IMPROVING STUDENTS' SPEAKING SKILL BY USING

PROBLEM BASED LEARNING (PBL) MODEL

(A Study at Second Grade Junior High School

of SMP N 1 Timang Gajah).

THESIS

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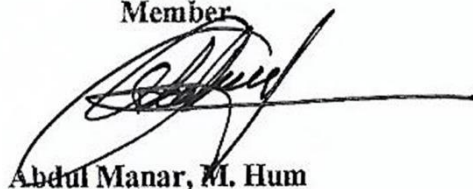24 Rabiul Akhir, 1440 H

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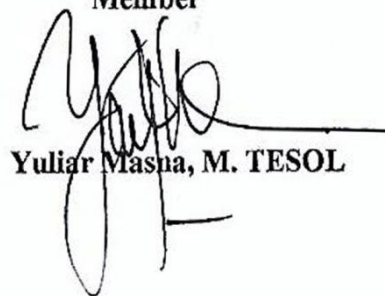Habiburrahim, M. Com., MS., Ph.D

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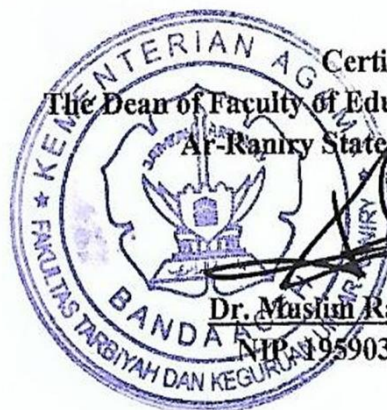
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ABSTRACT

Speaking is one of the important skills in communication. There are several problems that are faced by students in learning speaking such as reluctant to speak, shyness, fear of committing oral mistakes, and poor speaking ability. The problem based learning (PBL) is an appropriate strategy to help the students improve their speaking skills. Therefore, the researcher conducted the research entitled "Improving Students' Speaking Skills by using problem based learning (PBL) Model. The aims of of this quantitative research are to investigate whether problem based learning improves students' speaking skills and to investigate the students' responses about problem based learning model. The location of this study was SMP N 1 Timang Gajah and the total sample were 19 students of class VIII- 1 in academic year 2018/2019. In collecting the data, the researcher used teaching experiment, pre-test, post-test and questionnaire. The findings show that the PBL improves students' speaking skills. This can be understood from the t-test result, where the calculated value of t-score is higher than t-table (8.66>1.73). In addition, the result of the questionnaire indicates that the majority of students are happy in learning speaking by using PBL model and most of them believe that the PBL model could help them to express their ideas in speaking and also motivate them in highly learning English.

Keywords: *Speaking Skills, Problem Based Learning model* .

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CHAPTER I

INTRODUCTION

A. Background of Study

In studying English, learners have to master four skills, namely speaking listening, writing and reading. Speaking is a skill used as a mean of interaction to express and transfer ideas and emotions. According to Richards (2008), English language teaching speaking activities need to focus on how to help students to use and to communicate in English (as cited in Eyeslish, 2015). This skill is considered important because most students often evaluate their success in English based on their proficiency in speaking. Therefore, developing effective methods to increase the students' performance as both language learner and language user can help enhance the students' English learning achievement in speaking skill

According to Brown (2001), oral communication competence or speaking skill is a goal of English learning. It has been considered as an initial skill that leads the learners to develop the other communication competences. Speaking also involves communicative performance and other important elements such as, pronunciation, grammar and vocabulary. However, it is assumed that developing speaking skill to young learners in Indonesia is not an easy task because English is a foreign language and it is not used in daily life.

To investigate young learners' proficiency in speaking English, the researcher conducted a preliminary study to one of the public junior high schools in SMP N 1 Timang Gajah. The researcher found that the students had several problem in speaking such as reluctance to speak, shyness, fear of committing oral mistakes, poor speaking ability, and lack peers or social circles with whom they can explore their speaking potentials.

The researcher considered the use of problem based learning (PBL) as an appropriate strategy to help the students improve their speaking skill. As states by Preetha (2006), PBL is a constructivist pedagogy in which the students learn to develop critical thinking skills by solving real world problem in small groups. In the learning process of PBL, the students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills (Watson, 2001, as cited in Duch, Groh & Allen, 2001).

PBL can be incorporated into any learning situation. According to Duch and Allen (2001), course content of PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. Mufaidah's (2014) study concluded that applying problem based learning (PBL) could potentially motivate, empower and challenge the language learners, which usually resulted in building the learners' confidence, improving the students' language skills, and learning become fruitful

for the learners because they exhibited their abilities to plan, manage, and accomplish projects through their content knowledge and language skills.

Departing from the discussion above, the researcher wanted to apply the PBL in the process of teaching English speaking skills at a junior high school in Aceh. The findings of this study are reported in this minor thesis entitled **"Improving Students' Speaking Skills by Using The Problem Based Learning (PBL) Model (A Study at Second Grade Junior High School of SMP N 1 Timang Gajah)."**

B. Research Questions

Based on the background outlined above, the questions of the current research are:

1. Could the Problem Based Learning improve the students' speaking skills?

2. What are the students' responses about Problem Based Learning in improving their speaking skills?

C. Aims of the Study

The aims of this research are shown below:

1. To investigate whether Problem Based Learning can improve the students' speaking skills.

2. To investigate the students' responses about Problem Based Learning in improving their speaking skills.

D. Limitation of the Study

This research focused on the speaking skill by using the PBL model in teaching and learning process. The location of this research was SMP N 1 Timang Gajah and the subjects of this research were 19 students of class VIII-1 in academic year 2018/2019 .

E. Hypotheses

The hypotheses of this research can be stated as follows:

Ha : The implementation of the PBL model has a statistically significant effect at the level of significance (α=0.05) in improving the students' ability in speaking.

H_0 : The implementation of the problem based learning model does not have a statistically significant effect at the level of significance (α=0.05) in improving the students' ability in speaking.

F. Terminologies

To provide a better understanding of this research, it is necessary to explain some terms in order to help the readers understand them more easily. They are:

1. Improve

Webster (2012) says that improve is to make something that has been learned continuously. In this context, improve means the progress in what is desirable and to enhance the value or quality in speaking.

2. Problem Based Learning

Boud and Feleeti (1997) explain that the PBL is a way of constructing and teaching courses using the problem as the stimulus and focus for the student activity. In PBL the students have learned the knowledge related to the problem as well as having skills to solving some problems in speaking.

3. Speaking

Levey (2002) define speaking as an interactive process of communication that involves producing, receiving and processing meaning in formation. Moreover, speaking is a tool as a survival skill in life. In this study, the focuses were four aspects of speaking: grammar, pronunciation, word choice, and fluency.

4. Skill

Harmer (2001), states that skill is a special ability to do something. In particular, this study discusses only skill in English, called speaking skill.

G. Research Significance

The study is expected to be a contribution for several aspects. First, English teachers can refer to PBL model as an alternative in teaching speaking and improve students' in speaking competences. Second, the students can develop the ability in speaking English, increase their activity in learning, and develop cooperative skill. Third, researchers, can have insights and experiences as well as input for future research in PBL model.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Several studies have been conducted in terms of PBL model. A study by Othman and Shah (2013) entitled "Problem Based Learning in the English Language Classroom" aimed to investigate the effects of PBL to the language class students in term of the course and content language development. The findings from this research showed that in the PBL group the student had improvement in their essay, while, in non-PBL group had no improvement.

Another study conducted by Mufaidah (2014) entitled "Problem Based Learning: Enhancing Students' Speaking Skill on the Second Year Student of SMP N 1 Atap Bandung in the Academic Year 2013/2014" aimed to investigate how PBL could enhance the students' speaking skill through bazaar activity. The study found the students' speaking skill in bazaar activity was good and bazaar could increase the students' activeness, student motivation, and also vocabulary. In addition, the study concluded the PBL method with bazaar activities provided more knowledge about English in learning process.

Inel and Balim (2015) conducted a study entitled "The Effects of Using Problem-Based Learning in Science and Technology Teaching Upon Students' Academic Achievement and Levels of Structuring Concepts". This study explored the impact of the problem-based learning method used in science and technology teaching upon elementary school students' construction levels for

the concepts concerning the "Systems in Our Body" unit in the science and technology course and their academic achievement. The study showed that the PBL was more effective in improving students in the science and technology and more positive developments in teaching.

These previous studies contributed a lot in helping the researcher got through the research. These studies have similarities with the present study; however, there was a difference and new problems set by the researcher in order to produce original new work in the term of sample, teaching material and the activities in the learning process.

B. Concept of Speaking

This section discusses of the definitions, the functions, the compenents, the types of speaking, and teaching the speaking.

1. Definitions of Speaking

Fulcher (2013), states that speaking is the verbal use of language to communicate with others. According to Adam (2005), speaking is "an oral communication between two or more person to express ideas talking together" (p. 78). Hybel, Richard and Weaver (2001) explain that speaking is a process in share the information, opinions, and feelings.

In addition, Rizkiah (2014) says that speaking is the action in conveying information and expressing the feeling. Mufaidah (2004) adds that, "speaking is an interactive process of constructing meaning that involves producing, receiving and processing the information" (p. 8). In addition, Brown (2001) states that

speaking is one of language skill which is very important to be mastered by students in order to be good communicators.

The ability to use the language as a means of communication often becomes one of the indicators of success speaking. Bailey and Nunan (2005) argue that speaking is the important aspect of language learning whether it is as a second or a foreign language that can be measured from the ability of the students in the learning process. To improve the speaking skill, the students should practice their speaking in learning because without the ability to speak, it would be impossible to have a natural communication among people.

Based on the above definition, speaking can be said as the way of someone or people in describing something with oral communication as an activity. Speaking also used in many different purposes and each purpose involved the different skill such as, to express our ideas, clarify the information, persuade someone or someting.

