CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English as a foreign language, there are four language skills that should be mastered by the students, they are reading, writing, listening, and speaking. Speaking is the important one that should be mastered by the students. Through speaking, students can express their ideas about something and they can maintain social relationship by communication with others.In addition, speaking is a productive skill in language learning skill that the result can be directly observed.As stated by Brown "speaking is a productive skill that can be directly and empirically observed".[1] Thus, speaking can be measured when the students directly do the conversations.

Speaking has an important role in daily life that is to convey someone's mind directly especially for students who learn English as a foreign language should be able to speak that language actively and fluently. Rivers in Richard and Willy A. Renandya states that the functions of spoken language are interactional and transactional. The primary intention of the former is to maintain social relationships to convey information and ideas. Being able to interact in spoken a language is essential. [2]It clarifies that speaking becomes important in every activity of the people.

In teaching speaking, there are many strategies that can be used to improve students speaking ability. But, the teacher seems difficult to choose

[1]Brown, H.Douglas. Language Assessement: Principle and Clasroom Practice (New York : San Fransisico State University, 2004) p. 141

[2]Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching an Anthology of Current Practice,…, p. 208

the appropriate strategy to teach speaking to the students. One of the appropriate strategies is Problem Based Learning (PBL) strategy. Woei and Jonnasan state that the goal of problem based learning is to enhance learning by requiring learners to solve the problems.[3]It means that problem based learning demands students to be more active during learning process.

Problem based learning strategy can make the students enjoy in learning, especialy in learning speaking. Dahlan states that Problem based learning (PBL) is activities teaching and learning strategy in the from of problem solving. In addition problem based learning is real life experience as context of the students media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning.[4] It means that by using problem based learning strategy, the students can speak well and solve the students' problems especially in speaking. Then some of students can write the dialogue and predict content of the dialogs text.. According to Hermer, in ensuring that pair and group activities work well will be easier if have clear idea about how to resolve any problems that might occur[5]. It is proven that problem solving in pairs is good strategy in teaching and learning English because it can help students to increase their skill in speaking.

[3]Woei Hung, Problem Based Learning journal (Arizona : University of Arizona South) p. 488.

[4] Abdur Rohim .Jp3, volume 3, No.8, Agustus 2014 Improving students speaking skill throught problem based – learning (PBL) strategy.P.2

[5]Abdur Rohim .Jp3, volume 3, No.8, Agustus 2014 Improving students speaking skill throught problem based – learning (PBL) strategy.P.4

Based on the preliminary research by following the class activity in the second grade $VIII^1$ – $VIII^4$ at MTsN Penampung on March 22, 25, 27 and 28 2017, the researcher found that English teacher still took the dominant roles in teaching and learning activity, the teacher explained the material to the students and then asked them to practice speaking activity based on the material learned. Sometimes, the students practiced speaking individually in front of the class, sometimes in pair and also in a group. But, most of them spoke unclearly and pronounced the words incorrectly. Then, after interviewed the English teacher, she said that most of students at the second grade in MTsN Penampung were difficult to speak. Most of the students were shy and afraid of making mistakes when speaking. The students would never begin speaking activity until they forced to do so . In fact, the researcher found that there were some problems in English speaking class.

First, some of students felt ashame and afraid to speak English in the classroom. They preferred to use their mother tongue. They felt that their peers would look down when they made mistakes. They did not participate in speaking such as they did not give response and keep silent with others.

Second, some of students were still lack vocabulary, so that they did not have enough confidence to speak with their friends. They always found difficulty and unintersting for them in learning English. Then, they did not have any interest to memorize the English vocabulary because they thought it is too much to memorize all the words. Moreover, they also got difficulties when they were asked to speak.

Third, some of students had poor grammar and pronunciation. This sometimes made them unable to speak meaningful speech. Consequently, teacher and students sometimes misunderstood one other. It was assumed that the students had poor mastery of grammar and pronounciation.

Fourth, some of students were seldom to practice speaking in the classroom after the teacher explained the materials, the teacher only asked the students to practice one of the dialogues in the textbook. As the result, they could not improve their speaking ability because there was a limited chance to practice their speaking and no feedback which was given by their teacher about their performance.

Last, most of the learning materials were only taken from the textbook. The material was described briefly and teacher continued by giving students some tasks or exercises.The task which was given by the teacher also came from textbook. In addition, teacher got some difficulties in choosing some appropriate strategies to teach speaking. As the result, the students did not get any significant improvement in their speaking ability.

Based on the problem above, the researcher assumed that problem based learning strategy can help teacher to overcome the problems in teaching learning process, especially in speaking. Problem based learning strategy has some advantages.[6] Problem based learning promotes self motivation and self responbility, more enjoyable and effective in learning. By using problem based learning strategy the researher assumed that problem based learning

[6]Abdur Rohim .Jp3, volume 3, No.8, Agustus 2014 Improving students speaking skill throught problem based – learning (PBL) strategy.P.2

can give motivation in learning. It engages learning form experience, allowing students for using and organizing what has ever been to know problem. It means that problem based learning strategy can give students experience to solve problems. Then, problem based learning integrates the ability to understand problem, to indentify, and acquire knowledge and skills needed to deal with real life situation. It means that by using problem based learning strategy can identify and acquire skill based on real situation, especially in teaching speaking. Next, problem based learning fosters teamwork and communication skill. In teaching speaking by using problem based learning, students can work in team and their communication skill will be developed in learning process, especially in speaking. After that, problem based learning makes students to be reflective and asses their own and other's work. By using problem based learning in learning process it can make students to be reflective to their own and other's work in learning. It means that problem based learning is very important to apply in speaking because there are many advantanges in learning process and the researcher hopes that using problem based learning can give motivation to students in speaking.

Therefore, the researcher conducted a study to identify "**The effect of using PBL strategy toward students speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018".**

B. Identification of the Problem

Based on the explanation on the previous part, the researcher found that five were some problems faced by students in learning speaking.

1. Some of students felt ashame and afraid to speak English in the classroom.
2. Some of students were still lack of vocabulary.
3. Some of students have poor grammar and pronounciation.
4. Some of students seldom practiced speaking in the classroom after the teacher explained the materials.
5. Most of the learning materials were only taken from the textbook.

C. Limitation of the Problem

Based on the identification of the problem above, the problem of the research limited on the effect of problem based learning strategy toward speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018.

D. Formulation of the Problem

In accordance with the problem above, this research formulated in the following research questions:

1. Is there any significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018?
2. Is there any significant difference between the students who were taught by using problem based learning strategy and students who were taught

without problem based learning strategy at the eighth grade of Penampung academic year 2017/2018?

3. Is the problem based learning better than conventional strategy toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018?

E. Purpose of the Research

Based on formulation of the problems above, the purposes of this research were:

1. To know whether there was any significant effect of problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018.
2. To know whether there was any significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018.
3. To identify whether the problem based learning was better than conventional method toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018.

F. Significant of the Research

There were some expectations in this research. The researcher was hoped that this research gave some significances to the following:

1. For teacher. The result of this study can give solutions to the teacher in teaching speaking to the students.

2. For students. The result of this research can give solutions for the students that have difficulties in learning English, especially in learning speaking. The students can use this strategy to make them easy in learning speaking and help them improve their speaking ability.
3. For researcher. This research also expected can give the contributions to the researcher in getting experience in teaching speaking and it can be applied by the researcher later in the field.
4. For further researcher. This research is hoped can be as one of sources and informations to the further researcher in conducting a research especially about teaching speaking to the students.

G. Definition of the Key Terms

To avoid misunderstanding in this research, the key terms were defined as follows:

1. Speaking ability is students capability in speaking which is reflected students score in speaking test.
2. Problem based learning is presented as away of challenging students to become deeply involved in a quest for knowledge a search for answers to their own questions, not just answers to questions, not just answers to questions posed by a textbook or a teacher.[7]It means PBL strategy invites students active based on the problem given to be answered by them in the classroom activity.

[7] Barell, John, Problem Based Learning :An Inquiry Approach, (California: Corwin Press, 2007), P.3

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Speaking

a. Definition of Speaking

Speaking is a process of interaction by using a language. It is an interaction between speakers and listener which contains information. According to Nunan speaking is the productive skill to produce systematic utterance to convey meaning.[8] It means that speakers are required to be able to express what they want to say as effectively as possible in order to convey the messages.

As Richard stated, speaking a language is especially difficult for foreign langguage learners because effective oral communication requires the ability to use the language appropriately in social interaction. [9] so, the learners must be hard in learning English because there are many aspects in speaking that should be mastered by lesteners, such as picth, stress, intonation gestures, facial expressions so that they can convey the messages and communication very important to use interaction students in classroom.

