THE EFFECTS OF USING PROBLEM BASED LEARNING STRATEGY ON THE SPEAKING ABILITY OF THE 9TH GRADE STUDENTS OF MTS SAYYID YUSUF TALANGO

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January, 2023

TITLE PAGE

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THESIS

Submitted to the Board of Examiners in Partial Fulfilment of the Requirement for the Degree of English Language Teaching *(S.Pd)* in the English Education Department

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY, MALANG

JANUARY, 2023

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and declared
PASS

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in the English Education Department, Faculty of Education and Teacher Training

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Assalamu'alaikum Wr. Wb

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AKCNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful. The only we worship and only we ask for help. Praise is to Allah SWT, the Lord of the Universe, for all the blessings that have been given so that the writer can complete this thesis. In addition, sholawat and salam may be poured out to the Prophet Muhammad SAW who has brought all mankind from darkness to enlightement.

The writer realizes that this research is far from perfect. Therefore, all constructive criticism and suggestion for this research will be gladly accepted.

In addition, the author also would like to express her deepest gratitude to:

1. Prof. Dr. H. M. Zainuddin, MA, the Rector of Maulana Malik Ibrahim State Islamic University, Malang.
2. Dr. H. Nur Ali, M.Pd. the Dean of Faculty of Education and Teacher Training
3. Dr. H. Langgeng Budianto, M.Pd, the Head of English Education Department.
4. Ima Muthollitil Badriyah, M.Pd, the writer's advisior who has given her times to give many suggestion, input, and feedback in completing this thesis.
5. All lecturers of English Education Department
6. The writer's parents. Beloved father and mother who never stop praying for their childern to be succesful in this world and the hereafter
7. The writer's beloved husband, who has always been a supporter for the writer, and always accompanied and prayed for her.
8. To all member of English Students Association 2018
9. And all writer's friends that cannot to be mentioned one by one.

Malang, June 06th, 2022

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LATIN ARABIC TRANSLITERATION

The writing of Arabic-latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	A	ز	=	Z	ق	=	q
ب	=	B	س	=	S	ك	=	k
ت	=	T	ش	=	Sy	ل	=	l
ث	=	Ts	ص	=	Sh	م	=	m
ج	=	J	ض	=	Dl	ن	=	n
ح	=	H	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	D	ع	=	'	ء	=	'
ذ	=	Z	غ	=	G	ي	=	y
ر	=	R	ف	=	F			

B. Long Vocal			C. Dipthong Vocal	
Long Vocal (a)	= â		اؤ	= aw
Long Vocal (i)	= î		اي	= ay
Long Vocal (u)	= û		او	= û
			ائ	= î

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ABSTRAK

Pengajaran berbicara diajarkan kepada siswa untuk melatih kemampuan mereka dalam berkomunikasi bahasa Inggris. Berbagai temuan menunjukkan bahwa banyak pelajar mengalami kesulitan dalam mempelajari bahasa asing terutama dalam berbicara. Beberapa guru bahasa Inggris menyatakan bahwa kesulitan pelajar tersebut yaitu bagaimana menyampaikan suatu gagasan mereka dalam bahasa asing dengan tutur kata yang baik dan benar. Selain itu para pelajar juga mengalami kesulitan dalam menemukan gagasan yang akan disampaikan. Oleh karena itu, sangat penting untuk mengetahui bagaimana penggunaan strategi Problem Based Learning memberikan efek pada kemampuan berbica siswa kelas 9 MTs Sayyid Yusuf Talango.

Rumusan masalah dalam penelitian ini yaitu: Bagaimanakah efek penggunaan strategi Problem Based Learning dalam meningkatkan kemampuan berbicara siswa? Menurut rumusan masalah diatas, tujuan dari penelitian ini yaitu untuk mengetahui efek penggunaan strategi Problem Based Learning terhadap peningkatan kemampuan berbicara siswa kelas 9 MTs Sayyid Yusuf Kec. Talango. Peneltian ini menggunakan pendekatan kuantitatif pada metode pre-experimental desain. Populasi dari penelitian ini adalah seluruh murid kelas 9 pada MTs Sayyid Yusuf. Sementara sample dari penelitian ini yaitu menggunakan purposive sampling dan mendapatkan kelas 9A yang terdiri dari 21 siswa. Instrumen yang digunakan adalah tes berbicara untuk mengetahui peningkatan kemampuan berbicara siswa dan observasi untuk mengetahui motivasi belajar siswa. Tahapan yang dilakukan peneliti yaitu pre-test, treatment dan post-test. Peneliti mengumpulkan data dengan cara Paired T-test dengan SPSS 20.0.

Hasil penelitian ini menunjukkan adanya perbedaan signifikan antara hasil pre-test dan post-test. Nilai rata-rata post-test 74.7024 yaitu lebih tinggi dari pada nilai pre-test 54.1190. Dari hasil penghitungan statistic, diperoleh hasil bahwa nilai dari Sign. (2-tailed) telah diterima dan Hypotheis Null (H0) ditolak. Selain itu, dari hasil persentase interval motivasi siswa adalah 83,3%, dimana hal ini menunjukkan qualifikasi sangat antusias. Ini dapat disimpulkan bahwa penggunaan strategi Problem Based Learning pada pengajaran berbicara adalah efektif dan dapat digunakan sebagai strategi alternatif untuk mengajar berbicara di MTs Sayyid Yusuf Talango.

ABSTRACT

Teaching speaking is taught to students to practice their ability in communicating in English. Various findings showed that many students have difficulty in learning a foreign language, especially in speaking. Several English teachers stated that the difficulty of the students is how to convey their idea in a foreign language with good and correct speech. In addition, the students also have difficulty in finding ideas to be conveyed. Therefore, it is important to find how is the use of Problem Based Learning strategy affects the speaking ability of the 9th grade students of MTs Sayyid Yusuf Talango

The research question of this study is: How does the Problem Based Learning Strategy affect the improvement of students' speaking skill? According to the research question above, the objective of this study is to determine the effects of using the Problem Based Learning strategy in improving the speaking ability of the 9th grade students of MTs Sayyid Yusuf Talango. This research used a quantitative approach to the pre-experimental design method. The population of this study were all 9th grade students at MTs Sayyid Yusuf, while the sample of the research used purposive sampling and were getting class 9A which consisted of 21 students. The instrument used was speaking tests to proof the improvement of students' speaking skills and observation to determine students' learning motivation. The stages carried out by the researcher were pre-test, treatment and post-test. The researcher collected the data by means of Paired T-test with SPSS 20.0.

The results of the study indicate a significant difference between the results of the pre-test and post-test. The mean of post-test score is 74.7024, which is higher than the pre-test score of 54.1190. From the results of statistical calculations, the results obtained that the value of Sign. (2-tailed) was accepted and the Null hypothesis (H0) was rejected. In addition, the result of the percentage of students' motivation intervals is 83,3%, which it showed that the qualifcaton is very enthusiastic. It can be concluded that the use of Problem Based Learning strategy in teaching speaking is effective and can be used as an alternative strategy for teaching speaking at MTs Sayyid Yusuf Talango.

التلخيص

مستخلص البحث

نفيلة الخفيفة، ٢٠٢٢. فاعلية استخدام استراتيجية التعليم القائم على حل المشكلات (Problem Based Learning) في تحسين القدرة على مهارة الكلام لدى تلاميذ الفصل التاسع في المدرسة المتوسطة الأهلية سيد يوسف تالانجو. البحث الجامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامي الحكومية مالانج. المشرفة: إيما مطالعة البدرية الماجستير.

الكلمة المفتاحية: *استراتيجية التعليم القائم على حل المشكلات، مهارة الكلام.*

يتم تدريس طريقة تدريس التحدث لتعليم الطلاب ممارسة قدرتهم على التحدث باللغة الإنجليزية. تظهر النتائج المختلفة أن العديد من الطلاب يجدون صعوبة في تعلم لغة أجنبية، خاصة في التحدث. تكمن صعوبة هؤلاء الطلاب في كيفية نقل أفكارهم في التحدث بشكل جيد وصحيح. بالإضافة إلى ذلك، يواجه الطلاب أيضًا صعوبة في العثور على أفكار ليتم نقلها. لذلك، ما إذا كان استخدام استراتيجية التعلم القائم على حل المشكلات فعالًا أم لا لتحسين القدرة على مهارة الكلام لدى طلاب الفصل التاسع في المدرسة المتوسطة الأهلية سيد يوسف تالانجو سومينيب العام الدراسي ٢٠٢٢/٢٠٢١.

أما أسئلة البحث في البحث الجامعي هو: (١) ما أثر استخدام إستراتيجية التعلم المبني على حل المشكلات في تحسين قدرة الطلاب على التحدث؟ وفقًا لصياغة المشكلة أعلاه، فإن الغرض من هذه الدراسة هو فهم قدرة الطلاب على التحدث باللغة الإنجليزية في الفصل التجريبي قبل وبعد استخدام استراتيجية التعلم القائم على حل المشكلات، وكذلك تحديد مدى فاعلية استخدام الأسلوب المستند إلى المشكلة. استراتيجية التعلم في تحسين القدرة على مهارة الكلام لدى طلاب الفصل التاسع المدرسة المتوسطة الأهلية سيد يوسف تالانجو. يستخدم هذا البحث المنهج الكمي في أسلوب التصميم التجريبي. كان مجتمع هذه الدراسة جميعًا تلاميذ الفصل التاسع في المدرسة المتوسطة الأهلية سيد يوسف. تم استخدام عينة هذا البحث بأخذ عينات هادفة والحصول على الفصل التاسع (٩A) الذي يتكون من ٢١تلاميذ. بينما الأداة المستخدمة هي اختبار. المراحل التي يقوم بها الباحثون هي الاختبار الأولي والعلاج والاختبار اللاحق. جمع الباحثة البيانات عن طريق اختبار ت- المزدوج (T-test) مع SPSS 20.0.

