

**THE EFFECTIVENESS OF USING PROBLEM-BASED
INSTRUCTION IN IMPROVING STUDENTS'
SPEAKING ABILITY AT THESECOND
GRADE OF MA IZZATUL
MA'ARIF TAPPINA**



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By

HAJIRAH

Reg Num. 14.1300.140

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
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SKRIPSI

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of Sarjana Pendidikan (S.Pd)

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to

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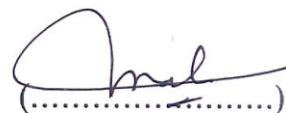
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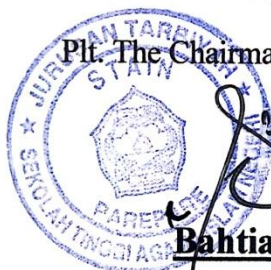
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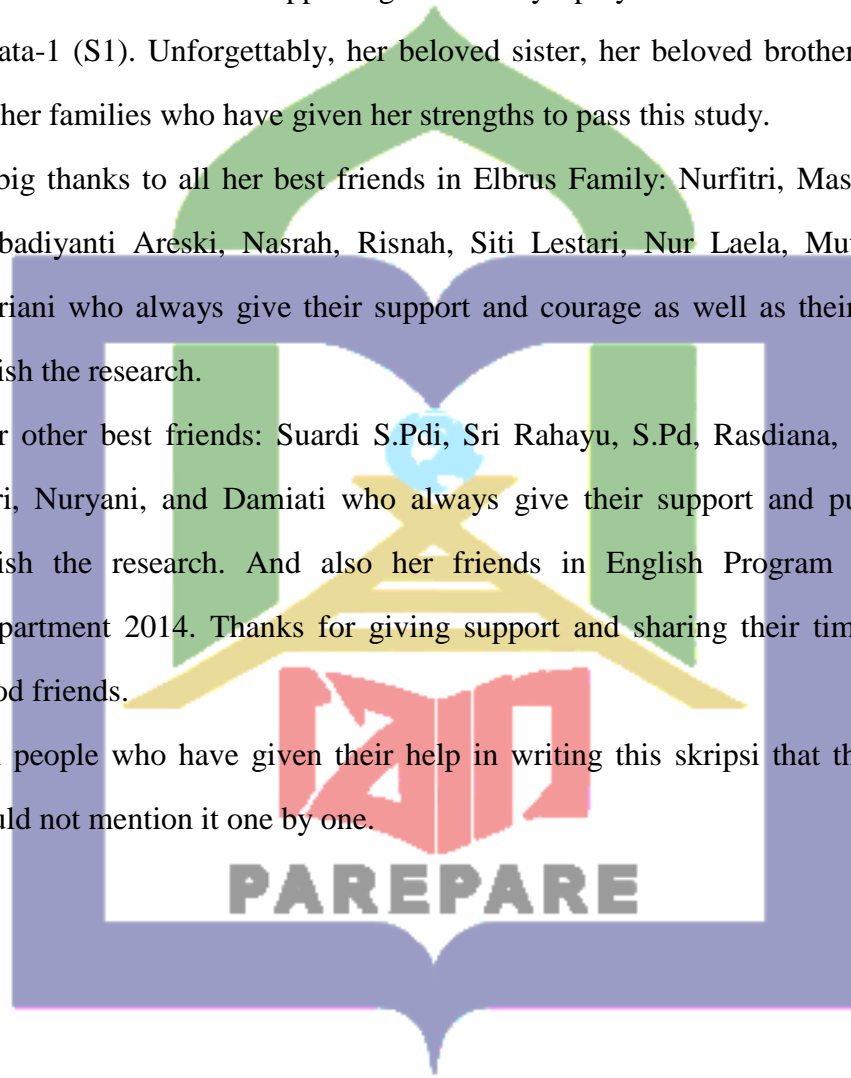
The researcher wants to thank a lot to all people who always support and help her. She realized that without their support and help, she could not be able to finish this skripsi. So In this opportunity, the researcher would like to express especially thanks to her beloved parents and family who have giving endless love, advice, support and pray to God for writer’s success.

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Parepare, 15th August 2018

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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

Parepare, 15th August 2018

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ABSTRACT

Hajirah. *The Effectiveness of Using Problem-Based Instruction in Improving Students' Speaking Ability at The Second Grade of MA IZZATUL MA'ARIF Tappina*(Supervised by Magdahalena and Mujahidah).

This research was carried out at the second grade students of MA IZZATUL MA'RIFAT Tappina. The aim of this research was to find out the effectiveness of problem based instruction to improve students' speaking ability at the second grade of MA IZZATUL MA'ARIF Tappina.

The research used quantitative method using pre-experimental design with pre-test and post-test. First the students did the pre-test, second, got the treatment and the last did the post-test. It aimed to know whether the problem-based instruction effective or not to improve students' speaking ability. The subject of this research was the class of XI grade which consist of 20 students, the subject was taken by using cluster sampling technique.

The result of this research indicates that there was improvement of the students' speaking ability. It can be seen from the result of the mean score in post-test (3.04) was greater than pre-test (1.78). Even, for the level significant (p) 5% and $df = 19$, and the value of t -table is 1,729, while the value of t -test is 18.07. It means that, the t -test value is greater than t -table ($18.07 > 1,729$). It can be concluded that the students' speaking ability is significant better after giving treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that problem-based instruction was effective to improve students' speaking ability.

Keywords: Spiking ability and Problem Based-Instruction

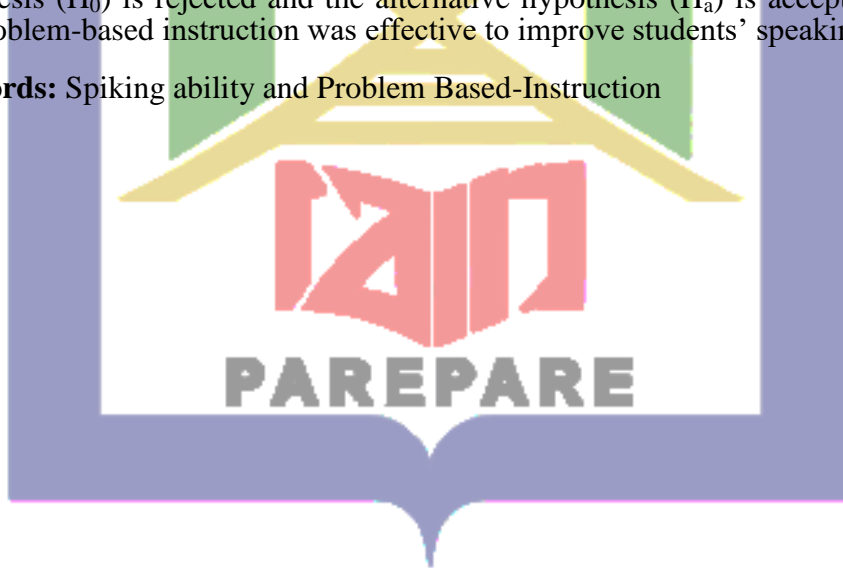
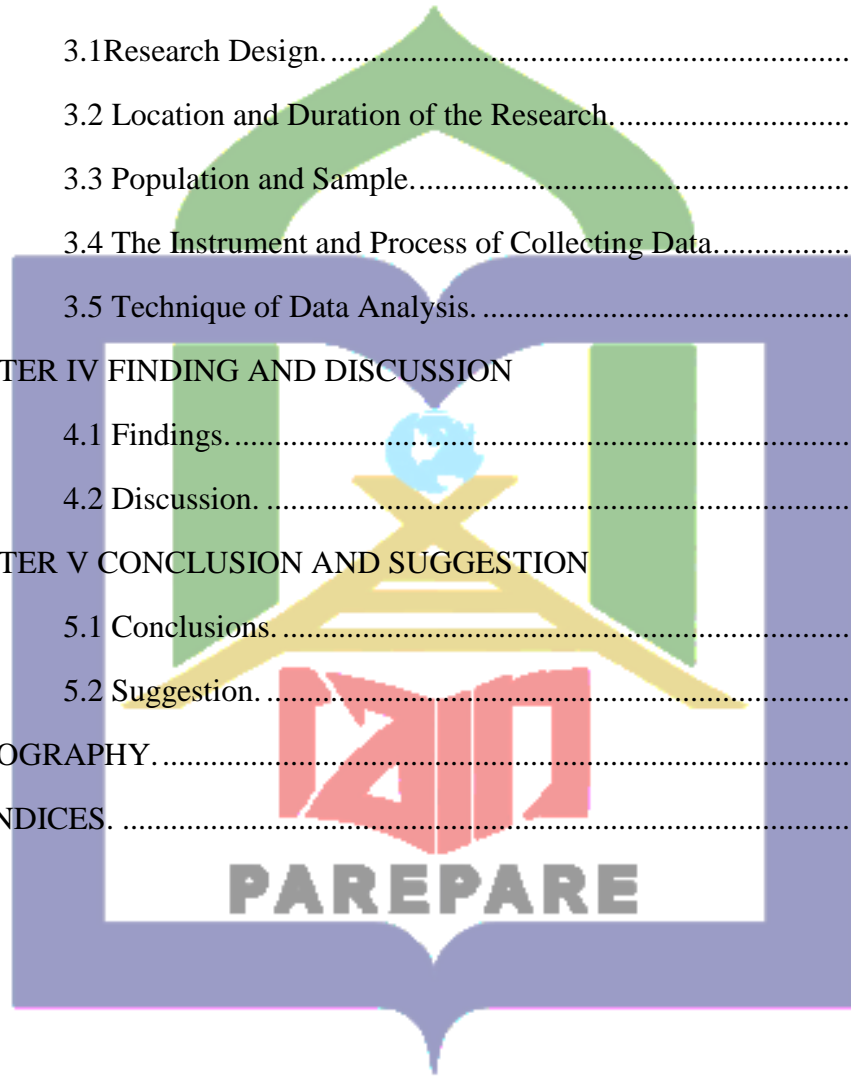