In addition, speaking is one important skill in expressing ideas, opinions, or feelings to others. Speaking also plays an important role in life because all activities of life are done with communication. By communication, people are able to create a relationship, to inform, to share, and to find information. In other words, people can do whatever they need through communication. In this case, speaking is the skill needed by the students in order to convey their ideas for easy communication.

2. The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. Brown and Yule (2000), as cited in Richards (2008), explain that the functions of speaking are divided into three categories including are talk as interaction, talk as transaction and talk as performance. Below are the explanations of each function of speaking:

a. Talk as interaction

The main function of this type is to focus on social interaction in communication. This is about how people delivers the messages to the others and therefore, they must use their speaking skill to communication.

b. Talk as transaction

In this type, the focus is to convey the information to make people understand what we want to say clearly and accurately. For example, student may be involved in some activities in language lesson to explore concept associated with tenses and reduction. Furthermore, talk as transaction has several main features as follows:

1). Focus to the main information

2). Only focus to the message and not the participants

3). Use communication strategy to make someone understood

4). Use the frequent questions, repetitions, and comprehension checks

5). Use the negotiation and digression

6). Linguistic accuracy is not always important.

Richards (2008 p. 4) also mentions some of the skills involved in using talk for transactions, they are:

1). Explaining a need or intention

2). Describing something

3). Asking-questioning

4).Confirming information

5). Justifying an opinion

6). Making suggestions

7). Clarifying understanding

8). Making comparision.

c. Talk as performance

In this case, speaking activities are more focused on monolog rather than dialog. The function of speaking as performance occurs at speeches, public talks, public announcements, and story tellings. For examples, giving a class report about student experience, conducting a class debate, and making a sales presentation. The main features of talk as performance are:

1). Focus to the message and the participant

2). It reflects organization and sequencing

3). Form and accuracy is always important

4). Language is more like written language

5). It is often monologic

Some of the skills involved in using talk as performance include:

    1). Using an appropriate format

    2). Presenting information in an appropriate sequence

    3). Maintaining audience engagement

    4). Using correct pronunciation and grammar

    5). Creating an effect on the audience

    6). Using appropriate vocabulary

    7). It uses appropriate opening and closing

In conclusion, there are three functions of speaking that are categorized by the expert including "talk as interaction, talk as transaction, and talk as performance". These are the kinds of speaking activities that people usually use in daily life according to their different functions.

3. Components of Speaking

There are a number of speaking components in English as stated by Wipf (1982, p. 2), namely:

a. Pronunciation

Pronunciation is the most important element in determining the success of communication. Without a good pronunciation the listener will difficult to understand and get the point of what the speaker says.

b. Vocabulary

Vocabulary is one of the important components in learning speaking. According to Craff (1998), vocabulary is classified into two types. The first is active vocabulary which is the words used by students

to understand the meanings and used constructively in speaking. The second one is passive vocabulary which is the word that the students can recognize and understand when they are used in context.

c. Grammar

Grammar is generally thought to be a set of rules specifying the contact ordering of words at the sentence level (Nunan, 2003). In addition, grammar is the ordering of words arranged into a sentence to give a meaning.

d. Fluency

Fluency can be defined as the ability to speak smoothly and readily. According to Lambardo (1994) states that fluency has the meaning as the way of someone speak with normal speed, like native speaker or they who own the language because the one who own the language can dispose the language skill.

e . Comprehension

Manser (1991) defines Comprehension as the ability to understand something. In speaking, Comprehension is certainly needed so that the speaker can initiate the communication and the listener can respond to it. Comprehension is important to avoid misunderstanding between a speaker and a listener so that communication can be achieved successfully.

4. Types of Speaking

As stated by Brown (2004, p. 141) the basic types of speaking are divided into five categories, namely:

a. Imitative

Imitative is the skill to imitate a word, a phrase or possibly a sentence. Imitative is not only part of phonetic level and oral production, but also includes a number of prosodic, lexical, and grammatical properties of language.

b. Intensive

Intensive is the production of short tense of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as, prosodic elements-intonation, stress, rhythm, and   juncture. For example, reading aloud sentence and dialogue completion.

c. Responsive

Responsive includes a short conversation, standard greetings, small talk, and simple request and comments. On the other hand, responsive is the interaction and the test of comprehension.

d. Interactive

Interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and or multiple participants. For instance, interview, discussion, game and role play.

e. Extensive (monologue)

Extensive type includes speeches, oral presentations, and story-telling during which opportunity for oral interaction from listener is either highly limited or ruled out together. This type needs more action and interaction to the listener.

5. Teaching Speaking

Teaching speaking is not always easy to do, especially in teaching young learners. The teacher provided the opportunity for the students to learn and to think. The teacher needs to find the method that can encourage the students in learning speaking actively in the classroom.

Harmer (1998, p. 87) explains that there are three basic reasons to give the students speaking tasks which can provoke them to use all and any language at their command. The three basic reasons are:

a. Rehersal: getting students to have free discussion gives them a chance to rehearse having discussions outside the classroom.

b. Feedback: speaking tasks where the students are trying to use all and any language they provide feedback for both teacher and students.

c. Engagement: good speaking activities can and should be motivating. If all the students are participating fully and if the teacher has set up the activity properly and give sympathetic and useful feedback, they will also get satisfaction from it.

In addition, Basher (2011, p. 36) describes that language learners need to recognize that speaking involves three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

b. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange), and when precise understanding is not required (interaction/relationship building).

c. Social and cultural rules and norm (turn taking, rate of speech, length of pauses between speakers, and relative roles of participants).

Understanding how take into account who is speaking to whom in what circumstances, what about, and the reason for.

Thus, there are three areas of language knowledge that should be known by the language learners. It includes mechanism, functions, and social-cultural rules and norms.

B. Concept of Problem Based Learning (PBL)

This section discusses the definition, the characteristics, and the schema of the PBL process in teaching, as well as the teacher's and student's role in PBL.

1. Definitions of PBL

Baded and Major (2004) explain that the problem based learning (PBL) is an approach in which the students to develop metacognitive skills and to expect students in use reasoning abilities to solve complex problem. Tan (2003) says that PBL includes the life-wide learning goals of self-directed learning, information-

mining skills, collaborative - team learning   reflective and evaluative thinking skills.

On the other hand, Torp & Sage (2002) said the PBL is a powerful strategy for curriculum, instruction and assessment that rich foundations both in experiential learning theory and philosophy at the professional school level. Pursuant to Delisle (1997, p.7) explained that "the problem based learing can work well with all students, making ideal strategies for heterogeneous classroom where students with mixed abilities can pool their talents collaboratovelly to invent a solution" (as cited in Tan 2003, p. 30).

In consequence, the problem based learning is an approach can develop students abilities in learning, students learn to find the information based on the real world problems, and learn from their experience to work in group and how to solves some problems.

2. Characteristics PBL

PBL approaches in a curriculum usually include the following characteristic (Tan, 2002):

   a. The problem is the main point of learning

   b. The problem is usually used a real-world problem that appears unstructured, it is meant to be as authentic as possible.

   c. The problem of PBL promotes the solution by taking into consideration knowledge from several subject and topics.

d. The problem challenges students' current knowledge, attitudes and competencies, the calling for identification of learning needs and new areas of learning.

e. Self-directed learning is primary. Thus students assume major responsibility for the acquisition of information and knowledge.

f. Learning is collaborative, communicative and cooperative. Students work in small group with a high level of interaction for peer learning, peer teaching and group presentation.

g. Development of investigation and problem-solving skills is as important as content knowledge to solve the problem. The PBL tutor thus facilitates and traines through questioning and cognitive coaching

h. Closure in the PBL process includes synthesis and integration of learning

i. PBL also includes with an evaluation and review of the learner's experience and the learning processes.

The goals of PBL are content learning, acquisition of discipline related heuristic and development of problem-solving skills. PBL also includes the life-wide learning goals of self-directed learning, information- mining skills, collaborative and team learning, and reflective and evaluative thinking skills (Tan, 2002).

3. Schema of the PBL Process in Teaching.

The following are the schema of PBL in teaching process (Tan, 2003)

a. Meeting the problem

At this stage, the problem scenario acts as a stimulus to scaffold and extend a realistic contex students might encounter in the future. The activities in this first tutorial includes:

1). developing collegiality

2). individual reading, reflection and inquiry

3). commitment to team roles and to the group

4). brainstorming and articulation of probable issues

5). commitment to deliberate on problem scenario and problem analysis

b. Problem analysis and learning issues

At this stage, the students' prior knowledge is activaties and ideas are generated that call for futher learning. Students are required to work independently on their own problem, searching for information through various resources. This tutorial also involves:

1). Brainstorming and analysis of problem (e.g. generation of possible   explenations and hyphothesee)

2). Identification of learning issues and formulation of learning objectives

3). assignment of self-directed learning and peer teaching

In short, the tutor emphasizes the ideas that real life issues are often fuzzy and, faced with the problems, we need to seek theories and sometimes multidisciplinary knowladge bases to address the various issues we have to tackle.

c. Discovery and reporting

In this part, the students report their discovery of learning in their groups. At this peer-teaching stage, the students gather to share the new information they have individually discovered. The students practice group collaboration and communication skills through question and seeking of futher information from one another.

d. Solution presentation and reflection

This involves contextualization and application of the knowledge to the situation. The students rephrase and paraphrase the knowledge acquired and demonstrated their new knowledge. Sometimes they asked some questions and tutor helps them to clarify the hasitation.

e. Overview, integration and evaluation

The review and evaluation is forms an integral part of learning. Students are encouraged to critique in their learning resources (their velue, reliability and usefulness for future learning). The student reflect on the new knowledge they have learnt as a result of the problem. The totor helps them to summarize and integrate major principles and concepts. The group members also evaluate their activity in terms of being a problem solver, a self-directed learner and as members of the team.

The schema of the PBL process could be part of a curriculum that takes about six weeks with one sesion each week. Following the formal PBL tutorials and meeting sessions, time is needed for sel-directed learning. If the problem is more complex, it may take a longer period with more iterations of problem analysis, learning issues and discovery and reporting before the groups move on to the other solution presentation.