تشير نتائج هذه الدراسة إلى وجود فرق كبير بين نتائج الاختبار القبلي والبعدي. متوسط درجة ما بعد الاختبار هو ٧٤.٧٠٢٤، وهي أعلى من درجة ما قبل الاختبار البالغة ٥٤.١١٩٠. من نتائج الحسابات الإحصائية ، النتائج التي تم الحصول عليها من قيمة التوقع. تم قبول (٢-tailed) ورفض فرضية Null(H0). يمكن الاستنتاج أن استخدام استراتيجية التعلم القائم على حل المشكلات في تدريس المحادثة فعال ويمكن استخدامه كاستراتيجية بديلة لتدريس مهارة الكلام في المدرسة المتوسطة الأهلية سيد يوسف تالانجو.

CHAPTER I

INTRODUCTION

In this chapter, there are several things that are discussed by the researcher related to this study. These points include the background of the study, the research problems, the scope and limitations of the study and the definition of key terms.

1.1. Background of the Study

English is the most important language in all aspects of life in this globalization era. English is also a basic need for communication tools when people communicate with each other. Most of the people around the world learn English and try to master English both spoken and written in order to communicate and socialize with other people from different countries. In addition, globalization requires the widespread use of English.

However, in Indonesia English is not used for daily interaction and is taught as one of the subjects in schools. English becomes one of the subjects that must be taught in secondary schools. One of the goals of English teaching is to improve students' communication skills, including listening, speaking, reading and writing. Students must master the four basic skills to be able to express English effectively and communicatively. As mentioned in the hadith about the virtue of knowledge:

(مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ وَ مَنْ أَرَادَ الْآخِرَة فَعَلَيْهِ بِالْعِلْمِ وَ مَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ (رواه البخارى و مسلم

"Whoever desires good in the world, then with knowledge. Whoever desires goodness in the hereafter, then with knowledge. Whoever wills both then with knowledge "(HR. Bukhari and Muslim)

The hadith explains how important to study science for the benefit of the world and the hereafter. Therefore, learning speaking skills is also an important thing for everyone to achieve success in the world which will also lead us to success in the hereafter. The ability to speak in public is one of the keys to success in the future. The

reason is, with good public speaking skills, a person can convince his ideas and ideas to others. Public speaking is not a talent that a person is born with, therefore everyone can learn and hone their own abilities. It takes a lot of practice and experience to speak well in public.

Nowadays the ability of speaking foreign language is considered to be one of the main important requests of modern life. Speaking is very important in human life. By speaking, we can communicate with each other. Speaking is one of the most important parts of English that students must master in addition to reading, writing and listening. It includes communicative performance and other important language components such as pronunciation, intonation, grammar, vocabulary, etc. They must be taught in any language class so that students can communicate in the target language. One of the main goals of teaching oral communication in improving students' achievement is to use spoken language in various contexts.

Riadil (2020) said that Tang (1997: 120) has stated in his book entitled "A Course in Language Teaching: Practice in Theory" that among the four English skills (listening, speaking, reading, and writing), speaking is the most important skill because when someone has good speaking skills, it can be said that he also has a good background knowledge. In his opinion, speaking is one of the most important skills, because someone who speaks a foreign language means they are knowledgeable. Furthermore, according to Riadil (2020) cited from (Swary, 2014), the researchers concluded that presentations also help teach students valuable skills that are useful and help them to contribute to society and even to the nation. Baidawi (2016) says that speaking is as an important language skill because having excellent skills in English is one proof of English mastery.

The role of speaking skills is to express one's thoughts, feelings and expressions spontaneously and verbally. Speaking allows a person to grasp the intention of another

person while speaking. To be able to deliver and to understand the message of speech are also necessary in the process of transferring and receiving information in teaching and learning process. Students are able to catch the teacher's explanation well, and students are also able to express their sentences well and clearly. Of course, it requires good speaking skills.

However, the situation in the classroom was mostly not as expected, and there were still problems in the learning process, especially when teachers tried to encourage EFL students to express their ideas in English. The problems are in line with informal interviews conducted by the researcher with several English teachers, it was found that students had some difficulties in learning speaking English.

First, students do not have enough knowledge of English sentence writing. Some students have a concept on the topic to be discussed, but do not know how to express it in English. Furthermore, Swary (2014) found that some students already had something in their mind but they could not express it, maybe they were missing the words they really thought of.

Second, the problem is on the topic of discussion. The topics covered in class may be uninteresting or unfamiliar to students. Therefore, they tend not to be actively involved in discussing the topic.

Third, students have the ability to express ideas but choose not to speak. Because they are afraid of making mistakes or they will get ridiculed by other students. This situation usually occurs in foreign language classes. This could be because they fear making mistakes (such as grammar mistakes), fear criticism, or feel ashamed that their speech gets attention. As a result, students cannot express their ideas freely and confidently. All these feelings prevent them from speaking English and automatically negatively affect the learning process.

Fourth, participation is low or uneven. During the learning process, every student needs many opportunities to speak English actively. However, during the learning process, only some dominant students usually speak actively, while others are passive and say nothing. They just looked at the teacher, did some homework, and didn't say much. Arguably, some of the opportunities for participation also had an impact on the students' speaking ability.

The fifth is the use of the mother tongue. There may be a high tendency that students to share identical mother tongue because it's miles less difficult for them. It's far pretty unusual for them to speak in a foreign language and that they experience less 'open' while speaking of their mother tongue. Because of the problems referred to above, students may also fail in speaking. As a result, the researcher indicates the use of a problem-based learning strategy to be implemented within the learning process.

Although most of the students' ability is not good in speaking English, in this case, the students of MTs Sayyid Yusuf made the researcher interested in conducting this research there because the location of the school is located in the village and most of the students are not good at speaking English and lack of confidence in speaking English. It can be seen from their scores of speaking which are under passing grade criteria. Besides, they don't actively respond someone who invites them to communicate in English. This condition needs to be solved by providing an effective strategy in teaching and learning.

Problem Based Learning is the proper strategy to resolve students' problems in speaking. This strategy is normally shortened to PBL. In enforcing the strategy, students may be divided into numerous groups and the trainer will provide some issues to be discussed in class. Several research result that PBL is effective to improve students' English skills.

Setia & Ratmanida (2019), said that PBL is a teaching strategy that may be used

to enhance students' speaking abilities. The utility of PBL can stimulate students to expand content material information as well as reasoning, problem solving, and communication abilities. PBL additionally directs students to assemble their personal knowledge, enhance the potential to ask questions, assume critically, and increase self-confidence so that students are actively concerned within the learning process.

Zuhra & Millati (2021) also said in the results of his research on students of MAS Inshafuddin Banda Aceh, that PBL is one of the methods used in teaching speaking and has shown an increase in student learning outcomes. In this case, the use of the PBL method shows that students must communicate with their friends in the group in order to solve existing problems. So that Problem Based Learning can be used as a method in learning English.

Khotimah (2014) stated that by using the Problem Based Learning strategy, students learn social skills such as teamwork, communication, and cooperation. She also stated that the Problem Based Learning method improves students' achievement in speaking after being taught by this method. They can discuss the solutions of the problems together with their group members and build arguments to support their solution and then they tell their solution in front of the class. So that, the application of this method can improve students' speaking ability.

Kalbia (2016:41-42) The application of the PBL strategy in the learning process, especially in speaking class activities can make students more active. PBL strategy gives students achievement in speaking, because it is related to the stimulation of thinking and ideas to find new ideas. The use of PBL strategy in teaching speaking English is also able to increase students' speaking fluency in adjacency pairs.

PBL has been extensively carried out in learning, and it has had a wonderful effect (Sugiharto, Corebima, Susilo, & Ibrohim, 2019). PBL makes use of a constructivist

approach, in which students attempt to clear up issues in ordinary life in a collaborative environment (Mustofa, R.F & Hidayah, 2020). In PBL, students are confronted with actual-existence issues that arise in society, so that students are worried in a studying procedure that is revolutionary and innovative in their problem-solving approach. PBL is the proper strategy to enhance crucial thinking competencies and problem solving abilties because students are actively concerned in dealing with substantial problems (Yew & Goh, 2016). The application of the PBL version can assist create learning situations that to start with handiest transfer facts from the instructor to students right into a learning process that emphasizes constructing understanding based on know-how and experience received both for my part and in groups (Nadeak & Naibao, 2020).

Therefore, the researcher sees that using Problem Based Learning Strategy can improve students' speaking skills. Which the Problem Based Learning strategy will force students to speak, which all students have to say something or give an opinion about something. This condition makes the class conducive for students to learn to speak English. All students can be more active in class, and it improves students' oral communication especially in English.

In addition, the use of Problem Based Learning strategy in teaching speaking can increase students' motivation and interest in learning English, especially for speaking skills. With the implementation of learning activities that are fun and not too formal, students will like the learning atmosphere. Students will enjoy these conditions so that their interest in English increases.

Besides, the problems used in the discussion are everyday problems that they often face. This makes them more active in discussing solutions to these problems. In previous studies, Problem Based Learning research has been carried out in several high schools and resulted in good progress in students' speaking skills. and currently

researchers are interested in testing the effectiveness of Problem Based Learning (PBL) in improving students' speaking skills at the junior high school level, namely at MTs Sayyid Yusuf who do not have adequate exposure and lack confidence in speaking English.

1.2. Research Question

Based on the research background, the research question is formulated as follows:

1. How does the Problem Based Learning Strategy affect the improvement of students' speaking skill?

1.3. Objective of the Study

Based on the research problems, the studies will intend:

1. To determine the effect of Problem Based Learning Strategy on improving students' speaking skills.

1.4. Hypothesis

The research hypothesis is formulated as follows:

1.4.1. Null Hypothesis (Ho)

"There is no significant difference in students' speaking achievement before being taught using Problem Based Learning strategies and after being taught using Problem Based Learning strategies"

1.4.2. Alternative Hypothesis (Ha)

"There is a significant difference in students' speaking achievement before being taught using Problem Based Learning strategies and after being taught using Problem Based Learning strategies"

1.5. Significant of the Study

The results of this study are expected to contribute to:

1. Teacher

Teachers must understand the extent of students' speaking ability. it is less

difficult for them to decide the steps in order to be used to enhance the standard of teaching speaking. The results of this study can be used as an alternative input in determining the strategies to be used in teaching speaking.

