

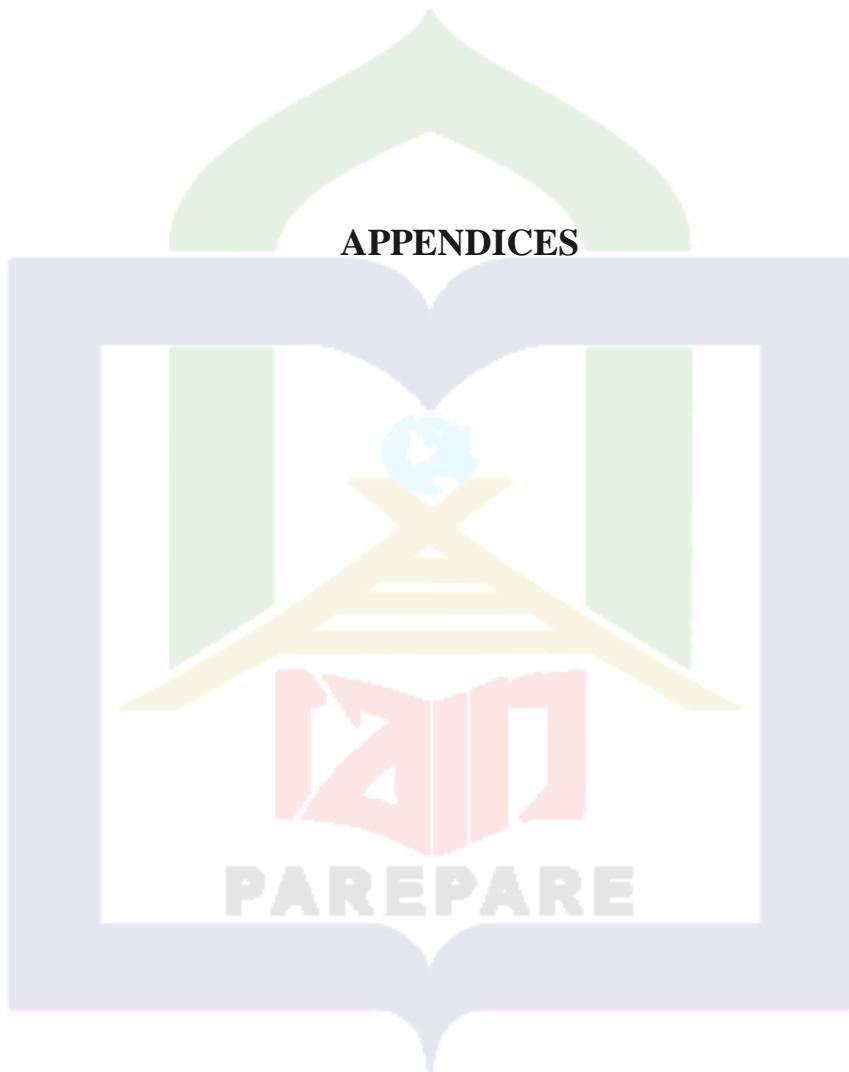
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**APPENDICES**



## Appendix 1. Research Instrument



NAMA : HERVINA.P  
NIM/PRODI : 15.1300.0141/PENDIDIKAN BAHASA INGGRIS  
FAKULTAS : TARBIYAH  
JUDUL : THE USE OF PROBLEM SOLVING METHOD AS A  
COLLABORATIVE LEARNING TO IMPRO STUDENTS'  
SPEAKING SKILL AT SECOND GRADE OF MAPI  
AS'ADIYAH SENGKANG

### Pre-test and Post-test

#### 1. Pre-Test

1.1 Introduce your self based on the questions below!

- a. What is your full name?
- b. What is your nickname?

- c. Where do you live?
- d. How old are you?
- e. Where were you born?
- f. When were you born?
- g. What is your hobby (s)?
- h. How many brother (s) or sister (s) do you have?