4. Teacher's and Student's Roles in PBL

a. **Teachers Roles**

As stated by Tan (2003, p. 43) the theory and practice of the teacher as facilitator role in problem based learning as followed:

1). Facilitating the PBL process of learning (e.g. changing mindsets, developing investigation skill, engaging in collaborative learning)

2). Training students in problem solving (e.g. deep reasoning, metacognition, critical thinking, and system thinking)

3). Designing the problem or the scenario using the real world problem.

4). Mediating the proces of obtain infomation (e.g. scanning the information environment, accessing multiple information sources, making connections).

In conclusion, PBL teacher have a role to manage the learing environment and encourage students' engagement with and immersion in the problem. The teacher also plays an active role in facilitating collabortive inquiry and students' learning process.

b. Students Roles

As stated by Baden & Major (2004, p. 83) there are two roles of student's in problem based learning:

1). Individual roles and responsibilities

The student follows the list of individual roles that given any time to assume, the students also have a chance to undertaken more than one role at the same time

2). Practical, real-world problem solver

The student in a problem based learning course serves first as a practical problem-solver. In this role that a student analyses the situation, identifies the overarching structure of the problem and develops solutions to the problem.

3). Expert or decision-maker

The student analyses the situation in order to make a variety of decision and identifies the learning issues within a given situation. The student may also suggest team member assignments and appraise the credibility of the infomation shared in team sessions.

4). Self-directed learner

Self-directed learners are independent motivated individuals who set clear goals, plan ahead, seek challenges and push normal limits to achieve high standards.

5). Communicator

As the communicator, students learn to speak effectively and directly to the team and present their ideas clearly. They communicating in a language that make their peers understand.

6). Advocate

Students in PBL teams become supporters in finding reasons for clients, defending a stance or a cause, and encouraging team members to agree with a position or with new information. Students prepared to offer representation, help and advice to constituents of the problem and to follow team members.

7). Participator in a community of learners

Students as facilitator works to meaningful ways to enhance, enrich and celebrate other team members. Students seek share learning and then act on what they have learned.

8). Scientist of scholar

Students as a promblem solver is the producer of knowledge and develop strong background knowledge in order to solve the problem. They establish clear goals to guide their direction and use appropriate procedures for investigation. They obtain significant results and are given opportunities to reflect the findings.

9). Apprentice

In this case, the students play a role in observing and applying thought processes in certain fields or disciplines. The Students also

become tutors for themselves by transmitting what they have learned to order students in the team.

10). Explorer

In this role, student engage to find a new problem and explore possible solutions. They try to think 'out-the-box' and have time to reflect upon their discoveries and compare them with existing knowledge.

11). Creative and critical thinker

As creative thinkers, students analyze the information by clarifying and setting the purpose and then selecting a strategy to achieve the purpose. They also evaluate the information, which they do through applying knowledge, making connections and formulating questions. They also evaluate information, monitor and manage learning and revise purpose and strategy.

In conclusion, students in PBL is the center of teaching and learning process. Student shere the resposibility for their learning and take some ownership as well as assuming multiple and changing roles within a new context as the face in many resposibility.

CHAPTER III

RESEARCH METHODOLOGY

A. General Description of Research Location

The location of this research took place in SMP Negeri 1 Timang Gajah. Located at Jl. Bireun − Takengon, Reronga, Gajah Putih Sub-distruct, Bener Meriah District. Futher information about this school is provided below:

1. The School

This school was established in 1981, and is currently led by Mrs. Sistiarti S.pd. The school has thirteen rooms, consisting of eight classrooms, one head master's and assistant's office, one teacher room, and one administration office. It has also one library, one natural science laboratory, one computer laboratory, one language laboratory, four bathrooms, one parking area, and one canteen.

2. The Teachers

In the teaching learning process, the teachers play an important role in guiding the students to reach the goal of curriculum. SMPN 1 Timang Gajah has two English teachers.

Table 3.1 English Teachers of SMP N 1 Timang Gajah

No	Name	Graduated from
1	Mayang Murni S.Pd.	SERAMBI MEKKAH
2	Radiah S.Pd.	ABULYATAMA

Source: The administration office of SMPN 1 Timang Gajah, August 5th, 2018.

3. The Students

Based on the data obtained on *August 5^{th,}* 2018, the total numbers of the students' at SMP N 1 Timang Gajah were 180 students. They were divided into three classes for all grades. The distribution of the students in each class is provided in the following table:

Table 3.2. The total number of students in SMP 1 Timang Gajah

No	Grade	Total Class	Male	Female	Total
1	First	3	25	30	55
2	Second	3	28	32	60
3	Third	3	30	35	65
	Total	**3**	**83**	**9**	**180**

Source: The administration office of SMPN 1 Timang Gajah, August5th 2018

4. Curriculum

Curriculum is a set of plan and the controller of the objective, content, and subject material. SMPN 1 Timang Gajah implements the 2013 curriculum which uses scientific approach. Scientific approach consisted of five steps: observing, questioning, associating, exploring, and communicating.

B. Research Design

The method used in this research was quantitative research. Quantitative research is a method of using statistical and computational data operasional variables and statistics that used to describe variables; to examining the relationship among variables and to determine caused and effect interactions between variables of research (Meizalia, 2009).

In this research the researcher conducted an experimental method. Experimental method is the one of the quantitative research which measures the causality of relationship strongly (Prasetyo, 2005). According to Cresswell (2014), there are four main types of experimental research designs including true experimental, quasi experimental, pre-experimental, and single subject design. In this study, the researcher selected pre-experimental design, with one group pre-test and post-test design.

In addition, the researcher used experimental teaching in order to find out whether the model effective or not in improving the student achievement in speaking skill. In this research, pre-test was given to know student ability before implementing the problem based learning as a model in teaching. After all materials were taught, the students were given a post-test in order to know their learning outcomes after the PBL.

C. Population and Sample

1. Population

Acording to Sugiyono (2008), the population is a general area including of object/subject which has specific characteristics decided by researcher to be studied and concluded. The population of this research was all students at the second grade of SMPN 1 Timang Gajah. The school has 3 classes for the second grade: VIII 1, VIII 2, dan VIII 3. The total number of three classes was 60 students

2. Sample

The sample of this study was VIII 1 of SMPN 1 Timang Gajah that consisted of 19 students. In selecting the sample, the reseracher used *purposive sampling* as a technique to determine the sample. Purposive sampling is a technique to determine the sample with a certain aims in accordance to needs of the research with a certain characteristics.

The sample characteristics were as follow:

a. Teacher recommended doing a treatment to the class VIII 1.

b. The class was intended for good learners and has good motivation especially in learning English.

D. Techniques of Data Collecting

In this study, the researcher used several instruments in collecting the data: tests, experimental teaching, and questionnaire.

1. Test

Test was one of the instruments used to collect the data and information needed in this research. It was intended to find out the students' ability before and after the treatment was carried out. Specifically, the tests were used to find out the students' achievement in terms of fluency, grammar, word chosen and pronunciation.

The rubric system for the tests adopted from Theresa (2001) the rubric was used for measuring students' achievement in speaking in pre-test and post-test. In order to find out the student's ability in speaking English, each student would get the maximum of 16 points if they speak clearly. In contrast, the

students would get the minimum score of 4 point if they could not utilize their

English well.

Table 3.4 The Scoring Rubric for Speaking

Level		Score Indicators
Pronunciation	4 3 2 1	• The pronunciation is very clear and easily understood • Easily understoodod the word despite the influence of mother tongue can be detected • The pronunciation is not really clear, but it can be understood by the listener • The pronunciation is not clear.
Grammar	4 3 2 1	• Little or no grammatical errors. • There is an error sometimes but does not affect the meaning. • Often use grammatical eerrors in speaking. • Use the wrong sentences structure and grammar.
Vocabulary	4 3 2 1	• Using appropriate vocabulary an expressions. • Use inappropriate word sometimes that is needed to be explained more. • Use inappropriate words frequently. • Vocabulary which is used is so limited and often repeats he same words.
Fluency	4 3 2 1	• Speak very fluency. • Slightly disturbed by the language problems. • Often hesitated and stalled because of lack of vocabulary. • Stop speaking for a long time to think of idea.

Theresa (2011). Tool and Technique for classroom Assessment

The test was conducted twice; before and after applying problem based learning in teaching speaking. Information about the tests is explained in detail as in the following.

a). Pre-test

Pre-test is used in the first meeting to measure the ability of students before given the treatment. The researcher asked the students to speak free topics in front of the class for two minute. The researcher recorded the video of what they were talking during the presentation. This record was used to analyze the ability of students speaking skill interm of pronunciation, grammar, vocabulary and fluency.

b). Post-test

Post-test was used to find out the improvement of students speaking after given the treatment. The researcher also asked the students to speak about "specific topics" and they had to prepare in their group and practice the conversation in front the class. The researcher did the same steps as in the pre-test. The recording of students' presentation was analyzed to find whether or not there was the improvement after given the treatment.

2. Experimental Teaching

During the study, the researcher conducted an experimental teaching in the second grade students of SMP N 1 Timang Gajah. The researcher used problem based learning (PBL) as a model in teaching speaking of experimental class. The researcher used PBL to know the progress of students' achievement in speaking skills. Each meeting took 1 hour and 40 minutes and the students have taught step by step through several techniques, including simulation and role play. The

researcher provided opportunities to the students to understand learning before starting the teaching and learning process. The following are the details of each meeting in experimental teaching:

1. First Meeting

In the first meeting, the researcher introduced herself as well as told the students about the purpose of her presence. Then, the researcher explained what is the PBL model and how its role of model in the learning process. Then, the researcher did the pre-test to measure the ability of students before giving the treatment. The researcher asked the students to speak about free topics in front of the class for two minutes. The researcher recorded the video of what they were talking during the presentation. The recording was used to analyze the ability of students speaking skill interm of pronunciation, grammar, vocabulary and fluency.