2. Principals

   The result of this study may be used as the policy instructed to the teachers to use the suitable techniques for students in teaching English, especially in teaching speaking.

3. Further researchers

   Other researchers who plan to conduct studies in teaching speaking skills using certain strategies can use the study results as fundamental information for their studies, in different words, this study can be beneficial to offer scientific references for their studies.

1.6. Limitation of the Study

This study focuses on the application of Problem Based Learning Strategy in the English class of 9th grade students of MTs Sayyid Yusuf to improve students' speaking skills. The study was conducted during the learning process of the 9th grade English class of MTs Sayyid Yusuf by conducting Pre-test, Post-test, and observation on students to obtain the data.

1.7. Definition of Key Terms

1.7.1. Effect

Effect is the result/change that occurs in students' speaking skills after the implementation of the PBL strategy.

1.7.2. Speaking Skill

Speaking Skill one of the important skills in learning English, it is used to communicate with people from various countries because English is an

international language.

1.7.3. Problem Based Learning

Problem Based Learning usually shorted as PBL. It is one of the learning strategies that can be used to improve students' speaking skills. Students are trained in developing content knowledge as well as reasoning, problem solving, and communication skills gained in class discussion activities.

1.7.4. Teaching Strategy

Teaching strategy is a method or learning model that teachers use to teach English classes.

CHAPTER II

REVIEW OF RELATED LITERATURE

Several theories support this research, which are discussed in this chapter. In theory, there is much discussion about teaching English to EFL students, especially speaking skill using Problem Based Learning strategies, which is the focus of this study.

2.1. Speaking Skill

2.1.1. The Definition of Speaking Skill

Speaking skill is a person's ability to convey directly their ideas/opinions/thoughts to others. Speaking is the one of the four basic language skills that must be mastered by students who are learning English as a foreign language. As Kholmurodova (2021) Reveal that speaking is the important one of the basics that will be mastered by English students.

Furthermore, speaking is an action that conveys information, expresses thoughts and feelings. As (Alfi, 2015) quoting from Thonrbury (2005:20) that speaking is an activity in the real life that speakers do for their ideas to interact with listeners. Idris et al (2021) stated that speaking is referred to as a productive skill which there is a direct process to explore ideas, express, feelings, arguments and messages. According to Bouzar (2019) revealed that the Oxford Pocket Dictionary of Current English (2009) defines speaking as "the act of conveying information or expressing one's thoughts and feelings in spoken language". Leni Widia, Astawa (2014) stated that Speaking is the ability to understand the language using expressions and oral communication. So, we can communicate with other people by using language in order to express ideas, and to know responses from other people as well.

2.1.2. Types of Speaking

Based on Riadil (2020) there are five basic types of speech which include: 1) Imitative, 2) Intensive, 3) Responsive, 4) Interactive, and 5) Extensive. The first type is imitative, it is the ability to repeat or imitate a word or phrase or sentence if possible. The second type is intensive, it is the production of short stretches of spoken language which is designed for demonstrating the competences of phrasal, grammatical, phonological, or lexical relationships. Both of the first and second type deal with language production competence.

The third type is responsive, it is tests of interaction and understanding at a rather limited level such as very short conversations, small talk, standard greetings, simple requests and comments. The next type is interactive, it is more complex and longer in the interaction then responsive, sometimes increasing multiple participants and multiple exchanges. Which is the goal is to maintain social relations with the purpose of exchanging information. Both of the types talks about interaction competence in speaking.

The last type is extensive. It is about broad oral production tasks including speech, oral representation and storytelling. In this type, the opportunities for oral interaction from the listener are very limited or completely excluded.

Based on the interactive aspect of speaking, according to Rao (2019), there are three kinds of speaking; 1) Interactive speaking situations in which speaking and listening activities occur in a situation such as talking on the phone or face-to-face conversation. They can understand this matter without hesitation because there will be an opportunity to ask for repetition, clarification from their speaking partner. 2) Partially interactive conversations, in this situation the listener cannot respond or interact actively with the speaker during the

presentation/speech, but the audience or listener can respond or ask questions through a question and answer session which generally takes place at the end of the presentation. 3) Non-interactive speaking situation, there will be no audience interaction where the speaker is simply recording their speech for a radio broadcast.

Further, based the oral production aspect, Brown (2001: 271) stated that there are six categories of speaking. The first is imitative. At this stage the learner listens and repeats the words the teacher says (drilling). The second one is intensive. It is a part of some pair work activities, in which the learner "going-over" a particular form of language. The third category is responsive. It deals with the answers to questions or comments of teachers or students that are presented briefly. The fourth one is transactional. Transactional language is used to convey or exchange certain information. Interpersonal dialogue is usually carried out with the aim of maintaining social relations. Conversations usually involve colloquial language, emotional language, slang, secrets, agendas.

2.1.3. Principles of Teaching Speaking Skill

Based on Hussain (2018) cited from Anuradha et al (2014), the principles of teaching speaking skills are:

1. Activate students to speak since their first day of study before they study at the words, phrases, or sentences stage.

2. Give tolerance to students if they repeat what they said.

3. Hold briefly a student's answer to any question even if it is only one word

4. Give students opportunities to speak actively with their knowledge of English.

5. Let students use the given structures/phrases/words in each different situation

as much as possible.

6. Navigate using back-chaining or tail-forwarding techniques to make long sentences.

7. Arrange role play and pair work as often as possible and monitor students to find out who is active and which is passive.

8. Prepare lesson plans, activities, and assignments for learning activities.

9. Let students make mistakes and mistakes in the main stage.

2.1.4. Challenges in Teaching Speaking

The basis in every oral interaction is that the speaker has a purpose to convey his ideas, information, and feelings to the listener through speech. However, in such oral communication, there are many erroneous productions and cause incompatibility and misunderstanding which can stem from lack of target language, differences in knowledge background and socio-cultural diversity. Kholmurodova (2021) reveals that Tarone said speaking is usually viewed as "the most complex and difficult skill to master".

In addition, some problems or obstacles in teaching speaking are fear of making mistakes, shyness, no ideas to say. Students often have trouble finding topics/motives to speak, and composing relevant words, opinions or comments. Also often happens when learners try to speak to express their ideas, there are doubts, a lot of repetition, because the speaker is looking for the most comfortable combination of elements to express the meaning of his intended idea. Based on Kholmurodova (2021) These problems in teaching speaking are caused by lack of interest in the subject, lack of listening skills, lack of vocabulary knowledge, or lack of confidence and worried of making mistakes.

2.1.5. Importance of Learning Speaking

Speaking skill is the most important skill in learning a foreign language. Based on Rao (2019) that Brown dan Yuke (1983) claim, "Speaking is the skill that most students assess in real life situations". As we know, in today's globalized world, communication places the important role in achieving success in many fields. In fact, almost all fields of work place the ability to speak as an important point for the progress of the company. Because people cannot achieve their goals, aims and objectives without using proper language to communicate. Then language is a tool for communication. Therefore, we need a language to communicate with other people. Because English is considered an international language and is spoken all over the world, it serves to communicate with people living in different regions of the world.

In addition, this speaking skill is also useful for students when they have to adjust well in their profession. It is now commonplace to prove a candidate's aptitude at a job interview and much of the selection is based on interview performance. Candidates must prove themselves in a group discussion or debate where the candidates' performance or oral communication skills will be measured. Moreover, as a professional entrepreneur must be able to give oral presentations to promote their products or company or provide training to other colleagues. Besides, a speaker will get the full attention of the audience and can inspire the audience a lot by using the right language or way of speaking. So, speaking skill plays an important role because it all depends on how people communicate their message with others.

Rao (2019) In today's modern world, everything is related to speaking skills. Speaking skill is the most important skill for all students who learning English

with the aims is to improve their career, business, giving presentations, participate in interviews, have the opportunity to get better jobs, deliver speeches in public, participate in group discussions and debates, build confidence level self and so on.

In addition, people who want to be mastered to communicate through speech must learn it hardly. Because to speak in foreign language is not easy, people must also practice communication through socialization in their social environment continuously, not only knowing a certain amount of knowledge of vocabulary and grammar.

2.2. Problem Based Learning Strategy

2.2.1. Definition of Problem Based Learning

According to Idris (2021) Problem Based Learning is determined as a pedagogical approach that uses problems and cases as a starting point to achieve the intended learning objectives. Nadeak & Naibaho (2020) Problem Based Learning (PBL) is a learning model in which students learn by using a problem as e learning topic with the aim of increasing their knowledge, questioning skills, critical thinking, higher order thinking skills, and self-confidence. It means students are trained to develop reasoning skills and think critically about a problem.

Idris, Ahmad (2021) cited from Ansarian & Lin (2018) stated that with PBL students can learn through interactions and real-life experiences to express their ideas. From this explanation, it can be said that students can learn to think critically and express their thoughts about a problem they find in real life. As stated by Ali (2019) PBL can be incorporated into any learning situation. The outcomes of PBL are the ability of critical thinking skills, problem-solving skills, and communication skills. Setia, Ratmanida (2019) argue that PBL also

directs students to construct their own knowledge, improve the ability to ask questions, think critically, and increase self-confidence so that students are actively involved in the learning process. It can be said that PBL can be used to improve students' speaking skills by training students' communication skills based on the problems they find in the real world or around them.

2.2.2. The Stages Activities of Problem Based Learning

According to Setia, Ratmanida (2019) The stages of PBL activities are carried out based on the stages of the scientific approach in the 2013 curriculum. There are eight stages of Problem Based Learning strategy activities.

1. Observing

    The first stage is observing. At this stage students are directed to be able to memorize subject matter in a longer period of time by presenting real object media to students. Thus, to achieve the main goal in this stage is to achieve meaningful learning.

    These activities can be in the form of watching short videos or films, listening to video conversations, e-mail, reading texts, brochures, story books, posters, or magazines. In addition, according to Suherdi (2017) cited from (Muttaqin, 2015) students not only receive information but can also repeat and practice the activities given by the teacher, "repeating/imitating" is also included in the observing phase. Observing becomes a very important role in directing students to the next stage, so that students' curiosity is also awakened here by carrying out these activities.