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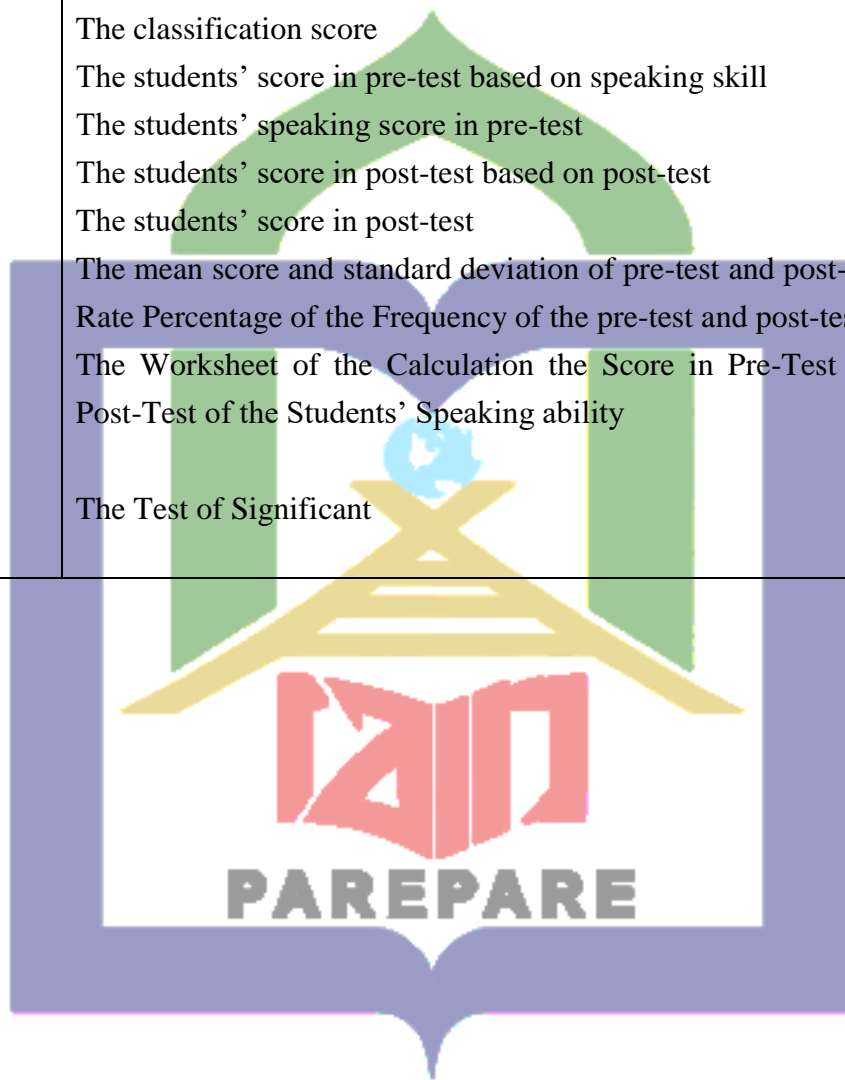
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CHAPTER I

INTRODUCTION

1.1 Background

In teaching English as a foreign language, there are four skills that students have to mastery namely listening, reading, speaking and writing. In this research the researcher focus in speaking. Speaking is use to communicate our feeling, needs, and desire.

In social interaction, speaking seems to be an important component of the language usage which enables people to communicate and get along to each other. Besides, speaking is also considered as primary mode of communication because all people need to interaction and communicate their ideas, feeling, though, as well as their wisher to the others.¹ In English learning the students must be trained to use English as oral communication. If not try to using English as language in the real life.

Most of English learners regard English speaking ability as the measure of mastering English. Learn about speaking, it is complete way to learn English because learners in English speaking also study all about English. They learn about the vocabulary, grammar, pronunciation, and fluency. How good their English is depends on how fluent they speak.

Particularly in improving speaking skill is not easy for the students, because sometimes when they learning English they face some difficulties such as about their own language, the students afraid to make mistake when they speak even though they

¹A. KaharuddinBahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p.

have a lot of vocabularies. Furthermore students get some problems when they want to improve their speaking skill. Some of the following are:

1. Inhibition, learners are often inhibited about trying to say thing in foreign in the classroom worried about mistakes or simply shy of the attention that their speech attract
2. Nothing to say, the learners cannot think of anything to say they have not motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation only one participant can talk at a time if he or she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while others peak very little or not a tall.
4. Mother tongue, it is easier for students to use their mothers tongue in their class because it looks naturally. Therefore, most of the students are not discipline in using the target language in the learning process.²
5. Commonly students feel afraid and nervous when they want to speak or communicate using English in front of their classmates, the student do not have any ideas or initiative to speak English, lack of practicing English speaking and makes mistakes in pronouncing English speaking.

Based on the problems above, the researcher decides to use problem based instruction (PBI) strategy to solve that problems. Problem based instruction (PBI) strategy is one of way to teaching students, where the students used their prior

² Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Le Than Hien High School," (University of Thu Dau Mot Vietnam 3, no. 2, 2015), p. 10.

knowledge to solve problems. By this strategy the students have to solve the problem those teachers have given and collect the information about those problems. The students will be divided in several groups and they will express their opinion, ideas, feeling, suggestion in front of their friends so it is can stimulate the students to active and practice their speaking in the class and also they can study how to solve problem as well as possible.

1.2 Problem Statement

By looking at the background above, the researcher formulate the researcher Questions as follow:

- 1.2.1 How is the students' speaking skill, before and after implementing problem based instruction in the second grade of MA IZZATUL MA'ARIF Tappina?
- 1.2.2 Is problem based instruction effective to improve student's speaking ability in the second grade of MA IZZATUL MA'ARIF Tappina?

1.3 Objective the Research

In relation the problem statements mentioned previously, the objectives of the research are formulated as follow:

- 1.3.1 To know the students' speaking skill before and after implementing problem based instruction.
- 1.3.2 To know is problem based instruction effective to improve student's speaking ability.

1.4 Significance of the Research

This research was expected to be useful for students, teachers and researcher.