2. Second Meeting

At this meeting, the researcher started to apply PBL as a model in teaching the greeting card by using some techniques such as simulation and role play. The first, the researcher showed the picture and the short video about greeting card, the researcher attracted students by asking some questions such as, "Have you ever seen this card?", "What do you think about this card?". This process was a kind of simulations aimed to activate students' background knowledge as the main purpose of PBL model. The second, the researcher explained more about the types, generic structure and functions of text greeting card. Then, the researcher divided students into some groups that consit of 4 or 5 students. The researcher tried to provide students some problem such as giving a short story about football

championship, and ask the students to solve the problem from the story and to make some expression based on the story. The last, the students would present some expression that they had created based on story in their groups. This process was kind of role play aimed to give the opportunity to students to improve students' speaking skill as the main purpose of PBL model.

3. Third Meeting

At this meeting, before starting the learning process, the researcher gave the simulation like showing the short video about conversation related to the materi of greeting card. The researcher asked some questions to the students such as "what this video talking about?", "can you mention the expression about congratulation?". After giving the simulations, the researcher asked the students to write some vocabularies related to the expression in greeting card.

In addition, the researher divided students into some groups and provided a short text about greeting card and each group has different occasion as the problem for students to work in group and discuss what is the card talking about, they shared the information that they got in the learning process related to the type, generic structure, and function of greetng card. The researcher gave the opportunity to the groups to explain what they have discussed and share the information to other groups, then the other groups gave some comments and opinions to the groups that were presenting in front of the class.

4. Fourt Meeting

The last meeting, before starting the class, the researcher asked students to mention some vocabularies related to the expression of greeting card. The

researcher showed some pictures of greeting card with some expression. The researcher divided students into some groups and provided the different pictures to each group. The researcher gave some instructions before the students worked in groups. The researcher asked students to guess the appropriate topic based on the picture and students should make a short greeting card and short conversation by using an approriate expressions. The researcher managed the class and group during the discussion process. The students and their groups took 25 minutes to complete their work.

The groups that would present their projects in front of the class should put their greeting cards on the board. Every member must take a part in presenting their project. Each group has a total time about 10 minutes to present the project related to the topic and function of greeting card. Then, the researcher gave the post-test to each member in 2 minutes to talk and take a role in the conversation. The researcher did the same steps as in the pre-test and record the students' presentation by using the rubric to analyzed and to find the improvement students' speaking skills after getting the treatment.

3. Questionnaire

Questionnaire had the list of questions needed to be filled out by the respondents. The role of this technique was to obtain the data of the respondents of the research. The aim of the questionnaire in this study was to find out the student's perception about applying PBL to improve their speaking skill.

The form of the questionnaire was close – ended questionnaire comprising the alternative answers prepared to be chosen by the respondents. The

questionnaire consisted of 10 questions related to the perception about PBL in learning process.

E. Techniques for Data Analysis

In analyzing the collected data, the writer used basic statistics formula.

1. Analysis of Test Result

In order to analyze the result of the test, the researcher used statistics formula to find out the range of the data, the interval class, frequency distribution, and the mean of the score. To avoid misunderstanding of the definition terms, the writer explained them one by one.

a.   The range of the data

Range is the difference between the highest and lowest scores. Sudjana (2008) explains that the range of pre-test and post-test score can be determined by using the formula below:

$R = H - L$

Where:

R   : the range of the score

H   : the higher score

L   : the lowest score

b. The number of Interval class

The number of interval class can be determined by using the following formula:

$I = 1 + 3.33 \log n$ (total sample)

Where:

I : the amount of interval class

n : the amount of sample

c. Frequency distributions.

The frequency disrtibution is shows below:

No	Score	fi	xi	fixi

Where:

Fi : Frequency

Xi : Median of score interval class

Fi xi : Frequency and multiply by median scores of interval class.

d. The mean of the score

Mean is the average score of the student. Mean is calculated by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

In which:

X : mean

$\sum$fixi : the total result of multiplying between midpoint and the

frequency

$\sum$fi : frequency

By using the mean score of the pre-test and the post-test, the researcher could compare the score of the students before and after problem based learning applied.

2. Analysis of Hypotheses

In examining hypothesis, the researcher used *t*- test as used to determine any significant difference in the students' scores (Sudijono, 2011). The alternative hypothesis (H_a) and null hypothesis (H_0) were determined as follows:

a. If *t*-test is higher then *t*-table, it means H_a is accepted and H_o is rejected

b. If *t*-test is lower then *t*-table, it means H_o is accepted and H_a is rejected

In order to analyze the hypotheses, the researcher used statistical formula by (Sudijono, 2011). The function was to find out the standard deviation, the mean of score, the standard eror of mean difference, t- score and the degree of freedom. To avoid misunderstanding of the term definition, the writer explained them one by one.

a. The difference score between pre-test and post-test

The difference score between pre-test and post-test is shown below:

NO	Students' Initial	Pre-test	Post-test	(x-y) (D)	$(x-y)^2$ $(D)^2$

In which:

D : difference score

N : total sample

b. The standard deviation

The standard deviation is to find out the difference between of two variables, X and Y. The standard deviation is calculated using the following formula:

$$\mathbf{SD} = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

In which :

SD : standard deviation difference

∑D : Total of difference score

   N   : total sample

c. The mean of difference

   Mean is utilized to find out the average of the whole sample. In order to know the mean of difference, the researcher used formula

$$\mathbf{M_D} = \frac{\sum D}{N}$$

In which:

M_D : mean difference

∑D : Total of difference score

N   : total sample

d. The standard error of the mean difference (SEM_D)

   To calculate the standard error of the mean difference (SEM_D) between two variables: X and Y. Use the following formula:

$$\mathbf{SE}M_D = \frac{SDd}{\sqrt{N-1}}$$

In which :

SEM_D : standard error of the mean difference

SDd : standard deviation difference

  N : total sample

e. T-score

The researcher used t–score to find out whether pre-test and post-test have a significant difference. To find score of t-test can be calculated by using formula:

$$t_{o=} \frac{MD}{SEMD}$$

In which :

t$_o$: "t" test

M_D : Mean of Difference

SEM_D : Standard Deviation of mean Difference

f. The degree of freedom

The degree of freedom is used to determine the probability of difference between both test, pre-test and post-test. The degree of freedom can be calculated by using the following formula:

df = N-k

In which:

N: total sample

k: variable

3. Questionnaire

The questionnaire was analyzed in chapter four, consisting of 10 questions. The acquired data of the questionnaire were also analyzed statically by counting the percentage of the students' answer in each item of the questionnaire.

To count the percentage of the answer chosen by the participants, the researcher

refered to the statistical formula by Sudjana (2008), as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P   : Percentage

F   : Frequency of respondents

N   : Number of sample

100%   : Constant value

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings of the Research

In this chapter, the researcher discussed about the finding of the research related to the implementation of problem based learning model in improving students' speaking skill that was done at SMP N 1 Timang Gajah. The discussion includes the result of tests, examining hypothesis, and questionnaire.

1. Results of the Tests

The test was given to the students in order to measure the students' improvement in speaking skill before and after treatment. The data obtained from both pre-test and post-test were statistically calculated in order to identify the mean of the scores and the reliability of the tests, and to analyze whether there was a significant difference between pre-test and post-test.

The first step of calculating the data was tabulating the results of both pre-test and post-test as described in the following table:

Table 4.1. The Result of Pre-test and Post-test

No.	Student's Initial	Pre-test Score	Post-test Score
1	AG	25	31
2	AB	25	31
3	AH	31	50
4	AA	31	45
5	HR	45	56
6	IN	69	88
7	HJ	31	50
8	LS	45	56
9	QB	56	81
10	RH	45	50
11	RM	31	56
12	RA	38	50
13	RT	38	50
14	RR	25	38
15	ST	31	38
16	SR	25	31
17	SD	38	45
18	US	50	75
19	YS	50	75

Based on the table presented above, it can be seen that the highest score for the pre-test was 69 and the lowest one was 25. Meanwhile, the highest score for post-test was 88 and the lowest one was 31. Following the further statistical analysis of each test result: pre-test and post –test.

a. Result of Pre-Test

The raw scores of pre-test are shown below, starting from the lowest to the highest score:

25, 31, 38, 45, 50, 56, 69.

The range of pre-test scores presented above is 44 (69-25) and the number of interval class was 5.

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.2. The Frequency Distribution of Students' Pre-test Score

No.	Students' Score	Fi	Xi	Fi.Xi
1.	25 – 33	9	29	261
2.	34 – 42	3	38	304
3.	43 – 51	5	47	235
4.	52 – 60	1	56	56
5.	61 – 69	1	65	65
	Total:	N= 19	235	921

The mean score from the pre-test was 49, as shown below:

$$X = \frac{921}{19}$$

$X = 48.47$ (taken = 49)

b. Result of Post-Test

The raw scores of post-test were: from low to high scores

31, 38, 45, 50, 56, 75, 81, 88.

The range of post-test was 57 (88-31) and the number of interval was 5.

Based on the calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.3. The Frequency Distribution of Students' Post-test Score

No.	Students' Score	Fi	Xi	Fi.Xi
1.	31 – 40	5	51	255
2.	41 – 52	7	67	469
3.	53 – 64	3	85	255
4.	65 – 76	2	103	206
5.	77 – 88	2	121	242
	Total:	N= 19	427	1.427

The mean of post-test scores was 75, as shown below:

$$X = \frac{1.427}{19}$$

$X = 75 \, . \, 10$ (taken 75)

From above results, it can be seen that the mean score of pre-test was 49, while that of post-test score was 75.