2. Questioning

    The purpose of this stage is to stimulate students' attention, interest,

and curiosity about the topics discussed. At this stage, students ask questions from what has been observed in the previous stage to gain understanding and further information about the material. In this case, the teacher stimulates students to ask some questions about the topic of the video/image that has been given previously in their own words. The teacher also provides opportunities for other students to answer the question. This activity provides opportunities for students to develop their speaking skills by asking questions and providing responses or comments to these questions. This stage also stimulates students to be actively involved in discussions, thereby developing their thinking skills by answering questions, giving and receiving ideas from others.

3. Experimenting

Experimenting will improve students' knowledge, attitudes and abilities by presenting their ideas. Based on Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in the experimenting stage, students must read other sources or collect additional information. At this stage students can seek further information by discussing or reading other sources such as books or media provided by the teacher.

4. Associating

Policy of the Ministry of Education and Culture of the Republic of Indonesia No. 81a/2013, the process of associating must go through: (1) processing information that has been collected from the results of experimental and observing activities and, (2) processing information obtained from various sources. At this stage, students and teachers are involved in learning activities, such as analyzing texts, and categorizing

them. They make conclusions from information or data that has been obtained from previous activities.

5. Communicating

The last stage is communication. The communication stage is where students report or convey the results of observing, experimenting and concluding the results of discussions and analyzes they have done in class.

Based on Idris (2021) cited from (Masek and Yamin, 2010) Problem Based Learning operates into three major stages they are initial stage, Problem-Based-Learning (PBL) stage, and final stage.

2.2.3. Benefits of PBL

According to Othman & Shah (2013) previous studies conducted on PBL have highlighted several benefits, they are: (1) language skills; (2) communicative skills, especially among those who do not have many abilities to speak in teacher-centered classes; (3) critical thinking skills; (4) reading skills; (5) social skills, and (6) collaborative learning. He also cited from (Tan, 2003) that PBL is a step towards professional training that can make students ready to face the real world, because students are faced with the following challenges and skills: Team work, communication skills, problem solving skills, independent learning, interdisciplinary learning, information mining skills, and higher level thinking skills.

Ansarian (2016) quoted from Barrows and Tamblyn (1980); Collins et al., (1989); Kolodner et al., (1996) PBL helps students become active learners by placing real-world problems as learning materials and making students responsible for their learning. In addition, PBL helps students develop strategies and build knowledge.

According to Ali (2019) PBL can be incorporated into any learning situation. The outcomes of PBL are critical thinking skills, problem-solving skills, and communication skills. He also stated that some theorists believe that PBL can increase their personal growth, be more active, increase self-confidence and responsibility.

Many of the researchers explained that the advantage of implementing PBL in the learning process was that students were very involved in the interactive process, they could communicate and exchange ideas, and increase their sense of responsibility. This is very beneficial because it can prepare students to be able to face the changes in the world that will continue to occur.

2.2.4. Principles of PBL

According to Ali (2019) there are five principles of Problem Based Learning. 1) Self-study and self-direction. 2) Learning takes place in groups and the teacher acts as a facilitator. 3) All groups must participate equally. 4) Students learn about motivation, teamwork, problem solving and engagement with assignments. 5) Materials such as data, photos, articles, can be used to solve problems.

2.2.5. Types of PBL Strategy

According to Ansarian (2016) Problem Based Learning is one of many instructional approaches that place learning in meaningful tasks, such as case-based instruction and project-based learning . then he cited from (Lesgold et al., 1988; Hmelo-Silver, 2004; Novick & Hmelo, 1994) PBL is carried out in small group activities through discussion, problem solving, and peer learning.

2.2.6. PBL in Speaking Class

Based on Othman & Shah (2013) Research on PBL in teaching English is

still not much, even though PBL has advantages because it is a step towards professional training that will make students ready to face the real world in the future, while the challenges and skills that will be faced by students are communication skills, teamwork, problem solving skills, independent learning, interdisciplinary learning, highger order thinking, and information mining skills.

PBL provides some of the much needed language skills as described. Communication skills which are generally called speaking skills in language skills in PBL can be applied with the aim of improving students' speaking skills with group/individual presentation activities regarding a material discussion. The form of PBL strategies in the classroom is usually in the form of groups, so students also learn how to work together with their groups.

In PBL students will be faced with a problem topic, then they will discuss with their respective groups and present the results of their discussions. Students are also given the opportunity to ask questions or comment on the opinions of other friends. This will practice problem solving, and students' critical thinking about a problem.

2.3. Previous Study

Setia & Ratmanida (2019) on their paper "Enhancing Senior High School Students' Speaking Ability Through Problem Based Learning Strategy" revealed that Problem Based Learning Strategy can be applied to improve students' speaking abilities. This strategy makes students to be more active during the learning by verbally conveying their opinions and ideas to get solutions to the problems, so that at the same time their speaking skills can also increase.

Zuhra & Millati (2021) also said in the results of his research on students of MAS Inshafuddin Banda Aceh, that PBL is one of the methods used in teaching speaking and

has shown an increase in student learning outcomes. In this case, the use of the PBL method shows that students must communicate with their friends in the group in order to solve existing problems.

Khotimah (2014) stated that by using the Problem Based Learning strategy, students learn social skills such as teamwork, communication, and cooperation. Based on her study on the 32 students of X MS 4 of SMA N 1 Muntilan in the academic year of 2013-2014 showed that the Problem Based Learning method improves students' achievement in speaking after being taught by this method.

Kalbia (2016:41-42) The application of the PBL strategy in the learning process, especially in speaking class activities can make students more active. PBL strategy gives students achievement in speaking, as shown in his study on the second grade students of SMA Somba Opu, Gowa academic year 2015/2016 that students' speaking levels in doing adjacency pairs in accuracy and fluency have increased with accuracy.

From several previous studies, it can be concluded that the use of PBL strategy can improve students' ability in speaking English. Here the researcher tries to apply the PBL strategy to the 9th grade students of MTs Sayyid Yusuf Talango, which the level of English proficiency is different from previous studies. In previous studies the implementation of this strategy was carried out at the SMA/MA school level.

CHAPTER III

METHODOLOGY

This chapter discusses the methods that used in the study. The discussion includes research design, population, sample, research instrument, validity and reliability test, normality test, data collection procedure, and data analysis.

3.1. Research Design

This research used quantitative methods. According to Creswell (2014) Quantitative research is a method of testing objective theories by examining the effect between variables. These variables, in turn, can often be measured on the instrument so that the numbered data can be analyzed using statistical methods. Before conducting the study, the researcher identified the type of study to be conducted and prepares a plan. This study used a pre-experimental research design. Creswell (2014) argues that in a pre-experimental design one group and provide intervention throughout the experiment. The design of this study used one group pretest and posttest design.

In this case, the researcher used a pre-experimental design with a class as a single group that received PBL strategy treatment, and the tests used are pre-test and post-test to know the outcome of the treatment. Pre- and post-tests conducted to determine students' skill scores before and after PBL strategies are taught. The researcher uses only one class as the study object.

The One Group Pre-Test – Post-Test Design as follows:

Table 3.1 The Illustration of Research Design One Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
Y1	X	Y2

Two variables are explained for the above table namely:

X : Independent variable (Problem Based Learning Strategy)

Y1: Dependent variable (Students' achievement in speaking before taught

using PBL strategy)

Y2: Dependent Variable (Students' achievement in speaking after taught

using PBL strategy)

In this experimental research, the research er used one group pre-test and post-test design which is explained as follows:

1. Pre-test (Y1) is given with the aim of measuring students' speaking ability before implementing the PBL strategy.

2. Applying speaking learning using PBL strategy.

3. Implementation of post-test (Y2) which aims to measure students' speaking ability after implementing the PBL strategy

The aim of the study was to determine the improvement of students' speaking skills using PBL strategy in class III MTs Sayyid Yusuf Talango. The use of the treatment aimed at proving whether the use of PBL strategies can increase the scores obtained by students in speaking skills. So that, the effect of treatment could be seen from the score that increased when students had been taught to use the PBL strategy by comparing the scores of the post-test and the previous test or pre-test. On the other hand, the study also observed the effect of PBL dealing with the students motivation.

3.2. Population and Sample

There are several theories related to the population and sample in this study presented in this section. In addition, it also mentions the subjects that were used in this study.

3.2.1. Population

Based on Emile Woolf International, September (2013:413) populations are all items are under investigation. A group of items or people about the required information. That is, the population is a group of subjects, can be people or objects, to

whom the results of the study will be applied.

In accordance with the research topic, the population included all third grade students of MTs Sayyid Yusuf Talango for the 2021/2022 academic year. The researcher chose the third grade because they had more proficiency in English than the second and first grade. Besides that, the third grade students also had more varied scores. It mean that their speaking competence were in various level.

3.2.2. Sample

According to Johnson (2014), the researcher studies the characteristics of a subject (called the sample) selected from a larger group (called the population) to understand the characteristics of the larger group. The characteristics of the sample that have been determined as much as possible generalize the population as well as possible. Therefore, in conducting research, sample selection is a very important step.

For this study, the researcher chose one class, namely class 9A, with the reason that the teacher who taught English in grade 9 suggested the researcher to take this class as a research sample for several reasons: First, the students of that class are more active than students in other classes. Second, the students in the class are cooperative, so it is hoped that it will make it easier for researcher to conduct research.

Table 3.2 Sample of Research

Sample of 9A Class		Total Participant
Male	Female	
6	15	21

3.3. Research Instrument

Research instruments are materials or tools used to collect research data. The instrument used in this study were speaking tests. Students took two types of tests. The first test was a pre-test and the second was a post-test. Both tests were in the form of student expressions/presentations on a topic taking into account the student's grade level.

The topics in each test were different to avoid bias because they could remember topics given before, and the researcher used a grading scale to figure out the test results.

