

A THESIS

**PROBLEM BASED LEARNING STRATEGY ON ENGLISH
LEARNING AT SMAN 1 WONOMULYO POLEWALI MANDAR**



By

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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for the Degree of Sarjana Pendidikan (S.Pd)

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SUBMISSION PAGE

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Thesis

**As a Part of Fulfillment of the Requirement for the Degree of
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English Education Program

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Parepare, 6th March 2023
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis is his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Yuyunwulandari. *Problem Based Learning Strategy On English Learning At SMA Negeri 1 Wonomulyo Polewali Mandar. Supervised by Abdul Haris Sunubi and Nur Asiza.*

Problem Based Learning Strategy is as a series of learning activities devoted to the process of solving problems scientifically. These problems can be taken from textbooks or from other sources, for example from events that occur in the surrounding environment, from events in the family or from events that occur in the community. At SMAN 1 Wonomulyo Polewali Mandar a problem based learning strategy has been implemented, but it is not generally known how this problem based learning strategy activity works and the effect of the problem based learning strategy on English learning. The purpose of this research is to find out the problem based learning strategy activities carried out by English teachers in the teaching and learning process and to find out the English teachers and students prespective of the problem based learning strategy on English learning.

This study used a descriptive qualitative method with the Involved students from grades XI Mipa 1 and English teachers as subjects of research at SMAN 1 Wonomulyo Polewali Mandar. The data collection technique used in this study was the initial observation and interviews.

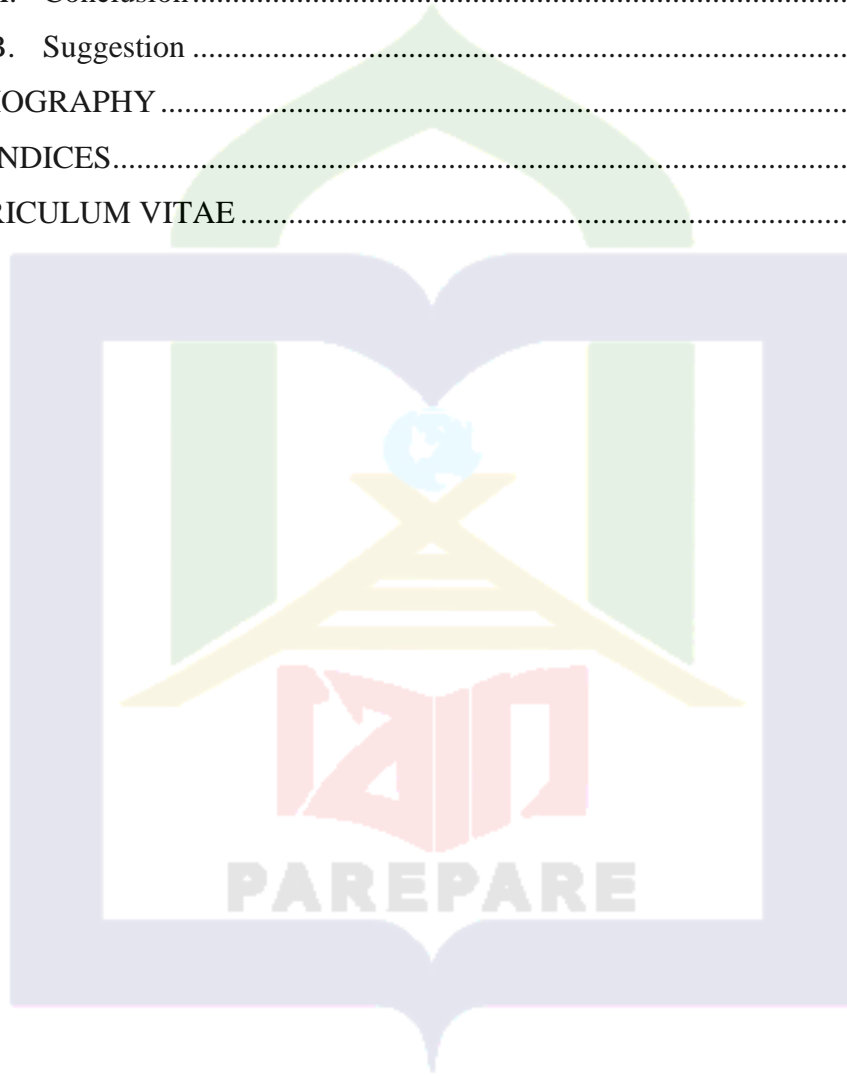
The results of this study are problem based learning strategy activities carried out by English teachers in the teaching and learning process, namely by dividing student groups and then presenting a problem to please students by expressing opinions in English. Problem-based learning strategies on English learning at SMAN 1 Wonomulyo Polewali Mandar are stated to have been effectively implemented in the process of teaching and learning English, based of the prespective by English teachers and students of problem based learning strategy on english learning is students not only understand, listen, take notes, memorize subject matter, and actively think, but are also active students in communicating using English.

Keywords : Problem Based Learning Strategy, English Learning

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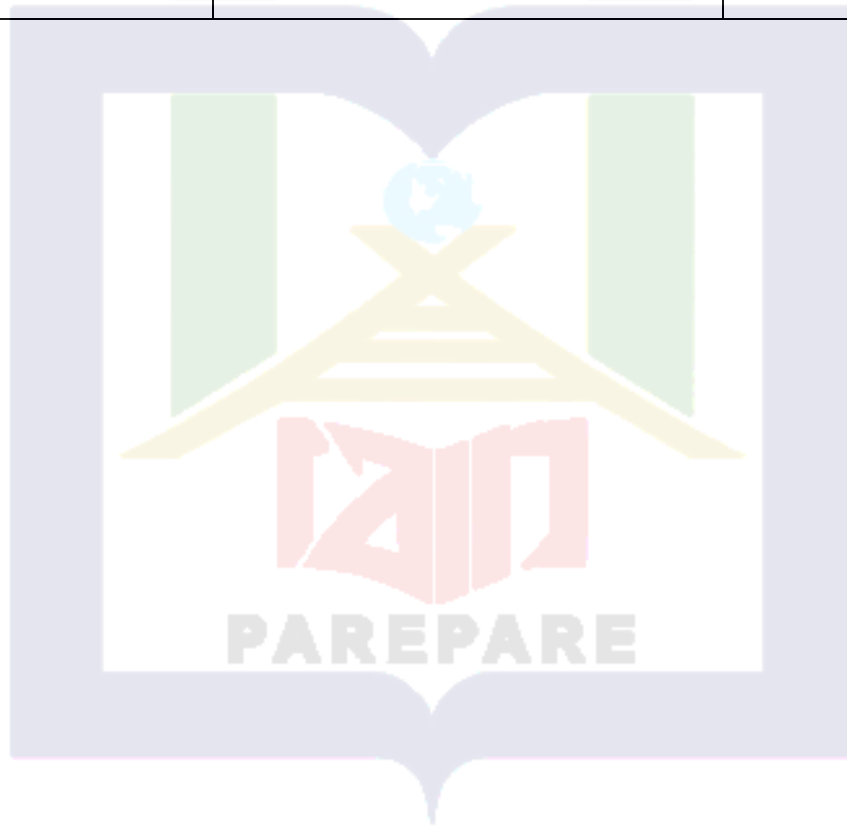
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CHAPTER I

INTRODUCTION

A. Background of the Research

English is a very important language to learn and master. This is because English is the most frequently used international language.¹ This means that English is recognized and used by all people in all corners of the world to communicate. Based on this, it is known that English is an important language to learn.

Even though in Indonesia English is a foreign language, it occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level. Learning English in Indonesia is focused on four skills, including listening, speaking, reading, and writing skills.² These abilities will be learned gradually in an English learning process.

Learning English is directed at increasing students' ability to communicate in good and correct English, both orally and in writing, as well as fostering an appreciation of the works of human literature around the world.³ Need additional explanation. There are so many benefits to be gained if someone is able to master English. These benefits certainly cannot be obtained in an instant way. However, it is necessary to follow a process.

In carrying out the English learning process, a teacher must first design learning objectives so that the learning process can run in a more directed manner.

¹ Munadzdofah, 'Pentingnya Bahasa Inggris, China, Dan Jepang Sebagai Bahasa Komunikasi Bisnis Di Era Globalisasi.', *VOCATIO: Jurnal Ilmiah Ilmu Administrasi Dan Sekretari*, 1(2) (2018), 58–73.

² Lilis Indriani, 'Penerapan Problem Based Learning Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa Pada Pelajaran Bahasa Inggris', 1.1 (2022), 15–22.

³ Maru'ao N, 'Penerapan Pembelajaran Inovatif Dalam Meningkatkan Pembelajaran Bahasa Inggris', *Warta Dharmawangsa*, 14(2) (2020).

The purpose of learning English is for students to have the ability: (1) in accordance with applicable ethics, both orally and in writing; (2) appreciate and be proud to use English as an international language; (3) understand English and use it appropriately and creatively for various purposes; (4) using English to improve intellectual abilities, as well as emotional and social maturity; (5) enjoying and utilizing literary works to broaden horizons, refine manners, and increase knowledge and language skills; (6) respect and pride in literary works as human cultural and intellectual treasures.⁴ In addition to objectives, things that should not be forgotten in the learning process are learning strategies.

The learning strategy is an action plan for a series of activities using methods that are implemented according to the situation and conditions of the school environment and students. Learning strategies will be used throughout the learning process.⁵ Learning strategies are very useful for increasing student learning interest and making it easier for students to understand learning material. Thus, a teacher must choose the right strategy in the teaching and learning process.

In general, strategies and methods are almost difficult to distinguish. According to Seels and Richey quoted in Haidir and Salim, strategy is an instructional strategy which is a specification for selecting and sequencing events and activities in a lesson.⁶ Meanwhile, the definition of method in Richards and Rodgers quoted by Abidin Y states that "the method is an overall plan for the

⁴ Hanum R, 'Upaya Meningkatkan Kemampuan Berbicara Siswa Melalui Penggunaan Media Audio Visual Pada Pembelajaran Bahasa Indonesia Di Kelas V Min Rukoh Banda Aceh', *Pionir: Jurnal Pendidikan*, 7(1) (2018).

⁵ Irwan Budiana and others, *STRATEGI PEMBELAJARAN* (Malang: CV. Literasi Nusantara Abadi, 2022).

⁶ Haidir and Salim, *Strategi Pembelajaran: Suatu Pendekatan Bagaimana Meningkatkan Kegiatan Belajar Siswa Secara Transformatif* (Medan: Perdana Publishing, 2014).

orderly presentation of material, no part of which contradicts, and all of which is based upon, the selected approach, there can be many methods".⁷

From the two explanations above, it can be said that for how to implement learning strategies so as to produce effective and efficient results, a teacher must be able to design an attractive plan. Meanwhile, to be able to implement the existing plan using the learning method.

One of the learning strategies that can be used in learning English is problem based learning. According to Waldopo, problem based learning is a learning strategy that focuses on real problems that occur in everyday life. Through PBL, it is hoped that students will be trained in dealing with real problems that occur in everyday life.⁸ In Saiful and his colleagues' research, it was stated that Problem Based Learning Strategy (PBL) as a teaching strategy is very crucial and significant in improving students' speaking skills in terms of accuracy and understanding of students' speech.⁹

Based on the two opinions above regarding the definition of problem-based learning, researchers can define that problem-based learning is a learning strategy that uses real problems as the main medium for creating solutions and their own opinions to solve these problems, with this learning students can develop the ability to speak with learning strategies problem-based in learning English.