2. Examining Hypotheses

In examining hypothesis, t-test was used to determine any significant difference in the students' scores (Sudjono, 1994). The alternative hypothesis (H_a) and null hypothesis (Ho) were determined follows:

a. If *t*-test is higher then *t*-table, it means H_a is accepted and H_o is rejected

b. If *t*-test is lower then *t*-table, it means H_o is accepted and H_a is rejected

The pre-test and post-test scores are described in table below:

Table 4.4. Students' Pre-test and Post-test Score

NO	STUDENTS' INITIAL	PRE-TEST	POST-TEST	(x-y) (D)	$(x-y)^2$ $(D)^2$
1	AG	25	31	6	36
2	AB	25	31	6	36
3	AH	31	50	19	361
4	AA	31	45	14	196
5	HR	45	56	11	121
6	IN	69	88	19	361
7	HJ	31	50	19	361
8	LS	45	56	11	121
9	QB	56	81	25	625
10	RH	45	50	5	25
11	RM	31	56	25	625
12	RA	38	50	12	144
13	RT	38	50	12	144
14	RR	25	38	13	169
15	ST	31	38	7	49
16	SR	25	31	6	36
17	SD	38	45	10	100
18	US	50	75	25	625
19	YS	50	75	25	625
	N = 19	-	-	$\sum D=$ 270	$\sum D2=$ 4.760

After finding the difference score, the standard deviation of two variables, X

and Y was calculated as in the following:

$$SD = \sqrt{250.5 - (14.2)^2}$$

$$SD = \sqrt{250.5 - 201{,}64}$$

$$SD = \sqrt{48.86}$$

$$SD = 6.69$$

Then the mean of difference (M_D) was calculated and found as 14.21 while standard error of the mean difference (SEM_D) between two variables, X and Y was 1.64. After that, to find the score of t-test can calculated in the following:

$$t_{o=} \frac{MD}{SEMD} = \frac{14.21}{1.64} = 8.66$$

The next is degree of freedom was 17. Using the following formula:

df $= 19\text{-}2 = 17$

To examine the hyphotheses, the scores from t-test and t-table were compered. The t-table at the df=17 in the level of 5% was 1.73. Therefore, it can be viewed $t_o > t_t$ (8.66>1.73). It can be concluded that the score of t_{table} in significant level of 5%, where $8,66 > 1,73$. (H_a) was accepted and (H_0) was rejected. It can also be infered that there was a significant difference between pre-test and post-test scores after the treatment. On the other words, the problem based learning model can improve the students' speaking skill at SMP N 1 Timang Gajah.

3. The Result of Questionnaire

A set of questionnaire consisted of 10 questions, divided into three parts. The parts included the students' interest in learning English, the method in teaching, and the students' opinion in the use of PBL model in classroom. The questionnaire was given at the fourth meeting after the researcher completed the treatment. The questionnaire results can be seen in the following tables:

Table: 4.5. English Lesson is One of Favorite Lessons

Option	Frequency	Percentage
Yes	7	36. 84 %
Sometimes	12	63.15%
No	0	0%
Other	0	0%
Total	19	100%

The table shows that 36.84 % of students have had appreciation in learning English. However, 63.15% of them said that their desire in learning English depended on the condition. While, there was no students who did not like English. It can be concluded that most of students were interested in learning English although it can be depended on some condition.

Table: 4.6. Student Interested in Speak in English

Option	Frequency	Percentage
Yes	10	52.63%
Sometime	7	36.84%
No	2	10.52%
Other	0	0 %
Total	**19**	**100%**

The table above illustrates that there were 10.52% of students who had no interest in speaking English. However, almost half of students were interested in speaking English. Based on these results, the researcher concluded that most students have had a high interest in speaking English.

Table: 4.7. Student Difficulties in Speaking English.

Option	Frequency	Percentage
Material are difficult	8	36.84%
Lack of facilities	5	5.26%
Lack of motivation	7	21.05%
Other	0	0 %
Total	**19**	**100%**

The table mentions that 36.84% of the students felt that the materials were difficult, 5.26% of them said that the difficulties in their speaking was caused by the lack of facilities. On the other hand, 21.05% of them said that the difficulties was become of the lack of motivation. It can be concluded that students difficulties in speaking is caused by the leck of facilities.

Table. 4.8. The Student Opinion about English Materials That were Given by Teacher.

Option	Frequency	Percentage
Very easy	8	42.10%
Not really	9	47.36%
Very difficult	2	10.52%
Other	0	0 %
Total	**19**	**100%**

The table indicates that there were 42.10% of the students said that the teacher gave them easy materials. However, there were 47.36 % of the students stated that sometimes the teachers gave them easy but sometime their teacher gave them the difficult materials. It can be concluded that the materials would influence of students' interested toward English lesson.

Table. 4.9. The Teacher Give Methods and Models in Learning Speaking.

Option	Frequency	Percentage
Yes	11	52.63%
Not really	8	36.84%
No	0	0 %
Other	0	0 %
Total	**19**	**100%**

The table mentions that 52.63% of the students agreed that the teacher gave many methods and models in helping them to improve speaking skill. Nevertheless, 36.84% of the students not really sure their teacher used method

and model in teaching. Moreover, 10.52% of students said that their teacher did

not gave them the methods and models in teaching.

Table: 4.10. The Technique Used by Teacher Make Students Easy to Learn Speaking

Option	Frequency	Percentage
Yes	16	84.21%
Not really	3	15.78%
No	0	0 %
Other	0	0 %
Total	**19**	**100%**

Table 4.10 shows that almost all of students agreed that the technique

used by the teacher made them easier in speaking English. However, only a few

of them felt that the teacher's technique was not helpful.

Table: 4.11. PBL Model Can Improve Speaking Ability

Option	Frequency	Percentage
Yes	17	89.47%
Not really	2	10.52%
Not	0	10.52%
Other	0	0 %
Total	**19**	**100%**

The table above indicates that the majority of the students had positive

response on PBL model. Whereas only a few students did not agree the PBL

model could improve them in speaking ability.

Table: 4.12. Advantages of Learning Speaking by Using Problem Based Learning Model

Option	Frequency	Percentage
Materials are useful	8	42.10%
Increasing material	11	57.89%
No advantage	0	0 %
Other	0	0 %
Total	**19**	**100%**

Based on the table above shows that 42.10% of the students agreed that the use of PBL model the teacher offered good materials in learning. Whereas, 57.89% students stated that the model interested and excited to learn speaking.

Table: 4.13. PBL Model Can Help Expressing Idea of Speaking

Option	Frequency	Percentage
Yes	16	84.21%
Not really	2	10.52%
Not	0	0
Other	0	0 %
Total	**19**	**100%**

In table above, the majority of students felt that PBL model helps them to express their ideas in speaking. However, there were 10.52% students who did not felt the same way. It can be concluded that PBL model is helpful enough in enhancing speaking skill.

Table: 4.14. PBL Model Can Motivate Students in Speaking English.

Option	Frequency	Percentage
Yes	16	89.47%
Less	2	10.52%
Not	0	0%
Other	0	0 %
Total	**19**	**100%**

Based on the table above, it almost all of students agreed that the PBL could motivate them to speak English, whereas, only 10.52% of them stated that the PBL could not influence them to speak in English. In conclusion, PBL can be a useful model to help motivate students in speaking English.

B. Discussion

The first research question concerned on whether the PBL could improve the students' speaking skill. Findings of this study showed that the t-test indicated that there was a significant difference between the score of pre-test and post-test. Therefore, PBL could improve the students' speaking skill. According to Mufaidah (2014) PBL could increase the students speaking skill, students' activeness, student motivation, and vocabulary. In addition, the PBL activities provided more knowledge about English in learning process. The activities of PBL also more effective in improving students in the science and technology and more positive developments in teaching (Inel and Balim, 2015).

In PBL the students can learn speaking by using some activities related to the real-world problem. The problem was provided by teacher with specific topic and gave several instructions. The students worked in groups and had opportunity to discuss and explain how to solve the problems. They also discussed an unfamiliar vocabulary, gave comments to each other, practiced conversation, and created some projects based on the problems given by the teacher. They tried to present the presentation in front of the class, and the teacher focused and controled their speaking by using the rubric which consisted of four items, such as pronunciation, grammar, vocabulary, and fluency.

The second research question was about the students' responses about PBL in improving their speaking skill. The finding showed that the students agreed that PBL had adventages in learning English, and they also agreed that PBL could improve their speaking ability. Futher, the students also felt that PBL could help them to express their ideas in speaking and they also motivate them in highly learning English.

From the explanation above, it could be considered that most of the second year students of SMP N 1 Timang Gajah have improved their speaking skill after the application of using problem based learning model. The researcher concluded that problem based learning could enhance the students' achievements in speaking English, the students were more curious, happy and interesting in teaching and learning speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The study concluded that teaching speaking by using problem based learning model could improve the students' speaking skills. It was showed clearly in the students tests score, where the mean score of post-test was higher than pre-test 75.10 and 48.87, respectively. In addition, in the hypotheses testing the H_0 was rejected and H_a was accepted. In terms of student responses, the students felt some adventages of PBL in learning English and PBL could motivate them to increse their speaking skills.

B. Suggestions

From previous discussion, it was suggested that the teacher should apply a variety of methods and models in teaching English speaking to attract the students' interest, creat an interesting learning process, and improve the students' competence. The researcher also recommends the teacher apply problem based learning model as a model in teaching, especially in developing students speaking skills. The problem based learning can assist students to develop their critical thinking skills, problem solving abilities, and communication skills. Futher, this research is hoped to be a guideline for the next researchers in conducting research related to speaking and PBL model.

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Name of Father	: Sabcud
Name of Mother	: Sistiarti
Father's Occupation	: Enterpreneur
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Education

     Elementary   : SD N 1 Timang Gajah (2002-2008)

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     Senior High School   : SMA N 1 Timang Gajah (2011-2014)

     University   : UIN Ar-Raniry Banda Aceh (2014-2019)

Banda Aceh, December 2nd, 2018

The writer

Yuni Mahtawarmi

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9662/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-624/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Abdul Manar, M.Hum   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Yuni Mahtawarni**
NIM : **140203134**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Improving Students Speaking Skill by Using Problem Based Learning (PBL) Model (A Study at Second grade Junior High School of SMPN 1 Timang Gajah)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 September 2018
An. Rektor
Dekan,

v.Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B- 8210 /Un.08/FTK.I/ TL.00/08/2018   13 Agustus 2018
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
             Menyusun Skripsi

Kepada Yth.