The researcher also conducted observation to determine students' learning motivation while using problem based learning strategy. The researcher used observation checklist while observing students engagement in and their enthusiasm during speaking activities. These categories were as the indicators of the students motivation.

3.4. Trustworthiness of the Data

The data in this study is trustworthy because it came from a trusted tool, in a well-tested form. One of the most important characteristics of a good exam is whether it matches the candidate's abilities. It is often called effectiveness. The second important feature is the consistency of the test, called reliability.

In this study, the researcher took several steps to ensure that the instrument (test) was valid and reliable. This step includes two methods to demonstrate the validity and reliability of the test as a tool, as described below:

3.4.1. Validity

Taylor (2013:2) Research validation involves examining logical arguments and empirical evidence to determine whether they support theoretical claims. Likewise, validation in evaluation involves evaluating logical arguments and empirical evidence to determine whether they support the conclusions presented and the interpretation and use of the evaluation results. Johnson (2014) Research validity the correctness or truthfulness of a conclusion made from research results.

3.4.2. Reliability

Cash et al (2016) reliability refers to whether a measurement method yields steady outcomes, and we recollect it first here due to the fact it's far a prerequisite of validity. Ayers et al. (2008) also defined the reliability of teaching

grades, which describes the repeatability of performance measures across multiple raters over the years. Accordingly it could be said that a reliable take a look at is steady and reliable. In other words, reliability is the consistency of a tool in producing comparable scores across different test events or between different raters.

To get the students' scores, the researcher had a rubric and there are 4 categories to consider in the speaking test, which are fluency, pronunciation, grammar, and comprehension. Assessment category speaking can be seen in the tables 3.3: (Brown, 2001)

Table 3.3 Scoring Rubric

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	No specific fluency description	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered speech slowly, repetition, or paraphrase.
2	Can handle confidently but not with the convenience of most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.	Accents are understandable even though they are often wrong.	Usually can handle basic constructions with quite a bit of accuracy but lacks thorough or confident grammatical control.	Can get the gist of most conversations of non-technical subjects (i.e., topics that do not require special knowledge).
3	Can discuss interests in certain competencies easily. Rarely have to fumble for words.	Errors never interfere with understanding and rarely interfere with native speakers. Accents may be decidedly foreign.	The grammar control is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and	Understanding is quite complete at a normal speech rate.

Scores	Fluency	Pronunciation	Grammar	Comprehension
4	Able to use language fluently at all levels which is usually related to professional needs. Can participate in any conversation within this range of experience with a high level of fluency.	Errors in pronunciation are quite rare.	informal conversations or practical, social and professional topics. Ability to use language accurately at all levels normally associated with professional needs. Grammar errors are quite rare.	Can understand any conversation within his range of experience.

Whereas to assess the students' motivation, the researcher used the following rubric as the guidance in observation checklist. The assessment category of the students' motivation can be found in the following tables:

Table 3.4 Table of Motivation Category

Score	Categories	Description
1	very not enthusiastic	Students do not listen to the teacher's explanation well, students do not respond to teacher questions, students do not participate in discussions with friends, and students do not complete the tasks given.
2	Not enthusiastic	Students listen to the teacher's explanation well, students do not respond / answer the teacher's questions, students are not anxious to discuss with friends, students complete the tasks given.
3	Enthusiastic	Students listen to the teacher's explanation well, students are anxious to answer the teacher's questions, students are anxious to discuss with their friends, and students are anxious to complete the tasks given.
4	Very Enthusiastic	Students listen to the teacher's explanation very well, students are anxious to answer the teacher's questions, students are anxious to ask questions for material that are not yet clear, students are anxious to deliver they ideas/opinions related to the subject, students are anxious to discuss with their friends, students are anxious to complete the tasks given.

3.5. Data Collection Procedure

Data collection method serves how the researcher obtained the information she needed. To measure the impact of using PBL strategies in English classrooms on speaking ability, the researcher used tests. The tests were divided into pre-test and post-

test. It was visible in the following reality:

3.5.1. Observation

During the observation process, the researcher tried to obtain as much information as possible about the students' condition in the field, especially the third grade. This situation was related to their engagement and enthusiasm during PBL activities, and interest in learning English. Second, the researcher tried to be friendly and helpful so that the students didn't change their natural characteristics, rather than expecting the students to publicly report the many problems they have with learning English, especially speaking.

3.5.2. Test

In some studies, it is generally want to calculate subject scores on the same measure from pre-test to post-test. The purpose of the test is to determine the number of possible changes, differences or increases (profit margins) from the pre-test to post-test status. Therefore, pre- and post-tests were performed to see if there were any valid results from the study.

1. **Pre-Test**

   Students took a pre-test to determine their speaking ability before the PBL strategies were implemented. The test was given at 11 May 2022 and followed by all students of 9A. The test was given to students by dividing students into several groups consisting of 3-4 students. Then students were given a topic and asked to present the topic that had been determined with 10 minutes to prepare it and 5 minutes to present it in front of their respective group friends. Furthermore, the students were also asked to provide comments or opinions about what was conveyed by their group friends. To carry out this activity, the researcher came to school and carried it out in class according to

the hours of English lessons at school.

2. **Treatment**

After carrying out the pre-test, the researcher gave treatment to the students. In carrying out the treatment, the researcher conducted three meetings on 18, 23, and 25 of May 2022. Every meeting of the treatments was followed by all students of 9A. At the first treatment, the researcher gave a little motivation about the importance of learning speaking skills, such as: If we are good at public speaking, we can convey ideas, ideas, information or other things well. In addition, we also become more confident, and can lead others. Public speaking skills can also expand networking and can be a good opportunity to build new relationships to start many new positive things, for example: building a business together and collaborating for certain projects. Then she asked the students about viral things at this time that they know and discuss it with their group.

At the second treatment, the students were asked to convey or present the results of their work on the topic that was given on previous meeting and asked them to give comment to the opinions of their friends.

The last treatment, students were asked to present about a topic that has given by the teacher and give comments to their friends' opinions. The detail activities of the treatment can be seen in the table 3.5

Table 3.5 Detail Activities of Treatments

NO.	Stage	Activities		Time Allotment
		Teacher	Students	
1. Treatment 1	Pre-teaching	Gives an overview of the importance of having speaking skills	Listen to the teacher	5 minutes
	Whilst-teaching	• Asks about viral things that students know	• Write and discuss about the viral	30 minutes

NO.	Stage	Activities		Time Allotment
		Teacher	Students	
		• Asks them to write and discuss it with their groups	things that they know with their group	
2. Treatment 2	Post-teaching	Q & A	Q & A	5 minutes
	Pre-teaching	• Brainstorming (Tells the students about a viral thing) • Asks students' opinion about what the teacher has told	• Listen to the teacher. • Give their opinions about what the teacher has told	10 minutes
	Whilst-teaching	• Asks students (each groups) to present about the viral things that they have written • Asks students to give comments to the other groups' opinion	• Present about the viral things that they have written • Give some comments to the other groups' opinions	25 minutes
	Post-teaching	• Gives feedback to the students		5 minutes
3.Treatment 3	Pre-teaching	Brainstorming. Tells her experience in terms of problem solving. Divides students into several groups	Listen to the teacher	5 minutes
	Whilst-teaching	• Gives students a topic of problem solving, and asks them to present it • Asks students to give comments to the other students' opinion	• Present the topic, and listen to the presentation of their friends • Give comments to the other students' opinion	30 minutes
	Post-teaching	Gives feedback to the students		5 minutes

3. Post-Test

Post-test was given to the students after they received the treatment that was taught using Problem Based Learning strategies in learning English. From this post-test score, the researcher aimed to determine the effectiveness of using Problem Based Learning strategies in improving students' speaking skills. The form of the post-test was the same as the pre-test, which was to present a problem topic, but with a different

topic from the pre-test.

The test was carried out in class like the previous test. The students were given instructions to present a predetermined problem topic with 10 minutes to prepare and 5 minutes to deliver their presentation. The students were also asked to give comment and give their opinions about the presentation of their friends.

The number of the students who completed the post-test was equal to the number of students who completed the pre-test. After completing the test and receiving students' work, the researcher calculated the post-test result, then compared the post-test score with the pre-test score.

3.6. Data Analysis

The data was analyzed in the form of numerical information collected on an instrument scale or text information that records and reports the voices of the participants (Creswell, 2014)

After getting the student worksheets as research subjects, the researcher took the following steps: 1). Assessment using the assessment table. 2). From the assessment table the researcher obtains the data in tabular form in the form of pre-test, post-test and observation scores. 3). Then, the researcher entered the score into the table.

Table 3.6 Pre-test and Post-test scores of Experiment class

Name of Students	Experimental Class	
	Y	Z
SUM ($\sum n$)		

Where:

Y: Pre-test of Experimental class

Z: Post-test of Experimental Class

1. Made a frequency distribution table from the data in the score table, and then used the following formulas to find the mean, standard deviation, and standard error of

variable X:

1. Mean of Experimental Group

$$Mx = \frac{\sum x}{N}$$

Mx : $Mean\ score\ of\ experimental\ group$

$\sum$: The score SUM of experimental group

N : Total of respondents

2. Measuring the standard deviation of ungrouped data (Bracknell, 2013:294)

$$S = \sqrt{\frac{\Sigma\left(x - \underline{x}\right)^2}{n}}$$

s = standard deviation

n = number of items in the sample

a. Measuring The Standard Error (Bracknell, 2013:420)

$$\sigma_{\underline{x}} = \frac{S}{\sqrt{n}}$$

σ $_{\bar{x}}$ = standard error (standard deviation of the sampling distribution of the mean)

s = standard deviation of the sample

n = sample size

2. The researcher used the normality test to understand the normality of the data required to analyze whether the two groups were normal or not as a prerequisite for applying the paired sample t test

3. The researcher used homogeneity tests to know or not to know relatively identical variants.

4. The researcher calculated the degrees of freedom(df) using the following formula:

df= N-1

after the researcher received the data in the formula, the significance level was analyzed. If the t-test is higher than the t-table, it means that the strategy has a positive effect on students' speaking ability. Therefore, the researcher's hypothesis was accepted. Conversely, if the t-test value is lower than the t-table, the researcher's hypothesis was not accepted. However, the hypothesis test in this study uses the value of Sig < 0.05 it means reject H0 and accepted Ha.