1.4.1 for the Students

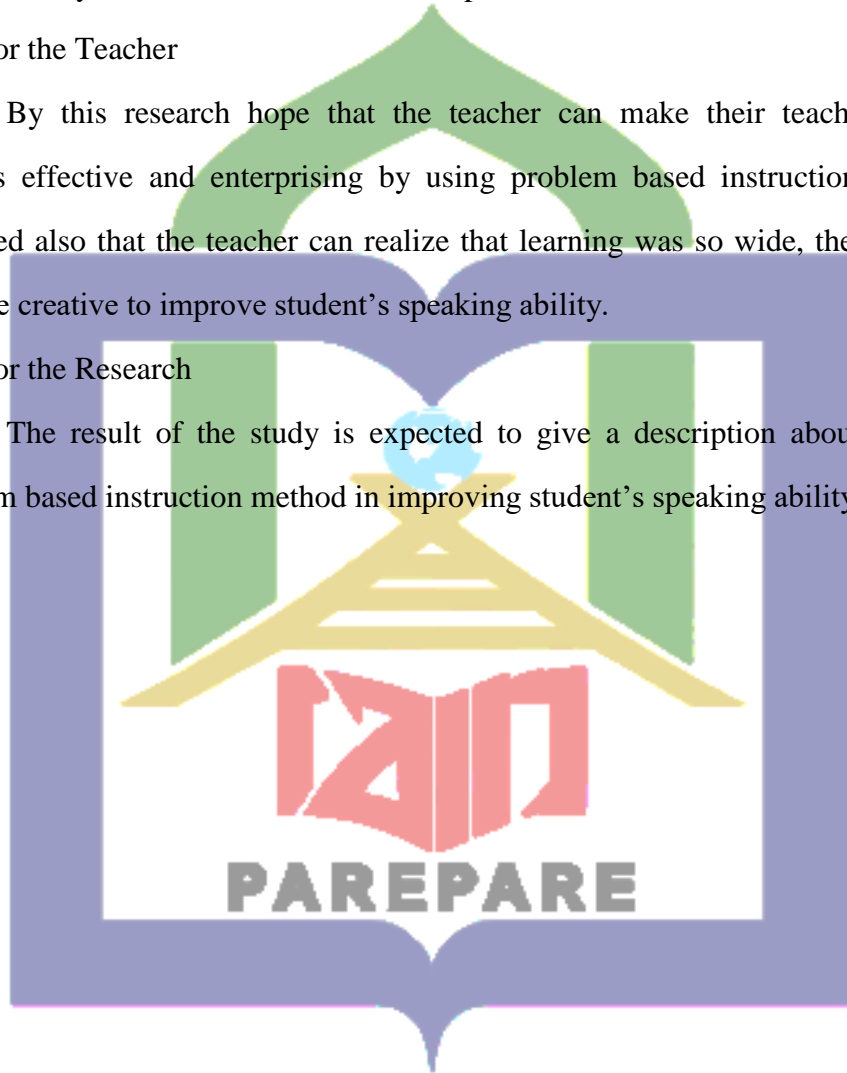
By experiencing implementation of problem based instruction in improving students' speaking ability, the students were expected to be able master in speaking ability so they can communicate as well as possible.

1.4.2 for the Teacher

By this research hope that the teacher can make their teaching learning process effective and enterprising by using problem based instruction method. It expected also that the teacher can realize that learning was so wide, the teacher can become creative to improve student's speaking ability.

1.4.3 for the Research

The result of the study is expected to give a description about the use of problem based instruction method in improving student's speaking ability.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Speaking

According to the MC Dough and Shaw, as a language skill speaking is sometimes undervalued or, in some circle, taken for granted.¹ It is because really in English Language teaching. An English teacher almost uses all of his time in class by thought grammar and vocabulary. The teacher only engages his students to memorize some of the vocabulary and many grammar's rules and does not give them the opportunities to practice and perform their speaking skill in the class. He thinks grammar and vocabulary are the most important.

Actually, speaking is essential skill from any other language skill that must be mastered by students. As Richard, Speaking in a second and foreign language has often been viewed as the most demanding of the four skills.²

2.1.1.1 The Definition of Speaking

Speaking is one of the four language skill. Speaking is use to communicate our feeling, needs, and desires. It is one of the important skills in English language. Clearly, it is impossible to speak a foreign language without learning speaking on it. As people know, by having more knowledge about language skills, people have much better understanding and getting what they want as well as their needed.

¹ JoMC Dough and ChristopherShaw, *material and methods in ELT: ATeacher Guide*, (Cambridge: Black Well Publisher, 1993), p.151.

² Jack C. Rechard, *New Ways in Teaching Speaking* (Alexandria: TESOL, Inc.1994) p.v.

In social interaction, speaking seems to be an important component of the language which an able people to communicate and get along to each other. Besides, speaking is also considered as primary mode of communication because all people need to interact and communicate their ideas, feeling, thought, as well as their wishes to the others.³

Some language learning experts have tried to define speaking in their own way. Richard said that speaking is the verbal use of language and a medium through which human beings of communicate with each other. It is the most demanding skill that people need to communicate in every day situation. They must make their self understood by the people they speak with, and this not easy task, especially at the beginning and intermediate levels.

In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.⁴

Based on oxford dictionary, speaking is simply concerning putting ideas into words to make other people grasp he massage that is conveyed.

Based on the definition above the researcher concludes that speaking is very important to learn. Learn about speaking, it completed way to learn English because learners in English speaking we would study all about English. We learn about vocabularies, grammar, pronunciation and fluency. How good their English is depended on how fluent they speak.

³ A. KaharuddinBahar, *Interactional Speaking* (Yogyakarta: Trustmedia publishing, 2014), p. 1

⁴ IntenMujizat “ *the effectiveness of using storytelling technique on students’ speaking skill*” (publish script:department of English Education UIN Jakarta) p. 5

2.1.1.2 The Elements of Speaking

There are some important things that should be known in teaching or learning speaking, they are:

2.1.1.2.1 Vocabulary

Vocabulary is a list of words and phrases usually alphabetically arranged and explained or designed. The vocabulary is the first element in speaking because vocabulary is very important without vocabularies people can't express their idea because they will not able to say something.

2.1.1.2.2 Grammar

The students should learn grammar in English because grammatically also needed in communication. Most of students able to express their idea in English but the problem they don't know the rules of structure in English.

2.1.1.2.3 Pronunciation

Pronunciation is the way of producing something. To have a good communication with others, the main point is that the listener can understand what speaker says. One of way to be a good speaker in communicating is having a good pronunciation. In addition, pronunciation cannot be separated between intonation and stress. Pronunciation, intonation, and stress are largely learned successfully by imitating and repetition.

2.1.1.2.4 Fluency and Accuracy

Now is very clear that fluency and accuracy are both important goals to teach and learning in speaking. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse

in their spoken output. The fluency or accuracy can channel often boils down to the extent to which the technique should be message oriented (or, as some call it, teaching language use) as opposed to language.⁵

2.1.1.2.5 Comprehension

The last speaking element is comprehension. Comprehension means to understanding and interpretation of what is said. It is about student's proficiency in speaking in all professional and general topics without a big effort and smooths as good as the native speaker.

2.1.1.3 The Problems of Speaking

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. Some of the following are the problems of speaking skill:

2.1.1.3.1 Inhibition

Learners are often inhibited about trying to say thing in foreign. In the classroom they worried about mistakes or simply shy of the attention that their speech attracts.

2.1.1.3.2 Nothing to say

The learners cannot think of anything to say they have not motive to express themselves beyond the guilty feeling that they should be speaking.

⁵ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman , 2001), p. 268-269.

2.1.1.3.3 Low or uneven participation only

One participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while others speak very little or not at all.

2.1.1.3.4 Mother tongue

It is easier for students to use their mothers tongue in their class because it looks naturally. Therefore, most of the students are not discipline in using the target language in the learning process.⁶

2.1.1.4 The Functions of Speaking

There are some functions of speaking in human interaction, they are:

2.1.1.4.1 Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The main features of talk as interaction can be summarized as follows:

1. Has primarily social function
2. Reflect role relationship
3. Reflect Speaker’s identity
4. May be Formal or Casual
5. Uses Conversational Convention
6. Reflect degrees of politeness
7. Employs many generic words

⁶ Nguyen Hoang Tuan and Tran Ngoc Mai, “Factors Affecting Students’ Speaking Performance at Le ThanhHien High School,” (University of Thu Dau Mot Vietnam 3, no. 2, 2015), p. 10.