In addition, spoken a language is difficult for language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In interaction students

[8]David Nunan, practical English Language Teaching,(New york McGraw Hill Companies, 2003),p, 48

[9]Jack C.Richard, Willy A, Renandya, Methodology in langguage Teaching : An Anthology of current practice ,(New York : Cambridge University press , 2002), p. 204

must more practive speaking in classroom with patner and the teacher also help look the development of their students.

In conclusion, speaking is the capability someone to communicate oral with someone else. In order to convey the messages, to make the message become clear, the speakers can use gestures while speaking so that the in formation is not difficult to understand by the listener.

The English teacher should consider the functions of speaking. Richard notes that there function of speaking:

1) Talk as interaction, which means conversation while happen when people meet and describe interaction that primarily social function.
2) Talk as transaction, which means the situation where the focuse on what is said and done. Conveying the messages and making the listener become understand is the central focus.
3) Talk as performance, which means publik talk where the speakers give information in from of the adience. In group work technique

The function used when the group presentation with friend one class for presentation in front of the class.[10] It means that when the students' presentation in front of the class can trains students communication skill.

Based on the theory the students must be serious in learning speaking because speaking is not as simple as people know and apply.

[10]Jack C.Richard, Teaching listening and speaking, (New york cambridge university press , 2008).p .21-28.

The teacher must be awere about speaking about speaking's function which can improve students speaking skill.

b. The Types of Speaking Performance

The teacher should consider some types of speaking performance. According to Brown, there are 6 types of speaking performance:

1) Imitative. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.For example practicing an intonation contour, trying to pinpoint a certain vowel sound.
2) Intensive. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.
3) Responsive. Responsive speaking is short replies to the teacher or students initiated question or comment in the classroom. The students are very difficult to speak and give the resposive to other.
4) Transactional (dialogue). Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.
5) Interpersonal (dialogue). Interpersonal dialogue carried out more for the purpose of maintaining social relationship then for the transmission of fact and information.

6) Extensive (monologue). Extensive monologue is in the form of oral reports, summaries, or perhaps short speeches.[11] Speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

In conclusion the type of performance is which very important to help students in appearing in the classroom and better in applied in learning process in school.

c. Principles for Teaching Speaking

In teaching speaking, the language teacher also needs to know some principles in teaching speaking to the students. According to Nunan, there are five principles for teaching speaking, such as:

1) Be aware of the differences between second language and foreign language learning context. In teaching speaking, the teacher needs to consider whether the target language is foreign or second language for the students. If the target language is as a foreign language for the students, it means that the language is not communicated by the society where the students live. The students do not have enough opportunities to use the target language outside the classroom; they can only practice the target language in the

[11]H. Douglas Brown. An Interactive Approach to Language Pedagogy, (United States of America: Prentice Hall Regents , 1994), p. 266.

classroom. Whereas, if the target language is as a second language for the students, the students can have good opportunities to communicate the target language outside the classroom, because it is communicated by the society where the students live.

2) Give students practice with both fluency and accuracy. In this occasion, the teacher should provide the students to practice many times and realize that making mistakes is a natural part of learning a new language. Moreover, the teacher also must give the students opportunity to develop both fluency and accuracy in speaking.
3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. By applying pair work or group work, it will increase the students' opportunities to speak in the target language during learning process. The teacher will not speak a lot in the classroom, because the students will replace teacher's position in speaking that is usually filled by the teacher.
4) Plan speaking tasks that involve negotiation for meaning. Teacher can check students' understanding about what he or she said by looking at students' interaction. The teacher may ask the students to repeat or explain about what they have already had during conversation to know whether they understand about the conversation or not.
5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. In interactional speaking, the students' purpose in speaking is to have the social

relationship with others. Meanwhile in transactional speaking, it involves the communication to get something done. Here, the students need to be able to speak the target language in both transactional and interactional settings.[12]

Thus, by looking at the principles in teaching speaking above, the students will know what they should do in speaking class in order to improve their speaking skill. Besides, the teacher will also know the effective way in teaching speaking for the students

d. The Criteria of Speaking Assessment

The student's speaking performance can be tested based on some aspects; they are grammar, vocabulary, comprehension, fluency and pronunciation. The test consists of task which requires the productions of oral interaction.

There are many factors which are needed in evaluating students' speaking performance. According to Higgs and Clifford in Richards and Renandya, there are five factors to evaluate students' speaking performance such as presented in the table below.[13]

Table 1: Scoring and Measuring Guidance for Speaking Test

NO.	FACTOR	DESCRIPTOR	SCORE
1	Accent/ Pronunciation	Pronunciation is frequently unintelligible.	1
		Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2

[12]David Nunan. Practical English Language Teaching. (New York: McGraw- Hill, 2003). p. 54

[13]Jack C. Richards, and Willy A. Renandya. Methodology in Language Teaching: An Anthology of Current Practice. (New York: Cambridge University Press, 2002). P. 222

		'foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
		Marked 'foreign accent' and occasional mispronunciation that do not interfere with understanding.	4
		No conpicious mispronunciation, but would not be taken for a native speaker.	5
		Native pronunciation with no trace of 'foreign accent'.	6
2	Grammar	Grammar almost entirely inappropiate or inaccurate, except in stock phrases.	1
		Constant errors showing control of very few conversational microskills or major patterns, and frequently preventing communication.	2
		Frequent errors showing inappropiate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.	3
		Occasional errors showing imperfect control of some conversation microskills or some patterns, but no weakness that causes misunderstanding.	4
		Few errors, with no patterns of failure.	5
		No more than two errors during conversation.	6
3	Vocabulary	Vocabulary limited to minimum courtesy requirements.	1
		Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experiences, etc.)	2
		Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.	3
		Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions. Vocabulary broad, precise, and adequate to cope with complex practical problems and varied topics of general	4
		interest (current events, as well as work, family, time, food, transportation).	5
		Vocabulary apparently as accurate and extensive as that of educated native speakers.	6
4	Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	1

		Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.	2
		Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
		Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping of words.	4
		Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.	5
		Speech on all general topics as effortless and smooth as native speakers.	6
5	Comprehension	Understanding is too little to respond to conversation initiations or topic nominations.	1
		Understanding is only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.	2
		Understanding is careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.	3
		Understanding is quite well normal educated speech directed to him or her, with considerable repetition and rephrasing.	4
		Understanding is everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	5
		Understanding is everything in informal and colloquial speech to be expected of an educated native speaker.	6
		MAXIMAL SCORE	30

$$\text{Students}' \text{Speaking Test Score} = \frac{\text{Achieving Score}}{\text{Maximum Score}} \text{x} 100$$

Example students M. Arifin Ilham in class experiment pronoun=5

Grammar=5 , Vocab= 5 , Fluency= 4 , Comprehension= 5 So total

24. Test Score Speaking $\frac{24}{30}$x100 = 80

Based on the table above, these are assessed directly by the teacher, by reference to the degree of skill criteria for the particular level at which the candidate has entered. There are a set of criteria performances in making the degree of skill that help the teacher in testing speaking skill.

2. Problem Based Learning (PBL)

a. The Nature of PBL

According to Barrows and Tamblyn Problem based learning (PBL) is students learn by solving problems and reflecting on their experiences.[14]It means that by giving the problem students able to respon learning material quickly. The students experiences will help to students in solving problem easier because the students will connect their at experience with the problem that teacher gave.

According to woei hung , David H jonassen Rude liu PBL is effective in fostering students development of appropriate problem – solving process and skills.[15] It shows that PBL improve students mastery in learning process.

According to Lowenstein and Bradshaw Problem based learning is an innovative, students – driven learning strategy that

[14] Cindy E. Hmelo – Silver ,Problem based learning : what and how do students learn Educational Psychology Review, Vol. 16, No. 3, September 2004 (C ° 2004) p.236

[15] Woei hung David H, jonassen , Rude liu, 38 Problem based learning , University of arizona south, missouri Beijung , P.491

challenges students to think critically[16].It means , problem based learning is a teaching strategy that focuses on the students in the classroom.

According to Schwartz, et.al describe that problem based learning is a strategy of learning in which the learners first encounter a problem, followed by a systematic, students – centered enquiry process.[17] The purpose of using problems in PBL is to stimulate learning of information and concepts brought out by the problems. In short, PBL is the strategy to stimulate and challenge students and teacher in teaching speaking.

b. Component of PBL

Based on Rayne and Symons state there are some components in Problem Based Learning which will be explained as follows:[18]

1) *Group Work.*Students work together in small groups and provide a framework in which students can test and develop their level of understanding of the material.
2) *Problem solving.*The problem given in a PBL environment often daily problem means that they face it every time in their life that need enquiring and critical analysis to solve it.
3) *Discovery new knowledge.* In order to find a meaningful solution, students will have to seek new knowledge.