Problem Based Learning Strategy is a series of activities carried out by a teacher in carrying out the teaching process by presenting authentic problems which will then be solved by students. And for the relationship between Problem

⁷ Abidin Y, *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013* (Bandung: Rafika Abitama, 2016).

⁸Waldopo, 'Problem-Based Learning, An Instructional Strategy In Preparing Student's Autonomy', *Jurnal Teknodik*, XVI (2012), 357.

⁹Saiful and others, 'Problem Based Learning Strategy for Better Speaking Ability', *BATARA DIDI: English Language Journal*, 1 (2022), 27–37.

Based Learning Strategy and English learning, when students are directed to solve a problem by using English as a means of conveying information, then of course various kinds of English learning objectives can be realized effectively and efficiently.

In Polewali Mandar, to be precise in the Wonomulyo District area, there is an excellent school, namely SMAN 1 Wonomulyo. This school is famous for its achievements and active students. The researcher obtained information from the teacher at SMAN 1 Wonomulyo that the Problem Based Learning Strategy had been implemented.

The researcher made initial observations at SMAN 1 Wonomulyo, and received information from one of the English teachers, Mrs. Rahmadina S. Pd., M.SI, who said that a problem-based learning strategy had been implemented.¹⁰ However, based on initial observations, researchers found that there were still some students who did not really understand English learning. Yet according to Saiful, Problem Based Learning Strategy (PBL) is a strategy in teaching that can improve students' understanding of English learning.

Based on the background above, the researcher is interested in researching at SMA 1 Wonomulyo Polewali Mandar and raises the title problem based learning strategy on English learning at SMA 1 Wonomulyo Polewali Mandar.

¹⁰Rahmadina, S.Pd., M.Si, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 15th October 2022.

B. Research Questions

Based on the above background, the researcher take the formulation of the problem in this study as follows:

1. How are problem based learning strategy activities at SMAN 1 Wonomulyo Polewali Mandar?
2. What is the English teachers and students prespective of Problem based learning strategy on English learning?

C. Objective of the Research

1. To know how are problem based learning strategy activities at SMAN 1 Wonomulyo Polewali Mandar.
2. To know what the students and English teachers prespective of Problem based learning strategy on English learning.

D. Significance of the Research

This research is expected to give contribution both theoretical and practical aspects as follows:

1. Theoretical Aspect

The findings of this research are to know the Activity and the prespective in problem based learning strategy on English learning at SMAN 1 Wonomulyo Polewali Mandar.

2. Practical Aspects

a. For Other Researchers

This research can increase knowledge or insight into problem based learning strategy activities in schools, especially for learning English subjects.

b. English teacher

The teacher will develop strategies to increase creativity in the learning process.

c. For Readers

Provide information and also as a reference or reference for readers, especially regarding problem-based learning strategies in English subjects.

d. For Students

To increase students' understanding and insight about problem based learning strategies implemented by English teachers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related research finding, some pertinent ideas, conceptual framework, and Operational Definition of Research Variables.

A. Previous Related Research Findings

The research conducted by the researcher does not rule out the possibility of having similarities with other research thesis. There have been many studies related to the effect problem based learning strategies on Elingsh learning at SMAN 1 Wonomulyo Polewali Mandar, both in the form of papers, books, and thesis results of research. Those who have previously researched are as follows:

1. Rhido Angga Mulya SY, Aryuliva Adnan, Havid Ardi, Conducted to see implementation of problem based learning as one of strategy in learning english descriptive text toward students speaking ability in describing people, things, or places. This study use eksperimental method. The participant of this research are students at the first grade at SMAN 1 Enam Lingkungan. This study showed that eksperimental group taught by the problem based learning method have better ability than control group which is taught by the conventional method. It can conclude, used of problem based learning in teaching descriptive text, and improve student speaking ability in expressing description about people, things and places.¹¹
2. Kani Ulger, Conducted to see the problem-based learning (PBL) approach to examine its effect on the creative thinking and critical thinking disposition of these students. This study use the experimental research. This study showed

¹¹ SY, Ridho Angga Mulya, Aryuliva Adnan, and Havid Ardi. "The Effect of Problem Based Learning Strategy Toward Students' Speaking At The First Grade Of SMAN 1 Enam Lingkungan". *Journal of English language teaching* 2.1 (2013): 314-323.

that PBL can help students with nonroutine problem-solving processes by maintaining uncertainty and enhancing creative thinking.¹²

3. Sheeba Sardar Ali, Conducted to give the general idea of PBL in the context of language learning, as PBL has expanded in the areas of law, education, economics, business, social studies, and engineering. This study use mixed method. This study showed that it encourages students to develop skills that can be useful for their future and in practical life within a team environment. For the language classroom in Arab countries, where English is spoken as a foreign language PBL can be very useful. Trained teachers can design problems to meet the needs of the learners, that can be useful to improve English practically in social context.¹³
4. Gede Sutrisna, Luh Putu Artini, Conducted to investigate the impact of PBL on (1) students' speaking skill and (2) their attitude toward ELL. The participant of this research are 41 students. This study use mixed-method. This study showed that students demonstrated better speaking performance after being treated through PBL activities. Besides, they exhibited more positive behavioral, cognitive, and affective attitude toward ELL.¹⁴
5. Saiful, Hamid Ismail, Rina Asrini Bakri, Conducted to find out the increase of the student's speaking ability in SMAN 3 Gowa in mastery, the speaking ability by applying problem-based learning strategy. The study use Experimental research. The participant of this research are 24 students. This study showed in pre-test that mean score of accuracy was 2,42, students' and the students mean score of comprehensibility was 2,42. The total students' mean score in pre-test was 4,83. In post-test, the students' mean score of

¹² Kani Ulger, 'The Effect of Problem-Based Learning on the Creative Thinking and Critical Thinking Disposition of Students in Visual Arts Education', *Interdisciplinary Journal of Problem-Based Learning*, 12.1 (2018), 3–6 <<https://doi.org/10.7771/1541-5015.1649>>.

¹³ Sheeba Sardar Ali, 'Problem Based Learning: A Student-Centered Approach', *English Language Teaching*, 12.5 (2019), 73 <<https://doi.org/10.5539/elt.v12n5p73>>.

¹⁴ Sutrisna, Gede, and Luh Putu Artini. "Does Problem-Based Learning Affect Students' Speaking Skill and Attitude toward ELL?." *Retorika: Jurnal Ilmu Bahasa* 6.2 (2020): 131-138.

accuracy was 2,96 and the students' mean score of comprehensibility was 3,63. The total students' mean score on post-test was 6,58. It can be concluded that the total mean score of students on post-test was higher than pre-test. The researcher concluded that the use of problem-based learning strategy improves the student's speaking ability and can be used for better speaking ability.¹⁵

Judging from the results of the five previous studies, there was no specific discussion about the effect of English learning with the use of problem-based learning strategies in English subjects.

The relationship research with previous journals has in common in researching learning using problem-based learning strategies. But the researcher will provide a difference by using qualitative methods and focusing more on the English learning through problem-based learning strategies on learning outcomes of English subjects at SMAN 1 Wonomulyo. It includes the concept of English teacher readiness in teaching which is addressed by evaluation of learning, teaching materials, and teaching skills in using problem-based learning strategies.

B. Some Patient Idea

1. Defenition of Learning Strategies

The word strategy comes from the Latin, namely 'strategia' which means the art of using plans to achieve goals. According to Al Muchtar In general, strategy is a tool, plan, or method used to complete a task. In the context of learning, strategy is related to the approach in delivering material in the learning environment. Learning strategies can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment and learning objectives that have

¹⁵ Saiful, Ismail Hamid, Rina Asrini Bakri, and Maharida, 'Problem Based Learning Strategy for Better Speaking Ability', *BATARA DIDI: English Language Journal*, 1 (2022), 27–37

been formulated. The learning strategy consists of methods, techniques, and procedures that will ensure that students will actually achieve the learning objectives. The words method and technique are often used interchangeably.¹⁶ For this reason, learning strategies must be adapted to predetermined learning objectives in order to obtain effective and efficient learning activities steps.

According to Romiszowsky's strategy, the goal in the context of learning activities is to optimize teaching and learning activities by selecting methods that can more actively develop student learning activities.¹⁷ Almost the same opinion was expressed by Dick and Carey, according to which teaching and learning strategies cover all aspects of learning that aim to create a form of learning under certain conditions that will help the learning process.¹⁸

According to Suparman learning strategy is a combination of a sequence of learning activities (the stages that need to be passed followed in the presentation of learning materials) learning methods or techniques (technical procedures for organizing materials and managing students in the learning process), learning media (equipment and learning materials used as media for the learning process), and learning time (time required to complete learning activities).¹⁹

Based on the description above, it can be concluded that learning strategy is a common pattern in the activities of educators and students to realize effective learning events to achieve goals, effectively and efficiently formed by a combination of the sequence of activities, methods and learning media used, and the time used by educators and students in learning activities.

¹⁶ Al-Muchtar, Suwarna, and Dkk, *Strategy Pembelajaran PKn* (Jakarta: Universitas Terbuka, 2007).

¹⁷ Romiszowki A. J, *Designing Instruction System* (London: Kogan Page Ltd, 1981).

¹⁸ Dick, Walter, and Lou Carey, *The Systematic Design of Instruction* (New York: Harper Collins Collage Publisher, 1996).

¹⁹ Suparman and Atwi, *Desain Instruksional* (Jakarta: Universitas Terbuka, 2005).

2. The Concept of Problem Based-Learning

Problem based-learning is interpreted as a strategy learning process that takes the students into a problem in real world condition. There are numerous definition and interpretation of problem based-learning. Marget C. Lohman and Michael Finkelstein in Uzin Mufaidah maintain several definitions of problem based-learning, they are:

- a. Problem based-learning is a both curriculum and a process. The curriculum consist of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systematic approach to resolving problems or meeting challenges that are encountered in life and career.
- b. Problem based learning is an approach to structure the curriculum which involves confroting students with problems from practice which provides a stimulus for learning.
- c. Problem based learning is an instructional strategy that challenges students to “learn to learn”, working cooperatively in groups to seek solutions to reel world problems. These problems are used to engage students’ curiosity and initiate learning the subject matter. Problem based learning prepares students to think critically, analytically, to find as well as to use appropriate learning resources.
- d. Problem based learning is a development instructional approach built around an ill-structured problem which is mess and complex in nature; requires, inquiry, information-gathering, and reflection; is changing and tentative; and has no simple, fixed, formulaic.

- e. Problem based learning is an instructional strategy that promotes active learning; problem based learning can be used as a framework for modules, courses, programs, or curricula.²⁰

It can be assured that problem based learning is a strategy of instruction where students are positioned to work in groups to solve a challenging problem. This strategy will allow students to collaborate and apply critical thinking as they develop their ideas and discover solutions all while placed under simulated real world conditions. It is a series of learning activities that are designed to allow for the occurrence of the process of learning in students. Instruction is a set of events that effect learners in such a way that learning is facilitated.

Another opinion from Hmelo-Silver & Barrows in Bradley Drewyor assumes that problem based learning is a learning theory branching from the constructivism school of thought. In problem based learning, students are separated into groups, presented with an ill-structured problem, and given the opportunity to explore, negotiate, and define a solution for the problem. Students are required to build knowledge, filling gaps in current knowledge to successfully resolve the problem at hand. This instructional approach was first used heavily in schools of medicine, but has steadily made its way into education at-large since its inception in the 1970's.²¹

The elucidations of problem based learning of both scholars have similarity. They have similar definitions that problem based learning consist of an ill-structured problem or open-ended problem that be discussed by the students' in a group. But, it doesn't mean that problem based learning is only able to be applied in a group. As describe by Enny Irawati, problem based learning strategy covers five steps, namely:

²⁰ Uzin Mufaidah, "*Problem Based-Learning: Enhancing Students' Speaking Skill on the Second Students of SMPN 1 Atap bandungan in the Academic Year 2013/2014*" (published Thesis' English Departement of Educational Faculty State Institute for Islamic Studies (STAN): Salatiga, 2014), p. 8-9.