1.2 Introduce one of your best friends.

1.3 Please solve the problem below!

“How to make their school a more students friendly school”

1.4 Closing

## 2. Post-Test

2.1 Please introduce your self !

2.2 Please solve problem below!

### MY STUDY OR MY PARENTS

I a I am a student of senior high school. I am sixteen years old. I want to continue my study. But, my father wants me to get married. My father chooses a man for me from rich family. Actually, I don't like the man and I don't want to get married in my young age. My parents don't agree if I continue my study. My mother says to me “if you don't obey your father will send you away from home and you are not our daughter anymore. I am confused to face the problem because if I refuse my parents' wish. I am sinful. But, if I agree to get married with the man, I will suffer because I don't like him. I need your help to overcome this problem “which on should I choose”.

**Scoring formulation for students' communicating ability:**

Classification	Score	Criteria
<b>Pronunciation</b>	<b>9-10</b>	Equivalent to and fully accepted by educated native speaker
	<b>7-8</b>	Errors in pronunciation are quite rare
	<b>5-6</b>	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	<b>3-4</b>	Accent is intelligible though often quite faulty.
	<b>1-2</b>	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
<b>Grammar</b>	<b>9-10</b>	Equivalent to that of an educated native speaker
	<b>7-8</b>	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	<b>5-6</b>	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	<b>3-4</b>	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	<b>1-2</b>	Errors in grammar are frequent, but speaker can be

		understood by a native speaker used to dealing with foreigners attempting to speak his language.
<b>Vocabulary</b>	<b>9-10</b>	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
	<b>7-8</b>	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	<b>5-6</b>	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	<b>3-4</b>	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	<b>1-2</b>	Speaking vocabulary inadequate to express anything but the most elementary needs.
<b>Fluency</b>	<b>9-10</b>	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
	<b>7-8</b>	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of

		this experience with a high degree of fluency.
	<b>5-6</b>	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words
	<b>3-4</b>	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	<b>1-2</b>	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
<b>Comprehension</b>	<b>9-10</b>	Equivalent to that of an educated native speaker.
	<b>7-8</b>	Can understand any conversation within the range of his experience.
	<b>5-6</b>	Comprehension is quite complete at a normal rate of speech.
	<b>3-4</b>	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
	<b>1-2</b>	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

**Classification the students' communicating score:**

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	$\leq 40$

Appendix 2. Learning Scenario for First Meeting

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MAPI As'Adiyah Sengkang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA

Materi Pokok : Introduction Ourselves dan Solving Problem “Breaking Rules in School”

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 1<sup>th</sup>

Kompetensi Inti:

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

Kompetensi Dasar:

- Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- Memahami fungsi sosial, definisi, dan unsur kebahasaan pada materi introduce ourselves dan collaborative problem solving.

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan collaborative problem solving serta responnya sesuai dengan konteks penggunaanya SMA/MA/SMK/MAK
2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

- ❖ Definisi introduce our selves and others
- ❖ Text introduce our selves
  1. My full name is ... (ex: Hervina.P)
  2. My nice name is... (ex: Vina)
  3. I live in... (ex: Parepare)
  4. I am... (ex: 17 / seventeen ) years old
  5. I was born in ... (Gilireng, 10 March 1999)
  6. My hobby (s) is/are...(reading book/ playing football and badminton)
  7. I have .... Brother (s) and... sister (s) (ex: a brother/ two brothers and a sister/ two sisters)
- ❖ Definisi collaborative problem solving
- ❖ Text collaborative problem solving

How to vanish a student who breaks a rule in school (students are prohibited from using mobile phone in school)

Unsur kebahasaan : fluency, accuracy, content, pronunciation.

Fungsi sosial : Menjaga hubungan interpersonal dengan guru dan teman.

Metode Pembelajaran : Problem Solving Method

Media, Alat, dan Sumber Pembelajaran :

- ❖ Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.
- ❖ Sumber Belajar: Suara Guru dan Internet.

