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APPENDIX I
LESSON PLAN
(CONTROL CLASS)

Education Unit	:	MTs Nurul Huda
Subjects	:	English
Class/Semester	:	IX-B/1 (Control Class)
Main Material	:	Presenting and Asking Yourself
Time Allocation	:	2 x 35 minutes

A. Core Competencies

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Basic Competency and Achievement Indicators

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun : *subjective, objective, possessive*)

Indicator:

- State the expressions used to describe oneself and others orally.
 - Explain the social function, text structure, and linguistic elements of self- and other people's presentation texts.
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indicator:

- Make simple written texts to describe, ask, and respond to self-expression orally.
- Demonstrate exposure to self and others in formal and informal situations orally.
- Create *short conversations* to explain, ask questions, and respond to self-explanations and introduce others.

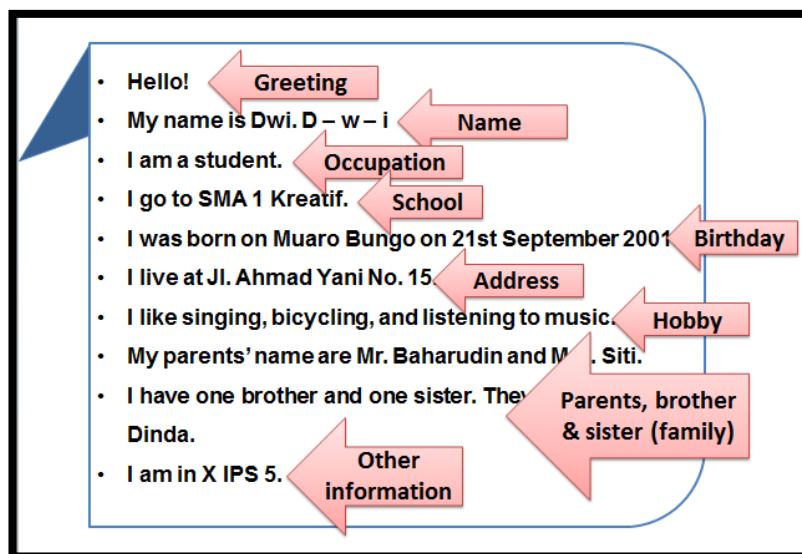
C. Learning objectives

After participating in a series of learning activities, students can:

1. Expressing their expressions used to describe oneself and others.
2. Explain the social function, text structure, and linguistic elements of self- and other people's exposure texts.
3. Make simple written texts to describe, ask questions, and respond to self-expression orally.

4. Demonstrating exposure to self and others in formal and informal situations orally.
5. Make short conversations to explain, ask, and respond to self-explanations and introduce others.

D. Learning Materials



E. Learning Methods

1. Approach : *Scientific*
2. Model : *Direct Method*
3. Strategy : Observation and individual assignments

F. Learning Media

1. Media : Whiteboard.
2. Tools : Marker, Pen, Student Sheet.

G. Learning Source

- Middle School English Class IX (Compulsory Textbook K-13)
- Brainstorming *Introducing Yourself material*.
- Surrounding environment: MTs Nurul Huda and the location of the school environment.

H. Learning Steps

First Meeting (2 x 35 minutes)

Activities	Activity Description	Time
Initial Activity	<ul style="list-style-type: none"> - The teacher gives greetings ; and invite students to pray together. - The teacher checks the presence of students; - Teachers prepare students psychologically and physically to follow the learning process. - The teacher motivates students to learn contextually according to the benefits and application of teaching materials in everyday life, by providing local, national and international examples and comparisons. 	5 minutes
Core Activities Task 1 Task 2	<p>Apperception:</p> <ul style="list-style-type: none"> - The teacher introduces a new topic about Introducing Yourself by: <p>Warming-up:</p> <ul style="list-style-type: none"> - The teacher distributes blank paper to all students - Teacher asks students to write their names. - Students write their names on the paper and play it to the whole class. - After finishing, the teacher asks students to stand up and make introductions orally, based on the list of names on the paper held by each student. <p>Lead in:</p> <ul style="list-style-type: none"> - The teacher checks the extent of students' knowledge when conducting oral tests about introducing themselves. - The teacher makes students aware of the importance of explaining and knowing themselves among friends. - The teacher introduces the material displayed in front of the class. - Students listen to the teacher giving material about Introducing Yourself - Students respond to the teacher's explanation by answering the question "how about you?" from teacher. - Students take turns answering by briefly explaining themselves. - The teacher asks students about the material that has been shown earlier. - The teacher asks what is conveyed in the presentation and the expressions used. 	60 minutes