²¹ Bradley Drewyour, "*learning Theories Paper. Problem Based-Learning*" (EDTECH 504), p.1.

orienting students to the problems, organizing the students to students to study, guiding the exploration in *group/individual*, developing and presenting product, and reflecting problem-solving process.²² So, problem based learning is not only able to be applied in a group but also it can be applied individually.

3. The Concept of English Learning

English according to Sahidin is a language which is the official language of the United Kingdom.²³ However, the increasing technology makes English more and more known by many people. Firmus Mo'a Passar that "It is undeniable that the role of English as an international language is increasingly important and even a necessity for everyone who wants to succeed in this advanced world.²⁴ It has become a reality that every formal education from Elementary School to Higher Education in Indonesia all uses English lessons."

Big Indonesian Dictionary, the language of instruction is "The language used to communicate in negotiations, giving lessons at school, etc." So, from the two definitions of the sentences above, it can be concluded that English as the language of instruction is a foreign language originating from the United Kingdom which is also an international language used by educational institutions as the language of instruction in the process of learning activities in schools, not only some are used for only a few subjects, but includes all subjects carried out by students in class.

English subjects are given at all levels of formal education. Thus, adequate and effective English subject competency standards are needed as a means of communication, social interaction, media for the development of science as a means

²² Enny Irawati, "Using Problem Based Learning Strategy To Enhance Speaking Skill Of The Seventh Grade Students Of SMPN 21 Malang". *State University of Malang* (2014), p.2.

²³Rangga Akbar Sahidin, 'PENGARUH PENGGUNAAN BAHASA INGGRIS SEBAGAI BAHASA PENGANTAR TERHADAP KEMAMPUAN BERBAHASA INDONESIA', *Journals of Social, Science, and Engineering (Journal-SSE)*, 2013.

²⁴ F. Mo'a Passar, *Learning English Effectively* (Jakarta: Kesaint Blanc, 2002).

of unifying the nation.²⁵ Teaching English in elementary schools is generally developed into language skills which include listening, speaking, reading and writing.

Language has a central role in the intellectual, social and emotional development of students and is a support for success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture, and the culture of other people. In addition, language learning also helps students to be able to express ideas and feelings, participate in society, and even discover and use the analytical and imaginative abilities that exist within them..

As also explained by Marshall McLuhan in Burhan that messages are media in communicating.²⁶ Therefore, the English subject is directed at developing these skills so that graduates are able to communicate and have discourse in English at a certain level of literacy. Literacy levels include performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and speak with the symbols used.

At the functional level, people are able to use language to meet the needs of everyday life such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level people are able to express knowledge into the target language.

4. The Conceptual of Problem Based Learning Strategy

a. Defenition of Problem Based Learning Strategy

Problem-based learning strategies can be interpreted as a series of learning activities devoted to the process of solving problems scientifically. These problems can be taken from textbooks or from other sources, for example from events that

²⁵ I Gusti Ayu Komang Kawi, I Wayan Santyasa, and I Dewa Putu Raka Rasana, 'Untuk Pembelajaran Bahasa Inggris Kreatif Terintegrasi Bagi Siswa Kelas Ix Smp Semester Enam', 3.3 (2013).

²⁶ Marshall McLuhan and Burhan, *Understanding Media Extension of Man* (USA: A Signet Book, 2008).

occur in the surrounding environment, from events in the family or from events that occur in the community.²⁷

There are three important characteristics of Problem Based Learning Strategy. First, Problem Based Learning Strategy is a series of learning activities, meaning that in implementing Problem Based Learning Strategy, student participants do not just listen, take notes, then memorize subject matter, but students also actively think, communicate, search for and process data, and draw conclusions. Second, special learning activities to solve problems. Problems must exist in the implementation of Problem Based Learning Strategy. Because without problems in Problem Based Learning Strategy, then there can be no learning process. Third, problem solving is done using a scientific approach. Thinking using the scientific method is a process of deductive and inductive thinking. This thinking process is carried out systematically (through certain stages) and empirically (based on clear data and facts).

According to Sanjaya, learning strategies with problem solving can be applied.²⁸

- 1) If educators want students not only to be able to remember the subject matter but also to understand it well;
- 2) If educators intend to develop students' rational thinking skills, namely the ability to analyze situations, apply their knowledge in new situations, know there are differences between facts and opinions;
- 3) If educators want the ability of students to solve problems and make intellectual demands on students;
- 4) If educators want students to be more responsible in their learning;

²⁷ Dr. Wahyudin Nur Nasution M.ag, *Strategi Pembelajaran* (Medan: Perdana Publishing, 2017).

²⁸ Sanjaya and Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2006).

- 5) If educators want students to be able to understand the relationship between theory and reality in their lives.

b. Steps of Problem Based Learning Strategy

In general, the steps of a problem-based learning strategy are as follows.

- 1) Recognizing the problem. Problem Based Learning Strategy implementation must start with a problem that needs to be solved. At this stage the teacher guides students to be able to find problems. The problem is the gap between expectations and reality that is felt by humans;
- 2) Formulate the problem. Educators are expected to be able to facilitate students to be able to determine priority problems and be able to formulate problems clearly and specifically;
- 3) Formulate hypotheses. The expected ability of students in this stage is that students can formulate temporary answers from the predetermined problem formulations;
- 4) Collect data. At this stage students are encouraged to collect data relevant to the formulation of the problem. The capabilities expected at this stage are the skills of students to collect and sort data, then map and present it in various views;
- 5) Test the hypothesis. Based on the data collected, students can determine which hypotheses are accepted and which are rejected. The ability that is expected of students at this stage is the ability to analyze data and at the same time discuss it so that in turn they are able to make the right conclusions;
- 6) Determining settlement options, namely efforts to choose alternative problem solving that allows it to be implemented and can take into account the impact of the chosen alternative.

David Johnson & Johnson in Sanjaya²⁹, the activity of problem-based learning strategy with several steps, there are five steps to the problem-based learning strategy through group activities.

- 1) Defining the problem, namely formulating the problem of certain events that contain conflict issues, so that students become clear what problems will be studied. In this activity educators can ask students for opinions and explanations about hot issues that are interesting to solve;
- 2) Diagnosing problems, namely determining the causes of problems, as well as analyzing various factors, both factors that can inhibit and factors that can support problem solving;
- 3) Formulate alternative strategies, namely testing each action that has been formulated through class discussions. At this stage each student is motivated to give his opinion about the possibility of every action that can be taken;
- 4) Determining and implementing the preferred strategy, namely making decisions about which strategy can be implemented;
- 5) Perform evaluation, both evaluation process evaluation results. Process evaluation is an evaluation of all activities carried out while the evaluation of results is an evaluation of the results of implementing the implemented strategy.

c. Advantages and disadvantages of Problem Based Learning Strategy

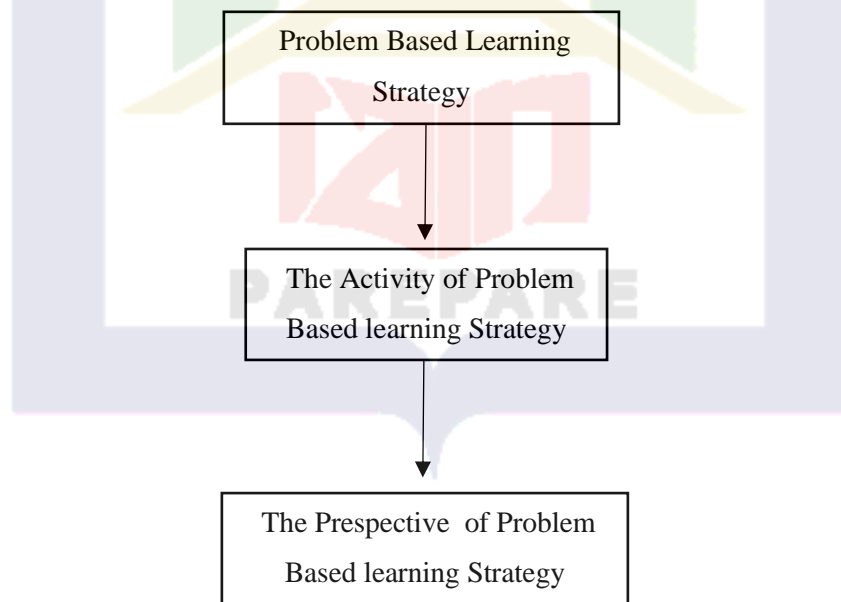
- 1) Advantages. There are several advantages of problem-based learning strategies, namely:
 - a) Learners better understand the subject matter;
 - b) Challenging the learner's ability to discover knowledge;
 - c) Improving student learning activities;
 - d) Help students transfer their knowledge to understand real-life problems;
 - e) Assist students in developing knowledge and a sense of responsibility;
 - f) Improving students' thinking skills;

²⁹ Sanjaya and Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*.

- g) Provide opportunities for students to apply their knowledge in the real world;
 - h) Develop students' interest and curiosity to continuously learn.
- 2) Disadvantages. Disadvantages of problem-based learning strategies include the following.
- b) If students do not have interest and do not have self-confidence, then students do not want to try;
 - c) It takes quite a long time to prepare for Problem Based Learning Strategy implementation;
 - d) Without understanding why they are solving the problem being studied, then they are not going to learn about what they are learning.

C. Conceptual Framework

The researchers design the conceptual framework of this research by showing diagram below:



The main focus of this research is the problem-based learning strategies for speaking ability.

D. Conceptual Definition

1. Problem based learning strategy

The researcher as an observer which is talking/interviewing the teachers about the Problem Base-Learning Strategy. The researcher used Miles and Huberman's theory in data analysis, namely data reduction, and data display which is done in the form of a brief description, and conclusion drawing/verification.

2. The activity of Problem based learning strategy

The researcher to find out the activity of the problem based learning from the data which got from the respondents whose had been interviewed.

3. The Prespective of Problem based learning strategy

After knowing the activity of the problem-based learning strategy on students' English learning. The researcher then find out about how the Prespective of problem-based learning on English learning by English teachers and students.

CHAPTER III

RESEARCH METHODOLOGY

This part consists of the guideline to reach the objectives of this research. It provides readers the information about research design, research location and duration, research subjects, research instruments, data collection and analysis as well.

A. Research Method

In this research, the researcher employs descriptive qualitative research. Qualitative research emphasizes more on holistic descriptions³⁰, which can explain in detail about what activities or situations are ongoing rather than comparing the effects of certain treatment, or explaining the attitudes or behavior of people.

B. Location of the Research

The location of the research took place at SMAN 1 Wonomulyo Polewali Mandar. This research will focused in English teacher and students of SMAN 1 Wonomulyo Polewali Mandar in academic year 2022/2023. The location of SMAN 1 Wonomulyo is in Sidodadi, Wonomulyo District, Polewali Madar City, West Sulawesi.

C. Subject of the Research

The subject of this research are the English teacher who teaches English and student in SMAN 1 Wonomulyo Polewali Mandar.

In this study, involving three hundred and nineteen all class XI SMAN 1 Wonomulyo, the focus on class XI MIPA 1 with a total of thirty-six students in one

³⁰ Muhammad Rijal Fadli, 'Memahami Desain Metode Penelitian Kualitatif', *Humanika*, 21.1 (2021), 33–54 <<https://doi.org/10.21831/hum.v21i1.38075>>.

class, but researcher took seven students as representatives of other students, chosen by taking purposive samples and three English teachers as research subjects. The key informant is a student from class XI MIPA 1 SMAN 1 Wonomulyo Polewali Mandar, researchers chose class XI MIPA 1 students, because in famous classes as very good and active students in school. The main informant is Mrs. Rahmadina, Mr. Mansur, and Mrs. Martina as an English teachers.