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[16] Lowen and Bradshaw fuszard's Innovative Teaching Strategies in Nursing (Canada :Jones and Bartlett publishers, Inc, 2004),p.83

[17] Schwartz, et. al, Problem Based learning: Case Studies, Experience and Practice ,(New york;Routledge, 2001), P.1

[18]Siti Khotimah .Journal ELT Forum 3 (1)2014.The use of problem based learning to improve students speaking ability.p.52 .http://.unnes . ac .id /sju/index.php/elt

4) *Based on the real world* .The main emphasis is to encourage students to start thinking like an expert early on in their careers, thereby them to solve their daily problem in their real life.

In conclusion from componet PBL very helping students to solve problems in the learning that is in the learning process in the classroom.

c. The Advantages of Using Problem Based Learning

Advantages of problem based learning (PBL) strategy for students are:

1) PBL promotes self – motivation and self and self responsibility in learning.
2) PBL caters more enjoyable and effective learning.
3) PBL engages learning from experience, allowing students for using and organizing what has ever been learnt to know problems.
4) PBL integrates the ability to understand problems, to identify and acquire knowledge and skills needed to deal with real- life situation.
5) PBL fosters teamwork and communication skill.
6) PBL trains students to be reflective and assess their own and other's work.[19] It means that problem based learning is very

[19]Abdur Rohim .Jp3, volume 3, No.8, Agustus 2014 Improving students speaking skill throught problem based – learning (PBL) strategy.P.2

important to use in school because many teachers apply it in teaching and learning area.

d. The Principles of Cognitive Psychology that Support the use PBL

The teacher should consider all of aspects that related speaking.According to Schmidt states this theory have outlined three principles from cognitive psychology that support the use of PBL:

1) PBL requires students to activate prior knowledge to address the ‘’new’’ problem posed.
2) PBL using their baseline knowledge the students working in teams, must discuss and formulate the assosiation between concepts.
3) PBL problem are presented as real – world situations, students learning accurs in a context similar to the one in which the problems will be applied.

3. Problem Based Learning (PBL) in Teaching Speaking

Problem based learning is a stratregy that can be used in teaching speaking. It can improve students’ ability in speaking. As states by Siti Khotimah, teaching speaking by using PBL students could be more active in class, It increased students oral communication.[20] Related to that, Siti Khotimah also states, the use of PBL can increase students motivation and students interesting in language skills especially in

[20]Siti Khotimah .Journal ELT Forum 3 (1)2014.The use of problem based learning to improve students speaking ability.p.55.http://.unnes . ac .id /sju/index.php/elt

teaching speaking.[21] Thus, PBL is suitable to apply in speaking class to improve students' achievement and makes students successful in their learning. By using this strategy, students will more able and inpendent to solve their problem in the real life. It also will help their learning better. In this strategy students will cooperate with their friends to solve the problem that giving by teachers will create students to be associate. In speaking it is useful because makes students closer with the others such as when they doing role play or practice the dialogue.

Problem based learning can be used before speaking process. There some of procedures in conducting probelm based learning in the classroom, especially in teaching and learning speaking. The procedures of using problem based learning are explained as follows; it will give a good result if the students follow its steps correctly. According to Dahlan (2011) In Yuen Chee Keong, strategy includes the following steps:[22]

a. Teacher gives topic or problem that easily to be discussed and shared (appropriate problems for students).
b. Teacher classifies students into pair.
c. Teacher gives guided questions to make the discussion run well or easier and makes students understand what must be done "how to solve the problem"and than the students can make related question to the topic.

[21]Siti Khotimah .Journal ELT Forum 3 (1)2014.The use of problem based learning to improve students speaking ability.p.55.http://.unnes . ac .id /sju/index.php/elt

[22]Keong chee yuen et al. Internasional Journal of Education and Research .vol. No. 12 Desember 2015 *Improving iraqi secondary students' speaking performance through problem based learning approach.*

d. Share or discuss in pairs students A asks to students B as the guided questions provided by teacher "how to solve the problem" based on their own way.
e. Teacher gives time for each pairs to express their idea.
f. If time is over, is the position (asker or answerer) has to be changed.
g. Teacher asks students to retell the result of discussion to class randomly.

After following problem based learning procedure above, it can make students enjoy and give motivation to students in speaking in class.

B. Review of the Related Findings

To support this research, there were some relevant researches related to PBL strategy by some researchers. The first was done by Rohim entitled "Improving Students' Speaking Skill through Problem-Based Learning (PBL) Strategy". From his research, it could be concluded that the whole steps of Problem-Based Learning (PBL) strategy, solving problem case in pairs was becoming main idea in improving students' vocabularies and pronunciation through drilling students to pronounce. Besides that, the guided questions and the vocabularies used by the researcher were becoming a matter to force students to speak up directly and encourage him/her in having discussion and conversation. Furthermore, this strategy also directed students to produce appropriate vocabularies and grammar used in English discussion while having

question-answer case toward the students solving problem to check students' understanding and comprehending.[23]

The second was done by Keong, et.al with the research title "Improving Iraqi Secondary Students' Speaking Performance through Problem-Based Learning Approach". Results indicated that PBL approach in the context of this study was able to improve students' speaking ability and motivate them toward better language achievement. According to the speaking performance tests in both cycles, Iraqi students had accomplished progress in pronunciation, vocabulary, fluency, and grammar. These results were validated according to two scores collected in this research (i.e. researcher and collaborator).[24]

The third was done by Siti khotimah The Use of Problem Based Learning To Improve Students Speaking Ability. Based on the result of above , it can be concluded that this method gave positive contribution to the improvement of the students speaking ability. This method is beneficial to help to students to learn to speak English in more enjoyable way.[25]

In doing the same research, the researcher conducted a research entitles *The Effect of Problem Based Learning Strategy toward Students Speaking Ability at eight grade of MTsN Penampung in academic year*

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[23]Rohim, Abdur, Improving Students' Speaking Skill through Problem-Based Learning (PBL) Strategy, (Malang: Universitas Negeri Malang, 2014)

[24]Keong, et.al, Improving Iraqi Secondary Students' Speaking Performance through Problem-Based Learning Approach, (Selangor: International Journal of Education and Research, 2015)

[25] Siti Khotimah .Journal ELT Forum 3 (1)2014.The use of problem based learning to improve students speaking ability.p.55.http://.unnes . ac .id /sju/index.php/elt

2017/2018. The researcher suggested that English teacher apply discussion in their speaking class. Speaking discussion helped student to solve the problem together and make them socialize with other. The students will comunicate with other. It has the same idea with problem based learning technique in problem based learning, students need to do the discussion in group. This research was experimental research which used: pre –test and post-test design. It was conduct toward two groups: the experiment class and control class.

C. Conceptual of Framework

In learning speaking, the result of the teaching speaking was important part to be achieved. Teaching and learning process at foreign language should be able to improve the understanding of teacher and students to think logically, critically to the existing problem related to speaking ability. If the students have got their comprehension deeply, they will be able to increase their result in learning process. The result was also ifluenced by some factor for example the learning strategy and the media that they use. The use of group discussion in problem based learning is a kind of technique that teacher can apply in teaching speaking. From this technique, the students improved their speaking ability that can be showed from the assesment after pre-test and post-test. It was described from the conceptual framework below:

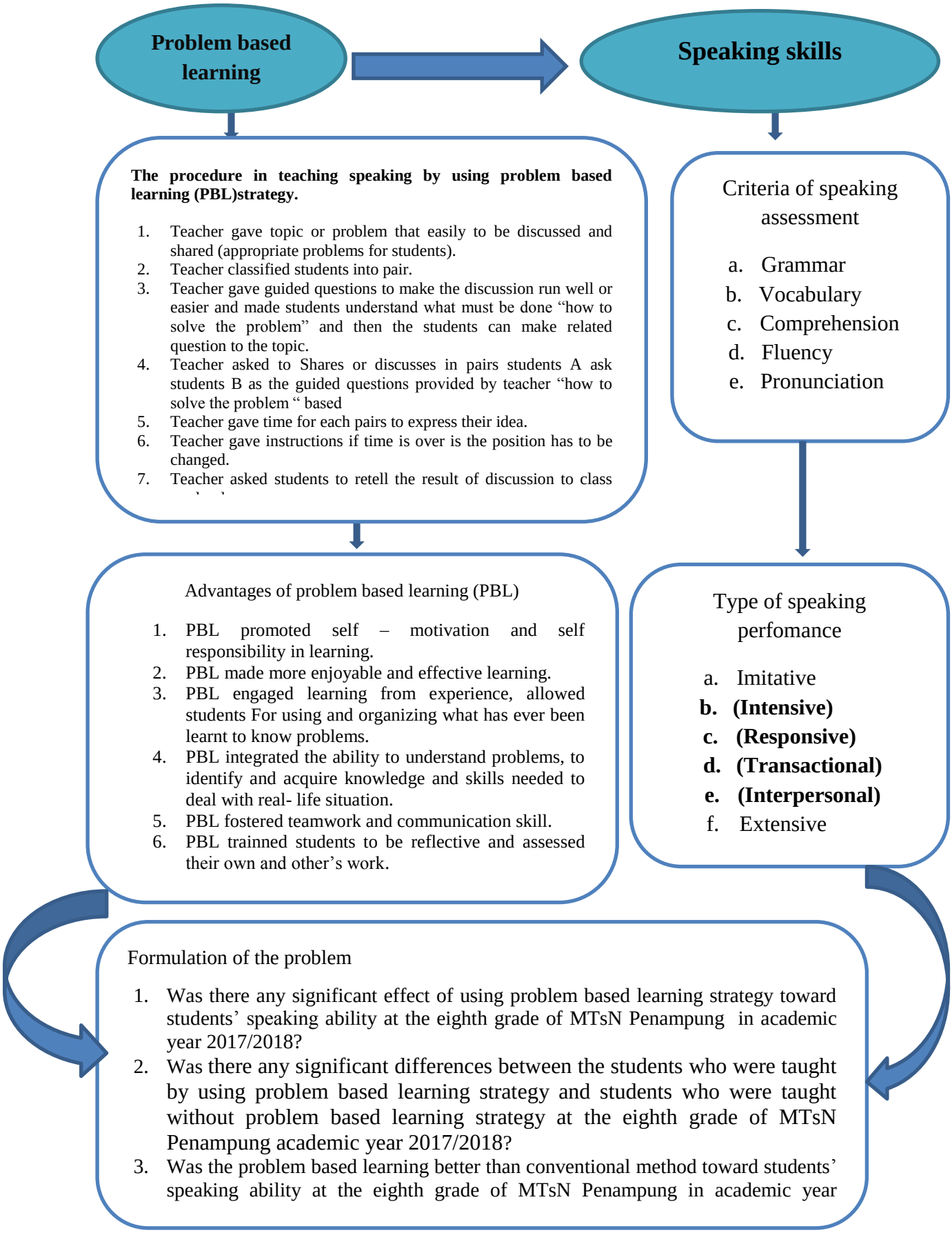

Problem based learning
Speaking skills
The procedure in teaching speaking by using problem based learning (PBL)strategy.
1. Teacher gave topic or problem that easily to be discussed and shared (appropriate problems for students).
2. Teacher classified students into pair.
3. Teacher gave guided questions to make the discussion run well or easier and made students understand what must be done "how to solve the problem" and then the students can make related question to the topic.
4. Teacher asked to Shares or discusses in pairs students A ask students B as the guided questions provided by teacher "how to solve the problem " based
5. Teacher gave time for each pairs to express their idea.
6. Teacher gave instructions if time is over is the position has to be changed.
7. Teacher asked students to retell the result of discussion to class
Criteria of speaking assessment
a. Grammar
b. Vocabulary
c. Comprehension
d. Fluency
e. Pronunciation
Advantages of problem based learning (PBL)
1. PBL promoted self – motivation and self responsibility in learning.
2. PBL made more enjoyable and effective learning.
3. PBL engaged learning from experience, allowed students For using and organizing what has ever been learnt to know problems.
4. PBL integrated the ability to understand problems, to identify and acquire knowledge and skills needed to deal with real- life situation.
5. PBL fostered teamwork and communication skill.
6. PBL trainned students to be reflective and assessed their own and other's work.
Type of speaking perfomance
a. Imitative
b. (Intensive)
c. (Responsive)
d. (Transactional)
e. (Interpersonal)
f. Extensive
Formulation of the problem
1. Was there any significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung in academic year 2017/2018?
2. Was there any significant differences between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018?
3. Was the problem based learning better than conventional method toward students' speaking ability at the eighth grade of MTsN Penampung in academic year

Figure 1: The Conceptual Framework

D. Hypothesis

In this research, the hypothesis formulated as the following description:

1. Ha : There was a significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung in academic year 2017/2018 (Ha : t-calculated > t-table)

   H0 : There was no significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung in academic year 2017/2018 (H0 : t-calculated < t-table)

2. Ha : There was any significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table**)**

   H0 : There was no significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018 (H0 : t-calculated < t-table)

3. Ha : The problem based learning was better than conventional strategy

toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table **)**

H0 : The problem based learning was not better than conventional strategy toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018 (H0 : t-calculated < t-table)

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative research since the data form as numeral data and need to be quantified by statistical formula. In other word, the research gave numeral data (student's mark) and used statistical formulas in analyzing it. There were many types of quantitative research. Based on the problem of the study state previously, the researcher used experimental research type in this research. According to Gay, the experimental method is the only method of research that can truly test hypotheses concerning cause effect relationship.[26]

There were many kinds of experimental research that can be used, but in this experimental research, the researcher used a quasi-experimental design by using the pretest-posttest control group design. Gay also adds that an experiment typically involves two groups (two classes), an experimental group and a control group.[27] The experimental group and the control group were given the same test. The test was the same in qualities and quantities to keep the reliability of the research. It was given to know the effect of problem based learning toward students' speaking ability. The research was described as following table:

[26]L.R Gay, educational research : *competencies for Analysis and Application 3th ed*, (New York : Macmilan Publishing Company, 1990) , p.260

[27]L.R. Gay, *Educational Research: Competencies for Analysis and Application, … ,* p.261

Table 2. Control-Group Pre-test-Post-test Design

	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	-	T2C

Where:

T1E = The pre-test for the experimental class
T2E = The post-test for the experimental class
X = The treatment
T1C = The pre-test for the control class
T2C = The post-test for the control class

Based on the research design above, pre test was given to both classes of experimental and control class. Then, special treatment was only given to the experimental class. The post-test was conducted after giving the treatment to the experimental class and it was given in order to observe students' speaking ability at the eighth grade.

B. Population and Sample

1. Population

Population is the most important things which should be there in research, without population and sample the research could not be done. According to Gay, the population is a group of interest to the researcher would like the result of the study to be generalized.[28] It means that the population is the entire research object which some of them will be used as source of data. All of the population should have the specific character. Furthermore, Margono stated thatthe population is the totality of research object as a source of the data that has specific character in a research of

[28]L.R.Gay, Educational Research,.....P.102

study.[29] The population of the research was all of the students of eighth grade at MTsN Penampung. The population was described in the following table:

Table 3. Total Population of The Eighth Grade Students

NO	Classes	Number of students
1.	VIII-1	28
2.	VIII-2	28
3.	VIII-3	28
4.	VIII-4	28
Total Students		112

(*Source : Office of MTsN Penampung*)

From this table, the total population of this research was 112 students, which were the total of the students in the four classes of the eighth grade in MTsN Penampung.

2. Sample

Sample represents the quality and characteristic of population. According to Sugiyono, a sample is a part of the total and the characteristics that exist in that population.[30] In this research, the researcher used two classes which were experimental class and control class. To determine a sample in this research, the technique used was purposive sampling technique. Sugiyono states that purposive sampling is a sampling technique of data sources with particular consideration.[31] In this research, the researcher had chosen both of the $VIII^2$ and $VIII^4$, two

[29]Margono, Methodelogi Penelitian Pendidikan,.....P.118

[30]Sugiyono, MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D, (Bandung: PenerbitAlfabeta, 2009), P.118

[31]Sugiyono, MetodePenelitianPendidikan, (Bandung : Alfabeta, 2009), P. 300

classes as the sample because of some considerations. First, these classes have almost the same speaking ability. It was approved by the English teacher who teaches at those classes. Second, both of these classes have the same teacher in English lesson.

Before chosing the experimental or the control class from these classes, the researcher had done normality and homogeneity test to the population. The steps were suggested by Arif miboy, as below [32]:

a. Collected the score of students' English subject test result.
b. Tested the normality of the data.