	<ul style="list-style-type: none"> - The teacher shows examples of self-explained material with bullet points. - The teacher asks students to determine what self-information is on the blackboard and the points that have been made. (Name, address, occupation, school, etc.) - Learners determine self-information based on the points displayed. - The teacher checks the students' answers by displaying the available answers. - The teacher asks students to make a complete self-exposure text. - Learners make a complete self-exposure text so that it is practiced. - Learners practice self-introduction orally and take turns. - The teacher asks about the students themselves by using related linguistic elements. - The teacher corrects the results of the introduction of students. 	
End Activities	<ul style="list-style-type: none"> - Students and teachers reflect on learning activities and their benefits. - Students and teachers provide feedback on the process and learning outcomes. - Students get assignments from the teacher to make dialogue introducing self. - Check the knowledge of students. - Closing greetings. - Students and teachers pray and say closing greetings. 	5 minutes

I. Assessment of Learning Outcomes

1. Performance

Conducting conversations in front of the class using self-explanation.

2. Task

In pair, students make a conversation of Introduction and practice it.

3. Scoring Guidelines

Performance: Poor (1), Moderate (2), Enough (3), Good (4), Very Good (5)

4. Speaking Assessment Sheet

$$\text{Final Score} = \frac{\text{total of score}}{\text{total of item}} \times 100$$

No	Name	Focus					Score
		Gram mar	Vocabul ary	Comprehen sion	Fluency	Pronun ciation	

Medan, December 2022

Knowing

Head Master,

Subject Teachers,



APPENDIX II
LESSON PLAN
(CONTROL CLASS)

Education Unit	:	MTs Nurul Huda
Subjects	:	English
Class/Semester	:	IX-B/1 (Control Class)
Main Material	:	Presenting and Asking Yourself
Time Allocation	:	2 x 35 minutes

A. Core Competencies

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Basic Competency and Achievement Indicators

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun : *subjective, objective, possessive*)

Indicator:

- State the expressions used to describe oneself and others orally.
 - Explain the social function, text structure, and linguistic elements of self- and other people's presentation texts.
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indicator:

- Make simple written texts to describe, ask, and respond to self-expression orally.
- Demonstrate exposure to self and others in formal and informal situations orally.
- Create *short conversations* to explain, ask questions, and respond to self-explanations and introduce others.

C. Learning objectives

After participating in a series of learning activities, students can:

1. Expressing expressions used to describe oneself and others.
2. Explain the social function, text structure, and linguistic elements of self- and other people's exposure texts.
3. Make simple written texts to describe, ask questions, and respond to self-expression orally.

4. Demonstrating exposure to self and others in formal and informal situations orally.
5. Make short conversations to explain, ask, and respond to self-explanations and introduce others.

D. Learning Materials

- Hello!
- My name is Dwi. D – w – i
- I am a student.
- I go to SMA 1 Kreatif.
- I was born on Muaro Bungo on 21st September 2001.
- I live at Jl. Ahmad Yani No. 15.
- I like singing, bicycling, and listening to music.
- My parents' name are Mr. Baharudin and Mrs. Siti.
- I have one brother and one sister. They are Dandi and Dinda.
- I am in IX B.

E. Learning Methods

1. Approach : *Scientific*
2. Model : *Direct Method*
3. Strategy : Observation and individual assignments

F. Learning Media

1. Media : Whiteboard.
2. Tools : Marker, Pen, Student Sheet.

G. Learning Source

- Middle School English Class IX (Compulsory Textbook K-13)
- Brainstorming *Introducing Yourself material*.
- Surrounding environment: MTs Nurul Huda and the location of the school environment.

H. Learning Steps

Second Meeting (2 x 35 minutes)

Activities	Activity Description	Time
Initial Activity	<ul style="list-style-type: none"> - The teacher gives greetings ; and invite students to pray together. - The teacher checks the presence of students; - Teachers prepare students psychologically and physically to follow the learning process. - The teacher motivates students to learn contextually according to the benefits and application of teaching materials in everyday life, by providing local, national and international examples and comparisons. 	5 minutes
Core Activities Task 1 Task 2	<p>Apperception:</p> <ul style="list-style-type: none"> - The teacher introduces a new topic about Introducing Yourself by: <p>Warming-up:</p> <ul style="list-style-type: none"> - The teacher distributes blank paper to all students - Teacher asks students to write their names. - Students write their names on the paper and play it to the whole class. - After finishing, the teacher asks students to stand up and make introductions orally, based on the list of names on the paper held by each student. <p>Lead in:</p> <ul style="list-style-type: none"> - The teacher checks the extent of students' knowledge when conducting oral tests about introducing themselves. - The teacher makes students aware of the importance of explaining and knowing themselves among friends. - The teacher introduces the material displayed in front of the class. - Students listen to the teacher giving material about Introducing Yourself - Students respond to the teacher's explanation by answering the question "how about you?" from teacher. - Students take turns answering by briefly explaining themselves. - The teacher asks students about the material that has been shown earlier. - The teacher asks what is conveyed in the presentation and the expressions used. 	60 minutes

