**THE IMPLEMENTATION OF PROBLEM BASED LEARNING METHOD
TO IMPROVE STUDENTS' SPEAKING SKILLS
AT ELEVENTH GRADE STUDENTS
OF ISLAMIC SENIOR HIGH SCHOOL BONDOWOSO
IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted to the State Islamic University of KH. Achmad Siddiq Jember
as partial fulfillment of the Requirements to Obtain
a Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

GINA ROMADHONA
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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
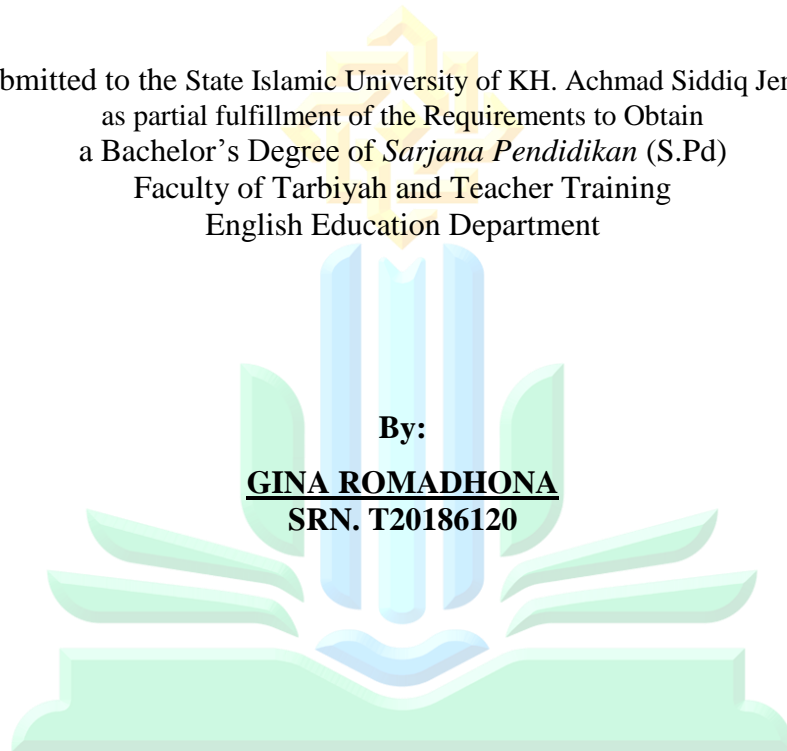KIAI HAJI ACHMAD SIDDIQ JEMBER
DECEMBER 2022**

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Day   : Monday
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The Board of Examiners

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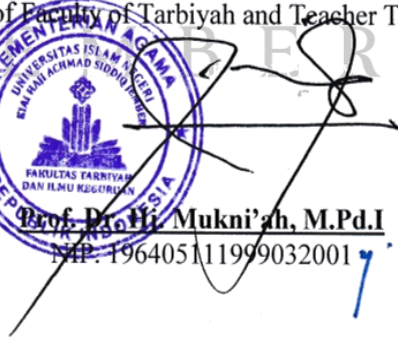
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MOTTO

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فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا .إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

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*"*For indeed, with hardship [would be] ease. Indeed, with hardship [would be]

ease." (QS. Al-Insyirah [94]:5-6)[*]

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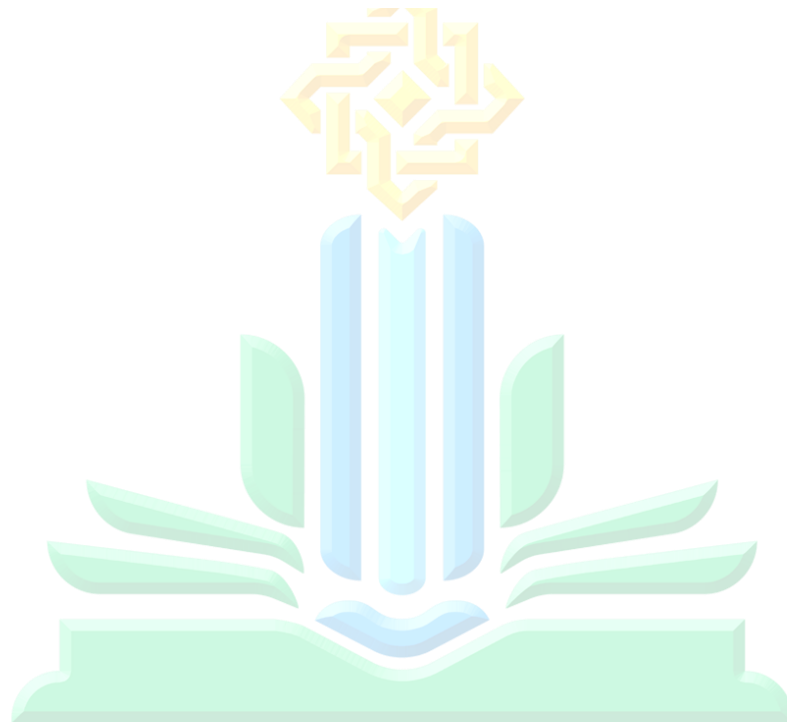
[*] Qur'anic Warners, "*Surah Al Insyirah (The Relief) Terjemah Bahasa Inggris*", *https://quranicwarners.org/quran12*

DEDICATION

I proudly dedicate this underrate thesis to:

My beloved family

I would like to show my warmest gratitude to my precious parents, Mr. Muhammad Tuchfah S.Pd and Mrs. Jumawati S.Ag, also my two dearest younger sister Wilda Ayu Nur Azizah and Erinna Azzahra who has already given her abundance of love, grace, faithfulness, support, and motivation in doing the research. I am immensely grateful for having cherished family in my life journey.
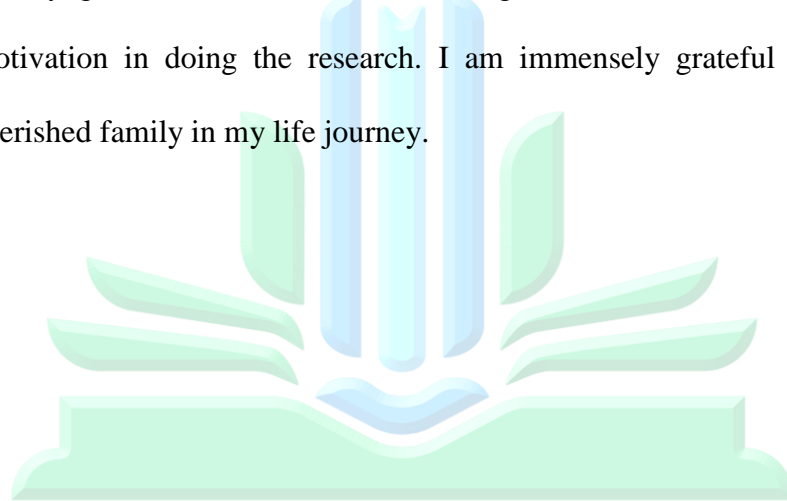
ACKNOWLEDGEMENT

Praised be to Allah, Lord of the world, the Kings of the Kings, who has been giving all humankind blessing and mercies so that the writer can finish her research for the last assignment of the study. Peace and salutation are always addressed to our prophet Muhammad, peace be upon him, his family, his companions, and his followers.

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10. Last but not least, whose names cannot be mentioned for their contribution and motivation during the writer finishing this thesis which has challenges and difficulties in doing this thesis.

The writer fully realizes that this thesis is still very far from being perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. But still, the writer hopes that this research would be beneficial not only for the writer herself but also for the readers and the next researchers who need as the references.

Jember, 19 Desember 2022

The writer

ABSTRACT

Gina Romadhona, *2022: The Implementation of Problem Based Learning Method to Improve Students' Speaking Skills at Eleventh Grade Students of Islamic Senior High School Bondowoso in Academic Year 2022/2023*

Key Words: Students' Speaking Skill, Problem Based Learning, Classroom Action Research

Speaking skill is one of the important elements in the four basic skills of English subject. Speaking skill is very important to be mastered, with the aim of facilitating communication with others. Mastering speaking is not an easy thing. It takes the right strategy or method in order to improve the speaking skill. Unfortunately, there were some problems faced by the G2 students' of MAN Bondowoso in speaking skill. Such as, lack of vocabulary, experienced mispronunciation, didn't know the structure of the sentences, experienced some hesitations on what they wanted to convey, afraid of making mistakes when they were speaking, felt shy to speak, and felt u nconfident to express their idea. To solve the problem, the researcher and the English teacher agreed to implement Problem Based Learning method that is believed can improve the students speaking skill.

Based on the above problems, the research question formulated in this study is "How can implementing Problem Based Learning improve the students' speaking skill?". The objective of this research is to investigate the improvement of the students' speaking skill by using Problem Based Learning (PBL) method.

This article is a report of a classroom action research by Kemmish and Mc Taggart that aimed at finding out how PBL method could be implemented effectively in improving the students' speaking skill. The classroom action research was conducted in two cycles. Each cycle comprised planning, acting, observing and reflecting. The qualitative data were collected through observations, interviews and document review, while the quantitative data were obtained through tests.

The research finding revealed that the implementation of PBL method enable students to speak better than before, it can improve the students' speaking skill in the aspects of Grammar, Vocabulary, Pronunciation and Fluency. It was proven by the improvement of the result of the test done by the students that reached the criterion of success that was 75%. It means that the result showed the total amount of the students who got the score 75 or higher than 75 in post-test two were 29 students with the percentage of 82.85%. It was increasing from 48.57% in the pre-test and 68.57% in the post test one. While the result of the observation showed that the PBL method promoted a better classroom situation than before.

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CHAPTER I

INTRODUCTION

A. Background of the Research

In this globalization era, language has an important role as a means of communication. Nowadays, English as a world language is not merely an international language.[1] English is one of the important aspects to be mastered in this era. English also the most widely used language in various aspects of life, including science, education, business, economics, technology, entertainment, etc. English is not always the first language in some countries. There are several countries that make English as a second language and even a foreign language. Meanwhile, in Indonesia, English is still a foreign language. ASEAN countries still prioritize English as the main foreign language that students must master in order to compete in any aspect at the world level.[2]

English as a foreign language, has entered the education curriculum in Indonesia since Indonesia reached its heyday.[3] The existence of a policy from the government to establish English as a foreign language is to improve the quality of human resources, and this is an effort for the Indonesian people to be able to follow the development of science and technology in the world, because in this era of globalization a lot of latest information or research uses

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[1] Zuliati Rohmah, "English as A Global Language: It's Historical past and its future," *Bahasa dan Seni*, no. 1 (Februari, 2005):107.

[2] https://www.kemdikbud.go.id/main/blog/2020/12/penguasaan-bahasa-asing-kunci-unggul-asean-dalam-kompetisi-global accessed on 27 January 2022 at 07:45

[3] M. Asholahuddin, "Kompetensi Bahasa Inggris," *Jurnal Horizon Pedagogia vol.1,* no.1 (2020):72.

English. It is hoped that after studying English, students can communicate in English both written and spoken.

In the teaching-learning process, it does not always run smoothly. It certainly happens in the process of learning and teaching English as a foreign language in Indonesia. Irham and Wiyani state that learning difficulties are a condition when students experience obstacles in participating in the teaching and learning process so as to achieve learning outcomes that are not optimal.[4] Difficulties as obstacles would always be encountered by students and teachers in the process of learning English. As a teacher as well as an educator, they must understand the factors that influence the process and learning outcomes of students, in order to understand the difficulties that are being faced by the students.

As one of four basic skills in English, speaking has important role in language learning process. According to Ur, speaking is the most important skill to be mastered of all the four skills, such as listening, writing and reading.[5] speaking is a verbal use of language to communicate with others.[6] Everyone needs to express their ideas, thoughts and feelings on spoken ways. In a communication there would always be a speaker and the listener. Both of the speaker and the listener would make an interactions by giving some responses to what they have listened or what have been asked to.

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[4] Irham and Wiyani, *Psikologi Pendidikan Teori dan Aplikasi dalam Proses Pembelajaran* (Jogjakarta:Ar-Ruzz Media, 2013), 254.

[5] Penny Ur, *A Course in Language Teaching. Practice and Theory,* (Cambridge: Cambridge University Press, 1996), 120.

[6] Glenn Fulcher, *Testing Language Second Language Speaking*, (Sydney: Longman,2003), 24.

Bueno, Madrid and Mclaren state that speaking is the most difficult skills language learners have to face.[7] Among the four basic skills of English language, speaking seems to be difficult because the speakers have to produce sentences spontaneously at a time. Speaking is quite difficult for EFL and ESL students, because they have to know the structure of the language, and know a lot of vocabulary. In fact, many EFL and ESL students faced some problems in speaking.

Realizing that speaking skill have a very important role in the process of learning English, the teachers need to encourage the students to be able to communicate in English fluently. In fact, some teachers have difficulty in developing students' speaking skill, it happens because they feel they do not have the right strategies that can improve students' speaking skills in fluently and accuracy. Inaccuracies in the selection of strategies, then make the students' performance in speaking skills does not improve.

MAN Bondowoso is one of developing Islamic Senior High Schools in East Java. English taught as a compulsory subject in the school. One of the priorities in MAN Bondowoso is to make an improvement on the students' language skills and competencies. Students are required to have good English language skills to reach a good communication in order to face the globalization and modernization.

Meanwhile, on the preliminary research result of teaching and learning process in MAN Bondowoso, when the researcher doing PPL on October until

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[7] Antonio Bueno, Daniel Madrid, Neil Mclaren, *Tefl in Secondary Education* (Granada: Editorial Universidad de Granada,2006), 321

November 2021 the researcher found that teaching speaking was not easy because the teacher faced some problems, such as the students was lack of vocabularies for example when the students did not know the general English vocabulary such as "wide, clean, walk and see" words and etc, they had less ability in pronouncing common English vocabularies for example when they wanted to pronounce the vocabulary "laugh and love" words and etc , they didn't know the structure of the sentences, they experienced some hesitations on what they wanted to conveyed, they were afraid of making mistakes when they were speaking, they felt shy to speak English, didn't know the structure of the sentences, and the students felt unconfident to express. Most of the students on the class didn't speak English while the teaching and learning process. If they wanted to say something, they just used Indonesian language or their mother tongue. Another situations , also if the teacher asked something, almost all the students only give a respond with "Yes or No" word.[8]

Based on interview activity to six different classes, among class XG2, XG5, XA1, XG2, XA4, and XIG2 students of MAN Bondowoso. The researcher asked all students the same question about their opinion of English subject with a question "do you like English lesson?" and almost all students in the six different classes answered that they did not like English lessons. As a result of the activities, many students experienced their problems while studying English. The learning process less fun, and made the students feel

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[8] Observation at MAN Bondowoso, 26th October 2021

uninterested in learning English became the main factor of the problem. If the students felt uninterested in the learning process, then everything would feel difficult to understand. They would feel difficult on understanding the texts, ignorance of some vocabularies, fear and lack of confidence in the learning process, especially when answering some of the questions asked.[9]

Based on the result of interview with the English teacher revealed that the students still have lack in speaking ability especially on the vocabulary, pronunciation, grammar and fluency aspects. The English teacher had tried to overcome that find of problem by implementing Communicative Active Learning method as an effort made by the English teacher. In fact these efforts are still not successful.[10]

The observation above is supported by the students' speaking score that claimed the students still have lack ability in speaking. 48.57% from 35 students who passed the Minimum Criterion of Mastery Learning of English subject, and the rest get a score below the KKM value. The target for success is 75%.

The latest curriculum recommends a scientific approach in teaching and learning activities. The application of the recommended teaching methods include: project-based learning, problem-based learning and discovery learning. The teaching method focuses on the learning process in students, not

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[9] Meilysa Agustin, interviewed by Researcher, Bondowoso 1 November 2021
[10] Wardah Fitriyati, interviewed by Researcher, Bondowoso 1 November 2021

the student outcomes. Students as the centre of teaching and learning, and teachers as the guide.[11]

Therefore, it is important to choose the right strategies and methods that appropriate to the students, so that teachers can solve students' problems in the process of developing speaking skills.[12] In this opportunity, the researcher and the teacher are interested in choosing Problem Based Learning (PBL) method to be implemented on the teaching and learning process to develop the students speaking skill. The researcher believe that this method would give more opportunities to the students to express their ideas in interesting and enjoyable ways.

According to Watson in Dutch, Groh & Allen, in applying the PBL method, students are directed to do group activities with the classmates to solve problems in order to improve the critical thinking skills well, improve a good communication skills, and as a process of self assessment.[13] In problem-based learning strategies, students learn on their own. When working in a team/group, they become more active because they are stimulated to find solutions of problems and develop their own knowledge based on the tasks assigned to them.

Problem based learning is a very appropriate method as student-centred learning and as individual learning. In this method, the teacher can

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[11] Masta Sarina, "Improving students' speaking ability by using the Problem Based Learning (PBL) at SMP Sawasta Harvard Martubung" *Jurnal FISIK 2,* no.01 (April,2021): 168.

[12] Dinar Vincy, "Improving students speaking ability on Expressing plan through Problem Based Learning (PBL) method" *OKARA: Jurnal Bahasa dan Sastra 12,* no.2 (November,2018): 271.

[13] Duch, B. J., Groh, S. E, & Allen, D. E. (Eds.), *The power of problem based.learning* (Virginia: Stylus Publishing, 2001)

determine the problem according to the surrounding conditions/real situations around, this method can also be used in any subject. This method would make the students competent in solving problems, and can involve students actively in the subjects being taken, also they would gain new knowledge. In this method, students are not challenged to learn on their own, but the teacher is a guide in the learning process.[14] This method is considered very appropriate as a tool to help students improve their speaking skills. Problem Based Learning methods include interactive dialogue by teachers and students. This method is very important for a teacher to do in the teaching and learning process. In this method, a teacher must empower the potential of each student, such as the teachings of the Prophet Muhammad on his words:

عَنْ أَبِي هُرَيْرَةَ، أَنَّ رَسُولَ اللهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ :أَرَأَيْتُمْ لَوْ أَنَّ نَهْرًا بِبَابِ أَحَدِكُمْ يَغْتَسِلُ مِنْهُ كُلَّ يَوْمٍ خَمْسَ مَرَّاتٍ هَلْ يَبْقَى مِنْ دَرَنِهِ شَيْءٌ؟ قَالُوا :لاَ يَبْقَى مِنْ دَرَنِهِ شَيْءٌ .قَالَ :فَذَلِكَ مَثَلُ الصَّلَوَاتِ الخَمْسِ يَمْحُو اللَّهُ بِهِنَّ الخَطَايَا .رواه البخاري ومسلم والترمذي والنسائي.