8. Use conversational register
9. is joint constructed
10. Talk as Transaction

Talk as transaction effect to situation where the focus is on what is said or done. The main point how to make oneself understood clearly and accurately is the sentry focus, rather than the participants and how they interact socially with each other.

2.1.1.4.2 Talk as performance

This refers talk to public that is talk, that transmission information before an audience, such classroom, presentations, public enouncements, and speeches.⁷

2.1.2 Problem Based Instruction

2.1.2.1 The Definition of Problem Based Instruction (PBI)

Problem based learning is appealing instructional strategy. Many argue that PBL is the powerful and engaging learning strategy that leads to sustained and transferable learning it is argued, fosters the development of self directed learning strategies and makes it easier for students to retain and apply knowledge and solution strategies to new and unfamiliar situations.⁸

Problem based Instruction is a curriculum model that emphasizes the effective use of task-based instruction to engage students in active and multidisciplinary learning. Through problem-based instruction, students learn how to solve problems that are ill-structured, open-ended or ambiguous. Problem-based instruction engages

⁷ Jack C. Richard, “*Teaching Listening and Speaking*” (Cambridge university press) p. 21 - 27

⁸ John R. Mergendoller, “*The Effectiveness of Problem Based Instruction:A Comparative Study of IntructionalMethods and Student Characteristics*” (published online:11-17-2006) p. 49-69.

students in intriguing, real and relevant intellectual inquiry and allows them to learn from life situations.

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.⁹

Problem based instruction is an instructional strategy that promotes active learning; Problem based instruction can be used as a framework for modules, courses, programs, or curricula.¹⁰

Based on some opinions above, researcher concludes that problem based instruction is one of the strategy that to teach the students to solve some problems that come to their life and express their idea or opinion in speaking by that problem to promotes a active learning.

⁹ Bradley Drewyor, "Learning Theories Paper: Problem-Based Learning" (EDTECH 504), P. 1.

¹⁰ UzinMufaidah, "Problem Based-Learning: Enhancing Students' Speaking Skill on the Second Students of SMPN 1 Atapbandungan in the Academic Year 2013/2014" (Published Thesis; English Department of Educational Faculty State Institute for Islamic Studies (STAIN): Salatiga, 2014), p. 8-9.

2.1.2.2 Characteristics of Problem Based Instruction

Problem based instruction is an instructional and curricular learner-centered that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem. Critical to the success of the approach is the selection of ill-structured problems (often interdisciplinary) and a tutor who guides the learning process and conducts a thorough debriefing at the conclusion of the learning experience. Several authors have described the characteristics and features required for a successful problem based learning approach to instruction. The reader is encouraged to read the source documents, as brief quotes do not do justice to the level of detail provided by the authors. A list of the practices considered characteristic of the philosophy, strategies, and tactics of problem-based learning and also described the methods used in problem based learning and the specific skills developed, including the ability to think critically, analyze and solve complex, real-world problems, to find, evaluate, and use appropriate learning resources; to work cooperatively, to demonstrate effective communication skills, and to use content knowledge and intellectual skills to become continual learners. They describe students as engaged problem solvers, seeking to identify the root problem and the conditions needed for a good solution and in the process becoming self-directed learners. There are some characteristic of problem based instruction, they are:

Students must have the responsibility for their own learning. Problem based instruction is learner-centered approach students engage with the problem with whatever their current knowledge/experience affords. Learner motivation increases when responsibility for the solution to the problem and the process rests

with the learner and as student ownership for learning increases. Inherent in the design of problem based learning is a public articulation by the learners of what they know and about what they need to learn more. Individuals accept responsibility for seeking relevant information and bringing that back to the group to help inform the development of a viable solution.

The problem simulations used in problem based learning must be ill-structured and allow for free inquiry. Problems in the real world are ill-structured (or they would not be problems). A critical skill developed through problem based learning is the ability to identify the problem and set parameters on the development of a solution. When a problem is well structured learners are less motivated and less invested in the development of the solution.

Learning should be integrated from a wide range of disciplines or subjects. Barrows notes that during self-directed learning, students should be able to access, study and integrate information from all the disciplines that might be related to understanding and resolving a particular problem just as people in the real world must recall and apply information integrated from diverse sources in their work. The rapid expansion of information has encouraged a cross-fertilization of ideas and led to the development of new disciplines. Multiple perspectives lead to a more thorough understanding of the issues and the development of a more robust solution.

Collaboration is essential. In the world after school most learners will find themselves in jobs where they need to share information and work productively with others. Problem based learning provides a format for the development of these essential skills. During a problem based learning session the tutor will ask questions

of any and all members to ensure that information has been shared between members in relation to the group's problem.

What students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution. The point of self-directed research is for individuals to collect information that will inform the group's decision-making process in relation to the problem. It is essential that each individual share coherently what he or she has learned and how that information might impact on developing a solution to the problem.

A closing analysis of what has been learned from work with the problem and a discussion of what concepts and principles have been learned are essential. Given that problem based learning is a very engaging, motivating and involving form of experiential learning; learners are often very close to the immediate details of the problem and the proposed solution. The purpose of the post-experience debriefing process is to consolidate the learning and ensure that the experience has been reflected upon.

Self and peer assessment should be carried out at the completion of each problem and at the end of every curricular unit. These assessment activities related to the problem based learning process are closely related to the previous essential characteristic of reflection on knowledge gains. The significance of this activity is to reinforce the self-reflective nature of learning and sharpen a range of met cognitive processing skills. The activities carried out in problem-based learning must be those valued in the real world.

Student examinations must measure student progress towards the goals of problem based learning. The goals of problem based learning are both knowledge-

based and process-based. Students need to be assessed on both dimensions at regular intervals to ensure that they are benefiting as intended from the problem based learning approach. Students are responsible for the content in the curriculum that they have covered through engagement with problems. They need to be able to recognize and articulate what they know and what they have learned.¹¹

2.1.2.3 Procedure of Problem-Based Instruction

There are six steps in Problem-Based instruction process:

1. First students are presented with a problem students discuss the problem in a small group PBI tutorial. They clarify the facts of the case. They define what the problem is. They identify what they need to learn to work on the problem. what they do not know (learning issues). they reason through the problem. They specify an action plan for working on the problem.
2. Teacher gives motivation and falicitateto the students as facilitator.
3. The students sharinginformation, and working together on the problem.
4. They present and discusstheir solution to the problem.
5. They review what they have learned from working on the problem. All who participated in the processengage in self, peer andtutor reviewof the PBL processand each person's contribution to that process.¹²

In the PBI learning process encounter a problem and attempt to solve it with information they already process allowingthem to appreciate what they already know. They also identify what they need to learn to better understand the problem

¹¹John R. Savery, "Overview of Problem-based Learning: Definitions and Distinctions," (*Interdisciplinary Journal of Problem-Based Learning* 1, no. 1, March 2006), p. 12-14.

¹²Alkinson, (http://aishe.org/readings/2005-1/arret_what_is_Problem_Based_learning.htm). On Tuesday, June 27 2013

and how to resolve it. Once they have worked with the problem as far as possible and identified what they need to learn, the learners engage in self-directed study to research the information needed finding and using a variety of information resources (books, journal, reports, online information, and variety of people with appropriate areas of expertise).in this way learning is personalized to the needs and learning styles of the individual. The learners then return to the problem and apply what they learned to their work with the problem in order to more fully understand and resolve the problem.¹³

2.1.2.4 The Advantages and Disadvantages of Problem-Based Learning (PBL)

a) The Advantages of Problem-Based Learning (PBL)

1. PBL encourages deep learning by replacing lectures with discussion forums, faculty mentoring, and collaborative research; students become actively engaged in meaningful learning.
2. Direct instruction is reduced; students are forced to take responsibilities in their own learning which often increases motivation.
3. PBL activates prior knowledge.
4. PBL encourages critical thinking.
5. PBL learners tend to be more competent in information seeking skills than traditional learners.
6. PBL is related to real-life situations, these skills are highly transferable.
7. Learning is driven by challenging, open-ended problems.