5. The researcher uses SPSS 20.0 for comparing the data.

6. The data of the students' motivation was collected by using observation checklist. It was analyzed by using the following formula:

$$SM\ (\%) = \frac{totalscore}{Maximumscore} \times 100\%$$

Notes:

SM: Students' Motivation

The calculation resulted the percentage of the students' motivation that then it was compared and described by using interval percentage based on the following scale:

Table 3.7 Interval Percentage of the Students' Motivation

Interval Percentage	Score
76-100	Very enthusiastic = Very motivated
51-75	enthusiastic = motivated
26-50	Not enthusiastic = not motivated
<25	Very not enthusiastic= very not motivated

CHAPTER IV

FINDING AND DISCUSSION

4.1. Findings

To obtain the data, the researcher used research instrument. Then, the researcher analyzed the data sistematically and accurately. The data were analyzed to take conclusions about the research objective. The researcher describes the finding in this chapter into several parts are described as follow:

4.1.1. Data Analysis of Pre-test

In this test stage, the researcher asked students to tell/present their experiences in dealing with problems with topics that had been determined by the researcher with 10 minutes of preparation time and 5 minutes of time to present them. As the purpose of the pre-test is to determine the students' speaking skills before they were given treatment. In assessing students' abilities, the researcher used a scoring rubric. The students were divided into 6 groups to deliver their presentations in front of their respective groups.

The students' scores in pre-test based on an assessment rubric involves detailed assessment elements such as: F (fluency), P (pronunciation), G (grammar), and C (comprehension). To get the total score of students, the researcher uses the calculation formula as following:

$$\frac{\text{Sum of scores of all variables}}{16 \text{ (Maximum number of all variables}} \text{ X } 100$$

The following are the results of the pre-test (Table 4.1), histogram of the pre-test (picture 4.1), and descriptive statistics of the pre-test (Table 4.2):

*Table 4.1 Students' Score at Pre-test*

NO	INITIAL OF NAME	F	P	G	C	SCORE	TOTAL SCORE
1	ALM	3	3	2	2	10	62,5
2	DG	3	4	2	3	12	75

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NO	INITIAL OF NAME	F	P	G	C	SCORE	TOTAL SCORE
3	DA	2	3	1	2	8	50
4	DR	2	2	2	2	8	50
5	HR	2	3	2	2	9	56,25
6	IFA	2	2	1	2	7	43,75
7	IM	3	2	2	2	9	56,25
8	I	3	3	2	2	10	62,5
9	LS	2	2	1	2	7	43,75
10	MR	2	3	2	2	9	56,25
11	MSA	3	2	2	3	10	62,5
12	MS	2	3	2	2	9	56,25
13	MA	2	1	2	2	7	43,75
14	MZ	3	2	2	2	9	56,25
15	MIH	1	3	2	2	8	50
16	NDA	1	2	2	2	7	43,25
17	NAN	2	2	2	2	8	50
18	NA	3	2	2	2	9	56,25
19	RA	4	2	2	3	11	68,75
20	RA	2	2	2	2	8	50
21	WNA	1	2	2	2	7	43,25

The result of table 4.1 indicated that the pre-test score of 9th graders' students of A class at Mts Sayyid Yusuf has the lowest score, it was 43.25 and the highest score was 75.

The researcher also used SPSS 20.0 to find out statistical descriptions and the percentage of students' scores on the pre-test. The results are presented in the form of a histogram chart to easily understand the meaning of the scores. See pictures 4.1

Pictures 4.1 Histogram chart of Pre-test
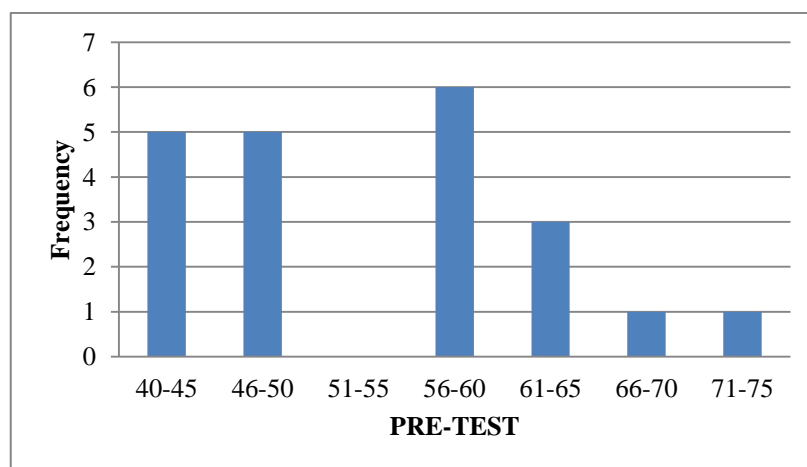
Based on the histogram graphic image above, it can be seen a description of the range of values obtained by students and the frequency of student assessments.

From the picture, it can be seen that there are 5 students who get scores ranging from 40 to 45, then for the value of 46-50 there are 5 students, then none of the students who get a value of 51-55, for the value of 56-60 there are 6 students, then for the value of 61-65 there are 3 students, and the value of 66-70 & 71-75 there is 1 student of each. From the results of the graph, it can also be concluded that there were still many students who have scores below the KKM (passing score), which the score is under 65. There were 19 students who got the score below the KKM (passing score). To see the detailed pre-test calculations, see the following table:

Table 4.2 Descriptive Statistics of Pre-test

Statistics	
N	21
Mean	54, 1190
Median	56,25
Mode	56,25
Std. Deviation	8,75129
Std. Error Mean	1,90969
Sum	1136,5
Minimum	43,25
Maximum	75

Table 4.2 shows the calculation of the pre-test data in detail. From the table, it can be seen that the mean of the pre-test is 54.1190. Then half of the total sample data or what is commonly called the median of the pre-test is 56.25. The researcher has used the score mode to find out the data that appears most often, it was 56.25 which there were 6 students who got the score. The standard deviation of the pre-test was 8.75129, the minimum score was 43.25 and the maximum score was 75. While the Sum of the pre-test it was 1136.5. It can be explained that the number of students who took the test as a sample of this study were 21 students, and resulted in an average score of 54, 1190. Meanwhile, the standard deviation shows the number of data scores that are different from the Mean. If the standard deviation value is smaller than the mean, then the sample is said to be good for research. It is shown in the table above,

the standard deviation is 8.75129 while the mean is 54, 1190 which it said that the sample is good for research.

Then, the standard error shows the accuracy of the sample to the population. The lower the standard error, the better the sample we have. It can be seen from the data contained in the table that the standard error mean is 1.90969. From the description of the standard error, it can be concluded that the data statistically is good data.

After knowing the results of the pre-test, then the researcher gave Problem Based Learning treatment as a learning strategy with the aim of improving speaking skills. The procedures of it can be seen in table 3.4. And finally, the researcher gave a post-test to find out the difference in scores or the increase in student scores after being given treatment.

4.1.2. Data Analysis of Post-test

In this section the researcher asked the students to present their experience in problem solving with different topics with the pre-test. The topic is "my experience in solving problems that have been experienced at school". Just like the pre-test, students were given 10 minutes to prepare and 5 minutes to deliver their presentation in front of their respective groups. To assess the students' abilities, the researcher used a scoring rubric as was done during the pre-test.

The students' scores in post-test based on an assessment rubric involves detailed assessment elements such as: F (fluency), P (pronunciation), G (grammar), and C (comprehension). To get the total score of students, the researcher uses the calculation formula as follows:

$$\frac{\text{Sum of scores of all variables}}{16 \text{ (Maximum number of all variables}} \text{ X } 100$$

The result of the post-test can be seen in (Table 4.3), the histogram of the post-test (picture 4.2), and the descriptive statistics of the post-test (Table 4.4):

Table 4.3 Students' Score at Post-test

NO	INITIAL OF NAME	F	P	G	C	SCORE	TOTAL SCORE
1	ALM	4	4	2	3	13	81,25
2	DG	4	4	3	3	14	87,5
3	DA	3	3	2	3	11	68,75
4	DR	3	3	2	3	11	68,75
5	HR	4	3	2	3	12	75
6	IFA	3	2	2	3	10	62,5
7	IM	4	3	2	3	12	75
8	I	4	4	3	3	14	87,5
9	LS	3	2	1	3	9	56,25
10	MR	4	3	3	3	13	81,25
11	MSA	4	3	2	4	13	81,25
12	MS	3	3	3	3	12	75
13	MA	4	2	2	3	11	68,75
14	MZ	3	3	2	4	12	75
15	MIH	3	3	2	3	11	68,75
16	NDA	3	3	2	3	11	68,75
17	NAN	4	3	3	3	13	81,25
18	NA	4	3	3	3	13	81,25
19	RA	4	3	3	4	14	87,5
20	RA	4	3	2	3	12	75
21	WNA	2	3	2	3	10	62,5

Based on the table, it can be seen that the highest and lowest scores obtained by students during the post-test. The highest score was 87.5 and the lowest score was 56.25.