> It was narrated from Abi Hurairah Ra., that the Messenger of Allah said: "What do you think if a river is at the door of one of you, where he bathes there five times a day, would dirt remain on his body? The Companions of the Messenger of Allah replied: "Not a bit of dirt left on his body." the Messenger of Allah said: "Thus are the five daily prayers, by which Allah would erase sins." (HR. Muslim)

> The hadith contains a lesson through the dialogue method between an

educator and a student. The method used can liven up the atmosphere in the

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[14] Howard Barrows, Robyn Tamblyn, *Problem Based Learning An Approach to Medical Education* (New York: Springer Publishing Company, 1980), 12.

learning process. A lively and communicative learning atmosphere would eliminate a boredom for the students[15]

Students' speaking skills have greatly improved with the PBL method that implemented by Masta Sarina on her research[16] at the eight graders of SMP Harvard Martubung studens. The study was conducted by using Classroom Action Research. The result of this study, state that the used of Problem Based learning could improve the students speaking ability according to the pre-test and the post-test. this is evidenced by the increasing percentage of student assessments in the pre-test and post-test.

Based on description above, the researcher applied the PBL method to improve the speaking level at an Islamic Senior High School in Bondowoso. Entitled "The Implementation of Problem Based Learning (PBL) Method to Improve students' Speaking skills at Eleventh grade students of MAN Bondowoso in Academic year 2022/2023"

B. Question of the Research

Based on the research background above, the researcher formulated the research question as "How can implementing Problem Based Learning improve the students' speaking skill?"

C. Objective of the Research

Based on the research problem above, the objective of this research is "to investigate the improvement of the students' speaking skill by using Problem Based Learning (PBL) method."

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[15] Hasbiyallah, Moh. Sulhan, *Hadist Tarbawi* (Bandung: PT Remaja Rosdakarya, 2015), 23

[16] Masta Sarina, "Improving students' speaking ability by using the Problem Based Learning (PBL) at SMP Sawasta Harvard Martubung" *Jurnal FISIK 2,* no.01 (April,2021):

D. Significances of the Research

This research is expected to provide some contributions which are devided into two parts, as follows:

1. Theoretical significance

   The result of this study is expected to be able to widen the skill of teachers in using Problem Based Learning (PBL) method in order to improve students' speaking ability an experimental and as a reference to other researcher who want to apply the Problem Based Learning (PBL) Method more intensively in teaching speaking

2. Practical significance

   The findings of this research are expected:

   a. For the students

      The reseacher hoped that the students' ability in speaking could be improved, the students had self confidence, had critical thinking to solve the problems, and they could expresss their ideas.

   b. For the teacher

      The researcher hoped that this research could help the teacher on understanding the students'problem on the learning and teaching process, especially on the speaking aspect. Also the researcher hoped that this research could give an inspiration to the teacher to innovate the teaching and learning style.

c. For the researcher

Get an additional experience to use a Problem Based Learning (PBL) method in improving students' speaking skill.

d. For the other researchers

This reseach could be used as a reference to teach in the future learning. The study also gives insight to the other reseachers about what things which have to be considered in every teaching and learning process.

E. Scope of the Research

In this research, the researcher would be focused on improving students' speaking skills by using Problem Based Learning as the teaching method at XIG2 of MAN Bondowoso in the 2022/2023 academic year. The Problem Based Learning method which is implemented by creating problem-based learning given by the teacher about everyday problems. The researcher focuses on "Suggestions and Offers" as the topic thet would be taught to improve the students' speaking skills in terms of pronunciation, grammar, Vocabulary and fluency aspects.

F. Definition of Key Term

1. Speaking Skill

Speaking skill is an activity that includes two or more students in which the hearers and the speakers have to react to what they talking about. In this research, the topic that would be talk was "Suggestion and Offer". The improvement on the students' speaking skill would be focused

on the topic of "Suggestion and Offer". Some of speaking aspect would be focused on to be improved to the students speaking skill, such as vocabulary, pronunciation, grammar and fluency aspect.

2. Problem Based Learning method

    An appropriate teaching method that challenges the students to solve the problems given that was accordance on our surrounding life in scope of "Suggestion and Offer". In this research, the teacher and the researcher agreed to implement Problem Based Learning method that is believed can improve the students speaking skill. Here, the students asked to solve the given problem that were talking about "Suggestion and Offer" topic.
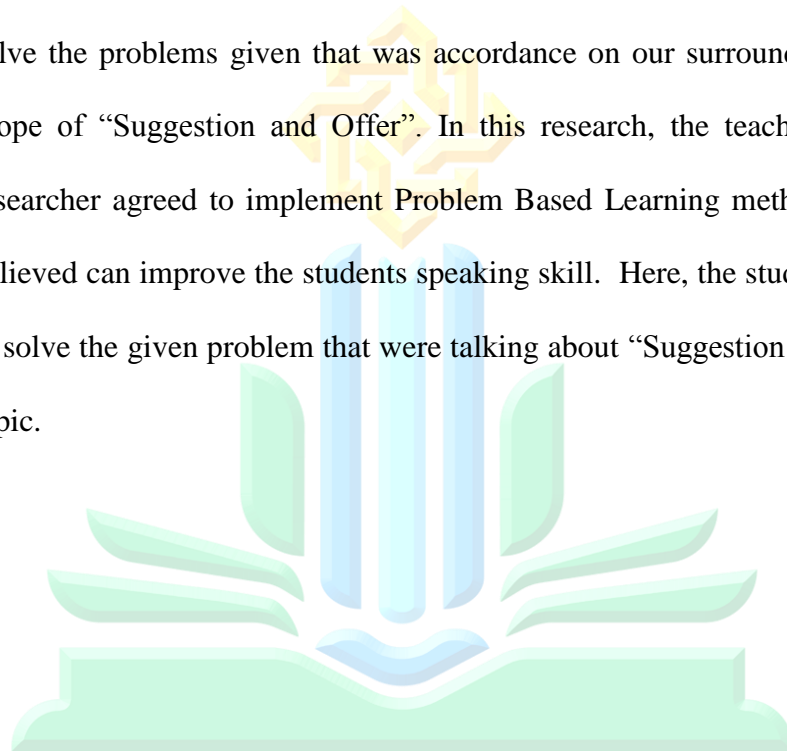
CHAPTER II
RELATED LITERATURE REVIEW

A. Previous Research

1. The first research was conducted by Dinar Vincy Yunitaka Bahruddin, Madura Islamic University, 2018, entitled "Improving Students' speaking ability on expressing plan through problem Based Learning (PBL) Method". The objective of this research was to improve the students' speaking ability. The research was conducted by Classroom Action Research. The data of the research consisted of field note, observation, test and documentation. The result of this research was teaching using Problem Based Learning (PBL) method is effective and can improve students' speaking ability.

2. The second research was conducted by Vivi Tri Sliani, University of Muhammadiyah Sumatera Utara, 2018, entitled "The Effect of Problem Based Learning (PBL) by using Powerpoint media on students' achievement in speaking". The objective of the research were to investigate the significant effect of Problem Based Learning (PBL) by using Power Point media on the students' achievement in speaking ability and to describe the students' difficulties in the learning process of speaking class. The research design was applied using Experimental quantitative design. This research collects the data by giving oral test and observation sheet. There were several procedure to analyzed the data, first identify the errors from the students', second classifying the errors from any aspects of

speaking, third measuring the different scores between the Pre-test and Post-test, fourth   listing the scrores, fifth calculating the scores. The findings of this research were described that the students who were taught by Problem Based Learning using power point media improved the students speaking ability in the aspects of grammar, vocabulary, comprehension, fluency and pronunciation.

3. The third research was conducted by Yuni Mahtawarmi, Ar-Raniry State Islamic University Darussalam – Banda Aceh, 2019, entitled "Improving students' speaking skill by using Problem Based Learning (PBL) Model (A Research at second grade Junior High School of SMP N 1 Timang Gajah). The aims of this research were to investigate whether the Problem Based Learning can improve the students' speaking skills and to investigate the students' responses about Problem Based Learning in improving their speaking skills. The method used in this research was quantitative research, also the researcher conducted an experimental method. The researcher used several instrument in collecting the data, such are test, experimental teaching, and questionnaire. In analyzing the data, the researcher used basic statistics formula. Based on the first research question that "Could the Problem Based Learning improve the students' speaking skills?" and the findings of this research showed that the t-test indicated that there was a significant difference between the score of pre-test and post-test. Based on the second research question that "what are the students' responses about Problem Based Learning in improving their speaking skills?" and the

findings of this point is the students agreed that PBL had advantages in learning English also could improve their speaking ability.

4. The fourth research was conducted by Oktadela, Mukhaiyar, Gistituati and Zamri, Islamic University of Riau and Satate University of Padang, 2019 entitled "Developing A Problem-Based Learning/PBL Model for Improve Students' English Speaking Problem Solving ability and Self Confidence at Economic Department of University". This research was designed to find out the analysis, the effectivity and the practicality of the students' products in designing and implementing PBL Model at Economic of Islamic University Riau. The design of this research is R&D. The quantitative data were collected through a questionnaire and statistically analyzed by using SPSS program. Based on the research findings, that there was the high association between Problem Solving Ability, Self Confidence, and student performed positive opinion in English speaking toward PBL Model.

5. The fifth research was conducted by Masta Sarina Pardosi and Ashari Swondo, Potensi Utama University, 2021, entitled "Improving students' speaking ability by using the Problem Based Learning (PBL) at SMP Swasta Harvard Martubung". The objective of this research was to investigate whether the application of Problem Based Learning (PBL) improves the students' speaking ability at SMP Swasta Harvard Martubung. The research was conducted by using Classroom action research. The instrument for collecting the quantitative data was essay test for reading and the instrument for collecting qualitative data were
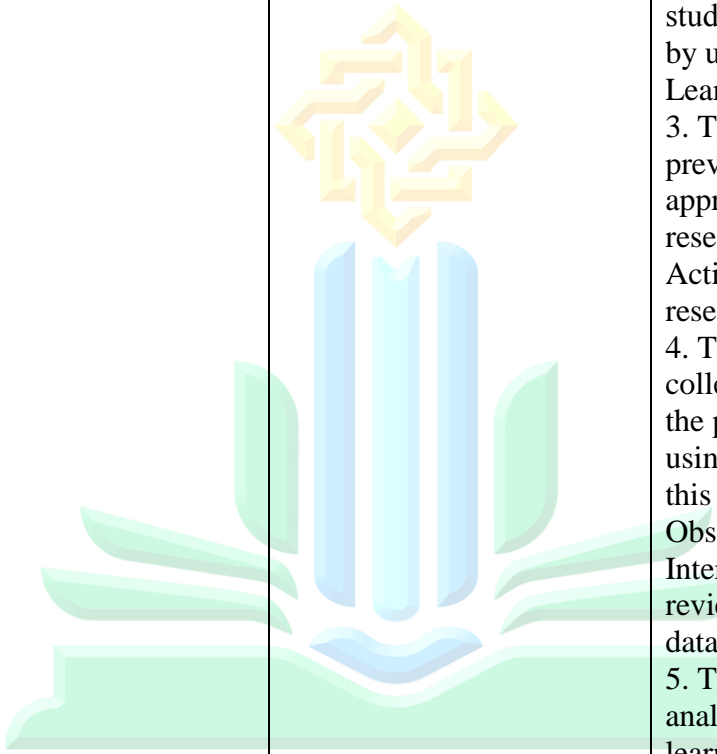
interview, observation sheet, questionnaire, and diary notes. The result of this research based on the observation sheet, diary notes and interview sheet, it was found that the teaching learning process ran well, the students more active, enthusiastic in working by group. It was conclude that Problem Based Learning could improve the students' speaking ability.

Table 2.1
Differences and similarities between current research and previous research

No	Research Title	Similarities	Differences
1	2	3	4
1.	OKARA Journal by Dinar Vincy Yunitaka Bahruddin, Madura Islamic University, 2018, entitled "Improving Students' speaking ability on expressing plan through problem Based Learning (PBL) Method".	1. Both researchers have similarities in the use of Problem Based Learning methods to imrove students' speaking skill. 2. Both researchers have similarities in the research subject. The research is conducted for High School students. 3. Both researchers have similarities in using Classroom Action Research. 4. Both researchers have similarities in using Observation and test that used to collect the data 5. Both researchers have similarities in the aim of the research that to Investigate whether Problem Based learning can improve students' speaking ability.	1. The previous research used Field notes for collecting the data, while this research would use Observation, Test, Interview, and document review.
2.	Thesis by Vivi Tri Sliani, University of Muhammadiyah Sumatera Utara, 2018, entitled "The Effect of Problem Based	1. Both researchers have similarities in involving Problem Based learning as a teaching method 2. Both researchers have similarities in using Oral	1. The previous research analyzed on the effect of the use Problem Based Learning method on students' achievement in speaking, while this

1	2	3	4
	Learning (PBL) by using Powerpoint media on students' achievement in speaking".	test and observation sheet as the Data Collection 3. Both researchers give Pre-Test, Treatment, and post-test to the students.	research would implement the Problem Based Learning (PBL) method to improve the students' speaking skill. 2. The objective of the previous research were to find out the significant effect of Problem Based Learning (PBL) by Using Power point Media on students' achievement in speaking and to describe the students' difficulties in learning speaking, while the objective of this research to investigate the students' speaking ability by using Problem Based Learning (PBL) Method. 3. The previous research was conducted to the Islamic Junior high school students, while this research would be conducted for the Islamic Senior High School students. 4. The research design of the previous research was applied by using experimental quantitative design, while this research uses Classroom Action Research as the research design. 5. The previous research used Power point as the media of the research, while this research does not focus on the media in the teaching and learning process, but focuses on the teaching methods
3.	Thesis by Yuni Mahtawarmi, Ar-	1. Both researchers have similarities in the use of.	1. The research subject of the previous research was

1	2	3	4
	Raniry State Islamic University Darussalam – Banda Aceh, 2019, entitled "Improving students' speaking skill by using Problem Based Learning (PBL) Model (A Research at second grade Junior High School of SMP N 1 Timang Gajah).	Problem Based Learning methods to improve students' speaking skill. 2. Both researchers have similarities in the aim of the research that to Investigate whether Problem Based learning can improve students' speaking ability. 3. Both researchers have similarities in using Test as the Data collection 4. Both researchers give Pre-Test, Treatment, and post-test to the students	the second grade of junior high school students, while this research would be conducted for the Islamic Senior High School students. 2. The aim of the previous research was to investigate the students' responses about problem Based learning in improving their speaking ability, while the objective of this research to investigate the students' speaking ability by using Problem Based Learning (PBL) Method. 3. The previous research conducted an experimental method and using quantitative research, while this research uses Classroom Action Research as the research design. 4. The previous research was collecting the data by using Experimental Teaching, and Questionnaire, while this research uses Observation, Test, Interview, and document review for collecting the data.
4.	Journal of Physics by Oktadela, Mukhaiyar, Gistituati and Zamri, Islamic University of Riau and Satate University of Padang, 2019 entitled "Developing A Problem-Based Learning/PBL Model for Improve Students' English Speaking	1. Both researchers have similarities in the use of Problem Based Learning methods 2. Both researchers have similarities in the aim of the research that to Investigate whether Problem Based learning can improve students' speaking ability.	1. The research subject of the previous research was the University students at Economic department of Islamic University Riau, while this research would be conducted for the Islamic Senior High School students. 2. The aim of the previous research was to find out the analysis, the effectivity and

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	Problem Solving ability and Self Confidence at Economic Department of University".		the practicality of the students' products in designing and implementing PBL Model at Economic of Islamic University Riau, while the objective of this research to investigate the students' speaking ability by using Problem Based Learning (PBL) Method. 3. The design of the previous research is R & D approach, while this research uses Classroomn Action Research as the research design. 4. The technique of Data collecting that conducted by the previous research was using Questionnaire, while this research uses Observation, Test, Interview, and document review for collecting the data. 5. The Previous research analyzed the use of PBL learning to influence students' attitudes towards ELL, while this research focuses on the application of PBL to improve students' speaking skills.
5.	FISK Journal by Masta Sarina Pardosi and Ashari Swondo, Potensi Utama University, 2021, entitled "Improving students' speaking ability by using the Problem Based Learning (PBL) at SMP Swasta Harvard	1. Both researchers have similarities in the use of Problem Based Learning methods to imrove students' speaking skill. 2. Both researchers have similarities in the objective of the research that To investigate whether the applocation of Problem Based Learning (PBL)	1. The research subject of the previous research was the second grade of junior high school students, while this research would be conducted for the Islamic Senior High School students. 2. The instrument for collecting the quantitative data that used by the

1	2	3	4
	Martubung".	improves the students' speaking ability. 3. Both researchers have similarities in using Classroom Action Research. 4. Both researcher have similarities in using Interview, Observation sheet as the data for Qualitative Data 5. Both researchers give Pre-Test, Treatment, and post-test to the students.	previous research was essay test for reading and using diary notes also Questionnaire for collecting the qualitative data, while this research uses Observation, Test, Interview, and Document Review as the Instrument of the Data.

Based on the previous research above, it can be seen the similarities and differences in the research. However, this research has a special characteristic. This research emphasized on increasing students' speaking skill aspect. To facilitate the implementation of the PBL method well, the researcher uses the Communicative Active Learning strategy as an effort to encourage student activity in class, by setting small groups for students to solve the problems given as the technique of the learning process.

B. Theoretical Framework

   1. Speaking

     a. Definition of Speaking

There are some definitions and perspectives of speaking proposed by some experts. To start with, Speaking derives from the word "speak". According to Oxford dictionary, "Speak" means talk,

say things, make a speech, express ideas and feelings, etc.[17] Speaking also often thought as a 'popular' form of expression in daily uses.[18] One of the verbal use of language to communicate with others is Speaking.[19] Speaking is very important ability in doing daily activities because other people can react to others persons and situation, and express our ideas, thoughts, and feelings through spoken language.[20] There are various reasons that make other people to create communication or talk to each other. Both are talking about the content that is related to their needs, situations, and purposes. This is an important point in the important aspect of improving speaking skills.