   The purpose of testing the normality of the data was to know whether the data spreads out normal or not. The normality test of the data was conducted by using Liliefors test. It had been done in these steps below:[33]

   1) Arranged the data from the lower to the higher
   2) Found the mean score ($\bar{x}$), the standard deviation (SD) and the variant

$$\mathbf{(X)} = \frac{\sum \boldsymbol{x}}{\mathbf{N}}$$

$$\mathbf{SD} = \frac{\sqrt{\sum (\mathbf{fx})^2}}{\mathbf{n-1}}$$

$$\boldsymbol{S^2} = \frac{\sum(\boldsymbol{fx})}{\boldsymbol{n-1}}$$

   3) Found the score of Zi by using this formula :

$$Z_i = \frac{X_i - \bar{x}}{S}$$

   4) Found the score of F(Zi) by consult the score of Zi with Z_{table}

[32]Arif Miboy, statistic pendidikan ,Bukittinggi: IAIN Bukittinggi, 2015, p 78

[33] Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. Educational Research : Competencies for Analysis and Applications. New Jersey: Pearson Education, Inc), p102

5) Found S (Zi)
6) Found the absolute score of F (Zi) – S (Zi)
7) Determined the higher score of absolute mark F (Zi) – S(Zi). It was named with Lo (Lilliefors)
8) Tested the Lo score with Lilliefors table with the certain degree of freedom (α) : 0,05
9) Took the conclusion, if Lo < L_{tab} or if L_{tab} > Lo it can be concluded that the data was distributed normally with the degree of freedom in (α) 5%.

c. Tested The Homogeneity of The Data

The purpose of homogeneity test was to know whether the population homogeneous or not. F test was used to test the homogeneity of the data. F test was doing by follow the steps below:[34]

1) Found the mean score ($\bar{x}$)

$$\bar{x} = \frac{\Sigma x}{n}$$

2) Fonnd the Standars Deviation (SD)

$$SD = \frac{\sqrt{\sum (fx)^2}}{n-1}$$

3) Found the Variant (S^2) = $S^2 = \frac{\sum(fx)}{n-1}$

4) Found the F-obtained $= \frac{the\ higher\ variant}{the\ lower\ variant}$

5) Fonnd the score of F-table with the certain of level significant (α) 0,05

[34] Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. Educational Research : Competencies for Analysis and Applications. New Jersey: Pearson Education, Inc), p102

6) Took the conclusion, if the F-obtained < F-table, the data was homogeny.

After calculated the normality test, it was indicated that all the classes or the groups was normally distributed and was in normal disribution data, because Lo < L table, (see appendix 8). Then, after calculated the homogeneity test, it was found that all the classes was homogeneous, because F (max) count ≤ F (max) table, (see appendix 9).

C. Instrumentation

In this research, a speaking test in a form of dialogs used as the instrumentation for both the experimental and control groups. The test conducted twice. The first test was given at the beginning as pre-test, while the last one was given at the end of treatment as post-test. Pre-test activity was aimed to see whether these two groups have the same ability in speaking English .While the post test used to determine how well this treatment can give an effect in their ability in speaking. To make the teachers easy in assessing and scoring the speaking test, the test was recorded. The aspects of speaking that was assessed include accent/pronounciation, grammar, vocabulary, fluency and comprehension.

The test was created by considering the validity and reliability test. According to Arikunto, the main requirements of the test are validity and reliability, as explained below:

1. Validity

Validity in testing is to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. Arikunto says that a test can be said as a valid test if it measures what is intended to measure and the instrument is called as a valid instrument when it can give the true description about the data based on the reality or fact.[35] In this research, the validity used the expert validity. The validators in this research were Desi Ratna Sari, M.Hum, Syahrul, M.Pd, and Merry Prima Dewi, M.Pd as the English lecturers in IAIN Bukittinggi and Anesti Anwar, S.Pd as the English teacher of the eighth graders in MTsN Penampung. In other word, test was valid if it measures accurately what is intended to be measured.

2. Reliability

To know the reliability of the instrument test, researcher consulted and asked the experts that were not her advisors. In other words, it was consulting with the English teacher in MTsN Penampung, and also with some English lecturers in IAIN Bukittinggi. The point was the instrumentation will be relied by the expert in speaking aspect.

To make the test realible, there were two scorers in assessing the students speaking ability (inter – rater reliability). Inter-rater reability means the score of the test give the consistent result in the first and the second scorer. It means both researcher and the English teacher assessed

[35] SuharsimiArikunto, Dasar-DasarEvaluasi: Revisi, (Jakarta: Penerbit BumiAksara, 2007), P. 58

the test. Thus, the scores from researcher and the teacher were summarized to get the average of the score.

D. Method of Gathering Data

In line with the research design above, the data were taken from the students speaking test. The test was given in oral test to the students at class $VIII^2$ – $VIII^4$ of MTsN Penampung. The test was delivered to all of the students in the control and experiment class.

The researcher gave the test and scored which consisted of pronounciation, vocabulary, grammar, fluency, and comprehension aspects. After getting the students scores, the researcher compared the students scores of the two classes and answer the hypothesis.

The briefly steps which was done in this research were:

1. Pre- test in experimental and control class. The researcher gave the pre-test to the sample classes before teaching English especially in speaking skill. The researcher gave the questions that was in instrumentation to the students, collected the students' score and then analyzed the students' score.
2. Treatment
    a. Experimental class. The researcher used problem based learning strategy in students'speaking ability of the text through their lesson material in syllabus program in the learning process. In this activity, the researcher asked the students' work to comprehend the content. The procedures were as below:

1. Teacher gave topic or problem that easily to be discussed and shared (appropriate problems for students).
2. Teacher classified students into pair.
3. Teacher gave guided questions to make the discussion run well or easier and made students understand what must be done “how to solve the problem” and than the students can make related question to the topic.
4. Teacher asked to Shares or discusses in pairs students A ask students B as the quided questions provided by teacher “ how to solve the problem based”
5. Teacher gave time for each pairs to express their idea.
6. Teacher gave instructions to students if time is over is the position has to be changed.
7. Teacher asked students to retell the result of discussion to class randomly.

b. Control class. The researcher used the conventional strategy in students speaking ability of the text through their lesson material in syllabus program at the teaching learning process. In this activity, the researcher asked the students work together to comprehend the content. The procedure of control class, they were:

1) The teacher started the lesson by activating the students’ prior knowledge
2) The teacher explained what topic will be taught.
3) The teacher explained about dialogue.

4) The teacher asked some students to read the dialogue.
5) Teacher gave time to students to do speaking activity in front of the class.
6) Teacher took the score of students in speaking class.

3. Post-test in experimental class and control class. After teaching, the researcher gave the oral test as the comparison and the evaluation of students scores before and after treatment was done. The researcher do the following instructions:
   a. Asked the students if they were ready for the test.
   b. Tested the students by orally practice dialogue in front of the class.
   c. Gave the scores. The formula that was used in this step was same with the formula in pre- test or in speaking aspect test.

E. Technique of Data Analysis

The researcher used the t- test in analyzing the data. To find out how the effect of using problem based learning strategy toward students speaking ability in teaching speaking skill, the researcher used statistical calculation of t- test to determine the final calculation (t-calculated) of using English problem based learning strategy toward speaking skill. The t-test was a kind of statistical calculation used to examine the truth or false of null hypothesis that stated no significant differences between the results of two sample from a same population. Suharsimi states that in a research there are experimental and control class, the researcher uses t –test to analyze the data[36]. The

[36]Suharsimi Arikunto Dasar- Dasar Evaluasi Revisi .....p 392

researcher used the formula of t- test suggested by Gay [37], as the following description:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

t = The value of t- calculated

X_1 = Mean score of the experiment group

X_2 = Mean score of the control group

SS_1 = Sum of Square of the experiment group

SS_2 = Sum of Square of the control group

n_1 = Sample side of the experiment group

n_2 = Sample side of the control group

[37]Gay, et.al, Educational Research: Competencies for Analysis and Applications, (New Jersey: Pearson Education, Inc, 2011), p351

CHAPTER IV

FINDINGS AND DISCUSSIONS

F. Findings

The findings of this research were about the students' score of speaking ability test from both control and experimental class in the pre test and the post test. The findings of this research showed that there was any significant effect of problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018. Furthermore, there was any significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018. Moreover, the problem based learning was better than conventional method toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018. The descriptions of the data could be seen below:

3. Description of the Data

In this research, the data was students' speaking ability score at the eighth grade of MTsN Penampung. The students' speaking score was collected from the pre test which was conducted at the beginning of the research and post test which was conducted at the end of this research after the treatment. The score of pre test and post test from both experimental and control class were used as the data of this research.