## Kegiatan Pembelajaran

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Pendahuluan	<ul style="list-style-type: none"> <li>The researcher will greet the students ( member salam, membaca doa, dan mengabsen siswa)</li> </ul>	5 menit
Inti	<ul style="list-style-type: none"> <li>The researcher will explain how to introduce ourselves.</li> <li>The researcher will give some examples.</li> <li>The researcher will explain all difficult words and importance information.</li> <li>Students will do the problem solving as the previous session.</li> <li>Students will be divided into a group consists of 5-6 persons.</li> <li>Every group will choose a person to be a leader of group.</li> <li>The researcher will give the problem topic to every group.</li> <li>Every group will be given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the</li> </ul>	35 menit

	<p>possible solutions with their friends group.</p> <ul style="list-style-type: none"> <li>After twenty minutes, every group will choose a person to present the solution of problem that they have discussed, started from the first until the last group.</li> <li>After presenting their solutions, other person in every groups will be given a chance to give addition or comment solutions to others groups.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>The researcher will determine the final solutions from students.</li> <li>The researcher will give motivation to students to always practice their English.</li> <li>Before closing the class, the researcher will give some vocabulary that used in the next meeting to be memorized by students.</li> <li>The researcher will close the class.</li> </ul>	5 menit

Appendix 2. Learning Scenario for Second Meeting

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MAPI As'Adiyah Sengkang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA 1

Materi Pokok : Solving Problem “Breaking Rules in School”

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 2<sub>nd</sub>

**Kompetensi Inti:**

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

**Kompetensi Dasar:**

- Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- Memahami fungsi sosial, definisi, dan unsur kebahasaan pada materi collaborative problem solving.

**Indikator:**

3. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan collaborative problem solving serta responnya sesuai dengan konteks penggunaanya SMA/MA/SMK/MAK
4. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

- ❖ Definisi collaborative problem solving
- ❖ Text collaborative problem solving

How to vanish a student who breaks a rule in school (students are prohibited from using over make up / stylish in school)

Unsur kebahasaan : fluency, accuracy, content, pronunciation.

Fungsi sosial : Menjaga hubungan interpersonal dengan guru dan teman.

Metode Pembelajaran : Problem Solving Method

Media, Alat, dan Sumber Pembelajaran :

- ❖ Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.
- ❖ Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>The researcher will greet the students ( member salam, membaca doa, dan mengabsen siswa)</li> </ul>	5 menit
Inti	<ul style="list-style-type: none"> <li>Students will do the problem solving as the previous session.</li> <li>Students will be divided into a group consists of 5-6 persons.</li> <li>Every group will choose a person to be a leader of group.</li> <li>The researcher will give the problem topic to every group.</li> <li>Every group will be given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group.</li> <li>After twenty minutes, every group will choose a person to present the solution of problem that they have discussed, started from the first until the last group.</li> <li>After presenting their solutions, other person in</li> </ul>	35 menit

	<p>every groups will be given a chance to give addition or comment solutions to others groups.</p>	
Penutup	<ul style="list-style-type: none"><li>• The researcher will determine the final solutions from students.</li><li>• The researcher will give motivation to students to always practice their English.</li><li>• Before closing the class, the researcher will give some vocabulary that used in the next meeting to be memorized by students.</li><li>• The researcher will close the class.</li></ul>	5 menit

## Appendix 2. Learning Scenario for Third Meeting

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAPI As'Adiyah Sengkang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA 1

Materi Pokok : Solving Problem “My Lazy Brother”

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 3<sub>rd</sub>

#### Kompetensi Inti:

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

#### Kompetensi Dasar:

- Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

- Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- Memahami fungsi sosial, definisi, dan unsur kebahasaan pada materi collaborative problem solving.

Indikator:

5. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan collaborative problem solving serta responnya sesuai dengan konteks penggunaanya SMA/MA/SMK/MAK
6. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

- ❖ Definisi collaborative problem solving
- ❖ Text collaborative problem solving

I am 17. I have a brother. He is 7 years old now. He always using mobile phone when he comes from school and he doesn't care his

homework and always refuse what my mother orders to do. What should I do as his sister?

Unsur kebahasaan : fluency, accuracy, content, pronunciation.

Fungsi sosial : Menjaga hubungan interpersonal dengan guru dan teman.