D. Instrument of the Research

In the qualitative research, the main instrument is the researcher itself.³¹ Researcher as human instrument has a function to set the research focus, choose informant as a data source, collecting data, analyze the data, interpret and conclude the data as result of its finding.

E. Technique of Collecting Data

In this study, researchers are directly involved in the research location or field research to conduct research and obtain concrete data related to this research. In every research activity requires research objects and targets, the objects or targets generally exist in large or large numbers. In a research survey, it is not necessary to examine all individuals in the object population.³²

1. Observation

Observation is defined as systematic observation and recording of the symptoms that appear on the object of research³³. Nasution in Endang Widi

³¹ Ifit Novita Sari and others, *Metode Penelitian Kualitatif*, ed. by M.Si Dr. Hayat, S.AP. (Malang: UNISMA PRESS, 2022).

³² Burhan Bungin, *Metodologi Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2001).

³³ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. RINEKA CIPTA, 2005).

Winarti said that observation is the basis of science. Scientist work on the basis of data, which is the fact obtained from observation. Sanifah Faisal in Endang Widi Winarti³⁴ classified observation into participant observation, overt observation and covert observation, and unstructured observation:

According to Spradley in Susan Stainback in Endang Widi Winarti, participant observation can be classified into four kinds, which are passive participant, moderate participant, active participant, and complete participant.

In this research, the researcher will be a observation which is talk to the teachers and students about the Problem Based-Learning Strategy at the SMA Negeri 1 Wonomulyo Polewali Mandar.

2. Interview

Interview is a tool to gather information by asking a number of questions orally to be answered orally as well. The main feature of the interview is direct face-to-face contact between the interviewer and the interviewee, as Margono said.³⁵

Esterberg suggests several types of interviews, namely: Structured Interview, Semistructured Interview, and Unstructured Interview.

a. Structured Interview

Structured Interview used as a data collection technique the value of the researcher or data collector already knows for sure about what information will be obtained.

³⁴ Endang Widi Winarni, *Teori Dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)* (Jakarta: Bumi Aksara (PT. Cahya Prima Sentona), 2018).

³⁵ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. RINEKA CIPTA), p.165

b. Semistructured Interview

This type of interview has been included in the in-dept interview category with a more independent implementation when compared to structured interviews. The purpose of this type of interview is to find problems more openly, those who are invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what the informants say.

c. Unstructured Interview

Unstructured interviews are free interviews so that researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked.³⁶

So that in this research, the researcher has used the structured interview which is used as a data collection technique the value of the researcher or data collector already knows for sure about what information will be obtained, and semi structured interview which is the purpose of this type of interview is to find problems more openly, those who are invited to the interview are asked for their opinions and ideas.

3. Documentation

Documentation is a way of collecting data obtained from documents and libraries as material for analysis in this study. This technique is used to record secondary data available in the form of archives or documents. This technique is used

³⁶ Endang Widi Winarni, *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*, Jakarta: Bumi Aksara (PT. Cahaya Prima Sentosa, 2018). p.163-164

to find out the documentation data related to the things to be studied.³⁷ Things that can be used as documentation or related to in the form of photos and interviews during research and make evidence that the author actually carries out and becomes evidence that the author actually carries out research on the issues raised in the author's thesis.

4. Triangulation

Triangulation is a data collection technique that combines data collection techniques and existing data sources. There are two kinds of triangulation, namely technical triangulation and source triangulation. Triangulation is a technique in which researchers use different data collection techniques to obtain data from the same source. Researchers used participatory observation, in-depth interviews and documentation for the same data source simultaneously. Then source triangulation means getting data from different sources with the same technique.³⁸ In this study, source triangulation was used, namely by obtaining from different sources with a uniform technique. By interviewing English teachers and students regarding the perspective of problem based learning strategies on English learning.

F. Technique of Data Analysis

Miles and Huberman in Endang Widi Winarti stated that the activities in qualitative data analysis were carried out interactively and continuously until they were completed so that the data was saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

Miles and Huberman in Sugiyono said that data reduction is defined as the process of selecting, focusing on simplifying, abstracting and

³⁷ Basrowi and Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: PT Rineka Cipta, 2008).

³⁸ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2017).

transforming rough data that emerges from written notes in the field. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns.³⁹ Then after all the data has been collected from the previous method, the researcher will reduce the data by grouping, clarifying or providing a special code to adjust according to the research results.

b. Data Display

Data display is a structured collection of information that provides the possibility to draw conclusions and take action. The presentation of qualitative data is usually narrative in nature, equipped with matrices, graphs, charts so that the information is arranged in a form that is easily accessible. The goal is to make it easier to read and draw conclusions. therefore, the dish must be well-organized.⁴⁰

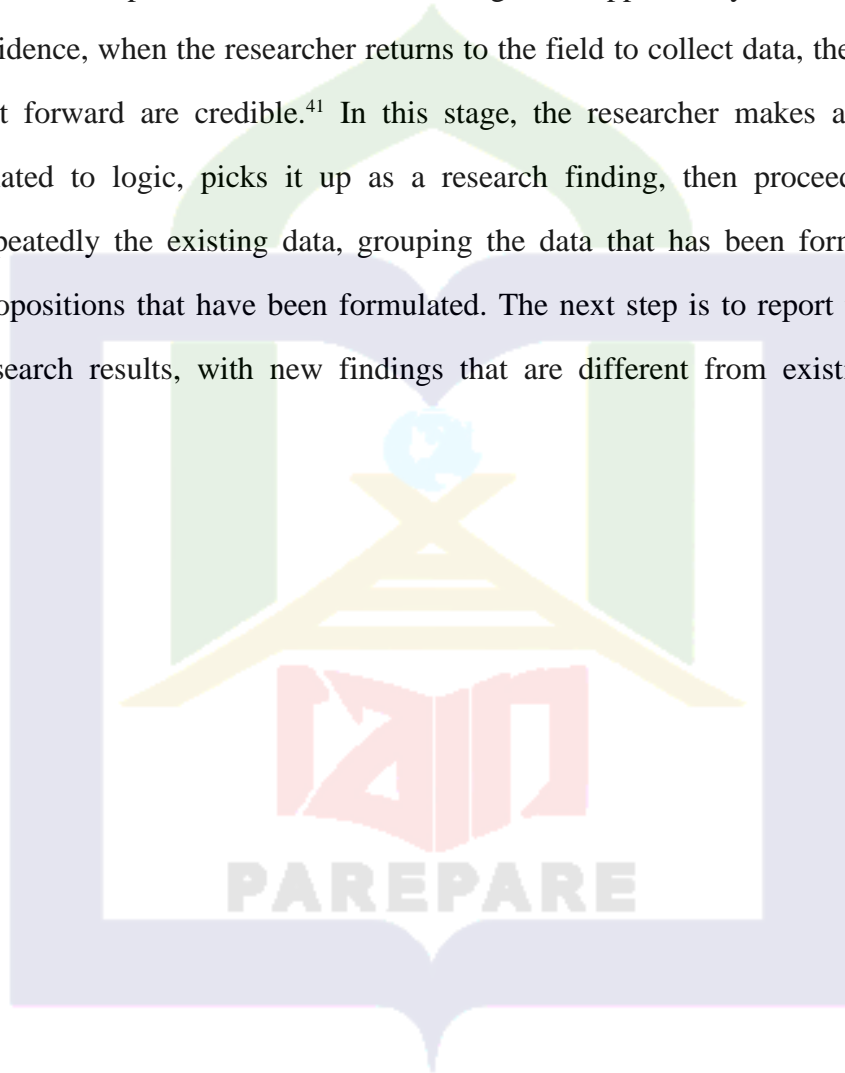
Data display is part of the analysis, even reaching data reduction. In this process, researchers group similar things into categories or groups of one, group two, group three, and so on. Each group shows the existing typology according to the formulation of the problem. Each typology consists of sub-typologies which can be sequences or priority events. At this stage the researcher also displays the data systematically, so that it is easier to understand the interaction between the parts in a complete context, not segmental or fragmental apart from one another. In this process the data is classified based on those themes”.

³⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D*, (Bandung Alfabeta, 2008), h. 204.

⁴⁰ Basrowi Dan Suwandi, *Memahami Penelitian Kualitatif*, (Cet I ; Jakarta : Rineka Cipta, 2008), h. 209.

c. Conclusion Drawing/Verification

The initial conclusions put forward are still temporary so they will change if no strong evidence is found to support the next stage of data collection. If the conclusions put forward at the initial stage are supported by valid and consistent evidence, when the researcher returns to the field to collect data, the conclusions put forward are credible.⁴¹ In this stage, the researcher makes a formulation related to logic, picks it up as a research finding, then proceeds to review repeatedly the existing data, grouping the data that has been formed, and the propositions that have been formulated. The next step is to report the complete research results, with new findings that are different from existing findings.



⁴¹ Endang Widi Winarni, *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*, Jakarta: Bumi Aksara (PT. Cahaya Prima Sentosa, 2018), p.171-174

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research was addressed to the English Teacher at SMAN 1 Wonomulyo Polewali Mandar in January 2023. Data collection in the study used structured interview and observation toward ten informants which consist of three English teachers, and seven students at SMAN 1 Wonomulyo Polewali Mandar. Below will be presented the data on the result found:

1. The Activity of Problem Based Learning Strategy

In this research, the researcher researched in one month. The research is conducted from 16th December 2022 until 16th January 2023. The researcher did observation in SMAN 1 Wonomulyo Polewali Mandar. The researcher took English teachers and students as the subject of the research. To answer the research question, the research presented the database on the result of observation and interview.

In the process of teaching and learning, strategies are no less important than other learning components. The learning plan must be clear and by the subject matter being delivered. Because not all materials can be accepted by students easily. Based on this, the teacher's role is very important in managing learning strategies. The strategy that is always carried out by the teacher is for the convenience of student learning and increasing interest in learning. One of the learning strategies commonly used by English teachers at SMAN 1 Wonomulyo Polewali Mandar is the Problem Based Learning Strategy.

In my opinion, this problem-based learning strategy is indeed very suitable for managing students' minds, the point is because when the strategy is implemented in the learning class, students will be required to think about

finding solutions to the problems presented. Therefore, students can really understand the lesson that is in progress. .⁴²

Based on the results of these interviews, problem-based learning strategies are considered relevant to be used in the process of learning English, because these strategies are considered to be able to increase students' active ways of thinking.

I use learning strategies in teaching English by adjusting the class conditions of students during class hours. In teaching English, I use problem-based learning strategies to direct my students to fully understand the material presented, and are encouraged to express their opinions by speaking or speaking English. For the learning process using this problem based learning strategy, I divide groups of students and then give problems for students to complete or solve the problem. So, after that students are guided to be able to express their own opinions using English.⁴³

The teacher uses a problem based learning strategy in the teaching process by dividing into groups of students, then presenting problems for students to solve, after which students are guided to express opinions using English. Teachers always use learning strategies by adjusting the conditions in student learning classes.

In terms of implementing the problem-based learning strategy in learning English, the conditions of the students when learning were all active, although there were also students who had difficulty understanding the material with this strategy, this was generally because the students did not have basic English, so students found it difficult to understand the material. even expressed his opinion in English. For this reason, I usually guide them by giving them an easier understanding or more detailed problems according to their thinking ability so they can follow the lesson and grasp the material well.⁴⁴

The implementation of a problem based learning strategy in learning English at SMAN 1 Wonomulyo Polewali Mandar is to make the learning class active. In the results of

⁴² Rahmadina, S.Pd., M.Si, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 19th December 2022.