The researcher also used SPSS20.0 to know the descriptive statistic percentage of students' scores of post-test. See the histogram below to understand the students' scores easily:

Pictures 4.2 Histogram chart of Post-test
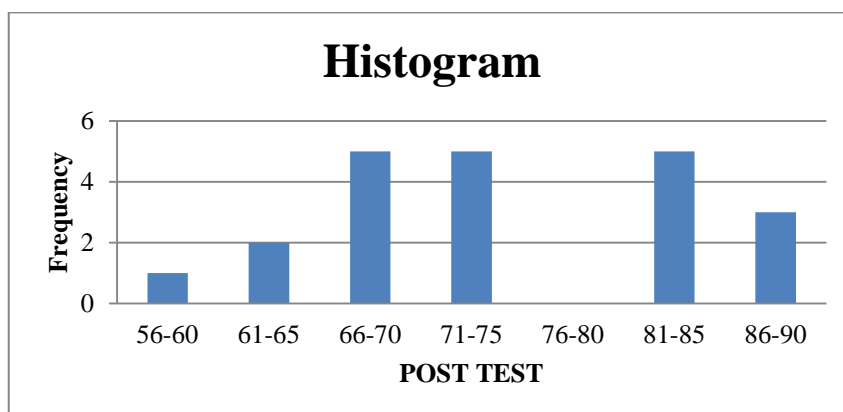
Based on the histogram graphic image above, it can be seen that there was 1 student who got scores 56-60, two students achieved the score ranges from 61-65, then 5 students achieved the score 66-70, and for the value range of 71-75 there were 5 students, while none of the students got a score of 76-80, for the score of 81-85 there were 5 students, and for the value of 86-90 there were 3 students. To see the post-test calculations in detail was presented in table 4.4

Table 4.4 Descriptive Statistics of Post-test

Statistics	
N	21
Mean	74,7024
Median	75
Mode	81,25
Std. Deviation	8,72232
Std. Error Mean	1,90337
Sum	1712,5
Minimum	56,25
Maximum	87,5

Table 4.4 shows the calculation of post-test data in detail. From the table, it can be seen that the mean of the post-test is 74.7024. Then half of the total sample data or what is commonly called the median of the post-test is 75. The researcher has used the score mode to find out the data that appears most often, it was 81.25. The standard deviation of the post-test was 8.72232. the minimum score was 56.25, and the maximum score was 87.5. While the Sum of the post-test was 1712,5.

So based on the table it can be explained that the number of students who took the test as a sample of this study were 21 students, and produced an average score of 74.7024. While the standard deviation indicated the number of data scores that are different from the Mean. If the standard deviation value is smaller than the mean, it implied positive result. It is shown in the table above, the standard deviation is 8.72232 while the mean is 74.7024. It can be said that the sample is good for research.

Then, the standard error shows the accuracy of the sample to the population. The lower the standard error, the better the sample we have. It can be seen from the data contained in the table that the standard error mean is 1.90337. From the description of the standard error, it can be concluded that it is statistically accepted.

4.1.3. The Effectiveness of Problem Based Learning Strategy in Improve Students Speaking Skill

The effectiveness of the use of PBL Strategy can be used to improve students' speaking skills. The following table indicated that the students' score at the post test had increased.

Table 4.5 Table Differences Result

NO	INITIAL'S NAME	DIFFERENCES		DESCRIPTION
		Pre-test	Post-test	
1	ALM	62,5	81,25 (18,75)	INCREASE
2	DG	75	87,5 (12,5)	INCREASE
3	DA	50	68,75 (18,75)	INCREASE
4	DR	50	68,75 (18,75)	INCREASE
5	HR	56,25	75 (18,75)	INCREASE
6	IFA	43,75	62,5 (18,75)	INCREASE
7	IM	56,25	75 (18,75)	INCREASE
8	I	62,5	87,5 (25)	INCREASE
9	LS	43,75	56,25 (12,5)	INCREASE
10	MR	56,25	81,25 (25)	INCREASE
11	MSA	62,5	81,25 (18,75)	INCREASE
12	MS	56,25	75 (18,75)	INCREASE
13	MA	43,75	68,75 (25)	INCREASE
14	MZ	56,25	75 (18,75)	INCREASE
15	MIH	50	68,75 (18,75)	INCREASE
16	NDA	43,25	68,75 (25,5)	INCREASE
17	NAN	50	81,25 (31,25)	INCREASE
18	NA	56,25	81,25 (25)	INCREASE
19	RA	68,75	87,5 (18,75)	INCREASE
20	RA	50	75 (25)	INCREASE
21	WNA	43,25	62,5 (19,25)	INCREASE

From the table above, it can be seen that the difference in the scores of students from the pre-test and post-test experienced a considerable increase. The pre-test was carried out before the students received treatment using the PBL strategy, and the pot-test was carried out after the students received the treatment using the PBL strategy. From these results, it can be stated that before receiving the PBL strategy treatment

(pre-test) the score was lower than after the students received the PBL strategy treatment (post-test).

The increase in the student scores from the pre and post-test can be divided into 3 groups. First an increase in score from 10-20 shown by DG (75-87.5), LS (43.75-56.25) with an increase of 12.5. Then, shown by ALM (62.5-81.25), DA (50-68.75), DR (50-68.75), HR (56.25-75), IFA (43.75-62, 5), IM (56.25-75), MSA (62.5-81.25), MS (56.25-75), MZ (56.25-75), MIH (50-68.75), RA (68.75-87.5) with an increase of 18.75. Then shown by WNA (43.25-62.5) with an increase of 19.25.

The next group, the increase in student scores from pre and post-test with the range from 20-30 which are shown by I (62.5-87.5), MR (56.25-81.25), MA (43, 75-68.75), NA (56.25-81.25), RA (50-75) with an increase of 25. Then shown by NDA (43.25-68.75) with an increase of 25.5 . And the greatest increase from the pre-test and post-test was 31.25, which is shown by NAN (50-81.25).

From the explanation above, it can be seen that the group with the lowest increase in score (10-20) was shown by the first group, while the second group experienced an increase in scores of 20-30. And the highest increase was 31.25 indicated by a student with the initials NAN. Therefore, it shows that the use of PBL Strategy was an effective strategy to improve students' speaking ability. It is proved by the data explained that all students' score increased, there were no students who have the same score at the pre-test and post-test, and also there were no students' score that decrease at the post-test.

4.1.4. The Result of Normality Testing

To find out if the data distribution is normal or not, a normality test is carried out. This normality test was conducted to find out the data or population involved in the study were normally distributed. This study used the One-Sample Kolmogorov-

Smirnov test on SPSS 20.0 with a significance value (α) of 0.05 as the calculation of the normality test. The basis for making normality test decisions is as follows:

a. If the significance value > 0.05, the data had normality distribution

b. If the significance value < 0.05, the data did not have normality distribution.

Table 4.6 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Pre-Test	Post-Test
N		21	21
Normal Parameters[a,b]	Mean	54,1190	74,7024
	Std. Deviation	8,75129	8,72232
Most Extreme Differences	Absolute	,166	,155
	Positive	,166	,133
	Negative	-,120	-,155
Kolmogorov-Smirnov Z		,759	,708
Asymp. Sig. (2-tailed)		,611	,698

Based on the results of the SPSS calculation above, it can be seen that the significant value of the pre-test was 0.611 and the significant value of the post-test was 0.698. Both significant values of pre-test and post-test are greater than 0.05. which the significant value of pre-test was 0.611 and it is higher than 0.05 (0.611 > 0.05) and it is means that Ha is accepted and H0 is rejected. It automatically indicates that the data distribution of the pre-test is normal. Then the significant value of post-test was 0.698 and it is higher than 0.05 (0.698 > 0.05) and it is means that Ha is accepted and H0 is rejected, which it automatically indicates that the data distribution of post-test is normal. Therefore, it can be concluded that both data from pre-test and post-test are normal distribution.

4.1.5. The Result of T-Test and Hypothesis Testing

The researcher conducted hypothesis testing to find out the significant difference in learning achievement for grade Nine A at MTs Sayyid Yusuf Talango in the 2021/2022 academic year in speaking before and after being taught using Problem

Based Learning Strategy. To analyze the results of the data obtained during the pre-test and post-test, the researcher used SPSS 20.0 using the Paired Sample t-Test. The result of it can be seen in below:

Table 4.7 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	54,1190	21	8,75129	1,90969
	Post-Test	74,7024	21	8,72232	1,90337

As explained earlier that there were 21 students who were the sample of this study, which the name of the students was mentioned with their initial name to maintain their privacy. The researcher gave a test before using the PBL strategy and after using the PBL strategy. The test involves students' speaking skills based on each student's personal experience. Table 4.7 shows descriptive statistics of pre-test and post-test. As mentioned earlier that there are 2 hypotheses in this study, they are (1) H0 "there is no significant difference in students' speaking achievement before being taught using Problem Based Learning strategy and after being taught using Problem Based Learning strategy". (2) Ha "There is a significant difference in students' speaking achievement before and after being taught using Problem Based Learning strategy". To be clearer it can be seen in the following table:

Table 4.8 Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	21	,867	,000

From the data analysis table, the researcher can conduct the hypothesis testing using the following procedure:

If Signs. < α, then the null hypothesis (H0) is rejected and the (Ha) is accepted. It means that there is a significant difference in students' scores of speaking test before

and after being taught using Problem Based Learning strategy, and it means that it is effective.

If Signs. > α, then the null hypothesis (H0) is accepted and the alternative (Ha) is rejected. It means that there is no significant difference in students' scores of speaking test before and after being taught using Problem Based Learning strategy, and it means it is not effective.

Table 4.9 Paired Samples Test

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-20,58333	4,49954	,98188	-22,63150	-18,53517	-20,963	20	,000

The table above shows that there is a significant difference in students' score of speaking test between pre-test and post-test because the Significant value is 0.000, which is it is lower than 0.05. as previously mentioned that if the Significant value >0.05, it means that H0 is accepted. If the Significant value < 0.05, it means that H0 is rejected. From the table, it can be seen that the Sig is 0.000 and it is lower than 0.05 so it means that H0 is rejected and Ha is accepted. Therefore, it can be concluded that using PBL Strategy is an effective way to increase the students' speaking ability.

4.1.6. Observation result

Along with the implementation of this research, the researcher saw that the students' motivation also increased. The students had become more active at the learning activities. It can be seen on the score of the observation checklist:

Table 4.10. The Score of Observation Checklist

NO	Name of students	Score

1	ALM	3
2	DG	3
3	DA	2
4	DR	3
5	HR	4
6	IFA	4
7	IM	4
8	I	4
9	LS	3
10	MR	4
11	MSA	4
12	MS	4
13	MA	4
14	MZ	3
15	MIH	4
16	NDA	3
17	NAN	3
18	NA	2
19	RA	2
20	RA	3
21	WNA	4
Total Score		**70**
Maximum Score		**84**

Thus, the interval percentage of the students' motivation is:

$$SM \ (\%) = \frac{totalscore}{Maximumscore} \times 100\%$$

$$SM \ (\%) = \frac{70}{84} \times 100\% = 83{,}3\%$$

Referred to conversion scale, the interval percentage of 83,3% is qualified as very enthusiastic. It means that the students were motivated during the speaking activities by using Problem Based Learning method.