Metode Pembelajaran : Problem Solving Method

Media, Alat, dan Sumber Pembelajaran :

- ❖ Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.
- ❖ Sumber Belajar: Suara Guru dan Internet.

#### Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• The researcher will greet the students ( member salam, membaca doa, dan mengabsen siswa)</li></ul>	5 menit
Inti	<ul style="list-style-type: none"><li>• Students will do the problem solving as the previous session.</li><li>• Students will be divided into a group consists of 5-6 persons.</li></ul>	35 menit

	<ul style="list-style-type: none"><li>• Every group will choose a person to be a leader of group.</li><li>• The researcher will give the problem topic to every group.</li><li>• Every group will be given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group.</li><li>• After twenty minutes, every group will choose a person to present the solution of problem that they have discussed, started from the first until the last group.</li><li>• After presenting their solutions, other person in every groups will be given a chance to give addition or comment solutions to others groups.</li></ul>	
Penutup	<ul style="list-style-type: none"><li>• The researcher will determine the final solutions from students.</li><li>• The researcher will give motivation to students to always practice their English.</li><li>• Before closing the class, the researcher will give some vocabulary that used in the next meeting to be memorized by students.</li></ul>	5 menit

	<ul style="list-style-type: none"><li>• The researcher will close the class.</li></ul>	
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Appendix 2. Learning Scenario for Fourth Meeting

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MAPI As'Adiyah Sengkang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA 1

Materi Pokok : Solving Problem “Bullying”

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 4<sub>th</sub>

Kompetensi Inti:

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

Kompetensi Dasar:

- Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- Memahami fungsi sosial, definisi, dan unsur kebahasaan pada materi collaborative problem solving.

Indikator:

7. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan collaborative problem solving serta responnya sesuai dengan konteks penggunaanya SMA/MA/SMK/MAK
8. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

### Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

### Materi Pembelajaran:

- ❖ Definisi collaborative problem solving
- ❖ Text collaborative problem solving

I am a student of senior high school. I am little bit calm one. I don't have many friends. I am always get bullying from my friends. Sometimes they call me with bad other name from animals. When they are bullying me, no one of my friends wants to help me. They don't care about it. What should I do?

Unsur kebahasaan : fluency, accuracy, content, pronunciation.

Fungsi sosial : Menjaga hubungan interpersonal dengan guru dan teman.

Metode Pembelajaran : Problem Solving Method

Media, Alat, dan Sumber Pembelajaran :

- ❖ Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.
- ❖ Sumber Belajar: Suara Guru dan Internet.

### Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>The researcher will greet the students ( member salam, membaca doa, dan mengabsen siswa)</li> </ul>	5 menit
Inti	<ul style="list-style-type: none"> <li>Students will do the problem solving as the previous session.</li> <li>Students will be divided into a group consists of 5-6 persons.</li> <li>Every group will choose a person to be a leader of group.</li> <li>The researcher will give the problem topic to every group.</li> <li>Every group will be given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group.</li> <li>After twenty minutes, every group will choose a person to present the solution of problem that they have discussed, started from the first until the last group.</li> <li>After presenting their solutions, other person in</li> </ul>	35 menit

	<p>every groups will be given a chance to give addition or comment solutions to others groups.</p>	
Penutup	<ul style="list-style-type: none"><li>• The researcher will determine the final solutions from students.</li><li>• The researcher will give motivation to students to always practice their English.</li><li>• Before closing the class, the researcher will give some vocabulary that used in the next meeting to be memorized by students.</li><li>• The researcher will close the class.</li></ul>	5 menit

## Appendix 2. Learning Scenario for Fifth Meeting

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAPI As'Adiyah Sengkang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA 1

Materi Pokok : Solving Problem “Dilemma”