⁴³ Rahmadina, S.Pd., M.Si, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 19th December 2022.

⁴⁴ Mansur, S.Pd, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 4th January 2023.

the interview with the English teacher, Mr. Mansur S.Pd stated that students' learning abilities were different, and not all students could digest English material properly. In the process of learning English, a student certainly has experienced an obstacle in learning.⁴⁵ This is generally caused by the background of students who have absolutely no basic English.

*Well.. for the students' reactions when this problem-based learning strategy was implemented, in my opinion, they were quite responsive to the material presented, and where students were active in expressing their opinions by speaking in English, even though students combined their spoken language in English with spoken language in Indonesia.*⁴⁶

Based on the results of the interview above, Mrs. Martina S.Pd thinks that student reactions are very responsive in the learning process by implementing this problem based learning strategy. The varied learning abilities of students are not a barrier to participating in learning English. Because in the learning process, the teacher provides learning demands to students and ease in learning, namely being able to combine English with Indonesian.

2. The English Teachers and Students Prespective of Problem Based Learning Strategy on English Learning at SMAN 1 Wonomulyo Polewali Mandar

There is the influence of the implementation of the problem based learning strategy in improving interest in learning English. The English teacher at SMAN 1 Wonomulyo Polewali Mandar, expressed his opinion regarding the effects of problem-based learning strategies in English subjects.

In my opinion how effective this problem based learning strategy is for English subjects and students' speaking skills, well... this learning strategy has been effectively implemented. Because of their position here, students are

⁴⁵ I Gusti Ayu Agung Dian Susanthi, 'Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya', *Linguistic Community Services Journal*, 1.2 (2020), 64-70 <<https://doi.org/10.55637/licosjournal.1.2.2658.64-70>>.

⁴⁶ Martina, S.Pd, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 4th January 2023.

*encouraged to be active in thinking besides that students are also encouraged to improve their English speaking skills, because before that I saw students' ability to speak English was very lacking, and after implementing this strategy, students' ability to speak English had increased slightly. where in the learning process when issuing opinions students are required to be able to speak in English with me as a teacher also facilitating students, meaning that if there are students who really can't yahh... that also helps.*⁴⁷

According to Rahmadina S.Pd., M.Si that the problem based learning strategy has been effectively implemented in English subjects. Because the tudents can motivated to be active in thinking and are motivated to express opinions by speaking in English.

*So... some students find it rather difficult to grasp material with this problem-based learning strategy because the students themselves do not have basic English. And we know that English is easy for those who know English, but generally, it is considered difficult for those who don't know English at all/have any basic knowledge. However, for this problem, by carrying out/implementing a problem-based learning strategy students can gradually improve their speaking skills due to the influence of their environment and the way of teaching their English teacher itself.*⁴⁸

This problem-based learning strategy has been effectively implemented in English learning at SMAN 1 Wonomulyo Polewali Mandar. But the students' have obstacles/barriers in learning English by using a problem based learning strategy based on the teacher's teaching experience. The problem for less active students is that they don't have basic English at all. Below is the opinion of students about the problem based learning strategy in English learning use by their English teacher.

In my opinion, from what you explained earlier about problem-based learning strategies, I already have an idea that it turns out that all this time what my English teacher taught him used a learning strategy called problem-based learning. Exactly our activity in class, namely students is asked to express opinions in English. And in my opinion about teachers who use this learning

⁴⁷ Rahmadina, S.Pd., M.Pd., Wonomulyo Polewali Mandar, Sulbar, Interviewed, 19th December 2022.

⁴⁸ Mansur, S.Pd., Wonomulyo Polewali Mandar, Sulbar, Interviewed, 4th January 2023.

*strategy... that's already good sis. It's also easy to understand because of the details of how the teacher explains sis.*⁴⁹

From the results of the interview above it is known that students have understood and are aware of the learning that is being followed in English subjects, that the English teacher uses a learning strategy that is problem-based learning and this strategy is already familiar to the student's environment.

*My opinion about the teacher's way of explaining this learning strategy or problem based learning is that it's already good sis. It's also easy to understand because of the details of how the teacher explains sis.*⁵⁰

Problem based learning strategy can be well received by students because of the teacher's way of teaching which is easy to understand and detailed during the material explanation process.

*So far, I think my interest in learning English has increased with the implementation of this problem based learning strategy, sis, because I have started to get used to expressing opinions by speaking English, sis.*⁵¹

This opinion is relevant to the results of an interview with an English teacher with the opinions of students at SMAN 1 Wonomulyo Polewali Mandar.

*Eee... for this problem based learning strategy, in my own opinion, it's been very useful for me, sis, because little by little I can speak.*⁵²

Based on the results of interviews regarding the benefits felt by students that they have realized that by implementing a problem based learning strategy, it is beneficial for students because students can think actively and improve their interest in learning English.

⁴⁹ Adelia Rahma Azisah, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

⁵⁰ Dwi Rahma Aulia, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

⁵¹ Aditia Ramdan, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

⁵² Nurwanda Aulia, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

It's a bit difficult for me to learn English because I don't have basic English. However, by implementing this problem based learning strategy, little by little I can blend in with English/I can speak English a little because the learning rules are like that and the influence is from my friends who have basic skills.⁵³

Students who do not have basic English can increase their interest in learning English because of the influence of the classroom environment and also the rules for learning English classes have been set to be able to communicate by speaking English.

Personally, sis, I feel very challenged during the learning process, and I happen to like challenges, sis. So I feel that by implementing this problem based learning strategy, Sis, my mind is open, Sis. Especially in speaking English, I feel that my knowledge is increasing little by little. For example, in the mention of speaking, sis, I can tell that the pronunciation is like that.⁵⁴

Students who like challenges will be more interested in the problem based learning strategy implemented by their English teacher. Students are aware that the development of their knowledge is increasing from not knowing at all to knowing even that, little by little.

...By implementing this problem based learning strategy sis, I am even more interested in learning English because my speaking English has increased. So I want to know more about English. Well... my hope is Sis about this problem based learning strategy, sis. I hope that in the future the creativity of teachers will be increased in presenting material with this learning strategy.⁵⁵

Students' interest in learning English has increased to learn more in English because by implementing this problem based learning strategy students are challenged and also motivated to learn English. Students hope that their teachers will add creativity to teaching by using this problem based learning strategy.

⁵³ Sri Anti, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

⁵⁴ Selma Adam, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

⁵⁵ Rizal Adam, Wonomulyo Polewali Mandar, Sulbar, Interviewed, 12nd January 2023.

B. Discussion

1. The Activity of Problem Based Learning Strategy on English Learning at SMAN 1 Wonomulyo Polewali Mandar

Based on the data findings of problem based learning strategy used by teacher in teaching English of the students of SMAN 1 Wonomulyo Polewali Mandar. The researcher found some the activities carried out by English teachers in the activity of learning English using problem-based learning strategy. There was dividing into groups of students, problem orientation, learning organization, individual or group investigations, problem development and investigation, analysis and evaluation of the problem solving process, and conclude the material.

- 1) Divide into groups of students
- 2) Problem orientation, the teacher presents real problems to students.
- 3) Learning organization, the teacher facilitates students to understand the real problems presented by identifying what they know, what needs to be done to solve the problem. Students share tasks to solve problems.
- 4) Individual or group investigations, at this stage the teacher guides students to collect data or information in the form of knowledge, concepts or theories through various ways to find alternative solutions to problems.
- 5) Development and investigation of problems, at this stage students compile reports on the results of problem solving, for example in the form of showing the results of solving problems in English with the help of an English teacher. The teacher guides students to determine the most appropriate problem solving.
- 6) Analysis and evaluation of the problem-solving process, the teacher facilitates students to reflect or evaluate the problem-solving process that is being carried out.
- 7) Summarizing the material, the teacher and students together conclude the material that has been studied

Based on this, it is in line with the steps of the problem based learning strategy put forward by David Johnson & Johnson in Sanjaya⁵⁶, the activity of problem-based learning strategy with several steps, there are five steps to the problem-based learning strategy through group activities.

- 1) Defining the problem, namely formulating the problem of certain events that contain conflict issues, so that students become clear what problems will be studied. In this activity educators can ask students for opinions and explanations about hot issues that are interesting to solve;
- 2) Diagnosing problems, namely determining the causes of problems, as well as analyzing various factors, both factors that can inhibit and factors that can support problem solving;
- 3) Formulate alternative strategies, namely testing each action that has been formulated through class discussions. At this stage each student is motivated to give his opinion about the possibility of every action that can be taken;
- 4) Determining and implementing the preferred strategy, namely making decisions about which strategy can be implemented;
- 5) Perform evaluation, both evaluation process evaluation results. Process evaluation is an evaluation of all activities carried out while the evaluation of results is an evaluation of the results of implementing the implemented strategy.

In the activity of problem based learning strategies that are implemented in teaching and learning classes, students generally experience problems in being less responsive to the ongoing subject processes. This can be caused by students who lack interest in learning English, because in general there are two problems students have in pursuing English learning, namely the obstacle in the absence of interest in learning, the second obstacle in the lack of proficiency in English.

⁵⁶ Sanjaya and Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*.

According to Sanjaya that students in implementing problem based learning strategies, students do not just listen, take notes, then memorize the subject matter, but also students actively think, communicate, search, and conclude.⁵⁷ Therefore, this problem based learning strategy is suitable for English teachers to implement.

Problem Based Learning (PBL) strategy as a strategy in learning is very important in learning.⁵⁸ Teachers use this learning strategy to make students know and understand well the lessons presented by their English teacher. This means that English teachers use many learning strategies for the convenience of student learning. One of them is by using the problem based learning strategy that is used by the teacher because it has a positive influence on students.

Teachers always use learning strategies by adjusting the conditions in student learning classes. In research conducted by Dr. Rusman, M.Pd, that teacher performance is very important and very decisive in the learning process, because for students teachers are often used as examples/role models, even become self-identification figures, therefore teachers should have adequate behavior and abilities to develop their students in an effective manner intact.⁵⁹ This is done by the English teacher at SMAN 1 Wonomulyo Polewali Mandar in implementing learning strategies to increase student's interest and motivation in learning.

Use of problem based learning strategies is very helpful in the learning process and is quite effective for educators and students. This learning strategy is already familiar to students when the English learning process takes place. In English learning activities implementing a problem based learning strategy can improve the students' interest in learning English.

⁵⁷ Sanjaya and Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2006).

⁵⁸ Saiful and others, 'Problem Based Learning Strategy for Better Speaking Ability', *BATARA DIDI: English Language Journal*, 1 (2022), 20–23.

⁵⁹ Dr. Rusman M.Pd, *Berorientasi Standar Proses Pendidikan*, Pertama (Jakarta: Kencana, 2017).

Learning activities using problem based learning strategy activities can increase activeness, and in-depth understanding of the material, and improve communication. This learning activity is one of the solutions to the saturation of the learning process taking place, this can provoke a class atmosphere that was initially silent to live because each student is busy solving the problems that have been presented.

Based on the findings in this study, learning activities using problem-based learning strategies are expected to make learning English more effective for educators and students based on learning objectives regarding learning effectiveness. Objective motivates students, by developing students' insights, and active thinking, and gradually increasing communication in students' learn English as learning activities continue using the problem based learning strategy.