	<ul style="list-style-type: none"> - The teacher shows examples of self-explained material with bullet points. - The teacher asks students to determine what self-information is on the blackboard and the points that have been made. (Name, address, occupation, school, etc.) - Learners determine self-information based on the points displayed. - The teacher checks the students' answers by displaying the available answers. - The teacher asks students to make a complete self-exposure text. - Learners make a complete self-exposure text so that it is practiced. - Learners practice self-introduction orally and take turns. - The teacher asks about the students themselves by using related linguistic elements. - The teacher corrects the results of the introduction of students. 	
End Activities	<ul style="list-style-type: none"> - Students and teachers reflect on learning activities and their benefits. - Students and teachers provide feedback on the process and learning outcomes. - Students get assignments from the teacher to make dialogue introducing self. - Check the knowledge of students. - Closing greetings. - Students and teachers pray and say closing greetings. 	5 minutes

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

I. Assessment of Learning Outcomes

1. Performance

Conducting conversations in front of the class using self-explanation.

2. Task

In pair, students make a conversation of Introduction and practice it.

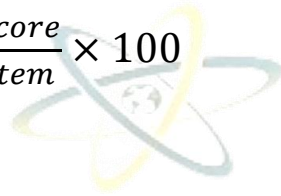
3. Scoring Guidelines

Performance: Poor (1), Moderate (2), Enough (3), Good (4), Very Good (5)

4. Speaking Assessment Sheet

No	Name	Focus					Score
		Gram mar	Vocabul ary	Comprehen sion	Fluency	Pronun ciation	

$$\text{Final Score} = \frac{\text{total of score}}{\text{total of item}} \times 100$$



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX III
LESSON PLAN
(EXPERIMENTAL CLASS)

Education Unit	: MTs Nurul Huda
Class/Semester	: IX A/1 (Experimental)
Subjects	: English
Theme/Sub Theme	: Self-Description/Self Introduction
Main Material	: Self Introduction
Time Allocation	: 2 x 35 minutes

A. Learning Objectives

Through Problem-Based Learning, students can apply the process of introducing themselves and others to their teachers and friends according to good and correct grammar.

B. Basic Competencies

3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun, subjective, objective, possessive).

C. Indicators of Competence Achievement

Demonstrate the process of introducing self and others.

Learning materials

Introducing yourself:

Here are expressions to introduce yourself:

My name is...

- I'm....
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

Taken by (www.google.com)

Video “Introducing other people”

Taken by (<https://www.youtube.com/watch?v=KZn42zsbPN0>)

E. Method : Problem-Based Learning

F. Media : Projector, Laptop, Slide Show and Video.

G. Learning Resources :

- www.google.com and
- <https://www.youtu.be/KZn42zsbPN0>

H. Learning Steps

First Meeting

Activities	Activity Description	Time
Initial Activities	<ul style="list-style-type: none"> - The teacher greets students - The teacher asks a student to lead the prayer - The teacher checks the attendance of the students - The teacher displays videos and pictures through slide shows and students respond - The teacher explains the videos, pictures and explains the learning objectives - The teacher motivates students to learn contextually according to the benefits and application of teaching materials in everyday life. 	5 minutes
Core Activities	<ul style="list-style-type: none"> - Students pay attention to videos, slides containing pictures, and text about introducing yourself - Students write down important terms contained in the video. - Students practice how to introduce themselves to the teacher and their friends - The teacher shows videos, slides containing pictures, and text with different situations about introducing yourself and others. - The teacher asks students to make study groups - The teacher asks students to discuss with the group - One group contains 4 people, then students discuss with their group mates. - Students practice how to introduce themselves in front of the class to other people according to predetermined situations. 	60 minutes
End Activities	<ul style="list-style-type: none"> - The teacher concludes social functions in introducing and establishing interpersonal relationships - The teacher conveys feedback from the results of the learning process. - The teacher submits assignments for the next lesson - Teacher invites students to pray together. 	5 minutes

I. Evaluation

English Assessment Table

No	Name	Assessment Aspects					Total Score
		Grammar 1-5	Vocabulary 1-5	Compre hension 1-5	Fluen cy 1-5	Pronuncia tion 1-5	

$$\text{Final Score} = \frac{\text{total of score}}{\text{total of item}} \times 100$$

Medan, December 2022

Knowing

Head Master,

Subject Teacher,

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SUMATERA UTARA MEDAN

APPENDIX IV
LESSON PLAN
(EXPERIMENTAL CLASS)

Education Unit	: MTs Nurul Huda
Class/Semester	: IX A/1 (Experimental)
Subjects	: English
Theme/Sub Theme	: Self-Description/Self Introduction
Main Material	: Self Introduction
Time Allocation	: 2 x 35 minutes

B. Learning Objectives

Through Problem-Based Learning, students can apply the process of introducing themselves and others to their teachers and friends according to good and correct grammar.