According to Thonburry speaking is an activity involving two or more people in sending and receiving the information or the message in oral form.[21] Everyone who is engaged in a direct interaction, has a desire to respond in a conversation that is being built. While, Chaney states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context.[22]

Speaking is one of the skills in language learning that has to be fulfilled. In addition, Richard says that mastering English speaking

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[17] Martin H Manser, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press, 1995), 398

[18] Martin bygate, *Language Teaching A Scheme for teacher education Speaking,* (New York: Oxford University Press, 2009), vii.

[19] Glenn Fulcher, *Testing Language Second Language Speaking,* (Sydney: Longman, 2003), 79.

[20] Minarta Hutagalung, "The use of Werewolf Game to Improve Student's speaking skill in second grade of SMA Negeri 1 Siabu" (Thesis, University of HKBP Nommensen, 2022), 7

[21] Scott Thonbury, *How to teach Speaking,* (London: Longman, 2005), 2

[22] Chaney, A.L. and Burke T.L, *Teaching Oral Communication in Grades K-8.* (Boston: Allyn and Bacon, 1998), 13.

skill becomes a priority for many second language or foreign language learners.[23] Consequently, language learners always evaluate the success in their language learning process and the effectiveness of language learning based on their spoken language proficiency.

According to Siahaan, speaking is a productive language skill.[24] It means that speaking is a persons' skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Speaking consist of producing systematic verbal utterances to connvey meaning. It involves using speech to express meaning to other people.[25] In addition, to the term of productive skill, speaking is also called as the active use of language, so that someone who can speak properly doesn't only know about the theory of the language use, but also able and know how to use the language well.[26] It is about Question and Answer major elements in natural conversation sessions.

Based on such definitions, it can be said that speaking is the skill to communicate orally in English. Most important one, speaking is the use of correct sentence pattern, clear pronunciation, and the use of correct vocabulary.

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[23] Jack Richards, *Teaching Listening and Speaking from Theory to Practice,* (Cambridge: Cambridge University Press, 2008), 19.

[24] Sanggam Siahaan, *Issues in Linguistics,* (Yogyakarta: Graha Ilmu, 2008), 95.

[25] Spratt, et.al, *TKT Course,* (Cambridge: Cambridge University Press, 2005), 34.

[26] Febri fitriyani, "The effectiveness of using English Self-Video recording on student's speaking skill of Recount text" (Thesis, Syarif Hidayatullah State Islamic University, 2018), 7.

Meanwhile speaking in this research is practicing or talking by solving problems that would be given by the teacher about daily life problems. Speaking aspects that use to be measured are Vocabulary, Pronunciation, Grammar and Fluency. The material topic choosen in this research is "Suggestions and Offers" especially on the expressions of giving and asking "Suggestions and Offers" to the problem that would be given. So that, the students have to solve the problem by using the Expressions of "Suggestions and Offers".

b. **Components of Speaking**

There are some components of speaking skill that would be evaluated in English as stated by Wipf.[27] These five skills in speaking are:

1) Pronunciation

According to Oxford Dictionary Pronunciation is the way in which a word or a language is spoken.[28] Another definition of pronunciation are the act or manner of pronouncing the words also the utterance of speech. Based on the definition, pronunciation becomes one of important components of the language. Therefore, it is very necessary if students have a good attitude pronunciation because if they have good pronunciation then what is conveyed would be easy to understand. Without any good pronunciation, the listener would be difficult to get the point about the speaker says.

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[27] Joseph Wipf, *Educating Listening Comprehension and Speaking Profiency of Prospective Student Teacher in German,* (Los Angles: MLA Convention, 1982), 227.

[28] Oxford Dictionary

2) Vocabulary

Vocabulary is the earliest element if spoken language should be taken for the first languange learners. According to Longman dictionary of contemporary English, vocabularies are all words with explanation of their meaning, in a book for the language learners.[29] Vocabulary is collection of words or a set of words which have meaning. Vocabulary is one of the language aspect which are very impotant in any language learning including speaking. Without vocabulary, we can say nothing in our mind. Limited vocabulary becomes an obstacle that prevents students from language learning. Therefore, Students have to master a lot of vocabulary to be able to communicate as clear as possible in a target of language. People who have improved their speaking ability well, it can be seen from the vocabulary and the kind of word that are used by them.

3) Grammar

Heaten states that grammar concerns about the ability to write correct and appropriate sentence.[30] Grammar is about the structure and system of a language. It is the way to organize the words into the correct sentence. Grammar also important in speech process because when people wants to say somehing, they have to arrange the sentence well related to the situation. To communicate

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[29] Longman, *Contemporary English Dictionary,* (New York: Longman English Contemporary Press, 1995), 240

[30] Heaten, *Writing English language testing,* (New York: Longman Inc, 1995), 56

effectively, the speaker should give tidy pieces of language to work with. It means about the structural patterns reveal into understandable speaking.

4) Fluency

According to Lambardo fluency has a meaning as the way of someone speak with normal speed, like native speaker.[31] Additionally, fluency can be defined as the ability to speak fluently and accurately. It means speaking easily without any trouble like thinking about word confusing the idea.

5) Comprehension

According to Manser, Comprehension as the ability to understand something.[32] Meanwhile Hornby claims that Comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language in written or spoken.[33] Comprehension is certainly needed so that the speaker can initiate the communication and the listener can give any respond. Thus, comprehension is how to improve understanding fully. It means that people can aswer or express the sentence well correctly, and it shows that the people comprehends or understands well.

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[31] Lambardo, *Oral testing: getting sample of real language English teaching form,* (t.tp:t.p, 1984), 3

[32] Manser, *Oxford learner's pocket dictionary,* (New York: Oxford University Press, 1991)

[33] Hornby, *Oxford advanced learner dictionary,* (New York: Oxford university Press, 1995)

c. Types of Speaking

A spoken language has a number of form which is also important to be covered in the languange course. As stated by Brown, there are some basic types of speaking categories,[34] namely:

1) Imitative

Imitate is the skill about imitating a word, phrase, or possibly a sentence. This types is purely about phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be grouped in the criterion of performance in the teaching and learning process. This type is included in one of the basic types of speaking related to the role of listening, because students have to imitate what has to be conveyed

2) Intensive

The second types of speaking frequently employed in assessment context is Intensive. Intensive is the production of short tense of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or about phonological relationship. Some examples of intensive assessment task in speaking context are included directed response task, reading aloud, sentence and dialogue completion, etc.

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[34] Douglas Brown, *Language Assessment Principles and Classroom Practies* (San Fransisco: Longman, 2003), 141

3) Responsive

Responsive includes a short conversation, small talk, standard greetings, also simple request and comments. Responsive is about an interaction with perhaps only one or two follow-up questions or retorts. On the other explanation, responsive also about test of comprehension.

4) Interactive

Interactive speaking is in the length and complexity questions of interaction, which sometimes includes about multiple exchanges and/or multiple participants. This type can take the two forms of transactional language or interpersonal exchanges. Some examples about interactive types are interview, discussion, game and role play.

5) Extensive

Extensive needs more action and interaction to the listener. Extensive type includes speeches, oral presentations also story telling during about the opportunity for the oral interaction from the listeners is either higly limited.

d. **Problems in Speaking**

Most language learners regard that speaking is a difficult skill to learn because there some important things that should be developed in speaking such as accuracy, fluency, also comprehensibility. Also they are not confident enough to express their ideas verbally. Pollard

says that one of the most difficult aspect for students to master is speaking.[35] It becomes difficult because the learners have to consider and think about their ideas, what to say, language, vocabulary, grammar, pronunciation in one time and how to react with a person who communicates with them.

Speaking skill remains a very important aspect because it can create a communication with people in the world, even though speaking is considered a difficult skill to do. Therefore, people who get succes in speaking English is also easy to get succes in English subject because the main goal of learning English is able to use English language in speaking. However, without a lot of parctice, speaking would become difficult thing to do.

e. **Teaching Speaking**

The learners have the same need, since English is included as a compulsary subject in junior high school. The need is passing the examinations to move into up level and graduate from the school. Most of school have the general requirement that students should achieve is they are able to speak in English and hold the conversation.

According to Brown, Teaching is about showing or helping someone to learn something, by giving instructions, guiding in process of learning, providing with the knowledge, also causing to know or

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[35] Polard, *Teaching English,* (London: Lucky Plard Copyright, 2008), 34

understand.[36] The teaching is started by leading in the students to the topic. In this step, the teacher asked the students about some questions related to the topic. After enganging the students about the topic, then the teacher explains what the students are going to do by setting the task. After the activity is started, the teacher monitors about the process. Once the activity has finished, the teacher gives feedback to the students.

Teaching speaking is sometimes considered a simple process. Teaching speaking is needed to help the students in achieving communicative skill. In addition, teaching speaking is a process of transfer the knowledge about aspects of speaking in increasing the students' ability to communicate in the learning process.

The purpose of teaching speaking are to improve the students' ability in communicative aspect, and the students can express their thoughts, ideas, and feelings as well as the hearer undestands what they means.

According to Harmer, there are three basic reasons to give the students speaking tasks which can provoke them to use all and any language at their command. Those are:

1) Rehearsal

Getting the students to have free discussion and gives them a chance to rehearse having discussions outside the classroom, in

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[36] Douglas Brown, *Principles of Language Learning and Teaching (5ᵗʰ edition),* (New York: Pearson Education inc, 2007), 7

order to know how their speaking ability can improve. Hopefully, the students can improve their speaking ability except in the class.

2) Feedback

Speaking task, where the students are trying to used all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problem they have. The speaking task activities, can give the students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage the students into further research.

3) Engagement

Good speaking activities can be highly motivating. Many speaking task or speaking techniques, such are Role play, discussions, presentations, problem solving, etc are intrinsically enjoyable in themselves. If the students are participating fully and if the teacher has set up the activity properly also can give sympathetic and useful feedback, they was get tremendous satisfaction from it.

According to Brown language teaching is devoted to give an instruction in mastering English conversation.[37] Brown states, some of principles for designing speaking technique:[38]

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[37] Douglas Brown, *Language Assessment Principles and Classroom Practies* (San Fransisco: Longman, 2003), 39.
[38] Douglas Brown, *Teaching by Principles: An interactive Approach in Language Pedagogy 2ᵈ Ed,* (New York: Pearson Education co, 2001), 275.

a) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on the interaction, meaning, and fluency.

b) Provide intrinsically motivating techniques.

c) Encourage the use of authentic language in meaningful contexts.

d) Provide appropriate feedback and correction.

e) Capitalize on the natural link between speaking and listening.

f) Give students opportunities to initiate oral communication.

g) Encourage the development of speaking strategies.

2. Problem Based Learning

a. Definition of Problem Based Learning

Problem Based Learning (PBL) is an approach that challenges the students to learn through solving a given problem that is in accordance with the surrounding life. According to Barrows and Tamblyn defines a Problem Based Learning method as new method and the learning process has a results from the process of working toward understanding or resolution of a problem.[39] Barrows also designed a series of problem that went beyond conventional case research. He didn't give the students all about the information, but required the students to do research a situation, develop appropriate questions and produce their own plan to solve the problem. It means

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[39] Howard Barrows & Robyn Tamblyn, *Problem-Based Learning: An Approach to Medical Education,* (New York: Springer, 1980), 18

that the individual students should answer a series of questions from the information that supplied by the teacher or lecturer.

According to Robert, Problem-Based Learning is a teaching Technique that educates by presenting students with a situation that leads to a problem for them to be solved.[40] Problem based learning provides a structure for discovery that helps students internalize learning and leads to greater comprehension.

Baded and Major says that Problem Based Learning is an approach in which the students to develop metacognitive skills and to expect students in use reasoning abilities to solve complex problem.[41] While, Savery says that PBL is innovative, as unlike many learning and teaching approaches which see teachers imparting the content to learners, it begins with the presentation of an ill-structured problem.[42] In conclusion, in a teaching and learning process, the PBL method is more focused on students, the teacher presents several problems that are appropriate to everyday life, then students are encouraged to solve the problems that have been presented.

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[40] Robert Delisle, *How to use Problem Based Learning in the Classroom,* (Alexandria: Association for Supervision and Curriculum Development, 1997), 4

[41] Maggi Savin Baden & Claire Howell Major, *Foundations of Problem Based Learning,* (New York: Open University Press, 2004), ?

[42] John Savery, "Overview of Problem-based learning: Definitions and distinctions," *Interdisciplinary Journal of Problem-based learning,* no. 1 (2006), 3.

b. Characteristic Problem Based Learning

Tan claims that Problem Based Learning approaches in a curriculum usually include the following characteristic:[43]

1) The problem is starting point of the learning

2) Using a real-world problem that appears unstructed. It is mean to be as authentic as possible.

3) The problem calls for multiple perspective. In any case, PBL promotes the solution by taking into consideration knowledge from several subject and topics of the learning process.

4) The problem challenges the students' current knowledge, attitudes and competencies

5) Sel-directed learning is primary. Thus students assume major responsibility for the acquisition of information and knowledge.

6) The learning process is collaborative, communicative and cooperative. The students work in a small group with a high level of interaction for peer learning, peer teaching and group presentation.

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

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[43] Oon Seng Tan, *Problem Based Learning Innovation using Problems to power learning in 21ˢᵗ century,* (Singapore: Thomson, 2003), 30

8) Closure in the PBL process includes synthesis and integration of learning

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

Tan also states that the goals of PBL are content learning, acquisition of disipline related heuristics and development of problem-solving skills. This approach also includes the lifewide learning goals of self-directed learning, information-minning skills, collaborative and team learning, and reflective and evaluative thinking skills.[44]

c. **Benefit of Problem Based Learning**

According to Robert, Problem Based Learning in classroom would work well with all the students, and making this strategies ideal for heterogeneous classrooms where students with mixed abilities can pool their talents collaboratively to invent a solution.[45] By allowing students to face their own activities or problem and giving them greater responsibilities, the teacher would show them how to challenge themselves and learn on their own. Imagine that teachers and schools skip the problem-formulating stage handing facts and procedures to the students without giving them a chance to develop their own questions and ivestigate by themselves, then what would happened is the students only memorize the material but would not

[44] Oon Seng Tan, *Problem Based Learning Innovation using Problems to power learning in 21st century,* (Singapore: Thomson, 2003), 31

[45] Robert Delisle, *How to use Problem Based Learning in the Classroom,* (Alexandria: Association for Supervision and Curriculum Development, 1997), 7

fully understand or be able to solve any problems arround of their lifes.

Larsson states that there are special benefits that offered by using Problem Based Learning method, as follows:[46]

1) Impove students' communicative skills

2) Increase general ability of social interaction

3) Encourage students to gain deeper sense of understanding

4) Activate student to be actively acquire the knowledge and not become passive receivers

5) Motivate the students to learn in a way that prospect of a final examination rarely manages to do.

d. **The procedure of using PBL in teaching speaking**

Using a Problem Based Learning method, frees a teacher from the limitations of using textbook and the school's instructional materials. While, According to Robert there are some parts about the steps of using Problem Based Learning in the teaching and learning process:[47]

1) Connecting with the Problem

In order Problem Based Learning to be effective, students should feel that the problem is important and worth their time and attention. The teacher selects or designs the problems that are

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[46] Jonas Larsson, *Problem Based Learning: A possible approach to language education?,* Polonia Institute: Jagiellonian University, 2001), 3

[47] Robert Delisle, *How to use Problem Based Learning in the Classroom,* (Alexandria: Association for Supervision and Curriculum Development, 1997),

connected to the things care about in their daily lives, or personal experiences. In this phase, the teacher explained about Problem Based Learning to the students, and gave the students some examples about problems on their surrounding life that might be faced on their life.

2) Setting up the structure

Once the teacher is sure, that the students have made a connection with the issue, the next step is to create the structure for working through the problem. This structure, provides a framework on which students can build their project. The structure is the key to the whole PBL process, showing students how to think through the situation and reach an appropriate solution. In this phase, the researcher divided the students into some groups. The teacher also showed some problems that would be focused on to be solved.

3) Visiting the Problem

Once the teacher has explained how they are going to proceed, the teacher asks the students to reread the problem statement. The teacher focuses on having students generate ideas for how the students to solve the problem. In this phase, the teacher instructed the students to do disscussion with their own group that have been formed.

4) Producing a Product of performance

The problem presented would end with the product or student performance. The product or the performance is designed to enable the teacher to evaluate both content objectives and the mastery selected skills. It further strengthens students' understanding of the material by requiring them to use it to accomplish a task. After discussion session with their own group, the teacher asked the students to make product of the way the students solve the problems given.

5) Revisiting the Problem

After the students complete the task, the students reassemble as a class and revisit the problem. In this stage, the students learn how to weigh the evidence and to make comparisons between and among different ideas. They develop the skill in analysis and decision making. This part of PBL assignment further develops the students' communication skills and persuasive speaking abilities. Here, the teacher asked the students to watched some differents performamance of their friends in solving the problems.

6) Evaluating Performance and the Problem

At the end of the unit, the teacher encourages students to evaluate their own performance, their group's performance, and the quality of the problem itself.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used Classroom Action Reseach as the research design. It dealt with improving students' speaking skill by using Problem Based Learning (PBL) method in the teaching and learning process.

Classroom Action Research was a research that aimed to improve the quality of learning practice, that focused on the process of the teaching and learning in the class. Besides that, Classroom Action Research was one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem that exist.[48]

Classroom Action Research was conducted out collaboratively between researcher and the teacher. The teacher was the English teacher of MAN Bondowoso as a collaborator, the teacher involved in the research process. Meanwhile, the collaborator did the reservation along the teaching and learning process while completing the observation sheet.

This researcher and the teacher applied a Problem Based Learning method in teaching speaking skill of English subject in MAN Bondowoso. The researcher acted as the teacher that implemented the Problem Based Learning method while observing the progress of the students. While the English teacher acted as a collaborator that observed the students' activity.