2. The English Teachers and Students Prespective of Problem Based Learning Strategy on English Learning at SMAN 1 Wonomulyo Polewali Mandar

The researchers interviewed the respondent's teachers and students at SMAN 1 Wonomulyo Polewali Mandar. Then the researcher found that the problem based learning strategy is effective for implementation by English teachers at SMAN 1 Wonomulyo Polewali Mandar. Based of the English teachers and students prespective.

According to one of the English teacher in SMAN 1 Wonomulyo Polewali Mandar that the problem based learning strategy has been effectively implemented in English subjects. Because in the process of learning English by using a problem based learning strategy, students are motivated to be active in thinking and are motivated to express in learn English.

All English teachers say that this problem based learning strategy is effective to be implemented in English teaching and learning classes. There were English

teachers who said that some students were active in participating in learning English with this strategy, but there were also students who were less able to understand because their background did not have basic English or had never studied English before. And other English teachers say that students who don't have basic English can mingle by themselves in an active classroom environment and that can make students able to learn English well.

One of the English teachers said that there were students' obstacles/barriers in learning English by using a problem based learning strategy based on the teacher's teaching experience. The problem for less active students is that they don't have basic English at all. Based on the interview prespective, this problem-based learning strategy has been effective and for students who do not have the basics, they will also gradually become capable because of the influence of the active student class environment from those who are not used to being accustomed so that it influences students.

It has been known that the effect of problem-based learning strategy is based on the results of prespective interviews with English teachers. To find out more about the influence of problem based learning strategies, it is necessary to know students' opinions about how the influence are felt by implementing this problem based learning strategy.

The opinion of students about the problem based learning strategy in English learning use by their English teacher. From the results of the prespective interview above it is known that students have understood and are aware of the learning that is being followed in English subjects, that the English teacher uses a learning strategy that is problem-based learning and this strategy is already familiar to the student's environment.

Problem based learning strategy can be well received by students because of the teacher's way of teaching which is easy to understand and detailed during the material explanation process. So that students easily grasp the material explained by the teacher himself. Students at SMAN 1 Wonomulyo Polewali Mandar also experienced an increase in students speaking abilities. This is based on the results of the following prespective interviews.

According to one of the English teacher that in the process of teaching and learning using problem based learning strategies students are required to get used to using English. The students' interest in learning English has increased because of demands by the learning rules of one of the students' English teachers, where in the learning process class students are required to get used to speaking English. This is relevant to the results of an interview with an English teacher with the opinions of students at SMAN 1 Wonomulyo Polewali Mandar.

In Waldopo's research, he said that the benefits of problem-based learning strategies are that they can train students, both individually and in groups so that they are accustomed to active learning.⁶⁰ Based on the results of interviews regarding the benefits felt by students that they have realized that by implementing a problem based learning strategy, it is beneficial for students because students can think actively and improve their English speaking skills. Then, the following discusses students' opinions regarding the continuity of the English learning process with this problem based learning strategy.

Students who do not have basic English can improve their English learning due to the influence of the classroom environment and also the rules for learning English classes have been set for learning English. This fits with the expression of one English teacher, that according to Mr. Mansur, S.Pd who is an English teacher

⁶⁰ Waldopo, 'Problem-Based Learning, An Instructional Strategy In Preparing Student's Autonomy', *Jurnal Teknodik*, XVI (2012), 300.

at SMAN 1 Wonomulyo Polewali Mandar, for students who experience learning difficulties, generally because students do not have basic English, students can interact independently with the learning process taking place, because there is influence from the environment of friends who have basic English and learning demands from the English teacher alone.

Students who like challenges will be more interested in the problem based learning strategy implemented by their English teacher. Students are aware that the development of their knowledge is increasing from not knowing at all to knowing even that, little by little. Students' interest in learning English has increased to learn more in English because by implementing this problem based learning strategy students are challenged and also motivated to learn English. Students hope that their teachers will add creativity to teaching by using this problem based learning strategy.

From all research respondents, it was found that this problem based learning strategy was influence for students' in learning English at SMAN 1 Wonomulyo Polewali Mandar. This is based on the results of interviews with all English teachers and students of class XI Mipa 1.

Assessment is carried out on learning English with problem based learning strategies, namely by looking at the development of learning English, especially looking at the development of their thinking, understanding, and communication in learn English they have. The assessment activity is that when learning English is taking place, it will be seen how the class conditions and student activities are in learning by implementing this problem based learning strategy. The implementation of learning strategies in the process of teaching and learning activities is certainly based on the success of learning to be achieved.

Success in learning is also influenced by the facilities owned by the school. Complete and adequate facilities will make students enthusiastic about learning and easy to understand learning material so they can get good grades. Facilities that are lacking or even non-existent will also hurt student learning outcomes.⁶¹ As a facility, the teacher uses learning strategies in the learning process to achieve the goals of student learning outcomes, namely effective learning.

Effective learning is learning that can produce learning that is useful and focused on students through the use of appropriate procedures.⁶² In this statement, it can be interpreted that ineffective learning the activities that occur are the occurrence of learning in students and what educators do to teach their students.

Teachers always try to understand the condition/state of the student class by using problem based learning strategies as a learning strategy. In the learning process, the abilities of students vary, some students quickly understand lessons, and some students are less responsive in the process of learning activities, especially in learning English. For students who experience problems that are not fast in understanding the material, this is generally because they do not have basic English. So for students' problems in learning English or those who do not have the basics, it is recommended to study more so that they can produce good learning results as well.

Learning outcomes are abilities that students acquire through learning activities. In another sense, learning outcomes are patterns of behavior, values, notions, attitudes, appreciation, and skills. Learning itself is a process of someone trying to obtain a relatively permanent form of behavior change.⁶³ Student learning

⁶¹ Ivyletine Datu Palittin, Wihelmus Wolo, and Ratna Purwanti, 'Hubungan Motivasi Dengan Hasil Belajar Siswa', 6 (2019), 101–9.

⁶² Miarso and Yusufhadi, *Menyemai Benih Teknologi Pendidikan* (Jakarta: Kencana, 2004).

⁶³ Sudirman A, M, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2007).

outcomes are one of the goals that must be achieved by using a problem based learning strategy in the English subject of a learning activity.

Based on the findings in the Problem Based Learning Strategy research on English learning, learning activities with Problem Based Learning strategies have been effectively implemented in learning English subjects. Students experienced a slight increase in learning English. This is based on the results of the prespective interviews with respondents, both prespective interviews with English teachers and students at SMAN 1 Wonomulyo Polewali Mandar.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, the researcher put forward the following conclusions:

1. In problem-based learning strategies in class activities carried out by English teachers at SMAN 1 Wonomulyo Polewali Mandar by dividing students into groups, problem orientation, learning organization, individual or group investigations, problem development and investigation, process analysis and evaluation solving problems, and concluding the material.
2. The researcher found that the perceptions of English teachers and students regarding problem-based learning strategies in learning English were that students not only understood, listened to, memorized the subject matter, and were active in thinking, but students were also active in communicating using English so that it would produce students who have good English learning. Students who are less responsive in terms of being able to adapt and even improve their communication in learning English are assisted by their classroom environment or their peers or their English teacher.

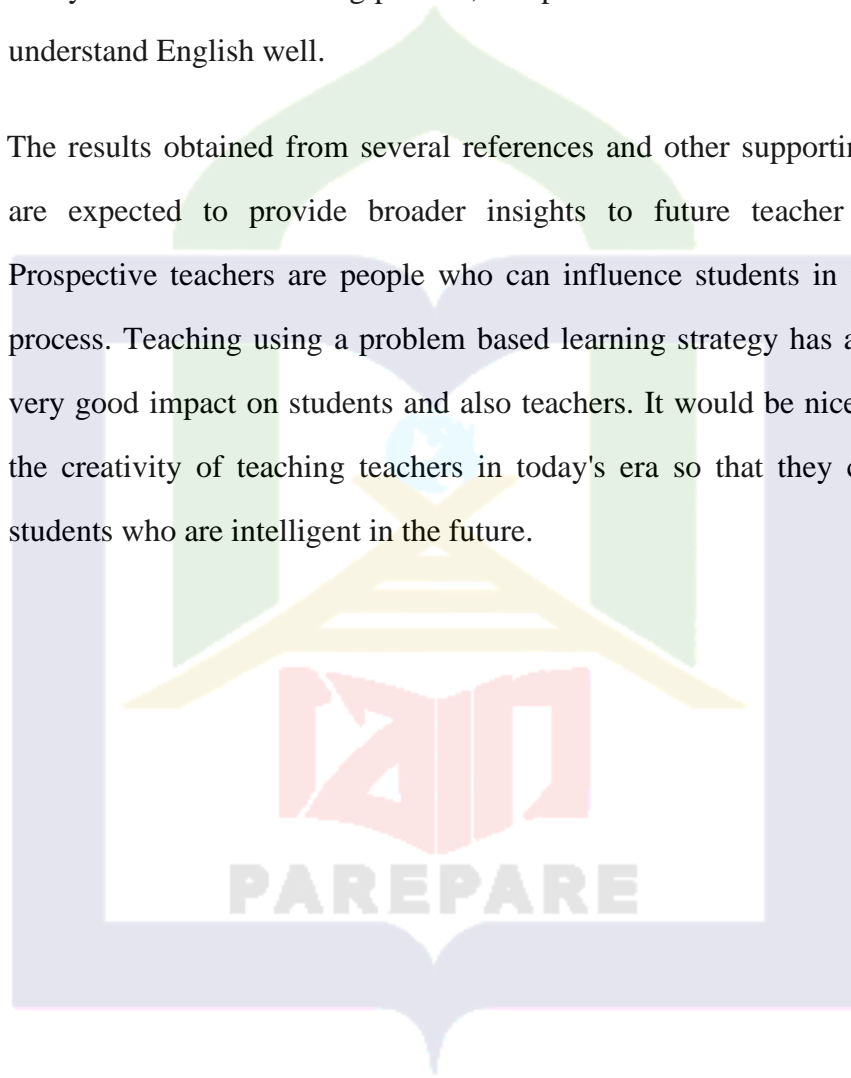
B. Suggestion

Based on the research, the researcher gives some suggestions as follows:

1. The teacher must remain active in increasing his creativity in carrying out the teaching and learning process so that he can turn on student learning well and

be fun for students, so that student's interest in learning can increase properly, especially in learning English to improve the increase interest in learning. Choosing a problem-based learning strategy as learning strategy that is always used in the teaching process, can produce students who are smart and understand English well.

2. The results obtained from several references and other supporting materials are expected to provide broader insights to future teacher candidates. Prospective teachers are people who can influence students in the learning process. Teaching using a problem based learning strategy has a positive or very good impact on students and also teachers. It would be nice to increase the creativity of teaching teachers in today's era so that they can produce students who are intelligent in the future.