B. Basic Competencies

3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun, subjective, objective, possessive).

C. Indicators of Competence Achievement

Demonstrate the process of introducing self and others.

D. Learning Materials

Introducing others:

Here are expressions to introduce others:

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Leila, this is Barbara. Barbara this is Leila.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

Taken by (www.google.com)

Video "Introducing other people"

Taken by (<https://www.youtube.com/watch?v=KZn42zsbPN0>)

E. Method: Problem-Based Learning

F. Media: Projector, Laptop, Slide Show and Video.

G. Learning Resources :

- www.google.com and
<https://www.youtu.be/KZn42zsbPN0>

H. Learning Steps

Second Meeting

Activities	Activity Description	Time
Initial Activities	<ul style="list-style-type: none"> - The teacher greets students - The teacher asks a student to lead the prayer - The teacher checks the attendance of the students - The teacher displays videos and pictures through slide shows and students respond - The teacher explains the videos, pictures and explains the learning objectives - The teacher motivates students to learn contextually according to the benefits and application of teaching materials in everyday life. 	5 minutes
Core Activities	<ul style="list-style-type: none"> - Students pay attention to videos, slides containing pictures, and text about introducing yourself - Students write down important terms contained in the video. - Students practice how to introduce themselves to the teacher and their friends - The teacher shows videos, slides containing pictures, and text with different situations about introducing yourself and others. - The teacher asks students to make study groups - The teacher asks students to discuss with the group - One group contains 4 people, then students discuss with their group mates. - Students practice how to introduce themselves in front of the class to other people according to predetermined situations. 	60 minutes
End Activities	<ul style="list-style-type: none"> - The teacher concludes social functions in introducing and establishing interpersonal relationships - The teacher conveys feedback from the results of the learning process. - The teacher submits assignments for the next lesson - Teacher invites students to pray together. 	5 minutes

I. Evaluation

English Assessment Table

No	Name	Assessment Aspects					Total Score
		Gram mar	Vocabul ary	Compreh ension	Fluenc y	Pronuncia tion	
		1-5	1-5	1-5	1-5	1-5	

$$\text{Final Score} = \frac{\text{total of score}}{\text{total of item}} \times 100$$

Medan, December 2022

Knowing

Head Master,

Subject Teacher,

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX V
PRE-TEST AND POST-TEST

TEST

Class/Sem. : IX/1

Text Type : Oral test to tell/introducing about objects / things around students.

School : MTs Nurul Huda Medan

Test Type : Oral Ability Test

MONOLOGUE

The researcher conducted a test of this instrument with the aim of knowing the students' English speaking skills from the application of Problem Based Learning. In the monologue test, students are asked to express their ideas about one of the topics given by the researcher.

Instructions:

1. Please introduce yourself.
2. Take 1-2 minutes to talk about the topic that will be given to you!

Test talking about:

- Explain verbally about yourself.
 - Explain verbally about your family.
 - Explain verbally about your hobby.
 - Explain verbally about your pet.
 - Explain verbally about your siblings.
3. Your performances will be measured based on accuracy, fluency, and understanding.
 4. You are given 2 minutes to think of your idea before you start your performance.
 5. Your performance will be recorded.

APPENDIX VI
SCORING RUBRIC

• **Grammar**

Score	Aspect
	Grammar
5	Equivalent to that of an educated native speaker.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner.

• **Vocabulary**

Score	Aspect
	Vocabulary
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.
4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
2	Has speaking vocabulary sufficient to express himself/herself simply with some circumlocutions.
1	Speaking vocabulary inadequate to express anything but the most elementary needs.

• **Comprehension**

Score	Aspect
	Comprehension
5	Equivalent to that of an educated like a native speaker.
4	Can understand any conversation with in the range of his experience.
3	Comprehension is quite complete at a normal rate of speech.
2	Can get the gist of most conversation of nontechnical subjects. (i.e., topics that require no specialized knowledge).
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.

Fluency

Score	Aspect
	Fluency
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
1	There is no specific fluency description. Refer to other four language areas for implied level of fluency.