Alokasi Waktu : 2 x 45 Menit

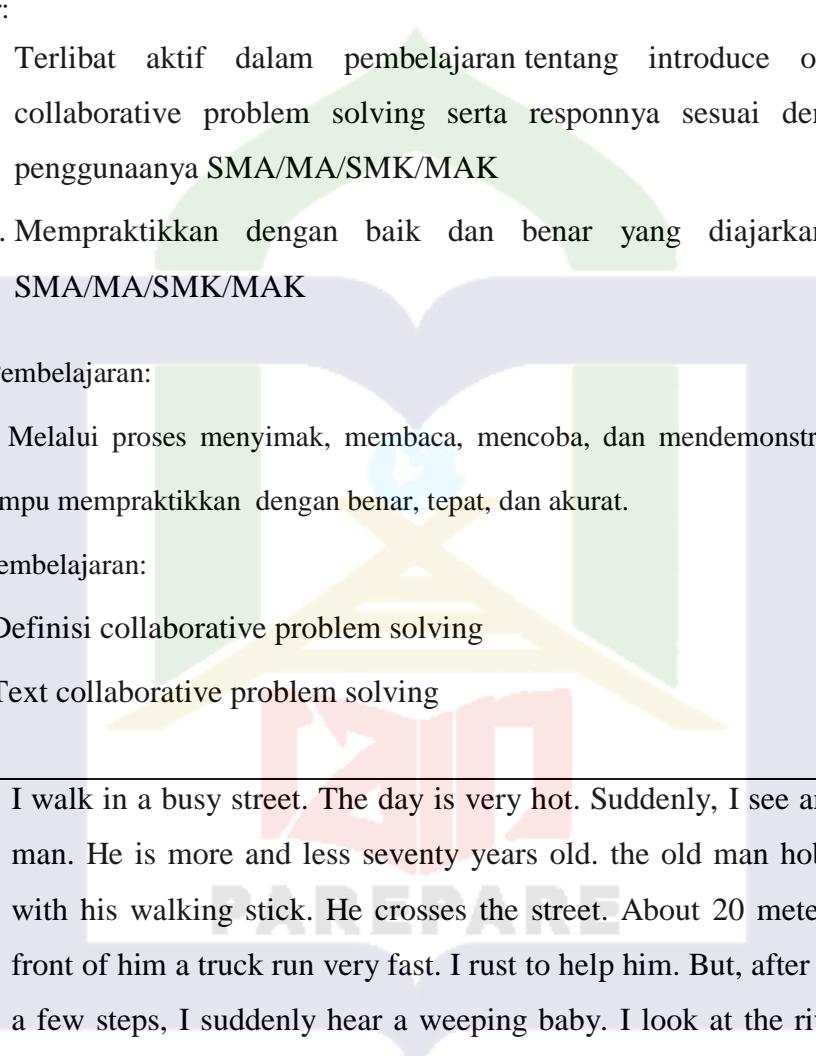
Pertemuan : 5<sup>th</sup>

### Kompetensi Inti:

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

### Kompetensi Dasar:

- Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 
- Memahami fungsi sosial, definisi, dan unsur kebahasaan pada materi collaborative problem solving.

Indikator:

9. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan collaborative problem solving serta responnya sesuai dengan konteks penggunaanya SMA/MA/SMK/MAK
10. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

- ❖ Definisi collaborative problem solving
- ❖ Text collaborative problem solving

I walk in a busy street. The day is very hot. Suddenly, I see an old man. He is more and less seventy years old. the old man hobbles with his walking stick. He crosses the street. About 20 meters in front of him a truck run very fast. I rust to help him. But, after I run a few steps, I suddenly hear a weeping baby. I look at the rive in the road side. Apparently, a baby floats on a raft. The water flow in the river is very swift. I think the baby will sink to the bottom of the river. I am hesitant to choose.

Should I help the old man? Why

Should I help the baby? Why

Unsur kebahasaan : fluency, accuracy, content, pronunciation.

Fungsi sosial : Menjaga hubungan interpersonal dengan guru dan teman.

Metode Pembelajaran : Problem Solving Method

Media, Alat, dan Sumber Pembelajaran :

- ❖ Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.
- ❖ Sumber Belajar: Suara Guru dan Internet.

#### Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• The researcher will greet the students ( member salam, membaca doa, dan mengabsen siswa)</li> </ul>	5 menit
Inti	<ul style="list-style-type: none"> <li>• Students will do the problem solving as the previous session.</li> <li>• Students will be divided into a group consists of 5-6 persons.</li> <li>• Every group will choose a person to be a leader of group.</li> <li>• The researcher will give the problem topic to every group.</li> </ul>	35 menit

	<ul style="list-style-type: none"><li>• Every group will be given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group.</li><li>• After twenty minutes, every group will choose a person to present the solution of problem that they have discussed, started from the first until the last group.</li><li>• After presenting their solutions, other person in every groups will be given a chance to give addition or comment solutions to others groups.</li></ul>	
Penutup	<ul style="list-style-type: none"><li>• The researcher will determine the final solutions from students.</li><li>• The researcher will give motivation to students to always practice their English.</li><li>• Before closing the class, the researcher will give some vocabulary that used in the next meeting to be memorized by students.</li><li>• The researcher will close the class.</li></ul>	5 menit

Appendix 2. Learning Scenario for Six Meeting

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah	: MAPI As'Adiyah Sengkang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA 1
Materi Pokok	: Solving Problem “ <i>My Parents Keep Pressuring Me Into Thing I Don't Want To Do</i> ”
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	: 5 <sub>th</sub>

Kompetensi Inti:

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai

dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

Kompetensi Dasar:

- Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- Memahami fungsi sosial, definisi, dan unsur kebahasaan pada materi collaborative problem solving.

Indikator:

11. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan collaborative problem solving serta responnya sesuai dengan konteks penggunaanya SMA/MA/SMK/MAK
12. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

- ❖ Definisi collaborative problem solving
- ❖ Text collaborative problem solving

I am 18 and will graduate from high school. It is really crazy. My parents are pressuring me to be a doctor. It is not even funny. I try to reason with them and I really don't understand why they think doctors are such "good-like" people. I mean, I really love English and teaching. I believe that I can work well with that to earn money for my future. So, I am really interested in teaching English. I tell them all the facts of how if teaching English is an issue for my future, teachers and lectures today yield more money, I tell them I love doing it, I am good at it ( I really hate math, biology, physics, and chemistry as medical department possesses. You know, it doesn't interest me at all), and I will be a lot better at something I enjoy.

And now, this case seems to be more complicated, they are not accepting the facts and they told me that they will never pay for my collage because they don't support me with it. I actually need them to encourage me to do whatever I want about my career and I can make them proud of it. They don't need to push me , but just give a directions on the career that I choose for myself. I can understand why my parents may feel little disappointed and might pressurize me, they probably have my best interests at heart, even if it is unfair, I think. Their decision is final that I must choose.

Fungsi sosial : Menjaga hubungan interpersonal dengan guru dan teman.

Metode Pembelajaran : Problem Solving Method

Media, Alat, dan Sumber Pembelajaran :

- ❖ Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.
- ❖ Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• The researcher will greet the students ( member salam, membaca doa, dan mengabsen siswa)</li> </ul>	5 menit
Inti	<ul style="list-style-type: none"> <li>• Students will do the problem solving as the previous session.</li> <li>• Students will be divided into a group consists of 5-6 persons.</li> <li>• Every group will choose a person to be a leader of group.</li> <li>• The researcher will give the problem topic to every group.</li> <li>• Every group will be given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible</li> </ul>	35 menit

	<p>solutions, and five minutes to discuss the possible solutions with their friends group.</p> <ul style="list-style-type: none"> <li>• After twenty minutes, every group will choose a person to present the solution of problem that they have discussed, started from the first until the last group.</li> <li>• After presenting their solutions, other person in every groups will be given a chance to give addition or comment solutions to others groups.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• The researcher will determine the final solutions from students.</li> <li>• The researcher will give motivation to students to always practice their English.</li> <li>• Before closing the class, the researcher will give some vocabulary that used in the next meeting to be memorized by students.</li> <li>• The researcher will close the class.</li> </ul>	5 menit

#### PENILAIAN PENGETAHUAN

Classification	Score	Criteria
<b>Pronunciation</b>	<b>9-10</b>	Equivalent to and fully accepted by educated native speaker
	<b>7-8</b>	Errors in pronunciation are quite rare