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[48] Djunaidy Ghory, *Penelitian Tindakan Kelas,*(Malang: UIN Malang Press, 2008), 8

In this study, the research design was using model Kemmis and Mc Taggart. According to Kemmis and Mc Taggart, Action Research was a form of collective self-reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices were carried out.

This action research tried to identify the problem that faced in the teaching and learning process, then decided an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. In classroom action research, there were four phases that should be conducted namely: planning, acting, observing, and reflecting. The research procedure could be seen in a figure below:
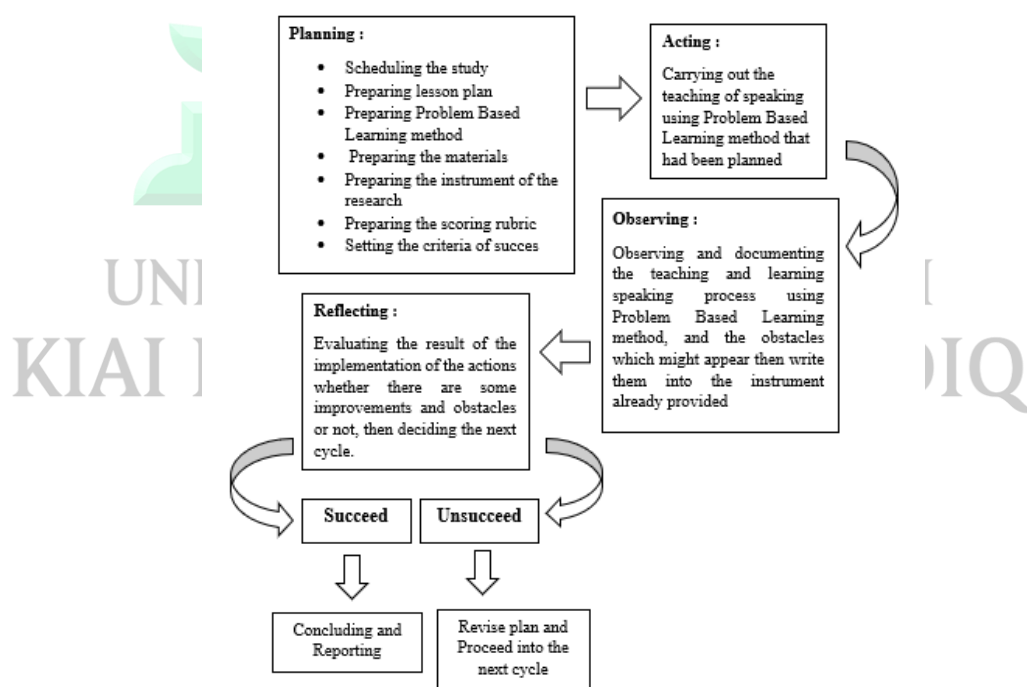
Pictures 3.1
The Model of Action Research of Kemmis and Mc. Taggart

1. **Planning**

Planning is the first step that makes to improve what happened during the teaching and learning process in the classroom. Planning should be made for the future-oriented. Planning also designed base on the problems that would be faced in the classroom. The planning would be reference in doing action. In this phase, the researcher makes a series of planning as follows:

a. The researcher discussed with the English teacher about to choose the material or topic related to the syllabus.

b. The researcher and the English teacher decided to choose a topic that would be focused on the research: "Suggestions and Offers" topic.

c. The researcher offered an apropriate method (Problem Based Learning method) that can be implemented on the research to improve the students' speaking skill to the English teacher.

d. The researcher and the English teacher disscused about the way to apply the Problem Based Learning method on the teaching and learning process in the classroom.

e. The researcher and the English teacher made the lesson plans.

1) The researcher and the English teacher made the learning material about "Suggestions and Offers" topic.

2) The researcher and the English teacher made the speaking test for the students as the post test.

3) The researcher and the English teacher made a speaking assessment

f. The researcher made the research instrument.

2. Acting

The second stage in classroom action research is the implementation of action. Acting is the implementation of action in the real classroom. The action is carried out based on the existing planning made (RPP). The action that would be taken is the application of Problem Based Learning to improve students' speaking skill for the Eleventh-grade students. Without acting the plan, the goal of the research never can be real. In this stage, the researcher would apply the planning of strategy and scenario of learning as follow:

a. Connecting with the Problem

In order Problem Based Learning to be effective, students should feel that the problem is important and worth their time and attention. The teacher selects or designs the problems that are connected to the things care about in their daily lives, or personal experiences. In this phase, the teacher explained about Problem Based Learning to the students, and gave the students some examples about problems on their surrounding life that might be faced on their life.

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an appropriate solution. . In this phase, the researcher divided the students into some groups. The teacher also showed some problems that would be focused on to be solved.

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skills and persuasive speaking abilities. Here, the teacher asked the students to watched some differents performamance of their friends in solving the problems.

f. Evaluating Performance and the Problem

At the end of the unit, the teacher encourages students to evaluate their own performance, their group's performance, and the quality of the problem itself.

3. Observing

Observing is used to observe and doing any documentations that happened during the implementation of the classroom action research. Observation is the process of collecting data. In this step, the teacher acted as an observer and the researcher acts as a teacher in the application of the PBL method in improving students' speaking skills in the teaching and learning process of the classroom. The observer observed the teaching and learning process in speaking skill that done by the researcher as the teacher and the students by using PBL method.

The activity during the implementation of the research strategy would be evaluated using the instrument that had been developed. Those activities including the class situation, the students' speaking activities that would be focus about students' pronunciation, vocabulary, grammar and fluency aspect, the students' respond to the material in the teaching and learning process when they were taught by using PBL method, the student's interaction, enthuasiastic participation in discussion, doing exercise and other activities. The results of existing observations were

used as a material consideration for the next steps. The data of observation

as follows:

Table 3.1
Observation Checklist

No	Activity	Grade					Score
		1	2	3	4	5	
1.	Students' pay attention to the researcher as a teacher						
2.	Students answer teacher's question correctly						
3.	Students interested to Problem Based Learning method						
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning						
5	Students tried to solve the problem given						
	Total						

Indicator:

1 = Poor

2 = Bad

3 = Enough

4 = Good

5 = Very Good

4. **Reflecting**

Reflecting is the action to explain about what happened during the

teaching and learning process in the classroom. In this stage, the

collaborator and the researcher investigate all action that would happened

during the research. The researcher made an evaluation from the result of

the test, also from the observation that would be done by the collaborator during the teaching and learning process. The aim of reflection is to know about the weakness and the strengths of the action that have been implemented which can be used as the recommendation for the next steps.

B. Research Setting

This research conducted at MAN Bondowoso, that located in Khairil Anwar st, Bondowoso District. The researcher chosed this place because some reasons, like: (1) The students faced some problems in speaking skill. (2) The English teacher had never applied PBL as method in teaching speaking. (3) The teacher agreed to conduct this research with the aim to improve the students' speaking skill by using Problem Based Learning method.

Based on the preliminary research that was conducted when the researcher doing PPL, the researcher analyzed on the students' score and compare with the criteria of mastery learning (KKM) on the English subject. The researcher found that most of the students had low ability in the speaking skill. Based on that condition, then the researcher decides to implement the action research on that class to improve the students' speaking skill.

C. Research Subject

The Subjects of this research were the Eleventh-grade students of MAN Bondowoso in Academic year 2022/2023. The class consisted of 35 female students. The researcher chosed this class because some reasons, like: (1) The students had low abilities in speaking skills, especially in the aspects of Vocabulary, pronunciation, grammar and fluency aspects. (2) The students

were not enthusiastic in learning English subject. (3) The students felt ashamed and not confident in their expression. (4) Almost the students only gave a respond on the teachers' question by Yes and No word.

D. Data Collection Technique

In this Classroom Action Research, the researcher collected the data by using some techniques of collecting data, those are:

1. Speaking Test

The test that used in this research is oral test of speaking performance. This test gave after giving treatments. It was done to know about the students' speaking performance by whole-class.

The test model that had given was in the form of students' speaking performance, especially about the "Suggestion and Offer" topic. The students had given different problems that were in accordance with everyday life and in accordance with the learning syllabus being faced at that time. The students asked to solve the problem that have been formed. Then, the teacher assessed their speaking performance according to the scoring rubric that had been set.

Table 3.2
The scoring rubric of speaking Adopted from Brown

Score	Aspects			
	Grammar	**Fluency**	**Pronunciation**	**Vocabulary**
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometimes has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice

3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand	Ineffective words choice
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate

2. **Observation**

Arikunto argues that "observation is an activity which concern to research object by the sense".[49] Observation in this case, would be used by the researcher to find out the previous data that used as a base for the researcher doing this research. The data here is about the students' speaking ability.

3. **Interview**

The researcher conducted the interview to gain the information related to the teaching and learning process also to find out the real condition that exist in the classroom. The data was collected by interviewing the English teacher and the students.

In the preliminary research, the interview aimed to get data of the teachers' and students' opinion, information, also expectation about speaking skill in the English teaching and learning process, including the students' problem in learning speaking.

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[49] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: PT Rineka Cipta, 2006), 156.

4. **Document Review**

Document review was a way of collecting data by reviewing existing documents related to the teaching and learning process. The document review that used were lesson plan, Students' speaking score, the presence list of the students class XIG-2. The document review used for making the research process run well.

E. **Data Analysis Technique**

In processing of analysis the data, the researcher categorized the data into two techniques, they were qualitative and quantitative. The qualitative data got from the observation during the teaching and lerning process, interview and document review. While the quantitative data got from the students' speaking score of the test that have done in each cycle.

In this case, the researcher used data analysis to analyze the data that had been obtained. To identify the improvement of students' speaking skill, the researcher used some steps to analyze the speaking ability and to know the result of students' speaking.

In completing the numerical data, the researcher tried to get the average of students' speaking score within before the implementation and every cycle in order to know how well Problem Based Learning implement in the classroom.

The researcher used certain formula to identify the mean of the students' score. The formula is:[50]

$$\overline{x} = \frac{\sum x}{n} \, x \, 100\%$$

Notes:

χ = the average of students score (mean)

$\sum x$ = the individual score

n = the number of students

Then, the reseacher tried to get the class percentage which pass the target score or the Criteria of mastery learning (KKM). The score that must be achieved considering the speaking performance' score is 75. The result of the speaking test analyze by using the following formula to find out the percentage score:[51]

$$P = \frac{F}{N} \, x \quad 100\%$$

Notes:

P = the class percentage

F = total percentage score (the number of students who pass the KKM)

N = the number of the students

F. Data Validity

In this research, the researcher used content validity. Burn stated that Validity is an essential criterion for doing an evaluation about the quality and

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[50] Donal Ary et.al, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010), 108.

[51] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic,* (New Delhi: New Age International, 2006), 278.

acceptability of a research.[52] It means that a test can be said valid if the measures what it would be measured. One example of the validity of a test is, when a test organizer wants to measure a student's ability to speak, so the things should be measure is about the speaking performance of the students. Simply, content validity is about the relation between the content of the test related to the material in the syllabus and also made by people who expert on that kind of material of test that would be taken.

G. Criteria of Succes

In this research, the cycle conducted until the criteria of succes were succesfully achieved. The researcher and the English teacher had determined that the criteria of succes of the students to achieve in the speaking skill is 75% of students achieve the criteria of mastery learning (KKM) score of 75 by implementing the PBL method. If the Criteria of Succes had been achieved in this research, the implementation of the PBL method in this study would be terminated, and it indicated that this research was running successfully according to the expectations of the researcher and the English teachers.

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[52] Anne Burns, *Collaborative Action Research for English Language Teachers,* (Cambridge: Cambridge University Press, 1999), 160.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research was done on August 26th, 2022, at MAN Bondowoso in Academic Year 2022/2023. This research was conducted in two cycle that consisted of 2 meetings and 1 post-test. The research objective of this research is to investigate the students' speaking ability by using Problem Based Learning (PBL) method. In this chapter, the researcher presents the research instruments and implements the procedures of Classroom Action Research and Problem Based Learning method. The description of the research implementation can be seen as follows:

1. Cycle One

The first cycle was conducted from 22th July to 5th August. It was conducted in three meetings, included two meetings for active teaching and learning process and a meeting of post test. The steps were:

a. Planning

The first step to begin the cycle in Classroom Action Research is Planning. This step was started after conducting the Preliminary research with some supporting activities, such as Interviewing the English teacher, doing observation in the class, and doing a document review by paying attention to and analyzing the students' English scores, especially in the aspect of speaking skills. For the very first stage that had done by the researcher was Interviewing the English

teacher to find out the students' problem related to the teaching and learning English lesson process. Meanwhile, the observation was done to observe and analyze the classroom's teaching and learning process and situation especially on the speaking skill aspect. On that case, a preliminary test was conducted to ensure students' speaking scores with their abilities. Based on the preliminary research result, the main problem that faced by the students on learning English subject was speaking ability. For the details information of the result of students' preliminary research were discussed in the research background Chapter 1.

After the preliminary research done by the researcher, the researcher decided to do the research planning with some procedures. First, the researcher discussed with the English teacher about the material or topic related to the syllabus. Second, the researcher and the English teacher decided the topic that would be used in the research, it was "Suggestions and Offers" topic. Third, the researcher offered an apropriate method (Problem Based Learning method) that can be implemented on the research to improve the students' speaking skill to the English teacher. Fourth, the researcher and the English teacher disscused about the way to apply the Problem Based Learning method on the teaching and learning process in the classroom. Fifth, the researcher and the English teacher made the lesson plans. While making the lesson plan, both of the researcher and the English teacher

prepared the learning material of Suggestions and Offers' topic. After making the learning material, the researcher and the English teacher made the Speaking test for the students as the post test. Then, the researcher and the English teacher prepared about the assessment sheet or scoring rubric of the students' speaking test. Also the researcher prepared about the instrument of observation. Those all about the research planning with some procedures.

b. Acting

The implementation of activities in the first cycle was conducted after the planning stage on Friday, 22th july 2022. In this research, the researcher collaborated with the English teacher who acted as the observer who observed the class while the teaching and learning process. In this stages, the researcher implemented all the plan that had planned before, especially carried out the learning activities based on the Lesson plan. The observation sheet here made to enrich the data as a note dealing with the students' activities while the teaching and learning process.

1) The first meeting

The first meeting of this research was conducted on July 22, 2022 from 09.50-11.00 a.m. The Time allocation at the first meeting was 70 minutes. The learning activities on the first meeting was running well according to the lesson plan that have made with some procedures in the teaching and learning process.

The situation described in the classroom at the first meeting were the students paid attention to the researcher as the teacher. The students also introduced to the Problem Based Learning method that would be implemented in the teaching and learning process. In this stage, the researcher explained about the definition of Problem Based Learning method, also the researcher as the teacher explained about the benefit of Problem Based Learning and the procedure of Problem Based Learning method in teaching speaking. On another activities, the teacher facilitated the students to ask questions related to the material that would be studied.

Then, the students answered the teacher's questions to provide response about the problems presented and the students had to solve the problem. Example of the question was "Your friend forgets to bring her pen to the school, how to offer help?". Focusing on the questions in the form of problems presented, the students had different responses in responding to the problems given. In the question of "your friend forgets to bring her pen to the school, how to offer help?" there were some students who answered to give a pen loan and there were also some students who answered to buy pen for their friends.

Figure 4.1
The researcher Explaining the material

Other activities carried out at the first meeting were the students were asked to tell about their experiences related to solving problem around in front of the class with free topics. Most of the students told about their daily problems related to their education, friendship, family also provided the solutions in solving the problems they told in front of the class.

At the first meeting, the researcher showed to several short videos conversation about "suggestion and offer" which told about solving existing problems. In the process of playing the video, the students looked very enthusiastic and they watched the video very well. After the video playback session had been completed, the teacher asked the students about the purpose of the video that had been presented. The students gave the correct answer according to the content of the video that had been played. The researcher used a projector as a tool to facilitate and expedited the course of the teaching and learning activities. Besides that, the researcher also

used an English book for class XI chapter 1 as the learning materials.

In the first meeting, there was a slight change on the students. Of course, at the first meeting, the students' speaking ability was not fully developed according to the target desired by the researcher. In this case, the changes that occured on the students include self-confidence and a sense of desire for the students "to want to try to answer the questions asked" and "to try to come to the front of the class" to tell their personal experiences in solving a problem in their life.

The learning activities at that time were opened by greeting the students, then the researcher invited the students to pray, the researcher also gave brainstorming or warming-up to encourage students to gain an understanding of a topic to be explained. These stages were carried out as an opening for the learning process. After the opening stages in the learning process were delivered, then the researcher delivered the material about the explanation of Problem Based Learning method in detail. At the closing stage, the researcher offered the students to ask anything they were still confused about. After that, the learning process was closed by praying.

2) The second meeting

The second meeting was conducted on Friday, July 29, 2022, from 09.50-11.00 a.m. The learning activities on that day took 70 minutes, as the same as the first meeting. The second meeting was running very well based on the lesson plan made and exceeded what the researcher expected. The classroom atmosphere was well monitored because the students pay attention to the learning activities from the beginning to the end of the lesson.

At the second meeting, the teacher also implemented the same method as the first meeting, namely the Problem Based Learning method. The teacher also prepared various kinds of activities that were different from the first meeting, which had the aim that the students could have good development in speaking skills. The learning activities were divided into three sessions, as the same as the previous learning, namely opening, delivering material and closing.

In the opening session, the teacher opened the lesson by greeting the students, leading the students to pray so that the learning activities would run smoothly as expected, then the teacher also attended to the students who were present on that day. The teacher also did an apperception as a warm-up for the learning process on that day, with the intention that students could still

remember things that had been conveyed and explained at the previous meeting.

The teacher asked the students "how important for you in your life to solve the problems that we encounter in our daily activities?". These questions were asked to the students to encourage students to had a desire to solve the problems they encountered, and to developed their critical thinking patterns. It also became an important point of implementing Problem Based Learning as a learning method. With these question, the students were encouraged to be more enthusiastic about participating in the learning process. The students answered the questions posed with various answers but had the same core, "it was very important to have the ability to solve the problems existed well". The warming-up activity as an opening for the learning activities on that day took 5 minutes.