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APPENDICES

Appendix 1: Transcribe Interview

From the teacher

1. Informant 1

Bismillahirrahmanirrahim, Asslamu'alaikum Wr.Wb.. My name is Rahmadina S.Pd., M.Si. am I'm a teacher in SMAN 1 Wonomulyo, eee my education is Post graduated atau S2 di STIYAPPAN Jakarta. Okey, selama pembelajaran Bahasa Inggris, sometimes I used some strategy ya biasanya saya menggunakan itu, problem based learning strategy. And i think problem based learning strategy adalah salah satu strategy yang sudah cukup bagus diterapkan dalam proses belajar mengajar. About strategy ini dengan mata pelajaran bahasa inggris, menurut saya juga sudah cukup bagus digunakan dalam proses belajar mengajar mata pelajaran bahasa inggris. Yahh... untuk pengimplementasian strategy ini, biasanya saya bagi kelompok siswa kemudian menyajikan masalah/mendefeniskan masalah dari peristiwa tertentu yang mengandung isu konflik yang akan memancing siswa untuk berpendapat dan menarik untuk dipecahkan tapi dengan menggunakan bahasa inggris atau biasa disebut dengan berspeaking in english. Kemudian membantu siswa untuk menentukan sebab-sebab terjadinya masalah itu, setelah itu siswa diberi kesempatan untuk berdiskusi dan diberi motivasi untuk mengeluarkan pendapatnya, mmm... setelah itu diakhir hasil diskusinya di evaluasi kembali. For reaksi siswa cukup responsif, tapi ini kembali lagi didasarnya bahwa tergantung kelas masing-masing karena ada kelas yang siswa-siswanya cukup aktif ada juga yahhh keaktifannya kurang, contohnya itu dikelas XI Mipa 1 disana siswanya sangat aktif-aktif otomatis responnya juga

cukup memuaskan, untuk kemampuan siswa dengan dijalannya strategi ini, mmm... mereka butuh proses ee... artinya kembali lagi tergantung dari kemampuan berfikir siswa masing-masing ada yang cepat menangkap materi ada juga yang butuh sedikit waktu untuk memahami dengan baik. For the kondisi kelas dengan dijalankannya strategi pembelajarannya yaa... itu tadi tergantung dari siswanya, contohnya dikelas XI Mipa 1 siswa-siswanya rata aktif jadi kondisi kelas juga menajadi hidup. Okey... untuk masalah keefektifannya strategi problem based learning ini terhadap mata pelajaran, menurut saya sudah cukup efektif yah karna pengelolaannya siswa dapat berfikir secara kritis, berkomunikasi dengan baik dan memahami materi dengan baik. For the effectnya terhadap speaking ability sendiri, sejauh ini menurut saya sudah mengalami peningkatan ee... artinya sudah efektif untuk pengembangan kemampuan speakingnya siswa. Tapi juga untuk kemudahan memahami materi dengan strategi ini dimata pelajaran bahasa inggris, itu tergantung siswanya lagi bagi yang punya basic english itu of course saja akan lebih easy dalam belajar dengan dijalankannya strategi ini, sebaliknya pun begitu. Jadi itulah keefektikannya strategi prblem based learning ini, yah I think that's all thank you.

2. Informant 2

My name is Mansur S.Pd., I'm a English teacher of SMAN 1 Wonomulyo Polewali Mandar. My last education is S1 in UNM (Universitas Negeri Makassar). Yahh... saya menjalankan strategy ini sudah cukup lama yah, untuk aktivitasnya, awal-awalnya materi disajikan kepada siswa perindividu kemudian dibagi menjadi dalam berkempok-kelompok. For the reaksi siswa itu sangat meresepo dengan baik yah..., dan juga itu tergantung kepada siswa masing-

masing karena ada juga yang siswa cukup aktif ada juga yahhh kuran aktif, na mungkin penyebab kurang aktifnya adalah dia tidak punya dasar in englisnya itu. Yah kemudian... untuk masalah keefektifannya strategi problem based learning ini terhadap mata pelajaran bahasa inggris, menurut saya sudah efektif yah karna pengelolaannya siswa dapat berfikir secara kritis, berkomunikasi dengan baik dan memahami materi dengan baik. And for the effectnya dengan speaking ability, menurut saya sudah mengalami peningkatan atau efektif juga. Okey baik thank you.

3. Informant 3

My name is Martina, S.Pd., I'm one of English teacher and BK teacher in SMAN 1 Woonomulyo Polewali Mandar, last education is S1 in UIN (Universitas Islam Negeri Makassar). pengimplementasian strategy ini, saya gunakan dalam siswa berkelompok. For the kondisi kelas dengan dijalankannya strategi pembelajarannya aktif-aktif juga siswanya, yah meskipun ada juga kurang dalam hal itu. Dan menurut saya kemampuan siswa menangkap materi dengan problem based learning strategy yang saya lakukan itu, saya melihat bahwa mereka antusias ingin tahunya ada. Reaksinya juga sangat responsif. Nah jadi menurut saya sendiri untuk masalah keefektifannya strategi problem based learning ini terhadap mata pelajaran bahasa inggris itu sudah efektif karena kembali lagi saya melihat ke siswa itu ada sedikit peningkatannya dalam pengelolaan berfikirnya itu, komunikasinya juga meskipun di combination tapi mereka bisa mengimprove speaking abilitynya itu. Well fo the effect problem based learning strategy for speaking ability sendiri, sejauh ini menurut saya sudah efektif untuk pengembangan kemampuan speakingnya siswa. Tapi juga untuk kemudahan

memahami materi dengan strategi ini dimata pelajaran bahasa inggris, itu tergantung siswa lagi, dengan bagaimana basic english yang mereka miliki. itu of course saja akan lebih easy dalam belajar dengan dijalankannya strategi ini, sebaliknya pun begitu.

From the students

1. Informant 1

My name is Adelia Rahma Azisah, alamat Pelitakan kec. Wonomulyo Polewali Mandar, student of the class XI Mipa 1. Menurut saya kak dari yang kakak jelaskan tadi tentang problem based learning strategy, saya sudah ada gambaran bahwa ternyata selama ini yang diajarkan oleh guru bahasa inggris saya dia menggunakan strategi pembelajaran yang namanya problem based learning. Persis sekali aktivitas kami dikelas yaitu siswanya disuruh untuk mengeluarkan pendapat dengan berbahasa inggris. Mudah dipahami karena detail caranya guru menjelaskan kak. Sejauh ini kak menurutku kemampuan speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak. Eee... untuk problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Saya agak sulit kak dalam belajar bahasa inggris, karena saya tidak punya basic english. Tapi, dengan dijalankannya problem based learning strategy ini sedikit demi sedikit saya bisa berbaur dengan bahasa inggris/bisa sedikit berspeaking english karena aturan belajarnya memang seperti itu dan pengaruhnya dari teman-teman saya yang punya basic kak. Saya merasa bahwa dengan dijalankannya problem based learning strategy ini kak, khususnya

untuk berspeaking bahasa inggris saya merasa pengetahuan saya sedikit demi sedikit bertambah. Jadi saya semakin ingin tahu lebih dalam tentang bahasa inggris. Tentang problem based learning strategy ini kak semoga kedepannya semakin ditingkatkan kreatifitas guru dalam menyajikan materi dengan strategi pembelajaran ini.

2. Informant 2

My name is Aditian Ramdan, alamat Sugiwaras kec. Wonomulyo Polewali Mandar, student of the class XI Mipa 1. Baiklah kak, langsung saya sudah ada gambaran bahwa ternyata selama ini yang diajarkan oleh guru bahasa inggris saya dia menggunakan strategi pembelajaran yang namanya problem based learning. Sangat cocok sekali aktivitas kami kak dikelas yaitu siswanya disuruh untuk mengeluarkan pendapat dengan berbahasa inggris. Eee... tentang guru mengajar yang pakai strategy pembelajaran ini... itu menurutku sudah bagus kak. Juga mudah dipahami karena detail caranya guru menjelaskan kak. Pendapat saya tentang cara guru menjelaskn dengan strategi pembelajaran ini atau problem based learning ini kak bahwa sudah bagus kak. Juga mudah dipahami karena detail caranya guru menjelaskan kak. Sejauh ini kak menurutku kemampuan speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak. untuk problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Untuk saya pribadi kak, saya merasa sangat tertantang pada saat proses pembelajaran berlangsung kak, dan kebetulan saya suka dengan tantangan kak. Jadi saya merasa bahwa dengan dijalankannya

problem based learning strategy ini kak, pikiran saya terbuka kak. Khususnya untuk berspeaking bahasa inggirs saya merasa pengetahuan saya sedikit demi sedikit bertambah. Contoh di penyebutan speakingnya kak, saya bisa menjadi tahu ternyata penyebutannya seperti itu. ...Dengan dijalankannya ini problem based learning strategy kak, saya tambah tertarik untuk belajar bahasa inggris karena speaking englishku ada peningkatan. Yah... harapan saya kak tentang problem based learning strategy ini kak semoga kedepannya semakin ditingkatkan lagi. Makasih kak.....

3. Informant 3

My name is Dwi Rahma Aulia, alamat Kuningan kec. Wonomulyo Polewali Mandar, student of the class XI Mipa 1. Yee.. eee... problem based learning strategi menurutku adalah aktivitas dalam belajar dengan dibaginya kelompok dan diberi masalah untuk diselesaikan dengan bicara inggris kak. kalau tentang guru mengajar yang pakai strategy pembelajaran ini sudah bagus kak, juga mudah dipahami karena detail caranya guru menjelaskan kak. Pendapat saya tentang cara guru menjelskan dengan strategi pembelajaran ini atau problem based learning ini kak bahwa sudah bagus kak. Juga mudah dipahami karena detail caranya guru menjelaskan kak. Sejauh ini kak menurutku kemampuan speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak. Problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Dijalankannya ini strategi pembelajaran kak bertambah minatku untuk belajar bahasa inggris. ...Saya tambah tertarik untuk belajar bahasa

inggris karena speaking englishku ada peningkatan. Jadi saya semakin ingin tahu lebih dalam tentang bahasa inggris. Yah... harapan saya kak semoga kedepannya semakin meningkat. Terimakasih kak.

4. Informant 4

My name is Nurwanda Aulia, alamat Ujung Baru kec. Wonomulyo Polewali Mandar, student of the class XI Mipa 1. Baiklah kak... menurutku problem based learning strategi itu pembelajaran dibagi kelompok lalu diberi masalah untuk diselesaikan dengan bicara inggris kak. kalau tentang guru mengajar yang pakai strategy pembelajaran ini sudah bagus kak, juga mudah dipahami karena detail caranya guru menjelaskan kak. Cara guru menjelaskan dengan strategi pembelajaran ini atau problem based learning ini kak bahwa sudah bagus kak. Juga mudah dipahami karena detail caranya guru menjelaskan kak. Sejauh ini kak menurutku kemampuan speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak. Eee... untuk problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Dijalankannya ini strategi pembelajaran kak bertambah minatku untuk belajar bahasa inggris. Untuk saya tambah tertarik untuk belajar bahasa inggris karena speaking englishku ada peningkatan. Jadi saya semakin ingin tahu lebih dalam tentang bahasa inggris. Untuk kedepannya kak semoga kedepannya semakin meningkat. Terimakasih.....

5. Informant 5

My name is Salma Adam, alamat Pucceda kec. Wonomulyo Polewali

Mandar, student of the class XI Mipa 1. Yahh... sesuai dari yang kakak jelaskan tadi tentang problem based learning strategy, saya sudah ada gambaran bahwa ternyata selama ini yang diajarkan oleh guru bahasa inggris saya dia menggunakan strategi pembelajaran yang namanya problem based learning. Pendapat saya tentang cara guru menjelaskan dengan strategi pembelajaran ini atau problem based learning ini kak bahwa sudah bagus kak. Juga mudah dipahami karena detail caranya guru menjelaskan kak. Sejauh ini kak menurutku kemampuan speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak.... untuk problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Dijalankannya ini strategi pembelajaran kak bertambah minatku untuk belajar bahasa inggris. ...Saya tertarik untuk belajar bahasa inggris karena speaking englishku ada peningkatan. Jadi saya semakin ingin tahu lebih dalam tentang bahasa inggris.... harapan ku semoga kedepannya semakin meningkat. Terimakasih kak.