Di -
         Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry   Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Yuni Mahtawarni
N I M	:	140 203 134
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Rukoh Utama Lr. Banna No 446 Rukoh

Untuk mengumpulkan data pada:

SMPN 1 Timang Gajah

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Students Speaking Skill by Using Problem Based Learning (PBL) Model (A Study at Second Grade Junior High School Of SMPN 1 Timang Gajah)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,

Mustafa

Kode: 8372

<u>SURAT KETERANGAN</u>

NO:422.2/ 700 / SMPN.1 T. GAJAH / 2018

Sehubungan dengan surat dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar Raniry Bandah Aceh No Un.08/TU-FTKI/TL.00/08/2018 Tanggal 06 Agustus 2018, Telah datang pada SMP N 1 Timang Gajah:

NAMA : YUNI MAHTAWARMI

NIM : 140203134

JURUSAN : Pendidikam Bahasa Inggris

SEMESTER : IX

Untuk mengumpulkan data penelitihan yang berjudul:

"IMPROVING STUDENTS SPEAKING SKILL BY USING PROBLEM BASED LEARNING (PBL) MODEL (A STUDY AT SECOND GRADE JUNIOR HIGH SCHOOL OF SMPN 1 TIMANG GAJAH)" Telah melakukan penelitihan pada tanggal 06 s/d 15 Agustus 2018

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagai mana mestinya

Reronga, 15 September 2018

Kepala SMP Negeri 1 Timang Gajah

SISTIARTI, S.Pd

NIP. 19620928 198403 2 002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMPN 1 Timang Gajah
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Materi Pokok	:	Greeting Card
Alokasi Waktu	:	8 x 40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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 tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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

B. Kompetensi Dasar dan Indikator

	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *greeting card*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	3.5.1 Mengidentifikasi fungsi sosial dari teks khusus dalam bentuk *greeting card* dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya 3.5.2 Membedakan struktur teks dari teks khusus dalam bentuk *greeting card* dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya 3.5.3 Mengidentifikasi unsur kebahasaan dari teks khusus dalam bentuk *greeting card* dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya
4.5	Menyusun teks khusus dalam bentuk *greeting card*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.5.1 Menangkap makna teks khusus dalam bentuk *greeting card*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.5.2 Menyusun teks tulis teks khusus dalam bentuk *greeting card*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

Fungsi sosial

- Tindakan dilaksanakan sesuai yang diharapkan.

Struktur text

- Receiver
- Body
- Sender

Unsur kebahasaan

- Nominal singular and plural (*a, the, this, those, my, their*)

- Pronounciation and intonation

- The word related to congratulete (happy birthday, happy teacher day, happy motherday, etc).

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Langkah Pembelajaran   :Mengamati, Menanyakan, Mengumpulkan

                                                    Informasi,Mengasosiakan, Mengkomunikasi

Model   : Probelem Based Learning

Teknik   : Group Discussion

F. Tujuan Pembelajaran

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

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke- 1

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran dengan mengajukan pertanyaan kepada peserta didik tentang materi yang akan dipelajari
- Memperkenalkan diri dan menjelaskan model pembelajaran PBL

b. Inti (70 menit)

Langkah	Kegiatan		Kete rangan
	Guru	**Siswa**	

Mengamati	a. Memperkenalkan kepada siswa bagaiman dan apa PBL itu sendiri
	
	b. Guru meminta tanggapan siswa mengenai sebuah kartu ucapan selamat ulang tahun, contoh:
	
	    - Do you ever see this card?
	
	    - What dou think about this card?
	
	c. Guru meminta siswa untuk mengutarakan hasil pemikiran masing-masing
		a. Memperhatikan dan mendengarkan penjelasan guru
		
		b. Siswa mengamati kartu yang ditunjukan oleh guru.
		
		c. Siswa mengutarakan hasil pemikiran masing-masing	

Menanya	a. Mendorong siswa mengembangkan pertanyaan terkait materi yang akan dipelajari	a. Siswa mengajukan pertanyaan terkait meteri yang akan dipelajari	

Mengump ulkan Informasi	a. Menugaskan siswa untuk berfikir tentang apa yang ingin di ceritakan di depan kelas selama semenit atau dua menit, (free topic)	a. Mencari dan menyiapkan sebuah cerita yang akan di ceritakan didepan kelas.	
Mengasos iasikan	a. Mengamati dan memfasilitasi saat siswa menceritakan didepan kelas (pretest)	a. Mempersiapkan yang terbaik ketika saat menceritakan didepan kelas	
Mengkom unikasikan	a. Guru pemfasilitasi peserta didik dalam menemukan kesimpulan dari pembelajaran yang telah dilakukan	a. Siswa mendengarkan tentang apa saja untuk terus meningkatkan kemampuan mereka.	

c. 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 greeting card
- Guru mengucapkan salam

2. Pertemuan ke 2

a. Pendahuluan (5 menit)

- Salam dan tegur sapa, berdoa.
- Guru melakukan apersepsi dengan membahas hasil pre-test dipertemuan pertama.
- Guru meminta siswa menyebutkan vocabulary yang telah dihafalkan
- Guru menyampaikan materi pembelajaran selanjutnya (review).

b. Inti (70 menit)

Langkah	Kegiatan Belajar		Keterangan
	Guru	Siswa	
Mengamati	a. Guru memperlihatkan sebuah contoh teks greeting card, tentang ucapan selamat b. Guru meminta siswa memperhatikan unsur kebahasaan yang ada pada teks greeting card c. Guru menampilkan sebuah vidio tentang cara membuat ucapan selamat dalam bentuk greeting card	a. Siswa memperhatikan contoh teks greeting card yang ditunjukan oleh guru. b. Siswa memperhatikan unsur kebagasaan yang terdapat pada teks. c. Siswa memperhatikan vidio yang ditampilkan oleh guru.	
Menanya	a. Guru mendorong siswa mengembangkan pertanyaan terkait masalah yang belum diketahui pada teks greeting card	a. Siswa mengajukan pertanyaan terkait meteri yang akan dipelajari	

Mengump ulkan Informasi	a. Guru membagi siswa kedalam beberapa kelompok b. Guru memberi masalah dengan membagikan sebuah teks singkat tetang ilustrasi sebuah cerita. c. Guru meminta siswa menemukan masalah yang terdapat pada teks.	a. Siswa duduk dalam kelompoknya masing-masing b. Siswa bersama kelompok membaca ilustrasi cerita yang ada pada teks. c. Siswa bersama kelompok mencoba mendiskusikan masalah yang terdapat pada teks.	
Mengasosiasi kan	a. Guru meminta siswa membuat ungkapan selamat sesuai dengan ilustrasi yang ada pada teks b. Guru mengamati dan memfasilitasi saat siswa bekerja di dalam kelompok	a. Siswa bersama kelompok mencoba membuat ungkapan sesuai dengan cerita ilustrasi yang ada pada teks. b. Siswa bersama kelompok berdiskusi dalam membuat ungkapan sesuai dengan cerita ilustrasi yang ada pada teks.	

Mengkomun ikasi kan	a. Guru meminta masing-masing kelompok membacakan cerita sesuai dengan didapatkan oleh masing-masing kelompok. b. Guru meminta siswa mengungkapkan ungkapan yang telah mereka buat c. Guru pemfasilitasi siswa saat dalam persentasi	a. Siswa bersama kelompok membacakan ilustrasi cerita. b. Siswa mengungkapkan ungkapan selamat sesuai dengan ilustrasi yang telash didapat. c. Siswa mencoba menyampaikan persentasi sesui dengan konteks.	

c. **Penutup (10 menit)**

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

- Guru mengajak peserta didik merangkum materi yang sudah mereka pelajari

- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

3. Pertemuan 3

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran dengan mengajukan pertanyaan kepada peserta didik tentang materi yang akan dipelajari
- Menyampaikan tujuan pembelajaran

b. Inti (70 menit)

Langkah	Kegiatan		Keterangan
	Guru	**Siswa**	
Mengamati	a. Guru menampilakn vidio percakapan tentang cara memberi dan merespon ungkapan selamat dalam greeting card b. Guru meminta siswa mengamati cara memberi ungkapan selamat dan cara meresponnya dari vidio yang telah ditampilkan c. Guru meminta siswa menulis ungkapan yang didapat kedalam buku tulis.	a. Siswa mencoba mencari contoh pemberitahuan berupa gambar/simbol yang di lingkungan sekolah b. Siswa menyebutkan cara memberi ungkapan selamat dan cara meresponnya dari vidio yang telah ditampilkan d. Siswa menuliskan ungkapan yang didapat kedalam buku tulis.	
Menanya	a. Guru memotivasi siswa menanyakan kosa kata yang sulit dipahami dari vidio yang telah ditampilkan	a. Siswa mengajukan pertanyaan terkait kosa kata yang sulit dipahami	