¹³A. Kolmos, (<http://pendidikan-educationforyou.blogspot.com/2010/03/teaching-english-through-problem-based.html>). On Wednesday, June 17, 2013.

8. Social interaction is a very important skill. PBL promotes group dynamics, peer evaluation, and present opportunities for learners to develop confrontation and persuasive skill.

b). Disadvantages of Problem-Based Learning (PBL)

1. A good PBL design is very timely to set and timely to engage. It needs careful consideration in the design and monitored throughout the entire PBL process.
2. Not all teachers can become good facilitators, they need to be dedicated and trained. However, good facilitators can be very satisfying and self-motivational for teachers.
3. PBL requires more contact hours and more contact staff.
4. For many course coordinators, they worry that PBL means reduce specific content knowledge, which is true. PBL is probably more suitable on subjects which do not depend too much on prior content knowledge.
5. To design PBL problem with multi disciplines in a curriculum, it requires excessive amount of organization and requires the course to be validated.
6. Assessing students in teamwork are common issue in group assessments. Recognized individual outputs and teamwork are important. Clear assessment criteria are always important.¹⁴

¹⁴Alvarez, M.C, *Problem-Based Learning*, (<http://edwep.sdu.edu/clrit/learning/PBLhtml>) on Wenesday, june¹⁷ 2013.

2.2 Previous Research Finding

Darmi (2014) in her research improving the Students' Speaking Ability by Using Problem Based Learning (PBL) Strategy at Eleventh Grade of MAN 1 Parepare, She concluded that this research use pre- experimental design one group and given pre-test, treatment, and post-test design. The population the students' of MAN 1 Parepare in academic year 2013 are 11 students. The technique of sampling is total sampling, and the data analyze into percentage, mean score and value of the test. The data analysis test showed the students able to improve the students' speaking ability by using problem-based learning.¹⁵

Abdul Malik (2017) in his research improving Students' Speaking Skill through Reflective Discussion Method at the Eleventh Grade Students of MAN 2 Parepare, He concluded that in this research applied pre-experimental design which involved pre-test, treatment, and post-test. The researcher use oral test and questionnaire as instruments of the research. The object of the research is the students of class XI MIA 2 at MAN 2 Parepare in academic year of 2017. The result of this research indicated that there is significant different between the students' speaking skill before and after learning by using reflective discussion method by seen the different between pre test and post test result.¹⁶

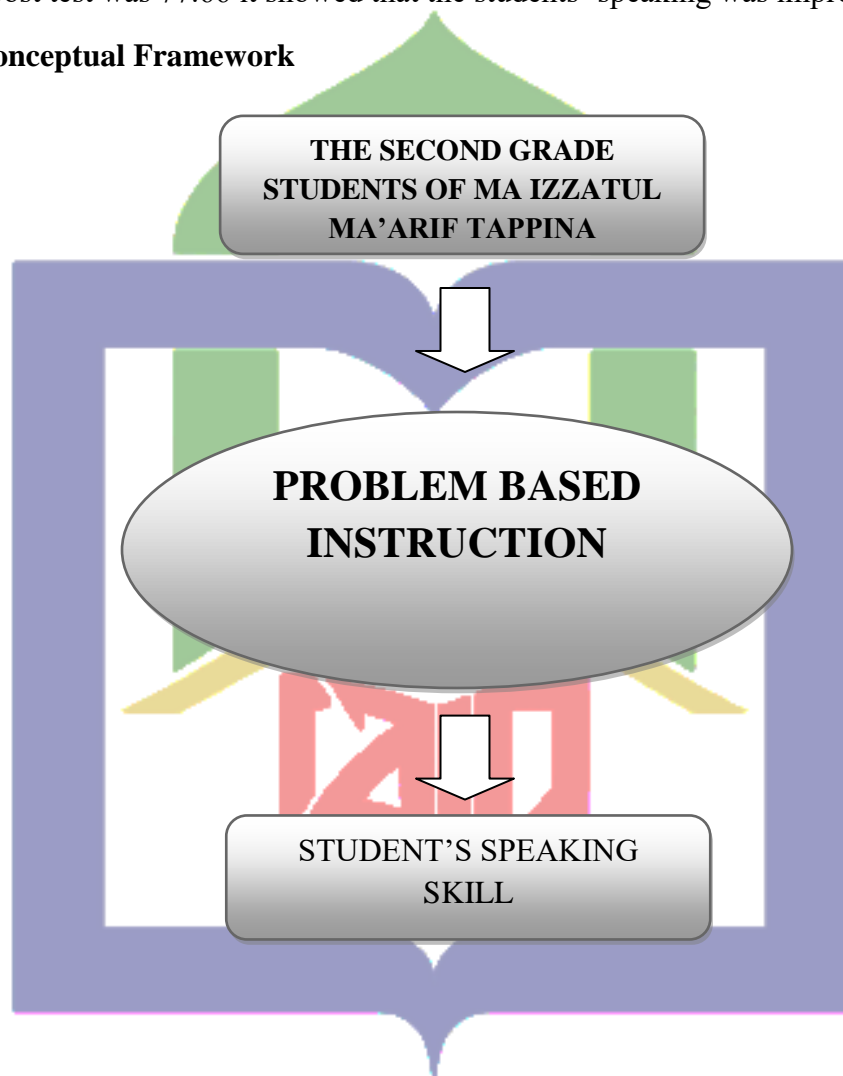
Samsiar (2015) in her research, improving the Students' Speaking Ability through Group Resume Strategy at the Second Year Students of SMA Negeri 5 Pinrang, She concluded that this research use pre-experimental method by one group

¹⁵ Darmi, "Improving the Students' Speaking Ability by Using Problem Based Learning (PBL) Strategy at Eleventh Grade of MAN 1 Parepare" (UnpublishSkripsi: STAIN Parepare), p. xi.

¹⁶ Abdul Malik, "Improving Students' Speaking Skill Through Reflective Discussion Method at The Eleventh Grade Students of MAN 2 Parepare" (UnpublishSkripsi: STAIN Parepare), p. x.

pre test and post test design. The population of this research is the second year students' of SMA Negeri 5 pinrang in academic year 2014 which consist of six classes. The result calculation of mean score pre test of students was 54.64 and mean score post test was 77.66 it showed that the students' speaking was improved.¹⁷

2.3 Conceptual Framework



¹⁷ Samsiar, "Improving the Students' Speaking Ability through Group Resume Strategy at the Second Year Students of SMA Negeri 5 Pinrang" (UnpublishSkripsi: STAIN Parepare), p. viii

2.4 Hypothesis

In this research, the researcher put formulate the hypothesis as follow:

2.4.1 H₀ (Null Hypothesis): the problem based instruction is not effectiveto improving the students' speaking ability.

2.4.2 H₁ (Alternative Hypothesis): the problem based instruction is effective to improving the students' speaking performance.

2.5 Variable and Operational Definition

2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variables, which are independent variable is the problem based learning and the dependent variable is the students' speaking performance.

2.5.2 Operational Definition of Variable

2.5.2.1 Problem based learning is a strategy that can be used by the teacher in enhancing students' speaking skills especially for their speaking performance.

2.5.2.2 The students' speaking performances are the result and the successfulness as well as progress of students' speaking skills in MA IZZATUL MA'ARIF TAPPINA.

CHAPTER III

RESEARCH METHOD

In this part, the researcher describes about the description of the research design, setting of the research, subject of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

Design of this research has been a pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It mean to know whether the based problem instruction could improve the students' speaking skills. The following is the formula:

O1	X	O2
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Where: O1: Pretest

X: Treatment

O2: Posttest¹

3.2 Location and Duration of the Research

This research located in MA IZZATUL MA'ARIF Tappina and used quantitative research. That will have several times to collect the data. This research used one month for doing this research.

¹Sugiyono, *metode penelitian pendidikan* (Bandung: ALFABETA, 2015), P.111.

3.3 Population and Sample

3.3.1 Population

The population of the research was the second grade of MA IZZATUL MA'ARIF Tappina academic year 2017/2018. XI.1, XI.2, and XI.3.