At the second meeting, the teacher used ppt as a tool to delivered "Suggestion and Offer" material with the intention that the delivery of the material could be well received and easily by the students. The application of PPT in these learning activities, made the students more enthusiastic in receiving the material on that day. The content of the material submitted through PPT contained the explanation of Suggestion and Offer such as the types of Suggestion and Offer as well as various phrases and

expressions that could be used to express Suggestion and Offer. The teacher also gave some examples of conversations about Suggestion and Offer, and the students were asked to read the conversations that had been provided loudly on their seat. This activity was carried out with the aim that the students could be trained in the habit of using English, students were also expected to be able to improve the pronunciation of some words that were still often mispronounced, such as word pronunciation of "Would, Should, Advice, Suggestion, Offer, Recommend, etc". The conversations displayed were also expected to increase students' Vocabulary knowledge. The researcher believed, these activities could affect the fluency of students' speaking skills.

Figure 4.2

The researcher using PPT as a learning media

In this activity, students were not only asked to read the conversation text loudly, but the students were also asked to repeat some pronunciations of words that were still mispronounced until they sounded those words better, students were also asked to interpreted the text, tell the meaning and problems existed of the text. The teacher also asked the students to analyze the text by

mentioning some expressions or phrases used in the context of "Suggestion and offer" material such as "Do you want me to help yours?", "If I were you, I would reduce my food portions little by little", "I advice you to finished your homework first", and "Can I help you?". On this activity, the researcher taught them how to produce also made those expressions. In this case, the researcher taught them the pattern of the sentence. The researcher felt this activity was very effective in helping the development process in students' speaking skills especially in their grammar.

Besides that, the researcher as an English teacher also gave some problems to students to solve. The researcher gave 5 examples of different problem situations, then students were asked to solve these problems. In this activity, the teacher gave time to the students for 5 minutes to solve the problems that had been given. After the allotted time was over, the teacher then asked several students to express their answers about the solution to the problems given. The teacher appointed 5 students randomly to come in front of the class. For the students who were not appointed by the teacher, they were asked to pay attention to what their friends said regarding solving the problems given in front of the class. The students looked tense and afraid in this activity. They were afraid of not being able to give the right answer. The main activity of the second meetings took 40 minutes.

The teacher then designed the learning activity by giving notes about some vocabularies that were in accordance with the "Suggestion and Offer" material and important for the students to know. The teacher also asked the students to memorize the vocabulary that had been given. Some of the given vocabularies contained about "verbs" that were commonly used in everyday life. The teacher gave the vocab as many as 15 vocabs to the students to memorize. In this activity, the teacher not only gave the vocabularies, but the teacher also directed about the pronunciation of the vocabularies correctly, then the students repeated what the teacher said. The activity took 15 minutes. The activity went smoothly, and the students also participated in the activity comfortably and enthusiastically.

At the closing session of the learning activity, the teacher asked students to read the conversation about "Suggestions and Offers" that were already available in their books. On this occasion there were several students who came to the front of the class to read the conversation in pairs with the tablemate. With only 10 minutes remaining, there were only 5 pairs of students who came forward to read the conversation to the front of the class. Other students were asked to read it in their respective seats with their tablemates. In this activity, the teacher also observed some errors in the pronunciation of some words that were still found. Then the

teacher conducted an evaluation activity by giving the correct answer about the pronunciation of some of the words that were uttered incorrectly by the student. No other practice activities or performances were held on that day. Before the learning activity was closed, the teacher also conveyed several activities that would be carried out at the next meeting. Teaching and learning activities at the second meeting were closed with prayer.

c. Observing

In this phase, the English teacher was roled as the observer who observed the teaching and learning process during the research. The teacher observed about the class situation, students' involvement in the teaching and learning process and the students' activity while the teaching and learning activity. The observation indicator showed in the following table below:

Table 4.1
Observation Indicator

Score	Description	Grade	Criteria
5 = Very Good	81%-100%	A = 21-25	A = Complete
4 = Good	61%-80%	B = 16-20	B = Complete
3 = Enough	41%-60%	C = 11-15	C = Enough
2 = Bad	21%-40%	D = 6-10	D = Not Complete
1 = Poor	0%-20%	E = 1-5	E = Not Complete

Table 4.2
Observation checklist meeting 1 cycle 1 (22/07/22)

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher		√			
2.	Students answer teachers' question	√				
3.	Students interested to Problem Based Learning method		√			
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning		√			
5.	Students tried to solve the problem given	√				
	Total score	8				
	Grade	D				
	Criterion	Not Complete				

On the first meeting that was conducted on 22th of july 2022, the observation checklist above showed about the result of the students' behavior during the learning process. From the result it could be known that the students' activeness and the students' participation was too low. On the first day of the meeting when the researcher explained about the Problem Based Learning method, the atmosphere and circumstances found by the observer who observed the condition that the response of the students was a little passive. The researcher observed that only some of the students who paid attention to the researchers' explanation, and what the other students done just having a little talk with their friends.

On the first meeting the teacher gave some questions related to daily problems that they often found on their life, Example of the question was "Your friend forgets to bring her pen to the school, how

to offer help?". At that time, not all students gave their responses, there were other students who answered the question with a louder voice, and the other students just kept silent and talking with their friends. The situation of the classroom was a little noisy. The researcher as a teacher and the English teacher as an observer observed that there were still a lot of students who had doubts about their actions. They hesitated in trying to answer the questions given, and hesitated to come to the front of the class when asked about experiences in overcoming a problem in their lives.

Table 4.3
Observation checklist meeting 2 cycle 1 (29/07/22)

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher			√		
2.	Students answer teachers' question		√			
3.	Students interested to Problem Based Learning method			√		
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning			√		
5.	Students tried to solve the problem given		√			
	Total score	13				
	Grade	C				
	Criterion	Enough				

On the second meeting that was conducted on 29th of July, 2022, the researcher gave an explanation about "Suggestion and Offer" topic which also included the meaning, expression or phrase that could be expressed to ask for suggestion and offers, showing some of dialogues about "Suggestion and Offer" and also provided some

vocabularies related to the "Suggestion and Offer" topic. The observation checklist showed a change for the better progress from the first to the second meeting in the learning process for the students that occured in the classroom. The students seemed enthusiastic and interested for the learning activity in the second meeting. They tried to answer some of questions asked by the researcher as the teacher. Although most of them couldn't pay attention to the researcher in the whole learning process, but their response during the learning process improved quite a bit than before. In this activity, the researcher felt that the students were happy, energetic and enthusiastic. They were happy and look excited when they have to repeat to say the uncorrect words. All students were active in participating in this activity, although it was still seen that only a few students did not pay attention as well as the others.

The third meetings was Post test of the first cycle. The students and the classroom situation looked a little more conducive than before. The form of the post test in the first cycle was a speaking performance test. The students asked to give their Suggestion or Offers to the form of Problems given in front of the class. The teacher would call their names randomly to come forward. They were asked to choose 1 number, then the teacher read out the situation or the problem according to the test form that had been made. Each students got 2 minutes to answer the question about situation or problems that had

been given . As the same as the previous meetings, in the third meetings it ended for 70 minutes. The result of the the post test of the first cycle showed in the table as follows:

Table 4.4

Post Test First Cycle

No.	Students' name	Students' score of Speaking Skill test					Calculation for total score	Final Score
	Indicator	Gra	Voc	Pro	Flu	Total	OS : MS x 100	
1.	AM	4	4	4	4	16	16 : 20 x 100	80
2.	AOR	3	3	3	3	12	12 : 20 x 100	60
3.	AAF	4	4	4	3	15	15 : 20 x 100	75
4.	ANI	4	4	4	3	15	15 : 20 x 100	75
5.	ANL	3	4	3	3	13	13 : 20 x 100	65
6.	ANN	3	3	3	3	12	12 : 20 x 100	60
7.	AK	4	4	4	4	16	16 : 20 x 100	80
8.	CZP	3	4	4	4	15	15 : 20 x 100	75
9.	DK	3	3	4	3	13	13 : 20 x 100	65
10.	DNOR	4	4	4	4	16	16 : 20 x 100	80
11.	DNF	4	4	4	3	15	15 : 20 x 100	75
12.	FDS	4	3	4	4	15	15 : 20 x 100	75
13.	FIT	4	3	3	3	13	13 : 20 x 100	65
14.	HH	3	4	4	4	15	15 : 20 x 100	75
15.	HOL	3	3	3	3	12	12 : 20 x 100	60
16.	INK	3	4	4	4	15	15 : 20 x 100	75
17.	IA	4	3	4	4	15	15 : 20 x 100	75
18.	KPK	4	4	4	3	15	15 : 20 x 100	75
19.	KHO	3	3	3	3	12	12 : 20 x 100	60
20.	LMMA	4	4	4	4	16	16 : 20 x 100	80
21.	MA	4	4	4	4	16	16 : 20 x 100	80
22.	NS	3	3	3	3	12	12 : 20 x 100	60
23.	NNRU	4	4	4	4	16	16 : 20 x 100	80
24.	NZ	4	4	4	4	16	16 : 20 x 100	80
25.	NLI	3	4	4	4	15	15 : 20 x 100	75
26.	SU	4	3	4	4	15	15 : 20 x 100	75
27.	SYAF	4	3	4	4	15	15 : 20 x 100	75
28.	SKK	3	3	3	3	12	12 : 20 x 100	60
29.	SNR	4	4	4	3	15	15 : 20 x 100	75
30.	SRH	3	3	3	3	12	12 : 20 x 100	60
31.	SA	4	4	4	3	15	15 : 20 x 100	75
32.	TRIY	4	4	4	3	15	15 : 20 x 100	75
33.	TCV	3	4	3	3	13	13 : 20 x 100	65
34.	WF	4	4	4	4	16	16 : 20 x 100	80
35.	ZNF	4	4	4	4	16	16 : 20 x 100	80
	Total							2525

Description:

1. Grammar

- 5 : Grammatical and lexical accuracy are extremely high

- 4 : Quite accurate; some errors, but meaning is always clear

- 3 : Frequent errors; meaning is not always clear

- 2 : Very frequent errors; difficulty in making meaning clear

- 1 : Almost unable to communicate

2. Vocabulary

- 5 : Effective words choice

- 4 : Mostly effective words choice

- 3 : Frequently errors in words choice

- 2 : Ineffective words choice

- 1 : Almost unable to communicate

3. Pronunciation

- 5 : Very clear, stress and intonation help to make meaning clear

- 4 : Generally clear; reasonable control of stress and intonation

- 3 : Frequent errors; not always clear enough to understand

- 2 : Very frequent errors; often very difficult to understand

- 1 : Almost unable to communicate

4. Fluency

- 5 : Speak fluently without hesitation or searching for words

- 4 : Some hesitations and sometimes has to search for words

- 3 : Quite hesitant, limited range of vocabulary and structure

- 2 : Extremely hesitant; very limited range of language available

- 1 : Almost unable to communicate

The students' mean score was:

$$\overline{x} = \frac{\sum x}{n} \, x \, 100$$

$$= \frac{2525}{35}$$
$$= 72{,}14$$

To know the class percentage which pass the passing grade score by using this formula:

$$P = \frac{F}{N} \, x \, 100\%$$

$$P = \frac{24}{35} \, x \, 100\% \quad = 68{,}57\%$$

The students' progress was done after calculating the students' score in the Post test I. Based on the result of the preliminary test, it could be said that Post tes I required 75% of the students' score who got ≥ 75 in speaking skill to reached the researchers' target. The percentage of students who got ≥ 75 in the post test I were 68,57%, and the students' mean score were 72,14. It mean that there were only 24 students of 35 students who got ≥ 75. The percentage of students' score who got ≥ 75 has not been reached. So it still needed 7% 0r more to get the researcher's target succes of this research.

d. Reflecting

In this phase, the researcher and the English teacher discussed the conclusion of implementing the Problem Based Learning from the

action. Based on the students' post test I result, it could be known that the students' speaking skill in the aspect of Grammar, Vocabulary, Pronunciation and Fluency was increased.

In this first cycle, the researcher and the English teacher revealed that students still experienced a little difficulty in conveying what they want to convey. It happened because of the lack of vocabularies they memorized. In the aspect of pronunciation, students also still experience a slight improvement in pronouncing common words that were usually spoken in daily activities. In fact, it also very influential in terms of fluency in their speaking skill. While in the process of post-test 1 the English teacher found that the students still felt nervous as they have to solve the problems given in front of the class. Furthermore, the students got the problem from the researcher directly not by reading on the card. That made the students uncomfortable and nervous.

Related to the procedure of the post test which too difficult for the students, that made the students felt afraid and nervous to answer the questions, then the researcher and the English teacher would re-made a suitable procedure for the students in the next post test. In implementing the next post test, the English teacher as the collaborator gave suggestion to the researcher to change the procedure of the next post test, to reduce the students' nervous when answered the question. The students were asked to read the card in their own seat and had 2

minutes to overcome the problem with their own card. The researcher also would add another vocabularies to facilitate the process of adding vocabulary in making sentences they wanted to say. Additionaly, the researcher and the English teacher re-made the Lesson plan to increase activities that could improve students' speaking skills, such as emphasizing students on reading text or dialogue activities to improve their pronunciation skills.

The reflection was done after discussing with the collaborator, observing the students, also calculating the score of the students' speaking test in the first cycle. Based on the calculation result, the percentage of the students who got score $\geq$ 75 was 68% of total students. Whereas the target of succes of this research was 75%. It meant that the percentage of students who passed the criteria of minimum score (KKM) had not been reached yet. So, the researcher decided to increase the students' speaking skill in the next cycle.

Then, the researcher tried to modify the action in order the students' speaking skill reached 75% of students in the class could pass the passing grade criterion. It was because the result of the post test I showed only 68% of students who passed the passing grade criterion. Meanwhile, the observation sheet showed that the teaching learning activities have done well although there were some problems that should be solved, such as, increasing the students' interest in the following class.

The researcher should create a more interesting atmosphere in the class because the learning process runs too seriously. So for the next cycle, it needed ice breaking or another similar on the sidelines of learning as an additional way in order to the students could enjoy and motivate them in the learning process. From the reflecting phase, there must have been more efforts to improve students' speaking skill trough Problem Based Learning. Then, the researcher prepared for the next cycle.

2. **Cycle two**

The second cycle was conducted on August 12th to August 26th 2022. The second cycle was conducted in three meetings. The three meetings were included two meetings of active teaching and learning process and one post test. The steps of cycle two were described as follows:

a. Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan based on the result of the reflecting phase in the first cycle. The lesson plan used was still related to Problem Based Learning as the method and "Suggestion and Offer" as the topic of the learning activities to improve the students' speaking skill. There were not significant differences with the previous lesson plan. Based on the reflection was done, what made it different in designing lesson plan in

this cycle from the previous cycle were; The material was still related to "Suggestion and Offer", and the researcher would select the suitable word for the students about the test of the speaking performance. The researcher also chose some problems that were very often encountered in daily activities, to make it easier for the students to solve the problems given.

The researcher creating an enjoyable class. In the previous cycle, the researcher rarely used ice breaking to motivate the students in learning English lesson, because in the researchers' perspective, the students were not young learners and they would be passive in following the ice breaking. In fact, this small things like ice breaking was necessary. So that, the learning activity was not bored. These learning activities were more focused in the context of speaking skills in the aspects of Grammar, Vocabulary, Pronunciation and Fluency. So that the researcher re-created a learning plan by increasing dialogue activities between groups of the students.

The researcher also added in the form vocabularies that was still related to the topic of "Suggestion and Offer". This increased was in the form of the number of vocabularies that given to the students, initially the students were only given 15 vocabularies, then the students were given 20 vocabularies by the researchers. The researcher also modified the instructions in carrying out the second post test. The instructions were in the form of a problem-solving process. In

accordance with the advice conveyed by the English teacher, that the next post test the students could be given space and time to discuss with their partners with 2 minutes. Then the students could convey the solution to the problem in their own seats. The process of solving the problem was in the context of the "Suggestion and Offer" topic.

However, there were some modifications in the second cycle: that was the researcher needed to take focus on delivering the material in more details along with the example, selected the suitable words, creating an ejoyable and interesting class, increasing the dialogue activities by group, adding and selecting more vocabularies related to the topic. Beside that, the researcher still also prepared the lesson plan related to the reflecting of the first cycle, observation sheet, and also prepared the questions for the post test 2 to collect the data about the students' speaking skill.

b. Acting

The action of the second cycle was on August 12th to 26th 2022 that were consisting of three meetings. In this research, the researcher collaborated with the English teacher who acted as the observer who observed the class while the teaching and learning process. In this stages, the researcher implemented all the new plans that have modified before based on the results of the reflecting phase. The observation sheet here made to enrich the data as a note dealing with the students' activities while the teaching and learning process.

1) The first meeting

The first meeting was conducted on Friday, August 12ᵗʰ, 2022, from 09.50-11.00 a.m. The learning activities on that day took 70 minutes, as the same as the previous meeting. The first meeting was running very well based on the lesson plan have modified and exceeded what the researcher expected. The classroom atmosphere was well monitored because the students paid attention to the learning activities from the beginning to the end of the lesson. Before the learning activities begin, the teacher greated the students and guided the students to pray first.

As the same as the previous meetings, the learning sessions devided into three procedures. First were warming up, present as the second procedures and the last procedures were perform or produce. The first procedures was warm up. The researcher as the English teacher guided the students to do an ice breaking. The ice breaking that was done was formed in a role play. In the game, students were asked to give an expression about asking and giving "suggestion and offer". The students who were chosen by their friends must respond to the expressions that have been conveyed. In this activity, the students looked very enthusiastic and a little anxious, for fear of not being able to give a good response. This activity certainly greatly improved the students' speaking skills in

terms of fluency and pronunciation. This activity took into 10 minutes as the Warm up stage.