- **Pronunciation**

Score	Aspect
	Pronunciation
5	Equivalent to and fully accepted by educated native speakers.
4	Errors in pronunciation are quite rare.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
2	Accent is intelligible though often quite faulty.
1	Errors in pronunciation are frequent, but can be understood by a native used to dealing with foreigners attempting to speak his language

APPENDIX VII
The Control Class Students' score of Pre-Test and Post-Test

No	Name	Pre-Test Control Class					Score			Post-Test Control Class					Score		
		Assessment					Total	OPA Formula	100 Scale	Assessment					Total	OPA Formula	100 Scale
		G	V	C	F	P				G	V	C	F	P			
1	AS	4	2	3	1	2	12	240	48	3	2	3	2	3	13	260	52
2	AF	3	1	2	3	3	12	240	48	2	1	3	2	3	11	220	44
3	APP	2	3	1	4	2	12	240	48	4	3	2	3	2	14	280	56
4	AR	3	1	3	4	2	13	260	52	2	3	4	2	1	12	240	48
5	DA	3	2	3	4	1	13	260	52	3	2	2	1	2	10	200	40
6	DHA	3	2	3	5	1	14	280	56	2	2	3	2	1	10	200	40
7	FAH	1	3	2	4	2	12	240	48	3	4	2	1	2	12	240	48
8	FA	2	3	2	1	4	12	240	48	3	2	2	3	2	12	240	48
9	HM	4	3	2	1	3	13	260	52	2	3	2	3	4	14	280	56
10	HA	2	3	5	2	1	13	260	52	4	2	3	3	2	14	280	56
11	H	4	2	3	2	1	12	240	48	3	4	2	3	2	14	280	56
12	J	2	2	2	3	1	10	200	40	2	1	3	2	3	11	220	44
13	K	3	2	1	3	2	11	220	44	2	1	3	3	2	11	220	44
14	KHA	4	2	3	3	1	13	260	52	4	3	2	1	3	13	260	52
15	MN	3	2	3	3	3	14	280	56	3	2	1	2	3	11	220	44
16	MH	2	1	1	2	3	9	180	36	2	1	2	3	2	10	200	40
17	NS	2	1	3	2	4	12	240	48	2	2	1	3	2	10	200	40
18	NN	3	2	4	1	2	12	240	48	3	2	3	2	4	14	280	56

19	NN	3	4	2	3	1	13	260	52	2	2	3	2	3	12	240	48
20	NNA	2	3	2	1	3	11	220	44	3	2	2	1	2	10	200	40
21	NNA	3	3	2	3	2	13	260	52	3	1	2	3	2	11	220	44
22	NS	2	3	4	2	1	12	240	48	2	3	2	2	2	11	220	44
23	NAS	3	2	3	4	2	14	280	56	3	3	2	3	1	12	240	48
24	NS	2	2	3	4	5	16	320	64	2	2	2	3	4	13	260	52
25	RSS	1	3	4	2	1	11	220	44	2	3	4	2	2	13	260	52
26	SAA	2	3	2	1	4	12	240	48	2	3	2	3	4	14	280	56
27	US	1	3	3	2	4	13	260	52	3	3	3	3	4	16	320	64
28	ZA	2	3	2	4	5	16	320	64	2	2	4	3	3	14	280	56
	$\Sigma n = 28$	71	66	73	74	66	350		1400	73	64	69	66	70	342		1368
	Mean Score	2,5	2,36	2,61	2,6	2,4	12,5		50	2,61	2,29	2,46	2,36	2,5	12,214		48,85714
	Std. Deviation	0,9	0,78	0,96	1,2	1,3	1,5031		6,012333	0,69	0,85	0,79	0,73	0,92	1,6411		6,564293
	Minimum Score	1	1	1	1	1	9		36	2	1	1	1	1	10		40
	Maximum Score	4	4	5	5	5	16		64	4	4	4	3	4	16		64

Formulas Using in Microsoft Excel

Formula for Total Score: =sum(Column Name Row-1: Column Name Row-28)

Formula for Mean: =average(Column Name Row-1: Column Name Row-28)

Formula for Standard Deviation: =stdev.s(Column Name Row-1: Column Name Row-28)

Formula for Minimum Score: =min(Column Name Row-1: Column Name Row-28)

Formula for Maximum Score: =max(Column Name Row-1: Column Name Row-28)