No	Class	Total Students
1	XI.1	20
2	XI.2	20
3	XI.3	21
Students' Accumulations		61

3.3.2 Sample

The sample of this research used cluster sampling. The research took the class XI.1, because this class was the most active than another class. Which was considering of 20 students as the sample is this research.

3.4 Instrument and Process of Collecting Data

3.4.1 Instrument

3.4.1.1 Test

Test was a series of question or exercise that were used to measure the skills of knowledge, intelligence, ability, and aptitude of the individual or group. In collecting data, the researcher gave a speaking test which consists of pre-test and post-test. The pre-test was intended to see students' speaking skill before giving the treatment, while the post-test was intended to know the students' improvement in speaking.

3.4.2 Process of Collecting Data

The procedures of the research were divided in three stages, namely:

3.4.2.1 Pre-test

Pre test was administered to the students before the researcher gave the treatment to know the students' speaking skill. After that, the researcher gave a treatment by using problem based instruction.

3.4.2.2 Treatment

After giving the pre-test, the researcher gave a treatment to the students in the classroom. The researcher applied problem based instruction as a way in improves the students' speaking skills.

The following were the activities in treatment:

3.4.2.2.1 First meeting:

1. The researcher said greeting to the students and pray before studying
2. The researcher explained the importance of English to the students before teaching process.
3. The researcher explained the procedure of problem base instruction before teaching the material
4. The researcher gave and explained a problem "full day school" to the students.
5. The researcher divided the students into each group
6. The researcher explained how to ask and give opinion comment and give some vocabulary related to the problem.
7. The students discussed the problem "Full Day School" with their group.

8. The students was sharing information based on the problem “Full Day School” that they had collect before coming in the class
9. The students presented and discussed about their solution to the problem “Full Day School”
10. The researcher gave apportunity to every student to give the conclution what they had learn about the problem.
11. The researcher gave advice and closed the class.

3.4.2.2.2 The second meeting:

1. The researcher said greeting to the students and pray before studying
2. The researcher gave and explained a problem “Nasional Examanation should be banned” and give vocabullaries related the problem to the students.
3. The researcher devided the students into each group
4. The students discussed the problem “Nasional Examanation should be banned” with their group..
5. The students sharing information based on the problem “Nasional Examanation should be banned” that they have collect before coming in the class
6. The students presented and discussed about their solution to the problem “Nasional Examanation should be banned”
7. The researcher gave apportunity to every student to give the conclution what thei have learned about the problem.
8. The researcher gave advice and closed the class.

3.4.2.2.3 The third meeting

1. The researcher said greeting to the students and pray before studying

2. The researcher gave and explained a problem “Cegerette Should be Banned” and give vocabullaries related the problem to the students.
3. The researcher devided the students into each group
4. The students discussed the problem “Cegerette Should be Banned” with their group..
5. The students sharing information based on the problem “Cegerette Should be Banned” that they have collect before coming in the class
6. The students presented and discussed about their solution to the problem “Cegerette Should be Banned”
7. The researcher gave apportunity to every student to give the conclusion what thei have learn about the problem.
8. The researcher gave advice and closed the class.

3.4.2.2.4 The four meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher gave and explained a problem “Make a Date” and give vocabullaries related the problem to the students.
3. The researcherdevided the students into each group
4. The students discussed the problem “Make a Date” with their group..
5. The students sharing information based on the problem “Make a Date” that they have collect before coming in the class
6. The students presented and discussed about their solution to the problem “Make a Date”
7. The researcher gave apportunity to every student to give the conclusion what thei have learnt about the problem.

8. The researcher gave advice and closed the class.

3.4.2.3 Post-test

After giving the treatment, the researcher gave the students post-test to find out the improvement in speaking. In this post-test, the researcher gave them problem and they have to give their opinion and solution based on the problem.

3.5 Technique of Data Analysis

The data collected through the test that had been analyzed by using quantitative analysis. The following were the steps which undertaken in quantitative analyze.

3.5.1 Scoring Classification

The data was collected through the tests that had been analyzed by using quantitative analysis. The steps were undertaken in quantitative analyze are following:

3.5.1 Scoring Classification

To find out the students' speaking skill, it was viewed from the four components, and they were: Fluency, Accuracy, Content, and Pronunciation.

Table 3.2: Scoring formulation for students' speaking skill

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
Accuracy	9-10	- No mistake
	7-8	- One inaccurate
	5-6	- Two inaccurate word
	3-4	- Three inaccurate word
	1-2	- More than three inaccurate

Content	9-10	- Message required is dealt with effectively
	7-8	- Message required is dealt with effectively but a little unsystematic
	5-6	- Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost of detail
	1-2	- Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	- Very good pronunciation
	7-8	- Good pronunciation
	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation ²

3.5.2 The Classification of the Students Score

Table 3.3: The classification score

Affective		Coognitive		Psychomotor	
Mode	Predicate	Average	Letter	Optimum Achievements	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-

²Dirja Wiharja, "The Influence Of Reading Illustrated Story To Improve Speaking Ability At The Second Year Students' Of PPM Rahmatul Asri" (Unpublish Script; English Department: Parepare,2009), P. 32.

2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

The assessment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scale assesment for knowledge competence and skill competence using the range of numbers and letters 4,00 (A) – 1,00 (D) with the details as following:

1.00 (A) - 1.00 (D) with the following details:
3,85 - 4.00 with the letter A
3.51 - 3.83 with the letter A-
3.18 - 3.50 with the letter B +
2.85 - 3.17 with the letter B
2.51 - 2.84 with the letter B –
2,18 - 2,50 with letter C +
1,85 - 2,17 with letter C
1,51 - 1,84 with letter C –
1,18 - 1,50 with letter D +, and
1.0 - 1,17 with letter D

3.5.3 Scoring the Students' Speaking of Pre-test and Post-test

Score =	Students' correct	x 100
	The total item	

$$\text{Score} = \frac{N}{100} \times 100$$

1. Finding out the mean score by using the following formula:

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

In which:

X = Mean score

\sum = Total Score

N = the total number of students

2. Calculating the rate percentage of the students' score by using the following formula:

$$x = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.³

3. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

³Gay L.R, *Educational Research Competencies for Analysis and Application*, second edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 225

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

Where:

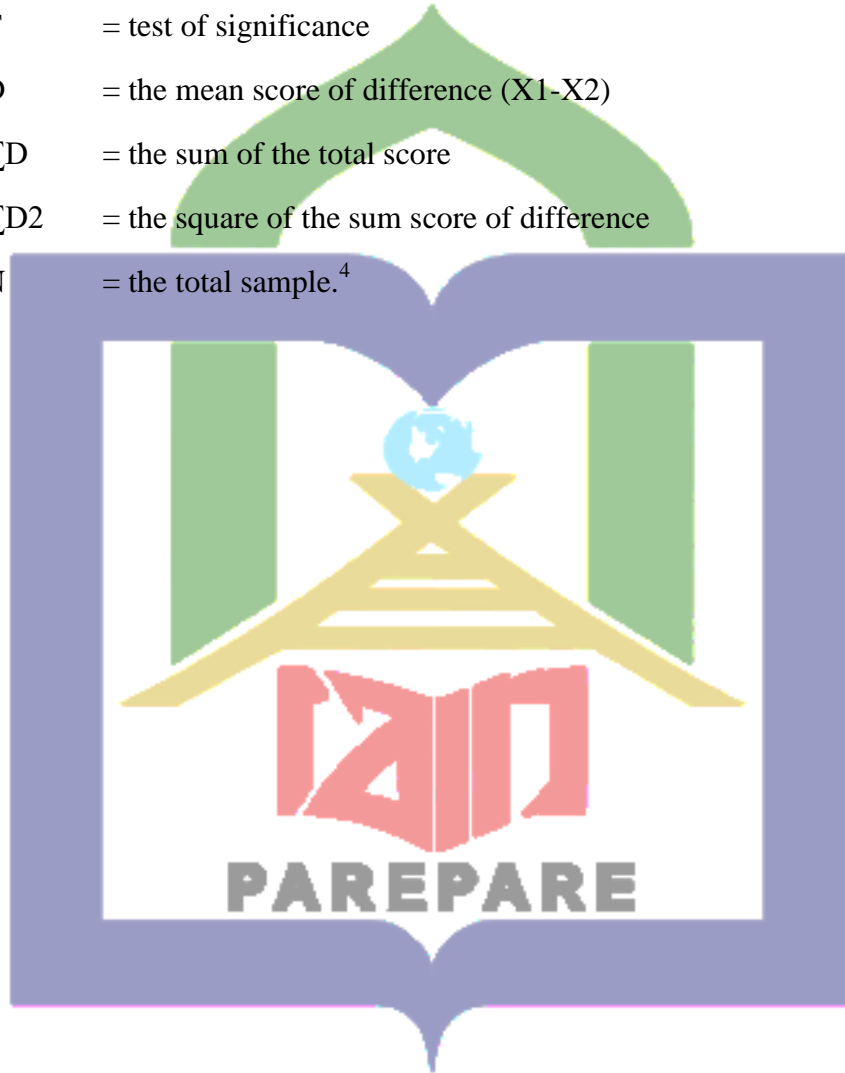
T = test of significance

D = the mean score of difference (X1-X2)