4.2. Discussion

In this study, the researcher conducted research using one population sample, due to technical limitations related to school policies. So the researcher took one of the classes to be sampled in the study, it was class 9A MTs Sayyid Yusuf.

The number of the students in the class is 21, the class selection is also based on the English teacher at the school. The researcher used pre-test and post-test to determine whether the use of PBL strategy was effective or not, then the researcher used SPSS 20.0 to calculate the results of the two tests. the results of the calculation between the pre-test and post-test

show that the use of Problem Based Learning strategy is effective in increasing speaking ability by looking at the students' scores in the test.

The result of the data analysis of SPSS 20.0 showed that the mean of the pre-test was 54,1190 and the mean of the post-test was improved into 74,7024. The mean of the post-test is higher than the pre-test (74,7024 > 54,1190), it means that the null hypothesis rejected, and it can be conclude that using Problem Based Learning strategy was effective in increasing students' speaking ability.

Although there are still some students with imperfect scores, but students achievement at the post-test increased significantly compared with the pre-test. The result of paired sample test after calculated the data, it showed t value (Sign. 2-tailed) was 0.000. comparing with the standard level of significance (0.05). (0.000 < 0.05), it means the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, it can be concluded that there was a significant difference in the students' scores of speaking test before and after being taught using Problem Based Learning strategy. Thus, it can be interpreted that the speaking ability of students had been improved after getting treatment using Problem Based Learning strategy. It can be seen from the increasing of the students' score at the post-test, and a decrease in the number of students who got score under the KKM (passing score). Which at the before treatment there were 19 students who got scores under the passing score, while after treatment there were 3 students who got scores under the passing score.

In finding, it was showed that the result of using Problem Based Learning Strategy in teaching speaking can improve the students' achievements in speaking skill at Junior High School especially at 9A students of MTs Sayyid Yusuf Talango. Based on the mean of pre-test 54.1190 then improved into 74.7024 in the post-test. The increase in the score can indicate that the use of Problem Based Learning strategy in teaching speaking at MTs Sayyid Yusuf Talango was recommended to improve students' ability in speaking.

Another improvement has also been in the students' motivation as much as 83.3%. The students have become more active during learning activities, because the learning model is in the form of groups so that it makes students active to discuss with their friends, and also the learning strategies used require students to be more active in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes conclusions and suggestions based on the findings and discussions that have been described in the previous chapter.

5.1. Conclusion

Based on result of hypothesis testing in research finding, it can be concluded that the students' speaking ability had been improved after being taught using Problem Based Learning strategy. It means that the use of Problem Based Learning strategy is effective for enhancing the students' speaking ability. It was shown by the result of the Paired Sample T-test which showed that Sign. (2-tailed) was lower than 0.05 (0.000 < 0.05). The T-test result indicated that the null hypothesis (H0) is rejected and the relative hypothesis (Ha) is accepted. So that, the using Problem Based Learning as teaching strategy for speaking skill could be called successful.

In addition, using PBL strategy motivated students in learning speaking. Students were active and interested in learning to use this PBL strategy. Where students will be faced with situations that require them to speak, so students will try to speak. This strategy teaches students to think critically so that students will also learn to express opinions or comment on something. Overall, it could be said that Problem Based Learning is a suitable and effective strategy used to improve students' speaking skills.

5.2. Suggestion

Taking into account the results of this study, the researchers gave several suggestions as follows:

5.2.1. English Teacher

English teachers are advised to use the Problem Based Learning method in teaching their students, especially to improve students' speaking skills.

Students can learn speaking skills with everyday topics that hey have experienced and are trained to think critically about what their interlocutors say by providing feedback or comments where implementation of learning activities which are usually in the form of discussions. This makes students more comfortable and free to speak.

5.2.2. School principals

The result of this study can give consideration to the school principals to suggest the teachers in their institutions to use PBL strategies as a method used in learning English.

5.2.3. Further Research

Further researchers can use this research as inspiration to ideas, they can develop research using Problem Based Learning strategies in other learning. In addition, future researchers can also use this research as a reference to support several sources.

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APPENDIXES

Appendix 1: Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id

Nomor	: 1430/Un.03.1/TL.00.1/05/2022	19 Mei 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala MTs Sayyid Yusuf Talango
di
    Sumenep

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nafilatul Khofifah
NIM	:	18180037
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2021/2022
Judul Skripsi	:	**The Effect of Using Problem Based Learning Strategy on the Speaking Ability of the 9th Grade Students of MTs Sayyid Yusuf Talango**
Lama Penelitian	:	**Mei 2022** sampai dengan **Juni 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Students are divided into six groups. Then students are asked to present their experiences in solving problems with the topic "school". Furthermore, students are asked to provide comments about what was presented by their friends.

Appendix 3: Treatment 1

Students are given understanding and motivation about the importance of learning speaking skills. Students were divided into several groups. Then, students are asked about the viral things at the time that they know. Students are asked to write what they know about the viral things by discussing with their respective groups (explanation of the viral matter, such as the topic of the problem, causes, suggestions, and opinions about it).

Appendix 4: Treatment 2

Students are asked to sit in groups like yesterday's meeting. Each group was asked to present the work they had written at the meeting yesterday. Each group is asked to provide comments on the presentations of other groups.

Appendix 5: Treatment 3

Students are divided into several groups. Students are given a topic. Students are asked to present the topic in front of their respective groups. Students are asked to provide comments on the presentation of their respective group mates.

Appendix 6: Post-test

Students are divided into six groups. Then students are asked to present their experiences in solving problems with the topic "home". Furthermore, students are asked to provide comments about what was conveyed by their friends.

Appendix 7: Worksheet of Pre-test

PRE-TEST FOR SPEAKING TEST

Name: Date: Score:

Instruction!

1. Please present your experiences in solving problems with the topic "school".
2. You are given 10 minutes to prepare it
3. You are given 5 minutes to present it in front of your friends
4. You have to use the following language features for your presentation:
    a. Simple past tense
    b. Action verb
    c. Conjunction (first, next, finally, in order to, etc)
5. Your score will be graded based on four aspects (Fluency, Pronunciation, Grammar, and Comprehension)
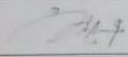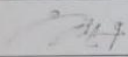6. You may open your dictionary

Appendix 8: Worksheet of Post-test

POST-TEST FOR SPEAKING TEST

Name: Date: Score:

Instruction!

1. Please present your experiences in solving problems with the topic "home".
2. You are given 10 minutes to prepare it
3. You are given 5 minutes to present it in front of your friends
4. You have to use the following language features for your presentation:
   a. Simple past tense
   b. Conjunction (first, next, finally, in order to, etc)
5. Your score will be graded based on four aspects (Fluency, Pronunciation, Grammar, and Comprehension)
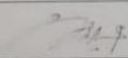6. You may open your dictionary
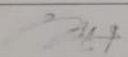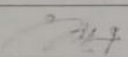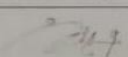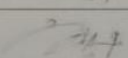
Appendix 9: Thesis Consultation logbook
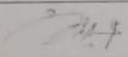
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Nafilatul Khofifah

NIM : 18180037

Judul : **The Effects of Using Problem Based Learning Strategy on the Speaking Ability of the 9th Grades Students of MTs Sayyid Yusuf Talango**

Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1.	29/11/2021	Konsultasi Judul Penelitian	
2.	06/12/2021	Review Bab I: Background of the Study	
3.	08/02/2022	Review Bab II: Literature Review	
4.	01/03/2022	Review Bab III: Methodology of the Study	
5.	04/04/2022	Accepted Bab I, II, dan III	
6.	22/09/2022	Review Bab IV : Research finding and Discussion	
7.	27/09/2022	Review Bab V & Abstract : Conclusion and Suggestion	
8.	03/10/2022	Accepted Bab IV: Research finding and Discussion	
9.	03/10/2022	Accepted Bab V & Abstract : Conclusion and Suggestion	

Menyetujui,
Dosen Pembimbing

Malang, 03 Oktober 2022
Mengetahui,
Ketua Jurusan TBI

Ima Mutholliatil Badriyah, M.Pd
NIP. 1983121720180201 2 155

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

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Appendix 10: Observation Checklist

NO	Name of students	Student engagement			
		1	2	3	4
1	ALM			√	
2	DG			√	
3	DA		√		
4	DR			√	
5	HR				√
6	IFA				√
7	IM				√
8	I				√
9	LS			√	
10	MR				√
11	MSA				√
12	MS				√
13	MA				√
14	MZ			√	
15	MIH				√
16	NDA			√	
17	NAN			√	
18	NA		√		
19	RA		√		
20	RA			√	
21	WNA				√

Notes:

1 **= Very not enthusiastic**

2 **= Not enthusiastic**

3 **= Enthusiastic**

4 **= Very enthusiastic**

Appendix 11: Curriculum Vitae

CURRICULUM VITAE

Nama   : Nafilatul Khofifah

Tempat, Tanggal Lahir   : Sumenep, 26 November 1999

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas, Jurusan   : FITK, Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang

Alamat Rumah   : Dsn Bapao, Kacok Kec. Palengaan Kab. Pamekasan

No. HP   : 085139004131

Alamat Email   : zahiranafila922@gmail.com

Nama Wali   : Drs. Abd. Sukkur

Riwayat Pendidikan		
1	**2004 – 2005**	TK Al-Ihsan Talango
2	**2005 – 2011**	SDN Talango III
3	**2011 – 2014**	SMP Tahfidz Al-Amien
4	**2014 – 2017**	SMA Tahfidz Al-Amien
5	**2018 – Sekarang**	UIN Maulana Malik Ibrahim Malang

Malang, 2 Desember 2022
Mahasiswa,

Nafilatul Khofifah
NIM. 18180037