	<b>5-6</b>	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	<b>3-4</b>	Accent is intelligible though often quite faulty.
	<b>1-2</b>	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
<b>Grammar</b>	<b>9-10</b>	Equivalent to that of an educated native speaker
	<b>7-8</b>	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	<b>5-6</b>	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	<b>3-4</b>	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	<b>1-2</b>	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
<b>Vocabulary</b>	<b>9-10</b>	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of

		vocabulary and idioms, colloquialisms, and pertinent cultural references
	<b>7-8</b>	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	<b>5-6</b>	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	<b>3-4</b>	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	<b>1-2</b>	Speaking vocabulary inadequate to express anything but the most elementary needs.
<b>Fluency</b>	<b>9-10</b>	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
	<b>7-8</b>	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	<b>5-6</b>	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words
	<b>3-4</b>	Can handle with confidence but not with facility most

		social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1-2	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
<b>Comprehension</b>	<b>9-10</b>	Equivalent to that of an educated native speaker.
	<b>7-8</b>	Can understand any conversation within the range of his experience.
	<b>5-6</b>	Comprehension is quite complete at a normal rate of speech.
	<b>3-4</b>	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
	<b>1-2</b>	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

### **KLASIFIKASI SKOR**

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70

4	Poor	41-55
5	Very poor	$\leq 40$

### Appendix 3. Data Analysis

#### 1. The Mean Score Difference

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$\bar{D} = \frac{\sum D}{N}$$

In which:

$D$  = the mean score of difference

$\sum D$  = the total scores of difference between pre-test and post-test  
 $(X^1 - X^2)$

$N$  = Total sample

$$D = 348$$

25

$$D = 13.92$$

So, the mean score of difference is 13.92

## 2. The Test of Significance

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

T : the test of significance

D : the mean score of difference ( $X_1 - X_2$ )

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.<sup>1</sup>

$$t = \frac{13,92}{\sqrt{\frac{6.470 - \frac{(348)^2}{25}}{25(25-1)}}}$$

$$t = \frac{13,92}{\sqrt{\frac{6.470 - \frac{121,104}{25}}{600}}}$$

$$t = \frac{13,92}{\sqrt{\frac{6.470 - 4.844,16}{600}}}$$

---

<sup>1</sup>L.R. Gay, *Educational Research*, p. 331.

$$t = \frac{13,92}{\sqrt{2,709}}$$

$$t = \frac{13,92}{1,645}$$

$$t = 8,462$$



### Appendix 3. Documentation





REPUBLIC OF INDONESIA  
KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jln. Amal Baldi No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [email@iainparepare.ac.id](mailto:email@iainparepare.ac.id)

Nomor : B.2log/In.39.5.1/PP.00.9/11/2019

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

yth. BUPATI WAJO

C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KAB. WAJO

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Hervina, R
Tempat/Tgl. Lahir	: Gilirang, 10 Maret 1997
NIM:	: 15.1300.141
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. Lapaddaga No. 152, Gilireng Kab. Wajo

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN WAJO dalam rangka penyusunan skripsi yang berjudul :

*"The Use Problem Solving Method As A Collaborative Learning To Improve The Students' Speaking Skill At Second Grade Of Madrasah Aliyah Putri As'adiyah Sengkang"*

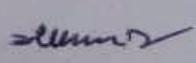
Pelaksanaan penelitian ini direncanakan pada bulan November sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 19 November 2019

Wakil Dekan I,

  
Muh. Dahlan Thalib

Tembusan



SRN CO 0000705

PEMERINTAH KABUPATEN WAJO  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
JL. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549  
www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

IZIN PENELITIAN / SURVEY

Membaca : Surat Permohonan **HERVINA.P**  
Tentang Penerbitan Izin Penelitian / Survey  
Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan  
Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan  
Rekomendasi Penelitian  
2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan  
Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo

Tanggal 21-11-2019

Memperhatikan : 1. IAIN PARE-PARE

Menetapkan : 2. Rekomendasi Tim Teknis Nomor **0697/IP/DPMPTSP/XI/2019**  
Tanggal **22-11-2019** Tentang Penerbitan Izin Penelitian / Survey

: Memberikan IZIN PENELITIAN / SURVEY kepada :

Nama	: HERVINA.P
Tempat / Tgl Lahir	: GILIRENG , 10 MARET 1997
Alamat	: JL.LAPADDAGA NO.152 GILIRENG
Universitas / lembaga	: IAIN PARE-PARE
Judul Penelitian	: THE USE OF PROBLEM SOLVING METHOD AS A COLLABORATIVE LEARNING TO IMPROVE THE STUDENTS SPEAKING SKILL AT SECOND GRADE OF MADRASAH ALIYAH PUTRI AS'ADIYAH SENGKANG
Lokasi Penelitian	: MADRASAH ALIYAH PUTRI AS'ADIYAH SENGKANG

Lama Penelitian : 22 November 2019 s.d 22 Desember 2022

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah dilizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan menghindarkan adat istiadat setempat

Ditetapkan di : Sengkang

Raya Tanggal : 22 November 2019

KEPALA DINAS,

Drs. ANDI MANUSSA, S.Sos., M.Si.

Pangkat : PEMBINA UTAMA MUDA

NIP : 19651128 199002 1 001

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
2. Kepala Instansi Tempat Penelitian
3. Camat Setempat
4. Pertinggal





PENGURUS PUSAT PONDOK PESANTREN AS'ADIYAH  
MADRASAH ALIYAH AS'ADIYAH PUTRI  
TERAKREDITASI A NO. 150/SK/BAP-SM/X/2016  
SENGKANG KABUPATEN WAJO-SULAWESI SELATAN  
Alamat: Jalan Veteran No. 16, Telp. (0183) 3210875 Sengkang  
E-mail: [asadiyahputri.sengkang@gmail.com](mailto:asadiyahputri.sengkang@gmail.com)

**SURAT KETERANGAN**  
NO: 136/AS/C/MA-PI/XII/2019

Yang bertanda tangan di bawah ini:

Nama : **Dra. ROSMILAH**  
Jabatan : Kepala Madrasah  
Alamat : Jalan Muhammadiyah No.17 Sengkang

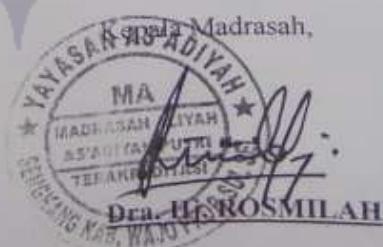
Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : **HERVINA.P**  
NIM : 15.1300.141  
Fakultas : TARBIYAH  
Universitas : IAIN PARE-PARE

Telah selesai melakukan penelitian di Pondok Pesantren As'adiyah khususnya di Madrasah Aliyah As'adiyah Putri Sengkang, terhitung mulai tanggal 22 November 2019 s.d 22 Desember 2019 untuk memperoleh data untuk menyusun skripsi yang berjudul "**THE USE OF PROBLEM SOLVING METHOD AS A COLLABORATIVE LEARNING TO IMPROVE THE STUDENTS SPEAKING SKILL AT SECOND GRADE OF MADRASAH ALIYAH AS'ADIYAH PUTRI SENGKANG**"

Demikian surat keterangan ini kami buat dan berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sengkang, 22 Desember 2019



## CURICULUM VITAE



**HERVINA.P**, the writer was born on March 10<sup>th</sup> 1997 in Gilireng. She is the second child from four children in her family. From the couple Pandu and Herniwati. She has two sisters and one brother. Her sisters name are Herfiani and Hasrida and her brother name is Muh. Fahkri.

She began her study in elementary school at SDN 218 Gilireng and graduate on 2010. In the same year she continued her study at SMPN 1 Gilireng and finished her study Junior High School on 2012. Then, she is was registered as a student in SMAN 3 Sengkang and graduated on 2015. After that, she continued her study on 2015 at State Islamic Institute (IAIN) Parepare.