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

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

N = the total sample.⁴



⁴Gay L.R, *Educational Research Competencies for Analysis and Application*, second edition, p. 298.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

4.1 Findings

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that using problem-based instruction effective to improve students' speaking ability at the second grade of MA IZZATUL MA'ARIF TAPPINA.

4.1.1 Students Speaking Ability in Using Problem-Based Instruction

This part described the result of data analysis in using problem-based instruction to improve students' ability at the second grade of MA IZZATUL MA'ARIF TAPPINA.

4.1.1.1 The students' speaking score in pre-test

The researcher gave some questions to the students' as the pre-test to know the students' speaking ability. Every student got the questions and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skill based on the

criteria of speaking ability which are accuracy, fluency, content and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 the students' score in pre-test based on speaking skill

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total (X)	Score
1	S1	5	4	5	5	19	47.5
2	S2	7	5	5	5	22	55
3	S3	6	5	6	6	23	57.5
4	S4	5	3	5	4	17	42.5
5	S5	5	5	4	4	18	45
6	S6	4	4	3	4	15	37.5
7	S7	4	4	3	3	14	35
8	S8	5	4	4	4	17	42.5
9	S9	6	6	4	5	21	52.5
10	S10	4	5	4	4	17	42.5
11	S11	4	3	4	5	16	40
12	S12	3	5	5	4	17	42.5
13	S13	6	4	4	5	19	47.5
14	S14	5	5	6	4	20	50
15	S15	5	4	5	6	20	50
16	S16	4	3	5	5	17	42.5
17	S17	5	3	4	4	16	40
18	S18	4	5	3	4	16	40
19	S19	5	4	3	3	15	37.5
20	S20	6	4	3	4	17	42.5
Total		98	85	85	88	356	$\Sigma X = 890$

(Data' Source: the students' score in pre-test)

After knowing students' score in pre-test based on aspects of speaking, the following table is students' score to find out the percentage, the mean score, and the standard deviasi.

Table 4.2: The classification of students' speaking score in pre-test

NO.	Students	Pre-Test of Students (X_1)		X_1^2	CLASSIFICATION
		Max Score	Score X_1		
1.	S1	4	1.9	3.61	Enough
2.	S2	4	2.2	4.84	Enough
3.	S3	4	2.3	5.29	Enough
4.	S4	4	1.7	2.89	Enough
5.	S5	4	1.8	3.24	Enough
6.	S6	4	1.5	2.25	Poor
7.	S7	4	1.4	1.96	Poor
8..	S8	4	1.7	2.89	Enough
9.	S9	4	2.1	4.41	Enough
10.	S10	4	1.7	2.89	Enough
11.	S11	4	1.6	2.56	Enough
12.	S12	4	1.7	2.89	Enough
13.	S13	4	1.9	3.61	Enough
14.	S14	4	2	4	Enough
15.	S15	4	2	4	Enough
16.	S16	4	1.7	2.89	Enough
17.	S17	4	1.6	2.56	Enough
18.	S18	4	1.6	2.56	Enough
19.	S19	4	1.5	2.25	Poor
20.	S20	4	1.7	2.89	Enough
Total			$\sum X = 35.6$	$\sum X^2 = 64.48$	

Based on the table above, showing the result of students' speaking score before implementing a treatment by using the effectiveness of using problem-based instruction strategy. Total score in pre-test was 35.6. It could be seen that almost the students' skill in pre-test was low because most of the students got a poor score and

very poor score. To know more detail about the percentage of the pre-test based on the classification score, the percentage can be seen at the table below:

No	Classification	Score	Frecuency
1	Excellent	3,85-4,00	0
		3,51-3,83	
2	Good	3,18-3,50	0
		2,85-3,17	
		2,51-2,84	
3	Enough	2,18-2,50	17
		1,85-2,17	
		1,51-1,84	
4	Poor	1,18-1,50	3
		1,00-1,17	

(Data; Source: the students' Score in Pre-test)

As the illustrated in the table above, it is the average score of students' prior speaking skill before applying the problem-based instruction. There were seventeen students got enough score, and three students got poor. The total score in pre-test was 35,6. It had shown that the students' speaking skill in pre-test was low, because most of the students got enough and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$X = \frac{35,6}{20} \quad x = 1.78$$

Thus, the mean score (X_1) of pre-test is 1.78

Based on the result of the pre-test, the data showed that the average score of the pre-test is 1.78. From that analysis, it shows that almost of the 20 students skill in speaking was still low because most of the students got enough and poor score. The total score in pre-test was still low. They mostly have low score in accuracy that they spoke ungrammatically with very limited speaking vocabularies. In addition, they were fluency since they spoke unnaturally with many pauses.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{64,48 - \frac{(35,6)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{64,48 - \frac{1267,36}{20}}{19}}$$

$$SD = \sqrt{\frac{64,48 - 63,36}{19}}$$

$$SD = \sqrt{\frac{1,12}{19}}$$

$$SD = \sqrt{0,058}$$

$$SD = 0,24$$

Thus, the standard deviation of pre-test is 0.24

After determining the mean score (X_1) of pre-test was 1,78 and standard deviation of the pre-test was 0,24. It shows that the students' speaking skill were in low category.

4.1.1.2 The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3: The students' score in post-test.

NO	Name	Fluency	Accuracy	Content	pronunciation	Total (X_2)	Score
1	S1	7	8	8	7	30	75
2	S2	8	7	7	7	29	72.5
3	S3	7	8	8	8	31	77.5
4	S4	8	7	9	8	32	80
5	S5	9	9	9	9	36	90
6	S6	8	7	7	7	29	72.5
7	S7	8	8	7	7	30	75
8	S8	8	8	8	9	33	82.5
9	S9	7	7	8	7	29	72.5
10	S10	7	7	6	6	26	65
11	S11	6	7	8	6	27	67.5
12	S12	8	8	9	8	33	82.5
13	S13	8	7	8	7	30	75
14	S14	8	7	8	9	32	80
15	S15	7	8	8	7	30	75
16	S16	7	7	8	7	29	72.5
17	S17	8	8	7	8	31	77.5
18	S18	8	7	8	7	30	75
19	S19	8	8	8	7	31	77.5
20	S20	9	8	7	7	31	77.5
Total		154	151	156	148	609	$\sum X = 1522.5$

Based on the table above, it shows the result of students' speaking score after implementing problem-based instruction strategy. After knowing the students' score in post-test based on aspects of speaking, the following table is students' score to find out the percentage, the mean score, and standard deviation.