Mengump ulkan Informasi	a. Guru membagi siswa kedalam beberapa kelompok b. Guru meminta siswa bertukar informasi terkait materi yang telah dipelajari dalam greeting card c. Guru memberikan permasalahan dengan memberi contoh teks greeting card pada masing-masing kelompok.	a. Siswa duduk dalam kelompok yag telah dibentuk b. Siswa bersama kelompok saling bertukar informasi mengenai materi yang telah dipelajari dalam greeting card c. Siswa mencoba mendiskusikan contoh teks greeting card yang telah diberikan oleh guru.	
Mengasos iasikan	a. Guru meminta siswa menjelaskan (fungsi sosial dan structur teks) yang terdapat pada contoh. b. Guru mengamati dan memfasilitasi saat siswa bekerja di dalam kelompok	a. Siswa mulai mecari (fungsi sosial dan structur teks) yang terdapat pada contoh. b. Siswa bekerja sama dan mempersiapkan diri	
Mengkom unikasikan	a. Guru meminta masing-masing kelompok untuk menjelaskan hasil yang telah mereka temukan c. Guru meminta siswa menyebutkan (fungsi sosial dan structur teks) yang terdapat pada contoh yang telah mereka temukan. b. Pendidik memfasilitasi siswa pada saat presentasi dengan memperhatikan(fungsi sosial dan struktur teks yang sesuai dengan konteks	a. Siswa membaca dan mencoba mendiskusikan bersama (topik, lokasi, informasi, dan tujuan) yang telah ditentukan b. Siswa menyebutkan menjelaskan (fungsi sosial dan structur teks) yang terdapat pada contoh c. Siswa menyampaikan pendapat dengan memperhatikan(fungsi sosial dan struktur teks yang sesuai dengan konteks.	

c. Penutup (5 menit)

- Guru menanyakan pendapat siswa mengenai perasaan mereka selama proses pembelajaran berlangsung
- Guru mengajak peserta didik merangkum materi yang sudah mereka pelajari
- Guru memberikan penguatan dan umpan balik positif kepada peserta didik
- Guru mengucapkan salam

4. Pertemuan ke 4

a. Pendahuluan Kegiatan Awal (5 menit)

- Melakukan kegiatan dengan salam pembuka, berdoa, dan absensi
- Menanyakan kepada siswa mengenai materi yang telah dipelajari sebelumnya
- Memberi apersepsi/memotivasi siswa dalam memulai pembelajaran dengan mengajukan pertanyaan kepada peserta didik tentang materi yang akan dipelajari
- Menyampaikan tujuan pembelajaran

b. Inti (70 menit)

Langkah	Kegiatan		Kete rang an
	Guru	**Siswa**	
Mengamati	a. Guru memperlihatkan contoh teks greeting card dengan bermacam ekpresi b. Guru meminta siswa menebak contoh teks greeting card sesuai dengan expresi masing-masing c. Guru meminta siswa menyebutkan struktur teks yang sesuai dengan teks	a. Siswa memperhatikan beberapa contoh teks greeting card yang ditunjukan oleh guru b. Siswa mulai menebak contoh teks greeting card sesuai dengan expresi yang terdapat pada teks c. Siswa mulai menyebutkan struktur teks yang terdapat pada contoh teks greeting card.	
Menanya	a. Mendorong siswa mengembangkan pertanyaan terkait materi yang sedang dipelajari	a. Siswa mengembangkan pertanyaan terkait materi yang sedang dipelajari	
Mengump ulkan Informasi	a. Guru meminta siswa duduk pada kelompok yang telah dibentuk b. Guru memberi sebuah permasalah dengan membagi sebuah gambar pada masing-masing kelompok. c. Guru meminta siswa membuat sebuah teks greeting card dan percakapan singkat yang sesuai dengan gambar	a. Siswa duduk dalam kelompok yag telah dibentuk b. Siswa bersama kelompok mulai mendiskusikan terkait gamba yang telah diberikan oleh guru. c. Siswa mulai membuat contoh teks greeting card yang sesuai dengan gambar	

Mengasos iasikan	a. Guru meminta siswa mempresentaskannya didepan kelas b. Guru mengamati dan memfasilitasi saat siswa bekerja di dalam kelompok d. Guru meminta siswa menempelkan hasil yang telah mereka kerjakan di depan kelas	a. Siswa bekerja sama untuk mempresentasikannya didepan kelas b. Dengan arahan guru siswa bekerja sesuai kelompoknya masing-masing c. Siswa menempelkan hasil yang telah mereka kerjakan didepan kelas.	
Mengkom unikasikan	a. Guru meminta masing-masing kelompok untuk menjelaskan hasil yang telah mereka kerjakan terkait (fungsi sosial da structur teks) *sebagai (post test)* b. Guru meminta masing-masing siswa untuk memberi komentar tehadap hasil yang telah dikerjakan oleh kelompok lain *sebagai(post test)* c. Pendidik memfasilitasi siswa menemukan kesimpulan dari pembelajaran yang telah dipelajari	a. Siswa bersama kelompok hasil yang telah mereka kerjakan terkait (fungsi sosial da structur teks) b. Siswa secara mandiri memberikan komentar atas hasil yang telah dibuat oleh kelompok lain c. Siswa menyampaikan pendapat atau kesimpulan berdasarkan pembelajaran yang telah dipelajari	

c. **Penutup (5 menit)**

- Guru menanyakan pendapat siswa mengenai perasaan mereka selama proses pembelajaran berlangsung
- Guru membagikan questionnaire kepada siswa untuk melihat respon mereka mengenai model pembelajaran PBL
- Guru memberikan ucapan terima kasih atas kerja samanya kepada siswa
- Guru mengucapkan salam

Penilaian, Pembelajaran

1. Tekhnik Penilaian

Penilaian Sikap:

1. Penilaian diri dan penilaian teman

2. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

Penilaian Keterampilan:

      1. Praktik,

      2. Produk (proyek)

      3. Portofolio

PenilaianPengetahuan (classroom axercises and homework)

      1. Lisan/tulisan

      2. Penugasan

2. Instrumen Penilaian

Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kreteria :

4 : sangat baik 2 : cukup

3 : baik   1 : kurang

Instrumen Penilaian Keterampilan

No	Keterampilan yang diamati dan dinilai	Skor				Keterangan
		4	3	2	1	
1.	Aspek proses					
	• Mengamati media dan lagu					
	• Mengajukan pertanyaan					
2.	Aspek Konkret					
	• Membuat					
	• Merangkai					
	• Mempresentasikan					

Kriteria:

4 : Terlibat aktif dari awal sampai akhir pembelajaran

3 : Terlibat aktif hanya pada bagian-bagian tertentu

2 : Terlibat namun pasif

1 : Tidak terlibat bahkan mengganggu PBM

The Scoring Rubric for Speaking

Level	Score	Indicators
PRONOUNCIATION	4	The pronunciation is very clear and easily understood.
	3	Easily understod the word despite the influence of mother tongue can be detected
	2	The pronunciation is not really clear, but it can be understood by the listener.
	1	The pronunciation is not clear.
GRAMMAR	4	Little or no grammatical errors.
	3	There is an error sometimes but does not affect the meaning.
	2	Often use grammetical errors in speaking.
	1	Use the wrong sentences structureand grammar.
VOCABULARY	4	Using appropriate vocabulary an expressions.
	3	
		Use inappropriate word sometimes that is needed to be explained more.
	2	
	1	Use inappropriate words frequently.
		Vocabulary which is used is so limited and often repeats he same words.
FLUENCY	4	Speak very fluency.
	3	Slightly disturbed by the language problem
	2	Often hesitated and stalled because of lack of vocabulary.
	1	Stop speaking for a long time to think of idea.

Score guide :

$$\frac{score\ yang\ diperoleh}{Skor\ Maksimal} \textbf{X 100}$$

Materi Pembelajaran

Show the materi by using PPT

DEFINITION

❖ **Greeting card is an illustrated piece of card or high quality paper featuring an expression of friendship or other sentiment.**

 Kartu ucapan merupakan bagian ilustrasi dari kartu atau kertas berkualitas tinggi yang menampilkan ekspresi

PURPOSE

❖ **To congratulate**

❖ **To wish**

❖ **To show sympathy for someone**

GENERIC STRUCTURE

❖ Receiver: write down the name of reciver

❖ Body   : consist of interesting words added by substance as the following:

   a. Quote: the word related to the activity

   b. Picture: creat with interesting picture

   c. Expression: congratulate or simpathy expression

EXPRESSION OF CONGRATULATION

- ❖ Sender   : write down the name of sender
- ❖ Happy birthday
- ❖ Happy feast day
- ❖ Happy New Year
- ❖ Happy anniversary
- ❖ Happy Lebaran's Day
- ❖ Congratulation to you
- ❖ Congratulation on your married
- ❖ Congratulation on your promotion
- ❖ I am happy to hear you success

EXAMPLE OF GREETING CARD
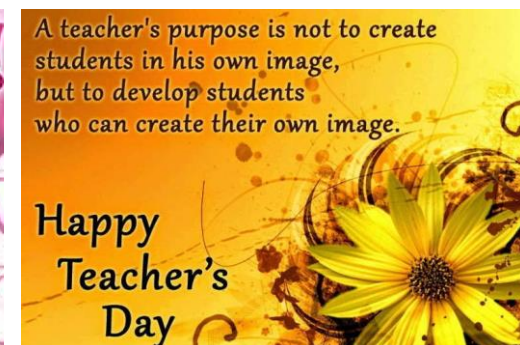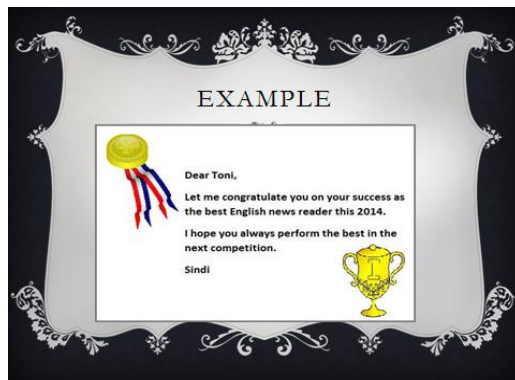
LEMBAR KERJA SISWA

Class : 2nd jeniour high School

Subject : Bahasa Inggris

Topic : Greeting card

Allocation Time : 15 minutes

Mamber of Group: 1.

2.

3.

4.

Read the story and creat some expressions about congratulation. !!!