There were 56 students which were involved in pre test and post test. The sample in the experimental class was the same as the control

class, that was 28 students from experimental class and 28 students from control class. The detail descriptions of the data from experimental and control class were listed below:

a. The Data from Pre Test of Experimental and Control Class

Before teaching both experimental and control class, the researcher gave pre-test to the students. The pre test score from experimental class from scorer 1 and scorer 2 and scorer 1 is researcher and scorer 2 is teacher was showed below :

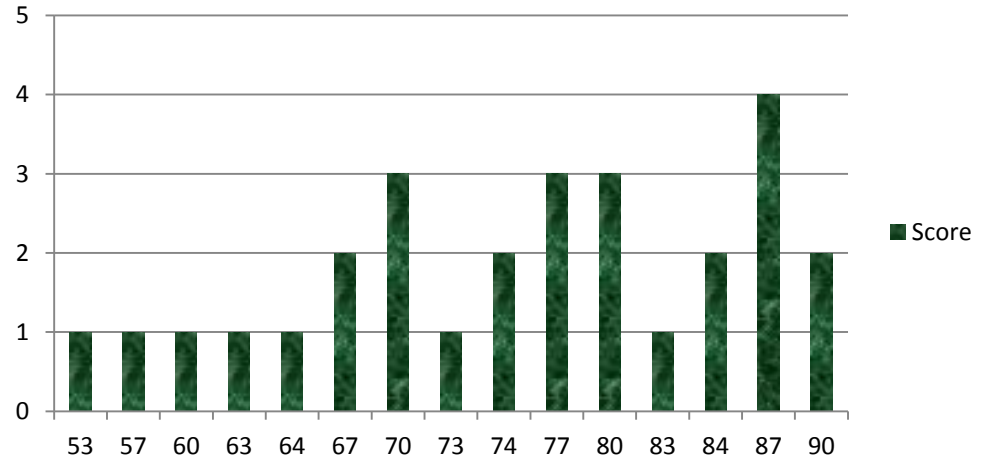
Table 4. Pre Test Score of Experimental Class

No	Students' Code	Speaking Score		Total	Score
		Scorer 1	Scorer 2		
1	AAP	63	57	120	60
2	AK	77	77	154	77
3	AF	77	83	160	80
4	DPR	87	87	174	87
5	DAS	70	77	147	74
6	AC	67	73	140	70
7	FR	83	90	173	87
8	FRD	53	53	106	53
9	FLA	77	83	160	80
10	FH	90	83	173	87
11	HBP	70	63	133	67
12	IPP	83	90	173	87
13	KIP	70	70	140	70
14	KA	80	73	153	77
15	MAI	80	80	160	80
16	MHR	53	60	113	57
17	MTH	87	80	167	84
18	MA	77	70	147	74
19	NJEA	67	67	134	67
20	NPT	77	77	154	77
21	NAA	83	83	166	83
22	NO	60	67	127	64
23	RDL	87	80	167	84
24	R	90	90	180	90

25	S	73	67	140	70
26	SU	90	90	180	90
27	VZ	73	73	146	73
28	YEP	63	63	126	63

From the data above, it could be stated that there were 28 students in the experimental class. The students' scores were given by two scorers, namely scorer 1 and scorer 2. Then, the total score was the score from scorer 1 added with the score from scorer 2. After that, the students' speaking score was found by the total score from the scorers divided by 2. The information of table 4 could be seen briefly in the figure below:

Figure 2. Diagram of Students' Speaking Score on Pre-Test in Experimental Class



From the data above, it was showed that the lowest score of pre test in experimental class was 53 and the highest score was 90. It was found that there was 1 student who get score 53, 57, 60, 63, 64, 73 and 83. There were 2 students who get score 67, 74, 84 and 90. Then, there were 3 students who get score 70, 77 and 80. After that, there was 4 students who get score 87. From the graphic above it was

found that 13 students have score below KKM (75). It means, most students or a half students in the class still have low score in speaking.

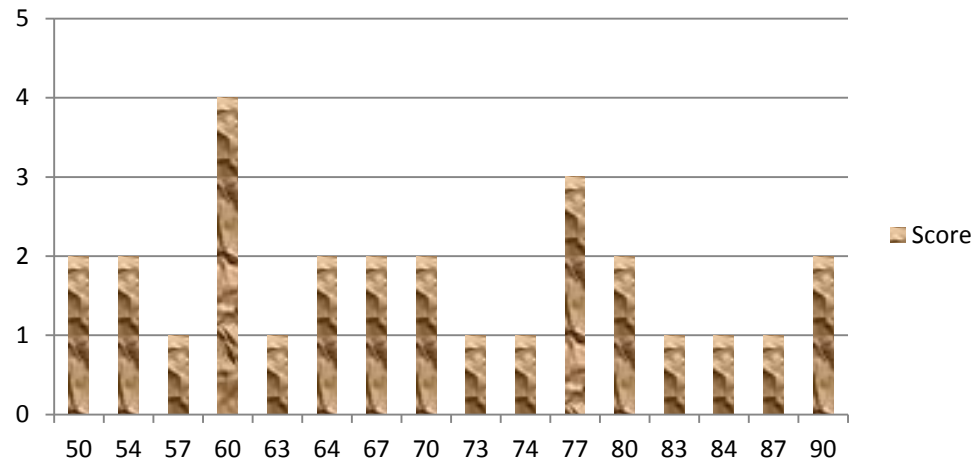
Then, pre test score from control class could be seen below:

Table 5. Pre Test Score of Control Class

No	Students' Code	Speaking Score		Total	Score
		Scorer 1	Scorer 2		
1	AR	50	57	107	54
2	ARM	77	77	154	77
3	A	63	57	120	60
4	AFP	73	80	153	77
5	APN	60	67	127	64
6	AIN	73	73	146	73
7	ATP	60	60	120	60
8	DF	70	77	147	74
9	DFN	70	70	140	70
10	DN	63	57	120	60
11	FNI	80	73	153	77
12	FF	67	60	127	64
13	F	80	80	160	80
14	FAR	50	50	100	50
15	GM	73	67	140	70
16	HA	77	83	160	80
17	IRAG	57	57	114	57
18	MH	87	80	167	84
19	MR	63	63	126	63
20	MAA	83	83	166	83
21	MH	50	50	100	50
22	RAR	90	83	173	87
23	RA	57	63	120	60
24	RTSKP	90	90	180	90
25	RVR	57	50	107	54
26	SI	63	70	133	67
27	SF	87	93	180	90
28	ZR	67	67	134	67

From the data obtained above, it could be stated that there were 28 students in the control class. The students' scores were given by two scorers, namely scorer 1 and scorer 2. Then, the total score was the score from scorer 1 added with the score from scorer 2. After that, the students' speaking score was found by the total score from the scorers divided by 2. Then, the information of table 5 can be simplified in the figure below:

Figure 3. Diagram of Students' Speaking Score on Pre-Test in Control Class



From graphic above it was found that the lowest score was 50 and the highest score was 90. Then, it was showed that 1 student get score 57, 63, 73, 74, 83, 84 and 87. Moreover, there were 2 students get score 50, 54, 64, 67, 70, 80 and 90. After that, there were 3 students get score 77. In addition, there were 4 students get score 60. In other words, there were only 10 students get score above KKM (75). It means, the students' speaking ability in control class was lower than experimental class. The data of experimental and control class can be seen below:

Table 6. The Result of Score Calculation from Pre Test

Class	N	Mean	SD	Variance	Lowest Score	Highest Score
Experiment	28	75,42	10,25	105,21	53	90
Control	28	69,35	11,91	142,01	50	90

From the table above, it was showed that mean score of experimental class 75,42 and mean score of control class was 69,35. It was showed that the pre test score from experimental class was higher than control class, but the differentiation was not too significant.

b. The Data from Post Test of Experimental and Control Class

In this research, the post test was conducted at the end of the meeting, that was after the treatment in experimental class and control class. The data from post test of experimental class can be seen in table below:

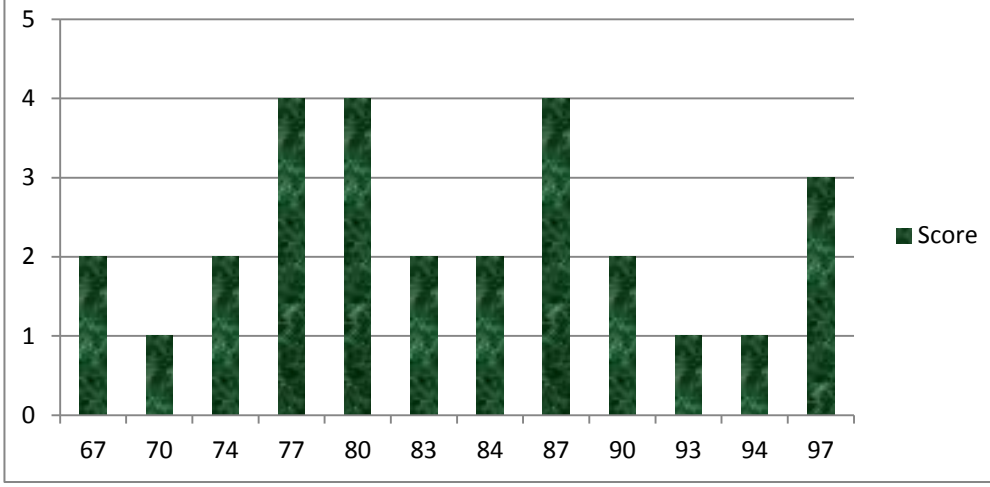
Table 7. Post Test Score in Experimental Class