APPENDIX VIII
The Experiment Class Students' Score of Pre-Test and Post-Test

No	Name	Pre-Test Experimental					Score			Post-Test Experimental					Score		
		Assessment					Total	OPA Formula	100 Scale	Assessment					Total	OPA Formula	100 Scale
		G	V	C	F	P				G	V	C	F	P			
1	AR	3	2	1	3	2	11	220	44	4	2	3	4	4	17	340	68
2	AF	3	2	3	1	3	12	240	48	4	4	3	4	5	20	400	80
3	APS	2	1	2	3	2	10	200	40	4	1	2	4	5	16	320	64
4	AS	3	2	3	4	2	14	280	56	3	2	3	4	2	14	280	56
5	AN	4	2	1	2	3	12	240	48	4	2	4	2	5	17	340	68
6	BSL	2	3	2	4	2	13	260	52	2	3	2	4	2	13	260	52
7	DS	3	3	1	2	3	12	240	48	4	4	3	2	3	16	320	64
8	FA	1	2	3	2	3	11	220	44	2	3	3	2	4	14	280	56
9	FM	4	2	2	1	3	12	240	48	4	4	2	2	4	16	320	64
10	FR	3	2	3	2	1	11	220	44	3	2	3	3	2	13	260	52
11	HLG	2	3	2	3	2	12	240	48	2	3	2	3	4	14	280	56
12	JTA	2	1	3	2	1	9	180	36	3	2	3	4	3	15	300	60
13	MS	3	1	3	4	2	13	260	52	3	2	3	5	2	15	300	60
14	M	3	2	3	4	2	14	280	56	3	2	3	5	4	17	340	68
15	MRAS	2	3	1	2	4	12	240	48	2	3	1	2	4	12	240	48
16	NAS	2	3	1	3	2	11	220	44	2	3	3	3	2	13	260	52
17	NZ	3	2	3	2	4	14	280	56	3	2	3	2	5	15	300	60

18	NI	3	3	1	2	3	12	240	48	4	3	4	2	3	16	320	64
19	NA	4	3	2	3	2	14	280	56	5	4	2	3	4	18	360	72
20	RS	3	4	2	1	2	12	240	48	3	4	2	3	2	14	280	56
21	RA	3	2	3	5	2	15	300	60	3	2	3	4	4	16	320	64
22	S	2	5	1	2	2	12	240	48	4	3	2	3	2	14	280	56
23	SNR	2	2	1	3	2	10	200	40	3	4	2	3	2	14	280	56
24	SP	2	4	3	3	2	14	280	56	3	4	3	3	4	17	340	68
25	SAK	3	2	3	2	1	11	220	44	4	2	3	2	2	13	260	52
26	TF	3	2	1	2	2	10	200	40	4	2	1	2	3	12	240	48
27	YF	3	2	4	3	2	14	280	56	3	4	4	5	3	19	380	76
28	ZD	2	3	3	3	2	13	260	52	5	3	3	3	3	17	340	68
	$\Sigma n = 28$	75	68	61	73	63	340		1360	93	79	75	88	92	427		1708
	Mean Score	2,7	2,43	2,18	2,6	2,3	12,143		48,5714286	3,32	2,82	2,68	3,14	3,29	15,25		61
	Std. Deviation	0,7	0,92	0,94	1	0,8	1,5084		6,03341664	0,86	0,9	0,77	1,01	1,08	2,048		8,192137
	Minimum Score	1	1	1	1	1	9		36	2	1	1	2	2	12		48
	Maximum Score	4	5	4	5	4	15		60	5	4	4	5	5	20		80

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Formulas Using in Microsoft Excel

Formula for Total Score: =sum(Column Name Row-1: Column Name Row-28)

Formula for Mean: =average(Column Name Row-1: Column Name Row-28)

Formula for Standard Deviation: =stdev.s(Column Name Row-1: Column Name Row-28)

Formula for Minimum Score: =min(Column Name Row-1: Column Name Row-28)

Formula for Maximum Score: =max(Column Name Row-1: Column Name Row-28)



APPENDIX IX

Validity Correlations Pre-Test Control Class

		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
Grammar	Pearson Correlation	1	-.352	-.012	.384*	-.200	.381*
	Sig. (2-tailed)		.066	.950	.044	.309	.045
	N	28	28	28	28	28	28
Vocabulary	Pearson Correlation	-.352	1	-.182	-.084	.095	.312
	Sig. (2-tailed)	.066		.355	.669	.629	.106
	N	28	28	28	28	28	28
Comprehension	Pearson Correlation	-.012	-.182	1	.053	-.349	.197
	Sig. (2-tailed)	.950	.355		.787	.069	.314
	N	28	28	28	28	28	28
Fluency	Pearson Correlation	.384*	-.084	.053	1	-.330	.589**
	Sig. (2-tailed)	.044	.669	.787		.086	.001
	N	28	28	28	28	28	28
Pronunciation	Pearson Correlation	-.200	.095	-.349	-.330	1	.242
	Sig. (2-tailed)	.309	.629	.069	.086		.215
	N	28	28	28	28	28	28
Score	Pearson Correlation	.381*	.312	.197	.589**	.242	1
	Sig. (2-tailed)	.045	.106	.314	.001	.215	
	N	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX X