My name is Andi, I love football very much. It was my most loved extracurricular movement. In this action, I figured out how to play football well. I used to practice customary play football with my friends each Friday after school. My teacher was furious and discipline. We needed to go ahead time. We generally honed truly in light of the fact that we would join Football Competition the accompanying months. We would demonstrate our best in that rival. At that point, the day came. The audiences were so eager to see us.

Our teacher said that we had performed exceptionally well. He said that He would gave a little assessment in our everyday rehearse. After an hour, the judges declared the victor. With grin and little cry, we came in front the stage to take the prize. We get the second winner. We were so glad. Then again, my teacher said that we ought to practice more to have a superior execution in the following rivalry.

LEMBAR KERJA SISWA

Class   : 2nd jeniour high School

Subject   : Bahasa Inggris

Topic   : Greeting card

Allocation Time : 15 minutes

Mamber of Group: 1.

                          2.

                          3.

                          4.

- **Cread the 'greeting card' for someone based on the picture that has given by the teacher in the box below as beautiful as possible !**

- **Make a short conversation and practice it in front of the class !**
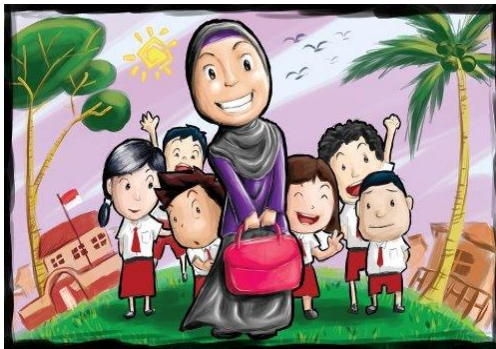
Appendix 4

PRE-TEST AND POST-TEST

Pre test

1. The researcher conducts pretest by giving free topic to students. Then students will talk about the topic in front of the class

2. They were instructed to speak in front of the class for 2 minutes

3. The evaluation is done based on the rubric distributed to the students

Post test

1. The researcher asked the students to speak about "specific topics" and they had to prepare in their group.

2. They practice the conversation in front the class for 2 minutes

3. The evaluation also done based on the speaking rubric

The Result of Pre-test and Post-test

No.	Student's Initial	Pre-test Score	Post-test Score
1	AG	25	31
2	AB	25	31
3	AH	31	50
4	AA	31	45
5	HR	45	56
6	IN	69	88
7	HJ	31	50
8	LS	45	56
9	QB	56	81
10	RH	45	50
11	RM	31	56
12	RA	38	50
13	RT	38	50
14	RR	25	38
15	ST	31	38
16	SR	25	31
17	SD	38	45
18	US	50	75
19	YS	50	75

Appendix 5

Data Analysis

1. Result of Pre-Test

    a. The score of Pre-Test from the lowest score up to the highest score

25	25	31	31	45
69	31	45	56	45
31	38	38	25	31
25	38	50	50	

    b. The range of pre-test

$$R = H - L$$
$$= 69 - 25$$
$$= 44$$

    c. The number of interval, and the result is:

$$I = 1 + (3.3) \log n$$
$$= 1 + (3.3) \log 19$$
$$= 1 + (3.3)(1.3)$$
$$= 1 + 4.29$$
$$= 5.29 \ \text{(taken 5)}$$

    d. The frequency distribution of pre-test can be formulated as follows:

Table 4.1. The Frequency Distribution of Students' Pre-test Score

No.	Students' Score	Fi	Xi	Fi.Xi
1.	25 – 33	9	29	261
2.	34 – 42	3	38	304
3.	43 – 51	5	47	235
4.	52 – 60	1	56	56

| **5.** | 61 – 69 | 1 | 65 | 65 |
| | Total: | N= 19 | 235 | 921 |

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{921}{19}$$

$$x = 48.47 \ (\text{taken} = 49)$$

2. Result of Post-Test

a. The score from the lowest up to the highest as follows:

31	31	50	45	56
88	50	56	81	50
56	50	50	38	38
31	45	75	75	

b. The range of pre-test presented

$$R = H - L$$

$$= 88 - 31 = 57$$

c. The number of interval

$$I = 1 + (3.3) \ \text{Log} \ n$$
$$= 1 + (3.3) \ \text{Log} \ 19$$
$$= 1 + (3.3) \ (1.3)$$
$$= 1 + 4.29$$
$$= 5.29 \ (\text{taken} \ 5)$$

d. The frequency distribution of post-test

Table 4.2. The Frequency Distribution of Students' Post-test Score

No.	Students' Score	Fi	Xi	Fi.Xi
1.	31 – 40	5	51	255
2.	41 – 52	7	67	469
3.	53 – 64	3	85	255
4.	65 – 76	2	103	206
5.	77 – 88	2	121	242
	Total:	N= 19	427	1.427

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1.427}{19}$$

$$X = 75 . 10 \text{ (taken 75)}$$

2. Examining Hypotheses

a. The standard deviation

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{4760}{19} - \left(\frac{270}{19}\right)^2}$$

$$SD = \sqrt{250.5 - (14.2)^2}$$

$$SD = \sqrt{250.5 - 201.64}$$

$$SD = \sqrt{48.86}$$

$$SD = 6.68$$

c. The mean of difference

$$M_{D} = \frac{\Sigma D}{N}$$

$$M_{D} = \frac{270}{19} = 14.21$$

d. The standard error of the mean difference (SEM_D)

$$SEM_{D} = \frac{SDd}{\sqrt{N-1}} = \frac{6.98}{\sqrt{19-1}} = 1.64$$

e. T-score

$$t_{o} = \frac{MD}{SEMD} = \frac{14.21}{1.64} = 8.66$$

f. The degree of freedom

df = N-k

df = 19-2 =17

Appendix 6

<p style="text-align:center">**QUESTIONNAIRES**</p>

Nama :

Note: anda bisa menjawabnya dengan melingkari atau menyilang salah satu dari

beberapa pilihan di bawah ini. Jika tidak tersedia jawablah sesuai denga yang

anda inginkan, maka isilah pilihan no D

1. Apakah pelajaran Bahasa Inggris merupakan salah satu mata pelajaran

   yang anda sukai?

   a. Ya

   b. Kadang-kadang

   c. Tidak sama sekali

   d. ....

2. Apakah anda tertarik untuk berbicara Bahasa Inggris ?

   a. Ya

   b. Tidak terlalu

   c. Tidak sama sekali

   d. ....

3. Kesulitan apa yang anda hadapi saat mempelajari Bahasa Inggris

   khususnya dalam Speaking?

   a. Materinya terlalu sulit

   b. Fasilitasyang kurang memadai

   c. Kurangnya motivasi

    d. ....

4. Apa pendapat anda tentang materi pembelajaran Bahasa Inggris yang di

    berikan guru anda selama ini?

    a. Sangat mudah untuk dipelajari

    b. Mudah dipelajari

    c. Sulit untuk dipelajari

    d. ....

5. Apakah guru anda memperkenalkan motode-metde atau strategi yang baik

    dalam memahami dan menguasai Bahasa Inggris khususnya dalam

    berbicara Bahasa Inggris?

    a. Ya

    b. Tidak terlalu

    c. Tidak sama sekali

    d. ....

6. Apakah menurut anda teknik yang digunakan guru oleh guru

    memudahkan anda dalam speaking?

    a. Ya

    b. Tidak terlalu

    c. Tidak sama sekali

    d. ....

7. Menurut anda, apakah dengan metode Problem Based Leaning ini dapat

    meningkatkan kemampuan anda dalam belajar Speaking?

    a. Ya

b. Tidak telalu

c. Tidak sama sekali

d. ....

8. Menurut anda, apa keuntungan mempelajari speaking dengan metode

   Problem Based Learning?

   a. Metodenya menarik

   b. Menambah antusias

   c. Tidak ada keuntungan

   d. ....

9. Apakah menurut anda metode Problem Based Learning membuat anda

   lebih lancar mengungkapkan ide dalam speaking?

   a. Ya

   b. Tidak terlalu

   c. Tidak sama sekali

   d. ....

10. Menurut anda, apakah metode Prablem Based Learning dapat memotivasi

    anda dalam belajar Speaking

    a. Ya

    b. Tidak terlalu

    c. Tidak sama sekali

    d. ....

Appendix 7

Rubric for Speaking

Level		Score Indicators
Pronunciation	4 3 2 1	• The pronunciation is very clear and easily understood • Easily understoodod the word despite the influence of mother tongue can be detected • The pronunciation is not really clear, but it can be understood by the listener • The pronunciation is not clear.
Grammar	4 3 2 1	• Little or no grammatical errors. • There is an error sometimes but does not affect the meaning. • Often use grammatical eerrors in speaking. • Use the wrong sentences structure and grammar.
Vocabulary	4 3 2 1	• Using appropriate vocabulary an expressions. • Use inappropriate word sometimes that is needed to be explained more. • Use inappropriate words frequently. • Vocabulary which is used is so limited and often repeats he same words.
Fluency	4 3 2 1	• Speak very fluency. • Slightly disturbed by the language problems. • Often hesitated and stalled because of lack of vocabulary. • Stop speaking for a long time to think of idea.

Theresa (2011). Tool and Technique for classroom Assessment

Score guide :

$$\frac{score\ yang\ diperoleh}{Skor\ Maksimal} \textbf{X 100}$$

Appendix 8

TABEL NILAI KRITIS DISTRIBUSI T

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878

Research Documentation

AUTOBIOGRAPHY

Name : Yuni Mahtawarmi

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Religion : Islam

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Occupation : Student

Nationality : Indonesia

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Parents

Name of Father : Sabcud

Name of Mother : Sistiarti

Father's Occupation : Enterpreneur

Mother's Occupation : Civil Servant

Address : Desa Reronga, Kec. Gajah Putih, Bener Meriah

Education

Elementary   : SD N 1 Timang Gajah (2002-2008)

Junior High School   :   SMP N 1 Timang Gajah (2008-2011)

Senior High School   : SMA N 1 Timang Gajah (2011-2014)

University   : UIN Ar-Raniry Banda Aceh (2014-2019)