85	80
5.	SR	85	87	95
6.	ZA	65	82	85
7.	QLS	60	73	80
8.	DAP	78	78	80
9.	FAR	57	65	75
10.	SK	80	90	95
11.	AMF	63	88	92
12.	IS	45	75	87
13.	IM	55	55	60
14.	RAS	55	65	70
15.	SY	60	75	80
16.	HL	72	85	78
17.	MAY	45	80	91
18.	BS	88	92	100
19.	MAH	78	80	88
20.	RC	45	62	92
21.	MNZ	45	70	65

22.	MR	48	87	90
23.	MNH	50	55	78
24.	TM	55	65	65
25.	R	40	50	87
26.	R H	77	75	81
27.	DR	50	60	73
28.	YL	75	77	85
29.	SAR	47	40	70
30.	FK	50	70	70
31	BIH	40	50	75
TOTAL		$\Sigma x = 1848$ $M = 59,6$	$\Sigma x = 2186$ $M = 70,5$	$\Sigma x = 2487$ $M = 80,2$

DIARY NOTES

First Meeting (Oct 15th 2019)

The first meeting of the research was the pre-test. The researcher gave thestudents the pre-test to know how far their capability in English especiallyspeaking. The researcher gave them a topic. The students seemed very difficult to answer. Some of them just kept silent, but other studentjust tried their best answer the question seriously. Most of them did not know howto speak although they had an idea. It could be seen from their face andexpression. They looked confused and bored. Many problems have been foundduring pre-test. The condition of classroom was not conducive. So, it could beconcluded that the students still had difficulties in speaking.

Second Meeting (Oct 17th 2019)

In second meeting, the researcher explained the material and wrote it onthe whiteboard. The students were taught about how to find the solution from a problem by problem based learning strategy. In teaching learningprocess, the students were active with their group, they gave a few questions to the researcher if they feel confused. Eventhough there were somestudents made noisy in the classroom.

Third Meeting (Oct 20th 2019)

In this meeting, the researcher asked the students to shape their seat and divided into eleven groups. The students looked more serious than before.The

researcher wrote material about problem topic on the whiteboard and then ask to the students' what the main topic of problem. After that students' find the solutions of problem and make it into a conversation. In teaching learningprocess, the students were active with their group to solve the topic, and they gave a few questions to the researcher if they feel confused. And he researcher always checked and asked what their problems during learning.

Fourth Meeting Oct 24th 2019)

In this meeting, the researcher felt need teach them about aspects ofspeaking, such as grammar and vocabulary, pronunciation. The researcher changed the topic and had the students shape their seat same as before. The researcher tried to the best in teachingstudents and motivated them to increase their ability at speaking.Post-test aimed to know the progress of students in speaking ability. The researcher gave them a task and divided into some groups. The material of speaking it was about problem topic opinion.

Fifth Meeting Oct 30th 2019)

In this lastmeeting, teaching-learning process was very conductive, live, and active. Thestudents were more active and serious to speak then before. Problem based learning strategy successfully worked in helping students' ability at speaking. It was effective andapplicable. Based on the reflection of the cycle II, this research could be stoppedbecause students' ability had been increased.

Appendix XXII

Documentations