At the first meeting, consisting of several main activities. First, the teacher divided the students into several groups. Each groups consisted of 2 students, because the number of classes consisted of odd numbers, then one group consisted of 3 students, and the other consists of 2 students. The total group in the class were 17 groups. The determination of the group has also been approved by the English teacher. The teacher then asked the students to discuss and exchange ideas about the information on the "Suggestion and Offer" material that they have studied with their own group of friends.
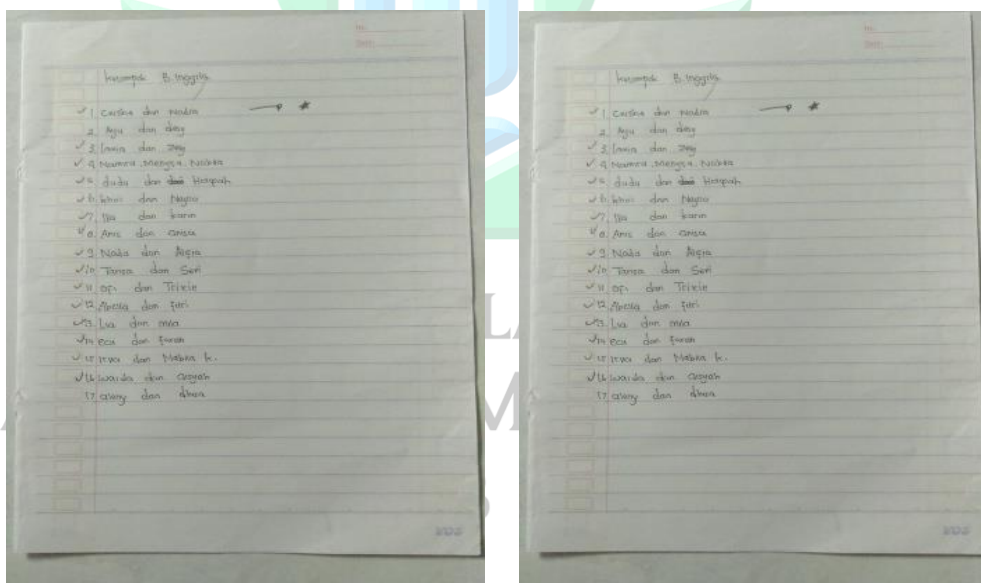
Figure 4.3
List of Students' Group

The discussion session between groups and then continued with other activities. The teacher then gave a paper containing a

conversation about "Suggestion and Offer" which consists of 2 instructions, then the teacher distributed the paper to each groups with a different conversation in each group. The instructions on the paper contained orders to analyze the problems that existed in the conversation, and the students were also asked to analyze and determine the expressions that state "asking or giving suggestions and offers".

The teacher also provided other activities. The teacher again prepared several problems so that students could get used to solving the problems provided. The teacher provided 8 problems in different situations. After that, students were asked to discuss with their partner that had been made. The students were given 5 minutes to discuss with their partner. After the discussion session was over, the students were asked to provide answers in solving the problems that had been made. The teacher appointed 8 students randomly to answer the question. This activity took as 30 minutes.

The last stage of the activity, the students asked by the teacher to write down about the unknown vocabularies that still made the students confused. In this activity, the teacher also asked the students to read the dialogue that have gotten before with their own groups in front of the class. This activity was expected to improve the students' speaking skills in the aspect of Grammar,

Vocabularies, pronunciation also Fluency aspect. This activity took

as 30 minutes. The meeting was closed with greetings and prayers.

Figure 4.4
The students read the dialogue

2) The second meeting

The second meeting was conducted on Friday, 19th August

2022 from 09.50-11.00. The learning activies took 70 minutes as

the same as the previous meetings. The researcher opened the

learning activities by praying, greeting the students and also

Checking the attendance of the students who presented at that time.

The warming up of the learning activities done by doing ice

breaking with role play that mentioning about all vocabularies that

have been given. The students who was pointed at by his friend

must mention the meaning of the vocabulary that had been

mentioned by the friend who pointed at him, then they have to

mentioned the other vocabs, and designated other friends as well.

This warming up activity continued for 10 minutes.

The core activities at the second meeting consisted of some different activities. First, the teacher explained to the students how to make a good and correct conversation about "Suggestion and Offer" according to the problem given. The teacher then gave some problems to the students about events that were commonly encountered in daily activities by using and choosing words that were suitable and easy to understand, which still related to the material "Suggestions and Offers".

Second, As the same as the previous meeting. The researcher still gave 10 different problems to the students. Then the teacher instructed the students to discuss with their partners about the problems they got. The researcher gave 4 minutes to discuss the problems obtained with their own group. After that, the teacher appointed 10 different people randomly to present their answers. The main activity in the second meetings took in 30 minutes.

The last stage was Produce/Perform activity. The students were asked by the teacher to come forward to present their own answer about the problems that had been given. This activity took in 30 minutes. The learning activities closed by praying and giving a chance for the students if they wanted to ask another question. The learning activity on that day runned well as the researcher hoped. This activity was carried out many times with the aim of being able to improve the students' speaking skills getting better in

various aspects, such as aspects of Grammar, Vocabulary, Pronunciation and Fluency.

c. Observing

The observation checklist of the students' behavior during the teaching and learning process using a Problem Based Learning as the learning method in the second cycle could be seen in the following table as follows:

Table 4.5
Observation checklist meeting 1 Cycle 2

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher			√		
2.	Students answer teachers' question			√		
3.	Students interested to Problem Based Learning method					√
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning					√
5.	Students tried to solve the problem given				√	
	Total score	20				
	Grade	B				
	Criterion	Complete				

On the first meeting that was conducted on 12th of August, 2022, the researcher divided into several groups, then asked the students to do discussion. The situation of the class under the control, the students gave good impression and better change from the previous meetings. They answered the researcher's question well, and looked enthusiastic on doing their own task that gave by the researcher. They

tried well on reading the dialogue that have given. It's much better than the previous cycle.

Table 4.6
Observation checklist meeting 2 cycle 2

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher				√	
2.	Students answer teachers' question				√	
3.	Students interested to Problem Based Learning method					√
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning					√
5.	Students tried to solve the problem given					√
	Total score	23				
	Grade	A				
	Criterion	Complete				

The second meeting was done on Friday, 19th August 2022. At the second meeting, there were many changes from the learning process situation to students. A very significant change occurred in the classroom. There have been many students who gave good responses to what the researchers did. The students looked very enthusiastic in learning "Suggestion and Offer" which used the Problem Based Learning method. Almost all students tried to solve the problems provided by the researcher. In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of the observation sheet that have been mentioned above.

The third meetings was Post test of the second cycle. The students and the classroom situation looked more conducive than before. The form of the post test in the second cycle was a speaking performance test. There was a difference between the implementation of the first and the second post test. In the second post test, the teacher gave 17 different problems, and the students were asked to solve the problem. The teacher distributed a different card to all the students. For the students who got the same problem, they were asked to discuss the problems that had been obtained. The teacher gave 3 minutes for the students to discuss the problems they got. After the discussion time was over, then the students were instructed to provide answers about solving the problems that had been found in their own seats. It was deliberately designed so that the students did not feel nervous and afraid which could make the students being blank about what they are going to say. As the same as the previous meetings, in the third meetings it ended for 70 minutes.

The result of the the post test of the second cycle showed in the table as follows:

Table 4.7
Post test second cycle

No.	Students' name	Students' score of Speaking Skill test					Calculation for total score	Final Score
	Indicator	Gra	Voc	Pro	Flu	Total	OS : MS x 100	
1.	AM	4	3	4	4	16	16 : 20 x 100	80
2.	AOR	4	4	4	3	15	15 : 20 x 100	75
3.	AAF	4	4	4	3	15	15 : 20 x 100	75
4.	ANI	3	4	4	4	15	15 : 20 x 100	75
5.	ANL	3	4	3	3	14	14 : 20 x 100	70

No.	Name						
6.	ANN	4	4	4	4	16	16 : 20 x 100	80
7.	AK	4	4	4	4	16	16 : 20 x 100	80
8.	CZP	5	5	5	4	19	19 : 20 x 100	95
9.	DK	4	4	3	3	14	14 : 20 x 100	70
10.	DNOR	4	4	4	4	16	16 : 20 x 100	80
11.	DNF	4	4	4	3	15	15 : 20 x 100	75
12.	FDS	4	4	4	4	16	16 : 20 x 100	80
13.	FIT	4	4	3	3	14	14 : 20 x 100	70
14.	HH	5	5	4	4	18	18 : 20 x 100	90
15.	HOL	4	4	4	3	15	15 : 20 x 100	75
16.	INK	5	5	4	4	18	18 : 20 x 100	90
17.	IA	5	5	4	4	18	18 : 20 x 100	90
18.	KPK	4	4	4	3	15	15 : 20 x 100	75
19.	KHO	4	5	4	4	17	17 : 20 x 100	85
20.	LMMA	4	4	4	4	16	16 : 20 x 100	80
21.	MA	4	4	4	4	16	16 : 20 x 100	80
22.	NS	4	3	3	3	13	13 : 20 x 100	65
23.	NNRU	5	4	5	4	18	18 : 20 x 100	90
24.	NZ	5	4	5	4	18	18 : 20 x 100	90
25.	NLI	4	4	4	4	16	16 : 20 x 100	80
26.	SU	4	3	4	4	15	15 : 20 x 100	75
27.	SYAF	5	5	4	4	18	18 : 20 x 100	90
28.	SKK	4	4	3	3	14	14 : 20 x 100	70
29.	SNR	4	4	3	4	14	15 : 20 x 100	75
30.	SRH	4	4	3	3	14	14 : 20 x 100	70
31.	SA	4	4	4	3	15	15 : 20 x 100	75
32.	TRIY	4	3	4	4	15	15 : 20 x 100	75
1	2	3	3	3	3	3	4	5
33.	TCV	4	4	4	4	16	16 : 20 x 100	80
34.	WF	4	4	4	4	16	16 : 20 x 100	80
35.	ZNF	4	4	4	4	16	16 : 20 x 100	80
	Total							2765

Description:

1. Grammar

- 5 : Grammatical and lexical accuracy are extremely high

- 4 : Quite accurate; some errors, but meaning is always clear

- 3 : Frequent errors; meaning is not always clear

- 2 : Very frequent errors; difficulty in making meaning clear

- 1 : Almost unable to communicate

2. Vocabulary

- 5 : Effective words choice

- 4 : Mostly effective words choice

- 3 : Frequently errors in words choice

- 2 : Ineffective words choice

- 1 : Almost unable to communicate

3. Pronunciation

- 5 : Very clear, stress and intonation help to make meaning clear

- 4 : Generally clear; reasonable control of stress and intonation

- 3 : Frequent errors; not always clear enough to understand

- 2 : Very frequent errors; often very difficult to understand

- 1 : Almost unable to communicate

-

4. Fluency

- 5 : Speak fluently without hesitation or searching for words

- 4 : Some hesitations and sometimes has to search for words

- 3 : Quite hesitant, limited range of vocabulary and structure

- 2 : Extremely hesitant; very limited range of language available

- 1 : Almost unable to communicate

The students' mean score was:

$$\overline{x} = \frac{\sum x}{n} \times 100$$

$$= \frac{2765}{35}$$

$$= 79$$

To know the percentage who passed the passing grade score by using formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

P = 29 x 100
     35

P = 82,85%

On the last meetings of cycle two, the researcher held post test II regarding to the students' speaking skill. The students' achievement about speaking skill aspects increased. Based on the result of the post test II, the mean score of the class in speaking skill gained 79. The percentage of the students who reach the score ≥75 was 82.8%. it meant that, there were 29 students who passed the passing criterion.

d. Reflecting

The last phase in this cycle was Reflection. Reflection done to know whether the first cycle's results after implementing the Problem Based Learning (PBL) method to improve the students' Speaking skill in "Suggestion and Offer" topic. In this phase, the researcher and the English teacher discussed about the strengths and the weekness of the method that have been implemented. The data could be seen from the results of the test and the observation sheet. Both researcher and the English teacher were satisfied to the action research results. It made them very pleased and proud to know the students' outcome they reached.

Based on the observation sheet that was observed directly by the English teacher as the collaborator, there were many improvements and changes in the activities and learning processes of the students. It could be seen from the progress of the first, second and third meetings in the first cycle and the second cycle every week. The situation and condition of the class which was initially crowded, then turned into a more calm and very conducive class. The students who were initially only passive in the learning activities, then they turned to be active in the class, although there were still some students who did not meet the expectations of the researcher.

The students who were initially embarrassed and not confident, they experienced changes for the better than before. They dared to try and begin to have high self-confidence in the learning process, especially in the speaking aspect. They began to be brave in answering some of the questions presented, and dared to come to the front of the class when asked to do a speaking practice.

After implementing the research using Problem Based Learning as the method of the teaching and learning process, the students experienced many changes for the better in the speaking aspect. As explained in the preliminary study chapter 1, in the vocabulary aspect, the English teacher revealed according to the fact that the students were very weak in the vocabulary aspect, because most of the students did not know some basic vocabulary that were

commonly used in daily activities, such as uncle, address, street, area, ambition, etc. The students experienced a lot of improvement in the vocabulary aspect. There were many new vocabularies that they got after implementing Problem Based Learning especially in every learning process about "Suggestion and Offer" topic.

In the aspect of pronunciation, the students also found many mistakes in pronouncing some very basic words commonly used in everyday life, for example in the pronunciation of the words brother, live, come, listening, etc. The students also experienced an improvement in the aspect of pronunciation, they said some common English words correctly and boldly.

In terms of grammar, the students also experienced a lot of improvement. Initially only a few students of them could understand the structure in a text or sentence. After studying the "Suggestion and Offer" chapter with the implementation of the Problem Based Learning method, the students understood the use of formulas in forming a sentence to give some advices or to offer something.

The fluency of the students' speaking skills also experienced a lot of improvement. Some students experienced some hesitations and sometimes had to search for or thought about the words they wanted to say. Another students spoke fluently without hesitation or searching for the next word they wanted to say. In addition, there were some

students experienced about quite hesitant, limited range of vocabulary and structure about the words and sentences they wanted to say.

Meanwhile those students' speaking problems mentioned in the preliminary study could be solved by using the Problem Based Learning method. It proved that the used of Problem Based Learning method succesfully improved the students' speaking skills for the Eleventh-grade students of MAN Bondowoso. Most of the students could solve the problems that had been obtained well, using good language structure, good word pronunciation which was implemented directly in practice and the performances of their own presentation of solving the problems given.

The total number of students who passed the KKM was 29 students or 82% while the mean score was 79. On the other hand, the total number of students who could not pass the KKM was only 6 students or 17,14 as the percentage score. The speaking score reached the criteria of succes in this research and the research finished. The result of the post test showed that the implementation of Problem Based Learning method had worked well to improve the students' speaking skill.

According to the results of the evaluation between the researcher and the teacher, it could be assumed that the implementation of Classroom Action Research in improving the students' speaking skill by using Problem Based Learning method was

appropriate with the planning that had been discussed by the researcher and the English teacher previously. in this case, every action was planned as well.

B. Discussion

This section presented the discussion of the research findings which were related to the theories. The research question focused on could the Problem Based Learning method improve the students' speaking skill. The findings that had been described showed that the Problem Based Learning method improved the students' speaking skill in solving the problems given about "Suggestion and Offer" chapter.

The students' speaking scores could be seen, which gradually improved after implementing the Problem Based Learning. The preliminary data showed that the students' mean score reached 61,28 and the percentage score that reached the minimum decided by the school was 48,57% which means that most of the students could not pass the KKM. The preliminary data showed that the students' speaking ability was low. The students experienced lack in vocabularies, incorrect pronunciation, Improper sentence structure, hesitate to say what they want to say.

The researcher began to apply the use of Problem Based Learning as a learning method in the first cycle. In this cycle, there were not many changes that occured to the students. This cycle has not been successful in using Problem Based Learning to improve students' speaking skills. It could be seen in the results of the students' post test on their Speaking Performance. The

mean score of the first cycle was 72,14 with a percentage was 68,57% students who passed the minimum score. It made the researcher modified the lesson plans that had been made previously, in order to improve the students' speaking skills.

Based on the result of the students' speaking test after implementing the Problem Based Learning as the learning method in the second cycle, the students' speaking skill improved. This was proven by the improvement of the students' speaking test scores on students' mean score and that mean score reached 79 with a percentage was 82% or 29 students who passed the minimum score. This result also supported by the research written by Yuni Mahtawarmi that the Problem Based Learning could improve the students' speaking score.[53]

The implementing of Problem Based Learning method had a good response from the students in the classroom. The students were active in the learning process after implementing the Problem Based Learning method by answering what the researcher asked. This was in accordance with the results of the observation sheet that directly observed by the English teacher as a collaborator in this research. The English teacher observed the learning activities from opening to closing during this research activity. The results of the observation of the learning activities illustrated that the students seem to have developed very well in the learning process. The students who looked passive at the beginning of the meeting, eventually turn into active after

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[53] Yuni Mahtawarmi, "Improving students' speaking skill by using Problem Based Learning model (A study at second grade high school of SMP N 1 Timang Gajah)" (skripsi, Ar-Raniry State Islamic University Darussalam, Banda Aceh,2018), 44.

implementing the Problem Based Learning process. This statement also supported by the result of the research that done by Gede Sutrisna and Luh Putu Artini that the PBL could make a significant improvement as well in term of Behavioral, Cognitive and Affective aspect.[54]

Overall, the findings indicated that the Problem Based Learning that the implementation of PBL could enhance students' speaking skills in the aspects of Grammar,Vocabulary,Pronunciation,and Fluency, more particularly in terms of dialogue and monologue performance.

From the explanation above, it could be considered that most of the Eleventh-grade of MAN Bondowoso had improved their speaking skill after the application of Problem Based Learning as the learning method in the aspect of Grammar, Vocabulary, Pronunciation, and Fluency, also more particularly in terms of dialogue and monologue performance. The researcher revealed that the Problem Based Learning method could make a significant improvement on the learning activities. It made the students were more enthusiastic, active, curious, and interesting in the teaching and learning speaking.

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[54] Gede Sutrisna and Luh Putu Artini, "Does Problem Based Learning affect students' speaking skill and Attitude toward ELL?", *Retorika: Jurnal Ilmu Bahasa 6,* no. 2 (October, 2020): 135

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

As a result of research obtained, Classroom Action Research had been conducted in two cycle that consisting of 2 meetings and 1 meeting for the post test in every cycle. The result pointed out that the implementation of Problem Based Learning could improve students' speaking skills in the Eleventh-grade G2 students of MAN Bondowoso. The results showed that the application of Problem Based Learning could improve the speaking skills of class XI G2 students of MAN Bondowoso. It based on the increasing the score of the speaking test performance in their performance to solve the problems given in the "Suggestion and Offer" chapter. It could be explained that after the implementation Problem Based Learning as the learning method in the Classroom Action Research the students who passed the KKM was 82% or 29 students which means there were 6 students who could not achieve the KKM. It was better than the percentage in cycle I which was only 68,57%. Thus, the result of the post-test in cycle 2 has already exceeded the criteria of success in this research. The aspect of speaking skills that improved after implementing the Problem Based Learning was Grammar, Vocabulary, Pronunciation, and Fluency.