Validity Correlations Post-Test Control Class

		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
Grammar	Pearson Correlation	1	-.239	-.186	-.144	.000	.091
	Sig. (2-tailed)		.220	.343	.466	1.000	.645
	N	28	28	28	28	28	28
Vocabulary	Pearson Correlation	-.239	1	-.022	.091	.268	.583**
	Sig. (2-tailed)	.220		.913	.643	.168	.001
	N	28	28	28	28	28	28
Comprehension	Pearson Correlation	-.186	-.022	1	-.289	-.234	.138
	Sig. (2-tailed)	.343	.913		.135	.230	.485
	N	28	28	28	28	28	28
Fluency	Pearson Correlation	-.144	.091	-.289	1	.000	.348
	Sig. (2-tailed)	.466	.643	.135		1.000	.070
	N	28	28	28	28	28	28
Pronunciation	Pearson Correlation	.000	.268	-.234	.000	1	.672**
	Sig. (2-tailed)	1.000	.168	.230	1.000		.000
	N	28	28	28	28	28	28
Score	Pearson Correlation	.091	.583**	.138	.348	.672**	1
	Sig. (2-tailed)	.645	.001	.485	.070	.000	
	N	28	28	28	28	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX XI

Validity Correlations Pre-Test Experiment Class

		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
Grammar	Pearson Correlation	1	-.059	.362	.018	.164	.519**
	Sig. (2-tailed)		.767	.058	.927	.405	.005
	N	28	28	28	28	28	28
Vocabulary	Pearson Correlation	-.059	1	-.106	.059	.192	.368
	Sig. (2-tailed)	.767		.591	.767	.327	.054
	N	28	28	28	28	28	28
Comprehension	Pearson Correlation	.362	-.106	1	.007	.324	.636**
	Sig. (2-tailed)	.058	.591		.973	.093	.000
	N	28	28	28	28	28	28
Fluency	Pearson Correlation	.018	.059	.007	1	.357	.479**
	Sig. (2-tailed)	.927	.767	.973		.062	.010
	N	28	28	28	28	28	28
Pronunciation	Pearson Correlation	.164	.192	.324	.357	1	.751**
	Sig. (2-tailed)	.405	.327	.093	.062		.000
	N	28	28	28	28	28	28
Score	Pearson Correlation	.519**	.368	.636**	.479**	.751**	1
	Sig. (2-tailed)	.005	.054	.000	.010	.000	
	N	28	28	28	28	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX XII

Validity Correlations Pre-Test Experimental Class

		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
Grammar	Pearson Correlation	1	.042	.153	-.144	.072	.414*
	Sig. (2-tailed)		.833	.437	.466	.715	.029
	N	28	28	28	28	28	28
Vocabulary	Pearson Correlation	.042	1	-.130	-.211	.089	.348
	Sig. (2-tailed)	.833		.508	.281	.652	.069
	N	28	28	28	28	28	28
Comprehension	Pearson Correlation	.153	-.130	1	.364	.051	.624**
	Sig. (2-tailed)	.437	.508		.057	.797	.000
	N	28	28	28	28	28	28
Fluency	Pearson Correlation	-.144	-.211	.364	1	-.249	.426*
	Sig. (2-tailed)	.466	.281	.057		.201	.024
	N	28	28	28	28	28	28
Pronunciation	Pearson Correlation	.072	.089	.051	-.249	1	.423*
	Sig. (2-tailed)	.715	.652	.797	.201		.025
	N	28	28	28	28	28	28
Score	Pearson Correlation	.414*	.348	.624**	.426*	.423*	1
	Sig. (2-tailed)	.029	.069	.000	.024	.025	
	N	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

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APPENDIX XIII
DOCUMENTATION

1. PHOTO WITH HEADMASTER OF MTs NURUL HUDA
(Siti Olina Harahap S.H.I)



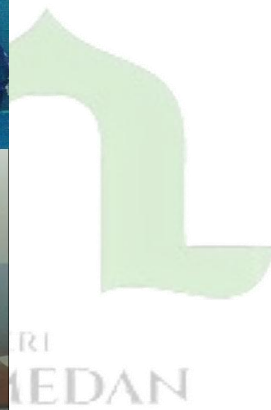
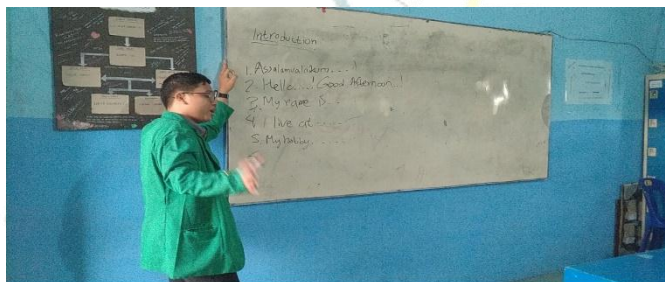
2. PHOTO WITH THE ENGLISH TEACHER (Muhammad Yani, S.Pd.I)