No	Students' Code	Speaking Score		Total	Score
		Scorer 1	Scorer 2		
1	AAP	87	87	174	87
2	AK	77	70	147	74
3	AF	83	83	166	83
4	DPR	80	73	153	77
5	DAS	77	83	160	80
6	AC	83	90	173	87
7	FR	70	70	140	70
8	FRD	97	97	194	97
9	FLA	87	80	167	84
10	FH	80	80	160	80
11	HBP	90	83	173	87
12	IPP	83	77	160	80
13	KIP	63	70	133	67

14	KA	97	97	194	97
15	MAI	77	77	154	77
16	MHR	100	93	193	97
17	MTH	90	97	187	94
18	MA	73	80	153	77
19	NJEA	93	93	186	93
20	NPT	80	87	167	84
21	NAA	70	63	133	67
22	NO	90	83	173	87
23	RDL	77	83	160	80
24	R	87	93	180	90
25	S	70	77	147	74
26	SU	90	90	180	90
27	VZ	83	83	166	83
28	YEP	77	77	154	77

From the data above, it could be stated that there were 28 students in the experimental class. The students' scores were given by two scorers, namely scorer 1 and scorer 2. Then, the total score was the score from scorer 1 added with the score from scorer 2. After that, the students' speaking score was found by the total score from the scorers divided by 2. The information of table 7 could be seen in the graphic below:

Figure 2. Diagram of Students' Speaking Score on Post-Test in Experimental Class



From the graphic above, it could be summarized that the lowest score of post test in experimental class was 67 and the highest score was 97. After classifying the data, it was found that there was 1 student get score 70, 93 and 94. There were 2 students get score 67, 74, 83, 84 and 90. There were 3 students get score 97 and there were 4 students get score 77, 80, and 87. From the graphic above, it could be indicated that most students have good speaking ability score in post test. So, it can be stated that the students' speaking ability has been improved. It was proven by 23 students get score above KKM (75) or it can be stated that most of students get higher score in speaking ability.

Then, the result of students' score on post test in control class was as follows:

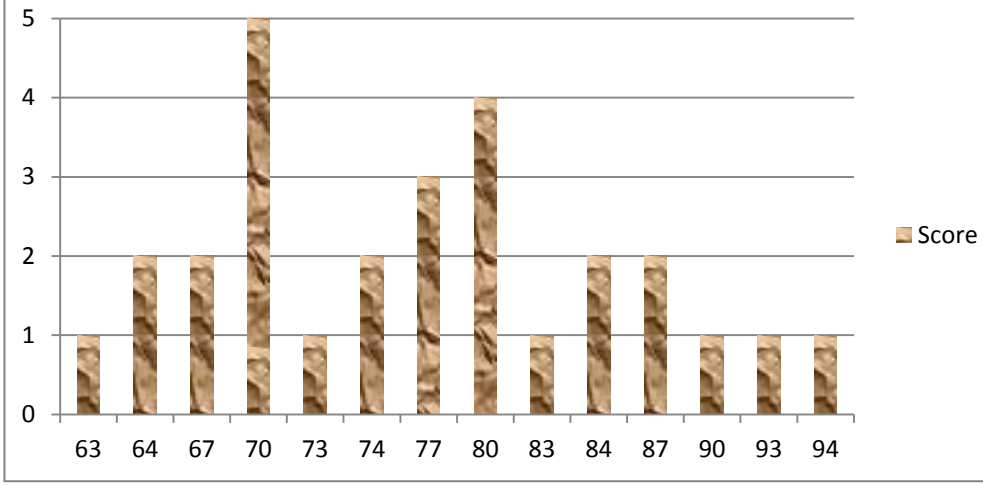
Table 8. Post Test Score in Control Class

No	Students' Code	Speaking Score		Total	Score
		Scorer 1	Scorer 2		
1	AR	77	70	147	74
2	ARM	70	70	140	70
3	A	90	97	187	94
4	AFP	60	67	127	64
5	APN	93	93	186	93
6	AIN	73	67	140	70
7	ATP	87	87	174	87
8	DF	77	77	154	77
9	DFN	67	60	127	64
10	DN	80	80	160	80
11	FNI	67	73	140	70
12	FF	83	83	166	83
13	F	73	80	153	77
14	FAR	70	70	140	70
15	GM	87	80	167	84
16	HA	80	87	167	84
17	IRAG	63	63	126	63
18	MH	80	73	153	77
19	MR	73	73	146	73
20	MAA	90	83	173	87
21	MH	63	70	133	67
22	RAR	87	93	180	90
23	RA	77	83	160	80
24	RTSKP	73	67	140	70
25	RVR	83	77	160	80
26	SI	80	80	160	80
27	SF	70	63	133	67
28	ZR	70	77	147	74

Based on the table above, it could be stated that there were 28 students in the control class. The students' scores were given by two scorers, namely scorer 1 and scorer 2. Then, the total score was the score from scorer 1 added with the score from scorer 2. After that, the students' speaking score was found by the total score from the scorers

divided by 2. The further information of table 8 can be seen in the graphic below:

Figure 3. Diagram of Students' Speaking Score on Post-Test in Control Class



From the diagram above, it could be seen that the lowest score of control class in post test was 63 and the highest score is 94. There was 1 student get score 63, 73, 83, 90, 93 and 94. There were 2 students get score 64, 67, 74, 84 and 87. Then, there were 3 students get score 77. Furthermore, there were 4 students get score 80 and there were 5 students get score 70. From graphic above, it can be stated that there were 13 students who get score below KKM (75). In other words, a half students in control class still got score below KKM (75). The result of post test from experimental class and control class can be seen in the table below:

Table 9. The Result of Score Calculation from Post Test

Class	N	Mean	SD	Variance	Lowest Score	Higher Score
Experiment	28	82,85	8,59	73,90	67	97
Control	28	76,75	8,80	77,60	63	94

From the table above, it was showed that the mean score of the experimental class on post test was 82,85 and the mean score of control class was 76,75. It means, experimental class was higher than control class. After doing doing pre test and post test to both classes, the researcher compared the data from both classes. The data of result comparison from pre test and post test in experimental class and control class were as follow:

Table 10. The Comparison of Pre Test and Post Test from Experimental and Control Class

Test Result / The Class	Pre-test	Post-test
Experimental Class	$\bar{X}$ = 75,42 Var = 105,21 SD = 10,25	$\bar{X}$ = 82,85 Var = 73,90 SD = 8,59
Control Class	$\bar{X}$ = 69,35 Var = 142,01 SD = 11,91	$\bar{X}$ = 76,75 Var = 77,60 SD = 8,80

Based on the table above, it can be stated that the post test result of experimental class was higher than pre test result (82,85 > 75,42). It means that the strategy used had improved students' speaking ability. Then, the post test result between experimental and control class showed that the experimental class get higher mean score than control class (82,85 > 76,75). Then, it was indicated that the students who were taught by using problem based learning strategy

get better result than the students who were taught by using conventional strategy.

4. Analysis of the data

From the pre test and post test result, the researcher analyzed the normality and homogeneity test to know the data was homogeneous and in normal distribution. The researcher used Lilliefors formula to know the normality of the data and Harley test to know the homogeneity of the data. The description were explained below:

a. Normality Test of Pre Test and Post-Test in Experimental Class and Control Class

The normality of pre test and post test from both experimental and control class could be seen in the table below:

Table 11. The Calculation of Normality Test in Both Classes

L Value	Exp. (Pre-Test)	Cont. (Pre-Test)	Exp. (Post-Test)	Cont. (Post-Test)
L Observed	0,0778	0,1037	0,0940	0,1335
L Table	0,1658	0,1658	0,1658	0,1658

From the table above, it could be seen that L Table of all classes was 0,1658 because both classes have the same total sample, that was 28 students. L Observed (LO) for experimental class in pre-test = 0,0778, L Observed (LO) for control class in pre-test = 0,1037, L Observed (LO) for experimental class in post-test = 0,0940 and then L Observed (LO) for experimental class in post-test = 0,1335. It

means, LO from all groups was lower than L table. It could be concluded that the data was normally distributed.

Then, the homogeneity test for both experimental and control class in pre-test and post-test could be seen in the explanation below:

b. Homogeneity Test of Pre Test and Post-Test in Experimental and Control Class

The homogeneity test of pre test in experimental and control class was explained below:

Table 12. The Calculation of Homogeneity Test in Both Classes

F Value	Exp. & Cont (Pre-Test)	Exp. & Cont. (Post-Test)
F (max) count	1,34	1,05
F (max) table	1,67	1,67

The criteria:

1) H0 was accepted if F (max) count ≤ F (max) table (variances were homogeneous)
2) H1 was accepted if F (max) count > F (max) table (variances were not homogeneous)

From the table above F (max) table with significant level (α) 0.05, total groups (K) = 2 and total sample 57 = 1,67. so, F (max) count from both classes was lower than F (max) table (pre-test = 1,34 and post-test = 1,05) < F (max) table (1,67). It means, all variances were homogeneous. Then, the hypothesis testing in this research was as the following description.