6. Informant 6

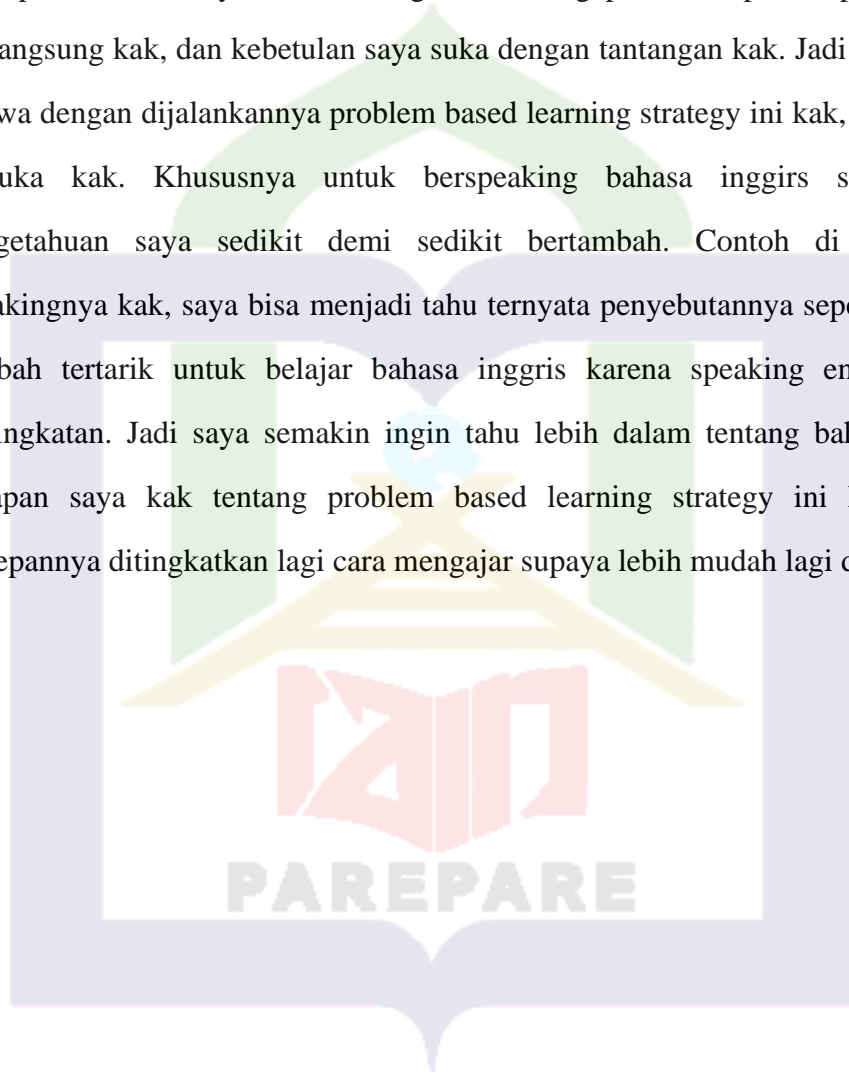
My name is Sri Anti, alamat Kediri kec. Wonomulyo Polewali Mandar, student of the class XI Mipa 1....Problem based learning strategi itu pembelajaran dibagi kelompok lalu diberi masalah untuk diselesaikan dengan bicara inggris kak. kalau tentang guru mengajar yang pakai strategy pembelajaran ini sudah bagus kak, juga mudah dipahami karena detail caranya guru menjelaskan kak. Cara guru menjelaskan dengan strategi pembelajaran ini atau problem based learning ini kak bahwa sudah bagus kak. Juga mudah dipahami karena detail caranya guru

menjelaskan kak. Sejauh ini kak menurutku kemampuan speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak. Untuk problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Dijalankannya ini strategi pembelajaran kak bertambah minatku untuk belajar bahasa inggris. Untuk saya tambah tertarik untuk belajar bahasa inggris karena speaking englishku ada peningkatan. Harapan saya kedepannya kak semoga kedepannya semakin meningka...

7. Informant 7

My name is Rizal Sarifuddin, alamat Banua Baru kec. Wonomulyo Polewali Mandar, student of the class XI Mipa 1. Problem based learning yaitu menurutku kegiatan dikelas yaitu siswanya disuruh untuk mengeluarkan pendapat dengan berbahasa inggris. Tentang guru mengajar yang pakai strategy pembelajaran ini... itu sudah bagus kak. Mudah dipahami karena detail caranya guru menjelaskan kak. Pendapat saya tentang cara guru menjelaskan dengan strategi pembelajaran ini atau problem based learning ini kak bahwa sudah bagus kak. Juga mudah dipahami karena detail caranya guru menjelaskan kak. Speakingku mengalami peningkatan dengan dijalankannya problem based learning strategy ini kak, karena sudah mulai diajarkan untuk dibiasakan mengeluarkan pendapat dengan berspeaking english kak. Yahhh... untuk problem based learning strategy ini, menurut saya sendiri kak sudah sangat bermanfaat bagi saya kak, karena sedikit demi sedikit bisa berspeaking. Saya agak sulit kak dalam belajar bahasa inggris, karena saya tidak punya basic english. Tapi, dengan dijalankannya

problem based learning strategy ini sedikit demi sedikit saya bisa berbaur dengan bahasa inggris/bisa sedikit berspeaking english karena aturan belajarnya memang seperti itu dan pengaruhnya dari teman-teman saya yang punya basic kak. Untuk saya pribadi kak, saya merasa sangat tertantang pada saat proses pembelajaran berlangsung kak, dan kebetulan saya suka dengan tantangan kak. Jadi saya merasa bahwa dengan dijalankannya problem based learning strategy ini kak, pikiran saya terbuka kak. Khususnya untuk berspeaking bahasa inggris saya merasa pengetahuan saya sedikit demi sedikit bertambah. Contoh di penyebutan speakingnya kak, saya bisa menjadi tahu ternyata penyebutannya seperti itu. Saya tambah tertarik untuk belajar bahasa inggris karena speaking englishku ada peningkatan. Jadi saya semakin ingin tahu lebih dalam tentang bahasa inggris. harapan saya kak tentang problem based learning strategy ini kak semoga kedepannya ditingkatkan lagi cara mengajar supaya lebih mudah lagi dipahami....



APPINDEX 2. INSTRUMENT

Appendix 1. Interview Guidelines

	KEMENTERIAN AGAMA REPUBLIK INDONESIA STATE ISLAMIC INSTITUTE (IAIN) PAREPARE TARBIYAH FACULTY Jl. Amal Bakti No. 8 Sorcang 91131 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

STUDENT NAME : YUYUNWULANDARI
NIM : 19.1300.035
STUDY PROGRAM : ENGLISH EDUCATION PROGRAM
FAKULTY : TARBIYAH
TITLE : PROBLEM BASED LEARNING STRATEGY
FOR SPEAKING ABILITY

INSTRUMENT OF RESEARCH

OBSERVATION AND INTERVIEW GUIDE

A. To the Teacher

1. Identity (name, occupation, last education)
2. What do you think about this problem-based learning as strategies?
3. What do you think about this problem based-learning strategi in learning english?
4. How do you implement problem based-learning strategies?
5. How do students react to problem based-learning strategies?
6. To what extent is the student's ability to follow problem-based learning strategies?

7. What is the condition of the classroom atmosphere when students study in the problem based learning strategy?
8. What Is the problem based learning strategy effective for learning English?.
9. What Is the problem based learning strategy effective for students' speaking ability?

B. To the students

1. Identity (name)
2. What do you think about of problem based learning strategy in your study?
3. Is the concept of problem based learning easy to your understand?
4. What is your opinion about your teacher to teach problem based learning strategies?
5. Has your speaking ability improved after your teacher implemented the problem based learning strategy?
6. Is this problem based learning strategy useful for you?
7. Has the implementation of these problem-based learning strategies increased or decreased your interest in learning English?
8. Have the wishes and expectations been achieved when the problem based learning strategy was implemented? ? The hope is that do you still want this learning strategy to take place in English subjects because it has been very effective for you or do you disagree with this learning strategy being implemented in English subjects?

PAREPARE

APPINDEX 3 : RESEARCH ALLOWANCE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp. 0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B.4972/In.39/FTAR.01/PP.00.9/12/2022 15 Desember 2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polman
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Yuyun Wulandari
Tempat/Tgl. Lahir : Rappogading, 19 November 2001
NIM : 19.1300.035
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VII (Tujuh)
Alamat : Lombang, Desa Poda-Poda, Kec. Tubbi Taramanu,
Kab. Polman

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul "**Problem Based Learning Strategy For Speaking Ability At SMAN 1 Wonomulyo Polewali Mandar**". Pelaksanaan penelitian ini direncanakan pada bulan Desember 2022 sampai bulan Januari Tahun 2023.

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

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

REKOMENDASI PENELITIAN
 NOMOR : 503/002/IPL/DPMPSTP/II/2023

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr YUYUN WULANDARI
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0002/Kesbangpol/B.1/410.7/II/2023, Tgl. 03-01-2023

MEMBERIKAN REKOMENDASI

Kepada :

Nama	: YUYUN WULANDARI
NIM/NIDN/NIP/NPn	: 19.1300.035
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: TARBIYAH
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: PODAPADA KEC. TUTAR KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di SMAN 1 Wonomulyo Kabupaten Polewali Mandar, yang dilaksanakan pada Tanggal Bulan Januari 2023 sampai selesai dengan Proposal berjudul "PROBLEM BASED LEARNING STRATEGY FOR SPEAKING ABILITY AT SMAN 1 WONOMULYO POLEWALI MANDAR"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Rekomendasi yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Rekomendasi Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Rekomendasi Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Rekomendasi penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditandatangani secara elektronik oleh
**Kepala Dinas Penanaman Modal dan
 Pelayanan terpadu Satu Pintu,**

Drs. Mujahidin, M.Si
 Pangkat : Pembina Utama Muda
 NIP : 196606061998031014

Tembusan:
 Unsur Forkopinda di tempat



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara



PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 WONOMULYO

Alamat : Jln. Gatot Soebroto No. 03 Telp. 0428-51186, Kab. Polewali Mandar (91352)



SURAT KETERANGAN

Nomor : 412/047/SMA.W / 11 / 2023

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Wonomulyo Kabupaten Polewali Mandar Provinsi Sulawesi Barat, menerangkan bahwa :

Nama : YUYUNWULANDARI
NIM : 19.1300.035
Asal Perguruan Tinggi : Institut Agama Islam Negeri Parepare
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris (S1)
Alamat : Lombang, Desa Poda-Poda, Kec. Tubbi Taramanu, Kab,
Polman

Adalah benar salah satu mahasiswa INSTITUT AGAMA ISLAM NEGERI PAREPARE yang telah melakukan penelitian terhitung tanggal 16 s/d 16 Januari 2023 dengan judul "Problem Based Learning Strategy For Speaking Ability At SMAN 1 Wonomulyo Polewali Mandar" untuk keperluan penelitian skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wonomulyo, 16 Januari 2023

Kepala Sekolah



MUHAMMAD HATTA, S.Pd, M.Pd

Pangkat : Pembina Tk. I IV/b

NIP : 19680423 199203 1 005

APPENDIX. 4 DOCUMENTATION









CURRICULUM VITAE



Yuyunwulandari, the author was born on 19th November 2001, Polewali Mandar. She is the first child in her family. She has one brother. Her father's name is Muslimin and her mother's name is Mustalia. She began her study on 2007 at SDN 042 Lombang, Tutar Polewali Mandar and graduated in 2013. In the same year, She continued her study at SMP Negeri 5 Wonomulyo and graduated in 2016.

In the same year she continued her study at SMA Negeri 1 Wonomulyo Polewali Mandar and graduated in 2019. After graduated, She decided to continued study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2023 with the title "Problem Based Learning Strategy on English Learning at SMAN 1 Wonomulyo Polewali Mandar".