3. PHOTO WITH THE IX-A STUDENTS (EXPERIMENTAL CLASS)





4. PHOTO WITH THE IX-B STUDENTS (CONTROL CLASS)




APPENDIX XIV

RESEARCH LETTER AND REPLY LETTER AMTS NURUL HUDA

1. RESEARCH PERMIT LETTER TO MTS NURUL HUDA

08/12/22 18.51	https://siselma.uinsu.ac.id/pengajuan/cetakaktif/NjksODY=	
 KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683		
Nomor	: B-5723/ITK/ITK.V.3/PP.00.9/04/2022	8 Desember 2022
Lampiran	: -	
Hal	: Izin Riset	
Yth. Bapak/Ibu Kepala MTs Nurul Huda Medan		
<i>Assalamualaikum Wr. Wb.</i>		
Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:		
Nama	: Muhammad Rizky Purba	
NIM	: 0304183193	
Tempat/Tanggal Lahir	: Medan, 17 Februari 2001	
Program Studi	: Tadris Bahasa Inggris	
Semester	: IX (Sembilan)	
Alamat	: Jl. Jamin Ginting Km. 14,5 No. 69 Sebelum Hairos, Kelurahan Ladang Bambu, Kecamatan Medan Tuntungan, Sumatera Utara	
Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Nurul Huda, Jl. Jamin Ginting No. 305, Kwala Bekala, Kec. Medan Johor, Kota Medan, Sumatera Utara, 20142, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:		
<i>The Effect of Problem Based Learning (PBL) Strategy on Student's Speaking at MTs Nurul Huda.</i>		
Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.		
<p>Medan, 08 Desember 2022 a.n. DEKAN Ketua Program Studi Pendidikan Bahasa Inggris</p>  <i>Digitally Signed</i>		
NIP. 197006062000031006		
Tembusan: - Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan		
<i>info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat</i>		
https://siselma.uinsu.ac.id/pengajuan/cetakaktif/NjksODY=		1/1

2. RESEARCH REPLY LETTER FROM MTS NURUL HUDA


YAYASAN MASJID NURUL HUDA KWALA BEKALA MEDAN
PERGURUAN ISLAM NURUL HUDA
MTs NURUL HUDA

No. Izin : 57 Tanggal : 31 Januari 2020 NPSN: 6072792 NSM: 121212710042
 Jl. Letjen. Djamin Ginting KM. 8 Medan Kel. Kwala Bekala Medan Johor Telp. (061) 8369523

SURAT KETERANGAN
 Nomor : 18 /MTs-NH/1/2023

Yang bertanda tangan di bawah ini :

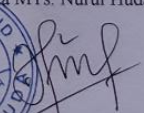

Nama : SITI OLINA HARAHAP, S.HI
 Jabatan : Kepala MTs Nurul Huda
 Alamat : Jl. Jamin Ginting KM. 8 Kel. Kwala Bekala
 Kec. Medan Johor Kota Medan

Dengan ini menerangkan bahwa :

Nama : Muhammad Rizky Purba
 NIM : 0304183193
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melakukan & Mengadakan Penelitian di Kelas IX MTs Nurul Huda Tahun Pelajaran 2022/2023 dengan Judul “ **The Effect of Problem Based Learning (PBL) Method on Students Speaking Ability at Junior High School**”.

Demikian surat keterangan ini diperbuat, agar dapat dipergunakan seperlunya.

Medan, 05 Januari 2023
 Kepala MTs. Nurul Huda


SITI OLINA HARAHAP, S.HI
 NIP. -

CURRICULUM VITAE



MUHAMMAD RIZKY PURBA is a scholar of the Department of English Education at the State Islamic University of North Sumatra, Medan. He was born on *17th* February 2001 in Medan. His father's name was Anton Baharuddin Purba and his mother was named Hariani Damanik. He has one sister, and one brother. His educational background began in 2005 at RA/TK Dharma Wanita Kab. Deli Serdang, and graduated in 2006. In 2006 he continued elementary school at SDN 064023 Medan Tuntungan, and graduated in 2012. Then he continued to junior high school at

MTs Nurul Huda Medan and graduated in 2015. After that he continued to high school at MAN 3 Medan and graduated in 2018. In 2018, he was accepted at the North Sumatra State Islamic University in Medan as a student in the Department of English Education, Faculty of Tarbiyah and Teacher Training. At the end of his studies, he will be able to complete his thesis in 2023 entitled "The Effect of Problem Based Learning (PBL) Method on Student's Speaking Ability at MTs Nurul Huda".



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