5. Hypothesis Testing

After calculating the data from pre test and post test in experimental and control class, the researcher tested the hypothesis in this research. There were three hypothesis in this research as follows:

a. The First Hypothesis

The first hypothesis result in this research stated that there was a significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung in academic year 2017/2018 (Ha : t-calculated > t-table). The researcher used t-test formula to test the hypothesis. It was found that t-calculated was higher than t-table. It means Ha was accepted and H0 was rejected. The conclusion could be seen below:

Table 13. The Calculation of First Hypothesis Testing in Both Classes

Category	Value
Degree of Freedom (Df)	(28+28-2) = 54
Level of Significant (α)	0,05
T-Calculated	2,06
T-Table	2,00
T-Calculated > T-Table (2,06>2,00)	

Based on the data above, it was shown that the degree of freedom (df) was 54, the level of significance was 0,05 and the t-calculated was 2,06. T-table at of 60 (the close df) was 2,00. So, t-calculated was bigger than t-table (2,06 > 2,00). In conclusion, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

b. The Second Hypothesis

In second hypothesis, there was any significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table**)**. The conlcusion could be seen below:

Table 14. The Calculation of Second Hypothesis Testing in Both Classes

Category	Value
Degree of Freedom (Df)	(28+28-2) = 54
Level of Significant (α)	0,05
T-Calculated	2,65
T-Table	2,00
T-Calculated > T-Table (2,65>2,00)	

Based on the data above, it was shown that the degree of freedom (df) was 54, the level of significance was 0,05 and the t-calculated was 2,65. T-table at of 60 (the close df) was 2,00. So, t-calculated was bigger than t-table (2,65 > 2,00). In conclusion, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

c. The Third Hypothesis

In the third hypothesis, it was found that the problem based learning was better than conventional method toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table **)**. It could be seen from the

post test score of experimental and control class. The mean score of experimental class was better than the mean score of control class (82,85 > 76,75). In other words, alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

G. Discussions

In this research the researcher taught both classes for 2 meetings for each class. The researcher taught experimental class by using problem based learning strategy and control class by using conventional strategy. During the teaching and learning process in the classroom, the researcher gave both classes the various materials, namely "short dialogue about description of things in the classroom and short dialogue about position and preposition of person, things and animal in the environment". The material in the teaching and learning process was tested then in pre test and post test.

For the first time, the researcher prepared the instrumentation for speaking test by creating an instruction for the students. This instrumentation consisted of four different topics for dialogue, that was about "three books are missing on the table, two students get accident in front of school, I lose my money in the wallet and there is only few ink in the pen". The students in pair were free to chose what topic should be developed in dialogue and presented it to the class.

After that, the researcher chosen the class, it was found that the experimental class was VIII.2 and the control class was VIII.4. The experimental class consisted of 28 students and control class also consisted of

26 students. The researcher gave pre test to both classes before given treatment. Then, it was found that the mean score of experimental class in pre test was higher than control class (75,42 > 69,35).

After that, the researcher gave treatment to the experimental class by using problem based learning strategy and control class by using conventional strategy. In the experimental class, the researcher had done several steps according to problem based learning strategy's procedures. First, the teacher gave topic or problem that easily to be discussed and shared (appropriate problems for students). Second, the teacher classified students into pair. Third, teacher gave guided questions to make the discussion run well or easier and made students understand what must be done "how to solve the problem" and then the students can make related question to the topic. Fourth, the teacher asked to shares or discusses in pairs students A ask students B as the guided questions provided by teacher "how to solve the problem " based. Fifth, the teacher gave time for each pairs to express their idea. Six, the teacher gave instructions if time is over is the position has to be changed. Finally, the teacher asked students to retell the result of discussion to class randomly.

In experimental class, the researcher felt that most of students participate in the learning process. It was begin from choosing the topic they developed to a dialogue in pair, creating dialogue together and presenting it in front of the class. The students did not felt ashame and afraid to speak English in the classroom anymore. The students' vocabulary mastery, grammar and pronunciation were also improved well. The students now often practiced

speaking in the classroom by presenting it in pair in front of the class. Then, their learning material was not only taken from the textbook or their worksheet but also from other sources like internet that could catch their attention in learning activity.

From the explanation above, it can be concluded that the students' problems of speaking ability at the eighth grade of MTsN Penampung have been solved. It means, problem based learning strategy gave significant effect to the students' speaking ability. It was suitable with the opinion from Rohim who was stated that PBL promotes self – motivation and self and self responsibility in learning, caters more enjoyable and effective learning, engages learning from experience, allowing students for using and organizing what has ever been learnt to know problems, integrates the ability to understand problems, to identify and acquire knowledge and skills needed to deal with real- life situation, fosters teamwork and communication skill, and trains students to be reflective and assess their own and other's work.[38]

Furthermore, in control class the researcher used conventional strategy in teaching speaking. The first step, teacher showed pictures about the topic to the students and asked students to give questions about the pictures or topic being learned. The second, teacher answered the students' questions and gave the example how to present a short dialogue with correct intonation and pronunciation. The third, teacher directed students to do a role-play based on the dialogue on the pictures. The fourth, teacher asked students to read and

[38]Abdur Rohim .Jp3, volume 3, No.8, Agustus 2014 Improving students speaking skill throught problem based – learning (PBL) strategy.P.2

understand the instruction of this activity. Fourth, teacher asked students to complete the sentence based on the dialogue in the previous page. Finally, the teacher gave problem solving to the students on the completion tasks and answering questions based on the short dialogue given before.

Moreover, in control class, the students were not too active, they tend to passive, because their activity was always guided and explained by the teacher. The teacher took control too dominant in the teaching and learning process, because the students need explanation from each stage in the process of applying the conventional strategy. Furthermore, most of students still shy to speak in front of the class and lack of vocabulary and grammar. The students' pronunciation and intonation while presenting the dialogue was also poor.

After given treatment to both classes, the researcher gave post test which the item was the same as the item of pre test. Post test was used to know the significant effect of problem based strategy to the experimental class. Then, post test was used to know the significant differences of experimental class which were taught by using problem based strategy and control class which were taught by using conventional strategy.

Based on the calculation of data, the researcher explained that from the first hypothesis, there was a significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung in academic year 2017/2018 (Ha : t-calculated > t-table). This result can be achieved because problem based learning strategy was an effective strategy for teaching speaking. It was proven by the students who

were taught by using problem based learning strategy got better result of speaking ability in post test than the students who were taught by using conventional strategy.

Related to the second hypothesis, the researcher could conclude that there was any significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table**)**. This result was concluded from the pre test and post test of experimental class, because it was compared the experimental score from pre test and post test. It means, the score of experimental class before given treatment and after given treatment. It was proven that problem based learning strategy was the better strategy to teach speaking ability.

In the third hypothesis, it could be summarized that problem based learning was better than conventional method toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table). This result was proven that problem based learning strategy improve the students' speaking ability correctly and effectively. Furthermore, problem based learning strategy was the effective strategy in teaching speaking to the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

H. Conclusions

Based on the previous chapter, the researcher concluded that:

1. There was a significant effect of using problem based learning strategy toward students' speaking ability at the eighth grade of MTsN Penampung in academic year 2017/2018 (Ha : t-calculated > t-table). It was proven by the value t-calculated of experimental class in pre test and post test was higher than t-table (2,97 > 2,00).
2. There was any significant difference between the students who were taught by using problem based learning strategy and students who were taught without problem based learning strategy at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table). It was proven by the value t-calculated in post test from experimental class and control class was higher than t-table (2,65 > 2,00).
3. The problem based learning was better than conventional strategy toward students' speaking ability at the eighth grade of MTsN Penampung academic year 2017/2018 (Ha : t-calculated > t-table). It was proven by the mean score of experimental class was higher than control class in post test (82,85 > 76,75).

In conclusion Teaching speaking by using problem based learning is better that teaching speaking without Problem based learning.

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I. Suggestions

From the conclusion above, there were some suggestions proposed to the following:

1. The English teacher in order to become able to teach speaking to the students correctly, effectively and easily. Then, teacher was hoped to facilitate students' learning by an appropriate strategy, like problem based learning strategy in speaking ability.
2. The students was hoped to increase their speaking ability and also use problem based learning strategy in learning speaking in everyday teaching and learning activity.
3. The next researchers were suggested to conduct another research related to the effect of problem based learning strategy in teaching speaking ability of other topic and other context of lesson area.
4. For the researcher her self, it was hoped that this research can improve the researcher's knowledge about teaching and learning process in the speaking ability.

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