B. **Suggestion**

   After finishing the research, the researcher took several notes as a suggestion that might be helpful and useful for further learning method as stated below:

1. For the English Teachers

   The researcher hopes the English teacher to implement the Problem Based Learning as the alternative method in teaching speaking as it enables the students to make their speaking ability better than before.

2. For Further Researchers

   The researcher hopes that this research will be beneficial as references for orther researchers or/ and educational experts to research the other skills. Besides, the researcher expects that this research can lift and enrich the teaching and learning method such as Problem Based Learning and further research related to this research's issues.

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APPENDICES
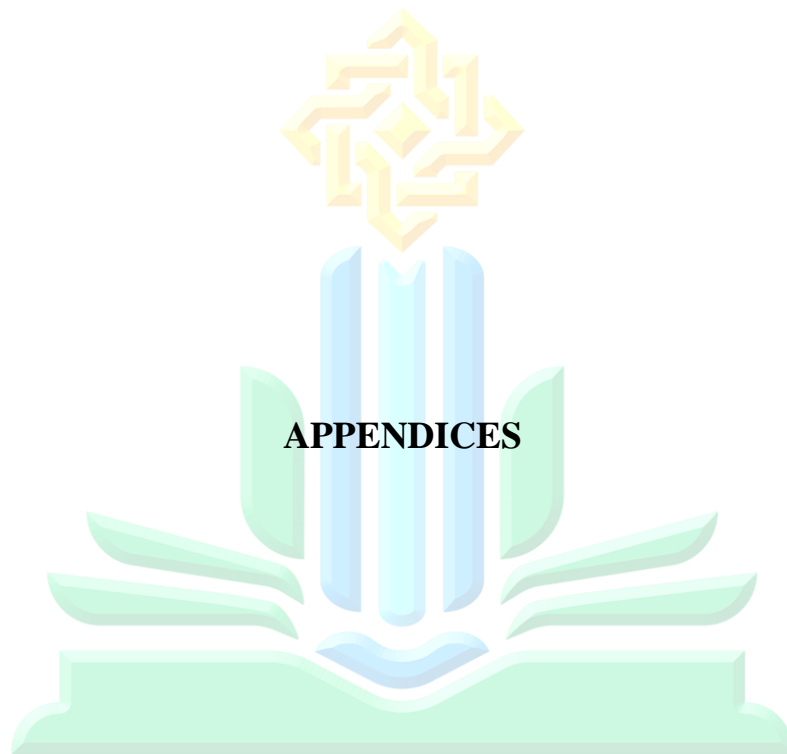
Appendix 1

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Gina Romadhona

SRN   : T20186120

Program   : English Education Department

Faculty   : Tarbiyah and Teacher Training

University   : UIN KH Achmad Shiddiq Jember

States that Thesis entitled "The Implementation of Problem Based Learning method to Improve Students' Speaking Skills at Eleventh Grade Students of MAN Bondowoso in Academic Year 2022/2023" is truly my original work from the result of conducting a research at Eleventh-grade Religion 2 (XIA2) Students of MAN Bondowoso, except some recources which are accepted from references mentioned.

Jember, 19 Desember 2022

Gina Romadhona
NIM. T20186120

Appendix 2

MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEMS
The Implementation of Problem Based Learning (PBL) method to improve students' speaking skills at the eleventh grade students of MAN Bondowoso	A. Speaking skill B. Problem Based Learning Method	1. Pronounciation 2. Vocabulary 3. Grammar 4. Fluency 1. Characteristic of Problem Based Learning 2. Benefit of Problem Based Learning 3. The Procedure of using PBL in teaching speaking	1. Students' Speaking Score 2. Observation Sheet	• Research Design : Classroom Action Research (Mc Taggart) 1. Planning 2. Acting 3. Observing 4. Reflecting • Data Collection: 1. Observation 2. Speaking Test 3. Interview 4. Document review • Data Analysis: ➢ qualitative stage of CAR: 1. Planning 2. Acting 3. Observing 4. Reflecting ➢ b. quantitative cara menghitung mean : $\overline{x} = \frac{\sum x}{n}$ Arikunto (2005:343) • Cara menghitung persentase : $P = \frac{F}{N} \times 100\%$ (Sudjana in Nurwahyuni 2013)	1. How can implementing Problem Based Learning improve the students' speaking skill?

Appendix 3

CLASSROOM ACTION RESEARCH SCHEDULE

No	Date	Activities	Time
1.	Tuesday, October 26th, 2021	Preliminary study (Observation)	09.30-10.15
2.	Monday, November 1st, 2021	Teachers' Pre-Interview	08.00-08.25
3.	Monday, November 1st, 2021	Students' Pre-Interview	09.00-09.25
3.	Thursday, July 21st, 2022	Pre-test	09.50-11.00
4.	Friday, July 22nd, 2022	1st meeting (cycle 1)	09.50-11.00
5.	Friday, July 29th, 2022	2nd meeting (cycle 1)	09.50-11.00
6.	Friday, August 5th, 2022	Post Test (cycle 1)	09.50-11.00
7.	Friday, August 12th, 2022	1st meeting (cycle 2)	09.50-11.00
8.	Friday, August 19th, 2022	2nd meeting (cycle 2)	09.50-11.00
9.	Friday, August 26th, 2022	Post Test (cycle 2)	09.50-11.00

Appendix 4

TEACHERS' PRE-INTERVIEW

The Result of the English Teacher's Pre-Interview before Classroom Action Research (CAR)

Interviewer : Gina Romadhona

Interviewee : Wardah Fitriyati, S.Pd

Profession : English Teacher

Day, Date : Monday, 1st November 2021

Time : 08.00 – 08.25

Place : MAN Bondowoso, Teachers' Office

(R = Researcher, T = Teacher)

R : "Hello, Good Morning, ma'am wardah."

T : "Good Morning too, Gina."

R : "What impression did you get while teaching English?"

T : "While I was teaching English at MAN Bondowoso, I was assigned to teach grade 10, so I don't think it's easy for me, because I have to adjust the skills what they have from the junior high school to a higher level into high school level, and its' quite challenging for me."

R : "How many years have you been teaching as an English teacher at MAN Bondowoso?"

T : "I have been assigned to teach at MAN Bondowoso since mid 2018, and it has been around 3.5 years teaching English here."

R : "How in the process of teaching and learning English subject so far, what obstacles have you faced as an English subject teacher at MAN Bondowoso?"

T : "I didn't have any problems while the teaching process, it's just about I had to adapt to the learning problems that faced by the students, and it became something new and fun for me to solve the problems that faced by the students."

R : "How did you deal with this problem?"

T : "It is depending on the problems that faced by the students, then I group them according to the problems they face"

R : "Do the obstacles that you feel have an impact on the student's learning process?"

T : "Of course there is an impact. Let me tell you in a small example, in a meeting we discussed a topic, the fact that I found in the class that not all students had a fast and good understanding. They have different levels of understanding, some have weak, medium and some are fast. By grouping the abilities they have, it will make easier for me as a teacher. What I wish by grouping the students, so that their understanding is fulfilled and they still have self-confidence."

R : "Some students have problems in the learning process. As you have observed so far, what are the most significant problems faced by students in the process of learning English?"

T : "In learning English, the problem that I often encounter is in terms of speaking skills. Things that affect it, because students have a lack of vocabulary, the students confused how to pronounce some general words, they didn't know about the word structure, which certainly greatly affects the fluency of speaking to the students"

R : "As some of the problems from the student learning process that have been mentioned, what efforts did you make?"

T : "I have tried various things. First, To overcome the lack of vocabulary, I instructed the students to look for common used vocabs in everyday life. I also gave some vocabularies related to the learning or material delivered on that day. Second, I also evaluated the words they said in terms of pronunciation, and if I find an error in the pronunciation of a word, I gave a correction. Third, for the structure of the text, I also taught the correct structure of the text according to the material already in the book. By doing these efforts, I hope to be able to make changes to the level of fluency in the aspect of speaking skills."

R : "In your opinion, what is the aspect of speaking skill that is good, even very good?"

T   : "In my opinion, the aspect of good speaking skill is still closely related to vocabulary, because the more vocabulary we know, the easier it will be to express what we want to express."

R   : "What is your opinion about the aspect of speaking skills of MAN Bondowoso students?"

T   : "I think they are good enough."

R   : "How do you assess the "speaking" ability of MAN Bondowoso students? Do you give assignments related to the speaking skill aspect, or do you only observe in the learning process?"

T   : "for the process of assessing students' speaking skills, I can assest from the tasks they have done."

R   : "In every learning activity, there must be an evaluation process that must be carried out. How do you evaluate students, (performance or assignments and learning processes). Did you rate or provide comments/explanations?"

T   : "for evaluation in speaking skills, in accordance with core competence 4, I continue to assess, observe and focus on learning activities that focus on speaking skills."

R   : "What about the cognitive assessment of MAN Bondowoso students from the speaking skill aspect?"

T   : "already good."

R   : "How do students respond when learning speaking?"

T : "They were happy, because they discovered new things that they may rarely or even have never done before."

R : "What media used in the teaching and learning activities of speaking?"

T : "The media I used is an online learning system."

R : "What method do you use in teaching and learning speaking activities?"

T : "Communicative Active Learning method."

R : "Do you think that the method you have used in teaching speaking is successful?"

R : "I can say it was quite successful even though there were still many things that need to be improved, especially there were still many students who got scores below the KKM considering they didn't like English because a foreign language."

R : "Do you think that the English subject taught at MAN Bondowoso has an important role for this school? For example, making one of the missions to achieve the vision of this school, or making it one of the priorities in improving students' language skills and competencies, so that students are required to have good English skills to achieve good communication in the face of globalization and modernization."

T : "Of course yes and sure. English is very influential."

Appendix 5

STUDENTS' PRE-INTERVIEW

The Result of the Student's Pre-Interview before Classroom Action Research (CAR)

Interviewer : Gina Romadhona

Interviewee : Meilysa Agustin

Profession : Student

Day, Date : Monday, 1st November 2021

Time : 09.00-09.25

Place : MAN Bondowoso, Classroom (X A2)

(R = Researcher, S = Student)

R : "Hi! Nice to know you, whats' your name?"

S : " I am Meylisa Agustin, you can call me Meyli ms."

R : "ok meyli, do you mind if I ask you some questions related to the English lesson?"

S : "Yes please, ms."

R : "Do you like about the English lesson?"

S : "Honestly, I don't really like English lessson ms. English is not my favorite lesson. But if I think it based on the teacher who taught the lesson."

R : "Can you explain me more about your answer just it?"

S : "In some times, I like English lesson because the way my teacher taught me. But in other times, it also happened and makes me didn't like about the English lesson."

R : "what do you think about English lesson? Why don't you like it?"

S : "it's hard in many aspects ms. First, on the speaking way. Second, it's hard to understand, kinds of that."

R : "what makes you feel English is difficult in the speaking aspect?"

S : "I don't know for what I want to say, cause I think I just have limited vocabularies what I know. Because I feel I lack in vocabularies so I am afraid for making mistakes when I want to say and express everything. I feel shy to speak because I afraid of making mistakes on what I am saying especially on my pronunciation. I always feel unconfident when I speak English, because I don't know how to arrange the words into a good sentence. Maybe that's all what I can say to you ms."

R : "Ok, thank you so much for your explanation. Do you think that your friends will have the same problems and difficulties like what you think?"

S : "I think they will feel like what I feel ms. I know that almost all my friends in this class don't like about English lesson. Maybe just 3 till 4 persons who like English than us."

R : "Thank you very much for all your information. I hope someday English will became you favorite lesson Meylisa. As you know that how important English in our life. Isn't it?"

S : "Yes I do ms. Thank you very much."
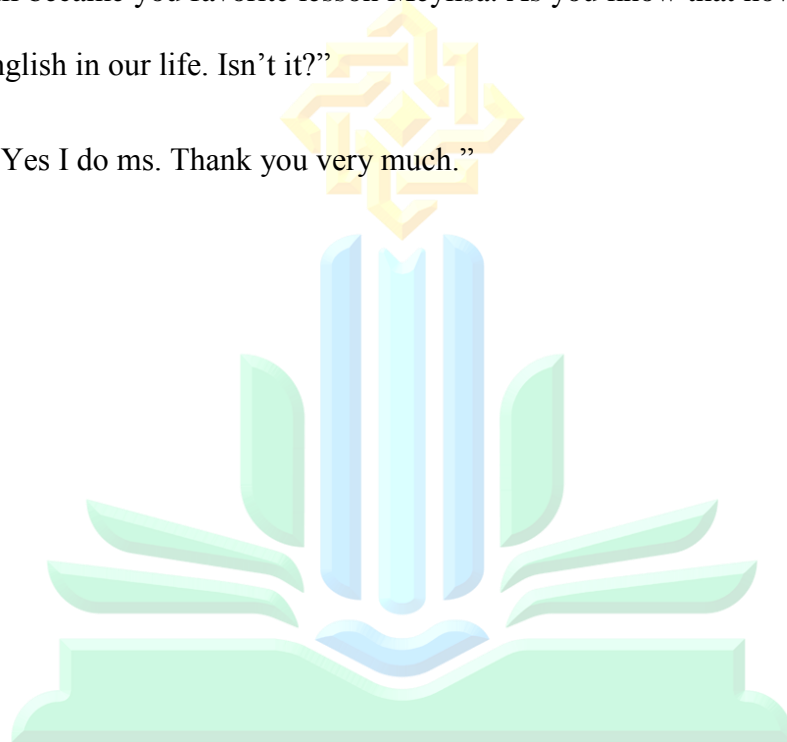
Appendix 6

OBSERVATION CHECKLIST

(Preliminary Study)

Day   : Tuesday

Date   : October 26th, 2022

Time   : 09.30-10.15

Claas   : X A2

Observer   : Gina Romadhona

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the teacher		√			
2.	Students answer teachers' question	√				
3.	Students interested to the teaching and learning process		√			
4.	Students enthusiastic in learning English		√			
5.	Students work on the learning evaluation				√	
	Total score	**11**				
	Grade	**C**				
	Criterion	**Enough**				

Appendix 7

THE RESULT OF PRELIMINARY SCORE

No.	Students' name	Students' score of Speaking Skill test					Calculation for total score	Final Score
	Indicator	Gra	Voc	Pro	Flu	Total	OS : MS x 100	
1.	AM	3	2	2	2	9	9 : 20 x 100	**45**
2.	AOR	4	4	4	3	15	15 : 20 x 100	**75***
3.	AAF	4	4	4	3	15	15 : 20 x 100	**75***
4.	ANI	2	3	2	2	9	9 : 20 x 100	**45**
5.	ANL	2	4	3	3	12	12 : 20 x 100	**60**
6.	ANN	2	2	2	2	8	8 : 20 x 100	**40**
7.	AK	4	4	4	3	15	15 : 20 x 100	**75***
8.	CZP	3	3	3	4	13	13 : 20 x 100	**65**
9.	DK	4	4	4	3	15	15 : 20 x 100	**75***
10.	DNOR	3	2	2	2	9	9 : 20 x 100	**45**
11.	DNF	4	4	4	3	15	15 : 20 x 100	**75***
12.	FDS	4	4	4	3	15	15 : 20 x 100	**75***
13.	FIT	3	2	2	2	9	9 : 20 x 100	**45**
14.	HH	4	4	4	3	15	15 : 20 x 100	**75***
15.	HOL	3	2	3	2	10	10 : 20 x 100	**50**
16.	INK	4	4	4	3	15	15 : 20 x 100	**75***
17.	IA	4	4	4	3	15	15 : 20 x 100	**75***
18.	KPK	4	4	4	3	15	15 : 20 x 100	**75***
19.	KHO	3	2	2	2	9	9 : 20 x 100	**45**
20.	LMMA	3	2	2	3	10	10 : 20 x 100	**50**
21.	MA	3	4	4	4	15	15 : 20 x 100	**75***
22.	NS	3	2	2	3	10	10 : 20 x 100	**50**
23.	NNRU	4	3	4	4	15	15 : 20 x 100	**75***
24.	NZ	4	4	4	4	16	16 : 20 x 100	**80***
25.	NLI	4	4	4	3	15	15 : 20 x 100	**75***
26.	SU	3	2	2	3	10	10 : 20 x 100	**50**
27.	SYAF	4	4	4	3	15	15 : 20 x 100	**75***
28.	SKK	2	3	2	3	10	10 : 20 x 100	**50**
29.	SNR	3	2	2	2	9	9 : 20 x 100	**45**
30.	SRH	2	2	2	2	8	8 : 20 x 100	**40**
31.	SA	2	3	3	2	10	10 : 20 x 100	**50**
32.	TRIY	4	4	4	3	15	15 : 20 x 100	**75***
33.	TCV	4	4	4	3	15	15 : 20 x 100	**75***
34.	WF	3	2	2	3	10	10 : 20 x 100	**50**
35.	ZNF	2	2	2	2	8	8 : 20 x 100	**40**
	Total							**2145**

The student who pass the KKM (Accomplished)

Appendix 8

OBSERVATION CHECKLIST FIRST CYCLE

1. Observation checklist meeting 1 (22/7/22)

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher		√			
2.	Students answer teachers' question	√				
3.	Students interested to Problem Based Learning method		√			
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning		√			
5.	Students tried to solve the problem given	√				
	Total score	**8**				
	Grade	**D**				
	Criterion	**Not Complete**				

2. Observation checklist meeting 2 (29/7/22)

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher			√		
2.	Students answer teachers' question		√			
3.	Students interested to Problem Based Learning method			√		
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning			√		
5.	Students tried to solve the problem given		√			
	Total score	**13**				
	Grade	**C**				
	Criterion	**Enough**				

Appendix 9

OBSERVATION CHECKLIST SECOND CYCLE

1. Observation checklist meeting 1 (12/8/22)

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher			√		
2.	Students answer teachers' question			√		
3.	Students interested to Problem Based Learning method					√
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning					√
5.	Students tried to solve the problem given				√	
	Total score	20				
	Grade	B				
	Criterion	Complete				

2. Observation checklist meeting 2 (19/8/22)

No.	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher				√	
2.	Students answer teachers' question				√	
3.	Students interested to Problem Based Learning method					√
4.	Students enthusiastic in learning how to solve the problem through Problem Based Learning					√
5.	Students tried to solve the problem given					√
	Total score	23				
	Grade	A				
	Criterion	Complete				

Appendix 10

KISI-KISI SOAL SPEAKING TEST

Sekolah   : MAN Bondowoso

Mata Pelajaran   : Bahasa Inggris-Wajib

Kelas   : XI Agama 2

Bentuk Soal   : Speaking Performance

Waktu   : 09.50 – 11.00

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. KI 4 : Mengolah,	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaanya a. 4.1 Menyusun	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya**	Pada pertemuan pertama hingga ke empat, siswa belajar tentang Suggestion and Offer. Siswa juga belajar bagaimana memecahkan masalah yang sudah disajikan sesuai dengan kehidupan sehari-hari. Hal ini dapat melatih kreatifitas siswa dalam berkomunikasi, berfikir kritis dan kreatif. Post Test pertama diberikan kepada siswa untuk memecahkan sebuah permasalahan yang didapatkan secara langsung di depan kelas secara individu. Post test kedua diberikan kepada siswa dalam bentuk sebuah situasi/permasalahan yang didapatkan dalam sebuah kartu yang sudah siswa dapatkan. Siswa diberi waktu selama 2 menit untuk berdiskusi dengan teman kelompoknya. Lalu siswa diminta untuk memberikan tanggapan tentang "Suggestion atau Offer" dalam permasalahan yang sudah dibuat di bangku/

menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.		tempat duduk mereka masing-masing.

Appendix 11

SCORING RUBRIC SPEAKING SKILL

Adopted from Brown

Score	Aspects			
	Grammar	**Fluency**	**Pronunciation**	**Vocabulary**
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometimes has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand	Ineffective words choice
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate

Appendix 12

SPEAKING TEST PERFORMACE FIRST CYCLE

The students asked to give their Suggestion or Offers to the form of Problems given. They are asked to choose 1 number, then the teacher reads out the situation or problem according to the test form that has been made. Each student gets 2 minutes to answer the questions that have been given.

1. My dictionary was left at home. What should I do?

2. Your sister always get bad scores for the English tests. What should she do?

3. It's been very hot these days. What should we do?

4. Dea wants to get inexpensive good quality shoes. What should she do?

5. Tom invited dino to go the camp next week, but Dino just have recovered from typhoid. What should they do?

6. Yoga forgets to do his homework from the teacher. What should he do?

7. Eny's roommate always snores and make her can't sleep well. What should Eny do?

8. Sylvi and roni lated for coming to the English Proficiency test that was scheduled at one o'clock. They were missing to the listening section. What should they do?

9. Alicia is forbidden to bring the bag and the jacket to the department score by the Guard. What should Alicia do?

10. Riki was asked to pay the donation money, while he forgot to bring the money to school. What should riki do?

Appendix 13

SPEAKING TEST PERFORMANCE SECOND CYCLE

The teacher gave 17 different problems, and the students were asked to solve the problem. The teacher distributed a different card to all the students. For the students who got the same problem, they were asked to discuss the problems that had been obtained. The teacher gave 3 minutes for the students to discuss the problems they got. After the discussion time was over, then the students were instructed to provide answers about solving the problems that had been found in their own seats.

1. Your friend forget to bring a pen in the class, she felt sad for her mistake. In the same day, the math teachers carry out daily exams impromptu. your friend didn't have time to buy a pen in the school canteen. what will you do?	2. Your mother is gardening, She is planting sweet potatoes in the backyard. now, you are studying to prepare for tomorrow's exam. on the other hand, you are also sad because you really want to help your mother. how to offer help?	3. Your mother feels tired after washing many clothes. The Customer's clothes are coming continuously. the weather on that day was not supportive, because it was cloudy the last few days. what will you do?
4. Your younger sister is very dirty, She fell in a river, while on a recreational trip with her school friends. You forgot to bring a change of clothes for your sister. while around the place there are no clothes shops that are open. how to give a suggestion?	5. Someone smokes in a public place, at that place, there is an old man who was coughing because of the cigarette smoke. on the other hand, there is a mother holding a baby. how to give a suggestion?	6. Your friend has tootache, she cries in pain. while she was at home alone. his house is located very far from the city. how to give a suggestion?

7.	Your sister has a bad cough for two weeks, while she was sick with a cough, she never wanted to stop drinking ice, eating chocolate, and eating fried foods. during that time, she also refused to take the cough medicine that had been bought for her. how to give a suggestion?	8.	Your friend lost his handphone at school. even though the school has made a regulation that prohibits students from bringing cellphones to school. how to give a suggestion?	9.	Your friend always come late almost everyday, he was often late for school because he had to help his mother sell some cakes in the market. The money from selling the cakes was used to pay school fees. how to give a suggestion?
10.	Your friend forget to bring his money in the school, on that day, he had to pay for his class's savings, besides that, he also had to pay donations for the earthquake victims in Cianjur. he wanted to borrow some money from his friends, but none of his friends lent him money.how to offer help?	11.	You see an old man trying to across the street, but the streets at that time were very crowded. it turned out that the old man was blind, so it was very difficult to invite him and help him. how to offer help?	12.	You see your sister has some difficulties doing her homework, the difficulty she experienced was, all the books in her bag, were washed away in the river when she was going to cross the river to go home after the school. so, she was just sad and crying because she couldn't do the homework given by her teacher. how to offer help?
13.	You see your father is cleaning the house, he cleans the house because your mother is sick in the hospital. on the same day, there will be an event at the house. Your father looks very tired because he has to finish the work in his house. how to offer help?	14.	It's your birthday, and you bring so many cookies for your friends, but what happened, all your friends don't want to taste all the cookies you've brought. they didn't taste the cookies you brought because they had to hurry home and couldn't have a	15.	You see a man trying to find a toilet, and you know where the toilet is, but the toilet is very far from the location. the nearest toilet from that location could not be used because it was damaged. how to offer help?

	small party for your birthday. you feel sad about what happened. how to give a suggestion?
16. You have two pens and you see your friend forget to bring hers, you try to lend the pen to your friend. but your friend refused the pen loan because he really wanted to use a pencil. how to offer help?	**17.** One of our classmate will have birthday tomorrow, You as the class president are planning to celebrate your classmate's birthday. but everything is hampered because there is a school event that must be attended by all students.how to give a suggestion?

Appendix 14

INSTRUMENT VALIDITY

INSTRUCTIONS

1. Put a check mark (√) in the column according to your opinion
2. If there is a need to be revised , please write in the column

No	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A	**ISI**					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.1 dan 4.1				√	
	2. Indikator soal sesuai dengan materi				√	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan			√		
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan		√			
B	**KONSTRUK**					
	1. Soal di susun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa			√		
	2. Soal di susun sesuai dengan materi "Suggestion and Offer"				√	

					√	
	3. Soal Speaking test di susun sesuai dengan teori Speaking yang mengharuskan siswa untuk berbicara				√	
	4. Penilaian kemampuan Speaking siswa di adaptasi dari buku H. Douglas Brown					√
C	**BAHASA**					
	1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar sesuai Grammatical					√
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna				√	
	3. Rumusan soal tidak mengundang kata kata yang menyinggung peserta didik					√

Note :

4 : Sangat baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Bondowoso, 18 Juni 2022

(**Haqiqotul Karimah, S.Pd**)

INSTRUMENT VALIDITY

INSTRUCTIONS

1. Put a check mark (√) in the column according to your opinion
2. If there is a need to be revised , please write in the column

No	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A	**ISI**					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.1 dan 4.1			√		
	2. Indikator soal sesuai dengan materi			√		
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan			√		
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan			√		
B	**KONSTRUK**					
	1. Soal di susun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa			√		
	2. Soal di susun sesuai dengan materi "Suggestion and Offer"				√	
	3. Soal Speaking test di susun sesuai dengan teori Speaking yang mengharuskan siswa untuk berbicara			√		

	4. Penilaian kemampuan Speaking siswa di adaptasi dari buku H. Douglas Brown			√	
C	**BAHASA**				
	1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar sesuai Grammatical			√	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna			√	
	3. Rumusan soal tidak mengundang kata kata yang menyinggung peserta didik			√	

Note :

4 : Sangat baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Jember, 22 Juni 2022

(**Nina Hayuningtyas, M.Pd**)

Appendix 15

THE RESULT OF POST TEST 1 SCORE

No.	Students' name	Students' score of Speaking Skill test					Calculation for total score	Final Score
	Indicator	Gra	Voc	Pro	Flu	Total	OS : MS x 100	
1.	AM	4	4	4	4	16	16 : 20 x 100	**80***
2.	AOR	3	3	3	3	12	12 : 20 x 100	**60**
3.	AAF	4	4	4	3	15	15 : 20 x 100	**75***
4.	ANI	4	4	4	3	15	15 : 20 x 100	**75***
5.	ANL	3	4	3	3	13	13 : 20 x 100	**65**
6.	ANN	3	3	3	3	12	12 : 20 x 100	**60**
7.	AK	4	4	4	4	16	16 : 20 x 100	**80***
8.	CZP	3	4	4	4	15	15 : 20 x 100	**75***
9.	DK	3	3	4	3	13	13 : 20 x 100	**65**
10.	DNOR	4	4	4	4	16	16 : 20 x 100	**80***
11.	DNF	4	4	4	3	15	15 : 20 x 100	**75***
12.	FDS	4	3	4	4	15	15 : 20 x 100	**75***
13.	FIT	4	3	3	3	13	13 : 20 x 100	**65**
14.	HH	3	4	4	4	15	15 : 20 x 100	**75***
15.	HOL	3	3	3	3	12	12 : 20 x 100	**60**
16.	INK	3	4	4	4	15	15 : 20 x 100	**75***
17.	IA	4	3	4	4	15	15 : 20 x 100	**75***
18.	KPK	4	4	4	3	15	15 : 20 x 100	**75***
19.	KHO	3	3	3	3	12	12 : 20 x 100	**60**
20.	LMMA	4	4	4	4	16	16 : 20 x 100	**80***
21.	MA	4	4	4	4	16	16 : 20 x 100	**80***
22.	NS	3	3	3	3	12	12 : 20 x 100	**60**
23.	NNRU	4	4	4	4	16	16 : 20 x 100	**80***
24.	NZ	4	4	4	4	16	16 : 20 x 100	**80***
25.	NLI	3	4	4	4	15	15 : 20 x 100	**75***
26.	SU	4	3	4	4	15	15 : 20 x 100	**75***
27.	SYAF	4	3	4	4	15	15 : 20 x 100	**75***
28.	SKK	3	3	3	3	12	12 : 20 x 100	**60**
29.	SNR	4	4	4	3	15	15 : 20 x 100	**75***
30.	SRH	3	3	3	3	12	12 : 20 x 100	**60**
31.	SA	4	4	4	3	15	15 : 20 x 100	**75***
32.	TRIY	4	4	4	3	15	15 : 20 x 100	**75***
33.	TCV	3	4	3	3	13	13 : 20 x 100	**65**
34.	WF	4	4	4	4	16	16 : 20 x 100	**80***
35.	ZNF	4	4	4	4	16	16 : 20 x 100	**80***
	Total							**2525**

The student who pass the KKM (Accomplished

Appendix 16

THE RESULT OF POST TEST 2 SCORE

No.	Students' name	Students' score of Speaking Skill test					Calculation for total score	Final Score
	Indicator	Gra	Voc	Pro	Flu	Total	OS : MS x 100	
1.	AM	4	3	4	4	16	16 : 20 x 100	**80**
2.	AOR	4	4	4	3	15	15 : 20 x 100	**75**
3.	AAF	4	4	4	3	15	15 : 20 x 100	**75**
4.	ANI	3	4	4	4	15	15 : 20 x 100	**75**
5.	ANL	3	4	3	3	14	14 : 20 x 100	**70****
6.	ANN	4	4	4	4	16	16 : 20 x 100	**80**
7.	AK	4	4	4	4	16	16 : 20 x 100	**80**
8.	CZP	5	5	5	4	19	19 : 20 x 100	**95**
9.	DK	4	4	3	3	14	14 : 20 x 100	**70****
10.	DNOR	4	4	4	4	16	16 : 20 x 100	**80**
11.	DNF	4	4	4	3	15	15 : 20 x 100	**75**
12.	FDS	4	4	4	4	16	16 : 20 x 100	**80**
13.	FIT	4	4	3	3	14	14 : 20 x 100	**70****
14.	HH	5	5	4	4	18	18 : 20 x 100	**90**
15.	HOL	4	4	4	3	15	15 : 20 x 100	**75**
16.	INK	5	5	4	4	18	18 : 20 x 100	**90**
17.	IA	5	5	4	4	18	18 : 20 x 100	**90**
18.	KPK	4	4	4	3	15	15 : 20 x 100	**75**
19.	KHO	4	5	4	4	17	17 : 20 x 100	**85**
20.	LMMA	4	4	4	4	16	16 : 20 x 100	**80**
21.	MA	4	4	4	4	16	16 : 20 x 100	**80**
22.	NS	4	3	3	3	13	13 : 20 x 100	**65****
23.	NNRU	5	4	5	4	18	18 : 20 x 100	**90**
24.	NZ	5	4	5	4	18	18 : 20 x 100	**90**
25.	NLI	4	4	4	4	16	16 : 20 x 100	**80**
26.	SU	4	3	4	4	15	15 : 20 x 100	**75**
27.	SYAF	5	5	4	4	18	18 : 20 x 100	**90**
28.	SKK	4	4	3	3	14	14 : 20 x 100	**70****
29.	SNR	4	4	3	4	14	15 : 20 x 100	**75**
30.	SRH	4	4	3	3	14	14 : 20 x 100	**70****
31.	SA	4	4	4	3	15	15 : 20 x 100	**75**
32.	TRIY	4	3	4	4	15	15 : 20 x 100	**75**
33.	TCV	4	4	4	4	16	16 : 20 x 100	**80**
34.	WF	4	4	4	4	16	16 : 20 x 100	**80**
35.	ZNF	4	4	4	4	16	16 : 20 x 100	**80**
	Total							**2760**

**The students who have not passed the KKM (Unaccomplished)

Appendix 17

Students' Attendance List

MAN Bondowoso

XI Agama 2

No	Nama Siswa	1	2	3	4	5	6
1.	AM	S	S	√	√	√	√
2.	AOR	√	√	√	√	√	√
3.	AAF	√	√	√	√	√	√
4.	ANI	√	√	√	√	√	√
5.	ANL	√	√	√	S	√	√
6.	AN	√	√	√	√	√	√
7.	AK	√	√	√	√	√	√
8.	CZP	√	√	√	√	√	√
9.	DK	√	I	√	√	√	√
10.	DNOR	√	√	√	√	√	√
11.	DNF	√	√	√	√	√	√
12.	FDS	√	√	√	√	√	√
13.	FI	√	S	√	√	√	√
14.	HH	√	√	√	S	√	√
15.	HO	√	√	√	√	√	√
16.	INK	S	√	√	√	√	√
17.	IA	√	√	√	√	√	√
18.	KPK	√	√	√	S	√	√
19.	KH	S	√	√	√	√	√
20.	LMMA	S	√	√	√	√	√
21.	MA	√	√	√	√	√	√
22.	NS	√	√	√	√	√	√
23.	NNRU	√	√	√	√	√	√
24.	NZ	√	√	√	√	√	√
25.	NLI	√	I	√	√	√	√
26.	SU	√	√	√	√	√	√
27.	SYAF	√	√	√	√	√	√
28.	SKK	√	√	√	√	S	√
29.	SNR	√	√	√	√	√	√
30.	SRH	S	S	√	√	√	√
31.	SA	√	√	√	√	√	√
32.	TRIY	√	√	√	√	√	√
33.	TCV	√	√	√	I	I	√
34.	WF	√	√	√	√	√	√
35.	ZNF	√	S	√	√	√	√

Appendix 19

DOCUMENTATIONS

Appendix 20

LETTERS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http.//ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-4070/In.20/3.a/PP.009/07/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Aliyah Negeri Bondowoso
Jl. Khairil Anwar No.278, Badean, Bondowoso

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon dijinkan mahasiswa berikut :

NIM   : T20186120
Nama   : GINA ROMADHONA
Semester   : Semester sembilan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Problem Based Learning (PBL) method to Improve students` Speaking skills at Eleventh grade students of MAN Bondowoso in Academic Year 2022/2023" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu H. Saini, S.Ag. M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 11 Juli 2022
a.n Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 21

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BONDOWOSO
MADRASAH ALIYAH NEGERI BONDOWOSO
Jalan Khairil Anwar No.278 Kel.Badean Kec.Bondowoso Kab.Bondowoso
Telephon 0332-421032; Faximile 0332-421032
Email : manbondowoso278@gmail.com

SURAT KETERANGAN
Nomor : 1440 /Ma.13.06.01/PP.00.6/08/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri Bondowoso dengan ini menerangkan bahwa:

Nama	:	Gina Romadhona
NIM	:	T20186120
Prodi	:	Tadris Bahasa Inggris
Semester	:	Sembilan
Universitas	:	UIN KHAS JEMBER

Yang bersangkutan telah selesai melaksanakan penelitian di lembaga kami, Dengan Judul *"The Implementation of problem based learning (PBL) method to improve students speaking skills at eleventh grade students of MAN Bondowoso in academic year 2022/2023"*

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 31 Agustus 2022
Kepala,

Saini

CURRICULUM VITAE

Personal Information

Name   : Gina Romadhona

SRN   : T20186120

Gender   : Female

Place, Date of Bird   : Bondowoso, December 26th, 1999

Adress   : Kotakulon, Bondowoso

Religion   : Islam

Departemen/Major   : Language Education/English Department

Email   : ginaromadhon134@gmail.com

Educational Background

2006 – 2012   : MI Attaqwa Bondowoso

2012 – 2015   : Mts Nurul Jadid Probolinggo

2015 – 2018   : SMA Nurul Jadid Probolinggo