Table 4.4 the classification of students' score in post-test

NO.	Students	Post-Test of Students (X_2)		X_2^2	CLASSIFICATION
		Max Score	Score X_2		
1.	S1	4	3	9	Good
2.	S2	4	2.9	8.41	Good
3.	S3	4	3.1	9.61	Good
4.	S4	4	3.2	10.24	Good
5.	S5	4	3.6	12.96	Excellent
6.	S6	4	2.9	8.41	Good
7.	S7	4	3	9	Good
8..	S8	4	3.3	10.89	Good
9.	S9	4	2.9	8.41	Good
10.	S10	4	2.6	6.76	Good
11.	S11	4	2.7	7.29	Good
12.	S12	4	3.3	10.89	Good
13.	S13	4	3	9	Good
14.	S14	4	3.2	10.24	Good
15.	S15	4	3	9	Good
16.	S16	4	2.9	8.41	Good
17.	S17	4	3.1	9.61	Good
18.	S18	4	3	9	Good
19.	S19	4	3.1	9.61	Good
20.	S20	4	3.1	9.61	Good
Total			$\sum X = 60,9$	$\sum X^2 = 186,35$	

(Data' Source: the students' score in post -test)

Based on the table above, showing the result of students' speaking score after implementing a treatment by using the effectiveness of problem based instruction strategy. Total score in post-test 60,9 is higher than the score in pre-test. It means that the students' speaking ability has improved by implementing problem-based instruction strategy. To know more detail about the percentage of the post-test based on the classification score, the percentage can be seen at the table below.

No	Classification	Score	Frequency
1	Excellent	3,85-4,00	1
		3,51-3,83	
2	Good	3,18-3,50	19
		2,85-3,17	
		2,51-2,84	
3	Enough	2,18-2,50	0
		1,85-2,17	
		1,51-1,84	
4	Poor	1,18-1,50	0
		1,00-1,17	

(Data' Source: the students' score in post-test)

The table above, showed the result of students' improvement in speaking ability after applying treatment through problem-based instruction. There were one student got excellent score and twenty-nine students' got good score. It means that the students' speaking ability had improved through problem-based instruction. The total score in post-test was 60,9. It proved that there was improvement of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in using problem-based instruction in speaking ability.

Mean score of the post-test:

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

$$X = \frac{60,9}{20}$$

$$X = 3,04$$

Thus, the mean score (X_1) of post-test is 3,04

Based on the result of the post-test. The data showed that the mean score of the post-test was 3,04 . From that analysing, it could be seen that almost of the 20 students' speaking was excellent and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{186,35 - \frac{(60,9)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{186,35 - \frac{3.708,81}{20}}{19}}$$

$$SD = \sqrt{\frac{186,35 - 185,81}{19}}$$

$$SD = \sqrt{\frac{0,91}{19}}$$

$$SD = \sqrt{0.047}$$

$$SD = 0,21$$

Thus, the standard deviation (SD) of post-test is 0.21

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.5 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	1.78	0.24
Post-test	3,04	0.21

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 Shows that the mean score of pre-test was 1.78 (X_1) while the mean score of the post-test increased 3,04 (X_2). The standard deviation of pre-test was 0,24 while the standard deviation of post-test was 0,21.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking ability had improvement after doing the learning process that used problem-based instruction.

4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post-test

Table 4.6 the rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	3,85-4,00	0	1	0%	5%
		3,51-3,83				
2.	Good	3,18-3,50	0	19	0%	95%
		2,85-3,17				
		2,51-2,84				
3.	Enough	2,18-2,50	3	0	15%	0%
		1,85-2,17				
		1,51-1,84				
4.	Poor	1,18-1,50	17	0	85%	0%
		1,00-1,17				
Total			20	20	100 %	100 %

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test three (15%) students' got enough score, and seventeen (85%) students got poor score while the rate percentage of the post-test, one (5%) student got excellent score, nineteen (95%) students got good score. The percentage in post-test that students got excellent score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking ability after treatment by using problem-based instruction.

4.1.2 The implementation of using problem-based instruction in improving students speaking ability at the second grade of MA IZZATUL MA'ARIF TAPPINA.

This part presented the result of data analysis about the implementation of using problem-based instruction to improve the students' speaking ability at the second grade of MA IZZATUL MA'ARIF TAPPINA.

4.1.2.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skill

NO.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	1.9	3	3.8	9	1.1	1.21
2	2.2	2.9	4.4	8.41	0.7	0.49
3	2.3	3.1	4.6	9.61	0.8	0.64
4	1.7	3.2	3.4	10.24	1.5	2.25
5	1.8	3.6	3.6	12.96	1.8	3.24
6	1.5	2.9	3	8.41	1.4	1.96
7	1.4	3	2.8	9	1.6	2.56
8..	1.7	3.3	3.4	10.89	1.6	2.56
9	2.1	2.9	4.2	8.41	0.8	0.64
10	1.7	2.6	3.4	6.76	0.9	0.81
11	1.6	2.7	3.2	7.29	1.1	1.21
12	1.7	3.3	3.4	10.89	1.6	2.56
13	1.9	3	3.8	9	1.1	1.21
14	2	3.2	4	10.24	1.2	1.44
15	2	3	4	9	1	1
16	1.7	2.9	3.4	8.41	1.2	1.44

17	1.6	3.1	3.2	9.61	1.5	2.25
18	1.6	3	3.2	9	1.4	1.96
19	1.5	3.1	3	9.61	1.6	2.56
20	1.7	3.1	3.4	9.61	1.4	1.96
Total	35.6	60.9	71.2	186.35	25.3	33.95

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{25,3}{20} = 1,265$$

The calculation the t-test value

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

$$t = \frac{1,265}{\sqrt{\frac{33,95 - \frac{25,3^2}{20}}{20(20-1)}}$$

$$t = \frac{1,265}{\sqrt{\frac{33,95 - \frac{640,09}{20}}{20(19)}}$$

$$t = \frac{1,265}{\sqrt{\frac{33,95 - 32,01}{380}}}$$

$$t = \frac{1,265}{\sqrt{\frac{1,94}{380}}}$$

$$t = \frac{1.265}{\sqrt{0,0051}}$$

$$t = \frac{1,265}{0.07}$$

$$t = 18,07$$

Thus, the t-test value is 18.07

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.8 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	18,07	1.729

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 20-1 \\ &= 19 \end{aligned}$$

For the level, significant (α) 5% and df=19, and the value of the table is 1.729, while the value of t-test 18,07. It means that the t-test value is greater than t-table ($18,07 \geq 1.729$). Thus, it can be concluded the students' speaking ability through

using problem based instruction is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

This researcher is to know the effectiveness of problem-based instruction in improving students' speaking ability at the grade of MA IZZATUL MA'ARIF Tappina. The discussion of this research as follows:

4.2.1 Students' speaking ability before and after implementing problem-based instruction.

Based on the data, it showed that student speaking ability in the pre-test was 1.78 and the post-test was 3.04. the searcher conclude that students' speaking ability before implementing problem-based instruction is low because most of students feel afraid and nervous when they want to speak or communicate using English in front of their classmates, the students do not have any ideas or initiative to speak, lack of practicing English speaking and afraid makes mistake in pronouncing Englis speaking, but after implementing problem-based instruction the stutents got improvment by look at their score in post-test.

The researcher used problem based instruction in teaching speaking to make the students easier to speak effectively. The researcher measured the students' speaking by focusing on the aspect of speaking which are fluency, accuracy, content and pronunciation. These aspects also were a guideline of the researcher in scoring students' speaking. There was an improvement skill after giving the treatment because the students score in the pre-test was 1.78 and it was very low score then the score of the post-test was 3.04 and it was very high score.

4.2.2 The effectiveness of problem-based instruction in improving problem based instruction in improving students' speaking ability at the second grade of MA IZZATUL MA'ARIF Tappina.

Based on the result of students' speaking ability before and after implementing problem-based instruction, the researcher conclude that problrm-based instruction is effective to improve students speaking ability because there was the improvement after implementing problem-based instruction wich pre-test 1.78 and post-test 3.04.

From the test finding, the data provided in classification table based on the aspects of speaking, three (15%) students' got enough score, and seventeen (85%) students got poor score in the pre-test, while in the post-test, one (5%) student got excellent score, nineteen (95%) students got good score. From the result the researcher concluded that the students speaking skill from poor to excellent classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value 18.07 was greater than t-table value 1.729 table ($18.07 \geq 1.729$) with degree of freedom (df) 19. It means alternative hypothesis (H_a) was concluded that by using problem based instruction was able to improve the students' speaking skill at the second grade of MA IZZATUL MA'ARIF Tappina. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the researcher conclude that there was an improvement of using problem based instruction in teaching speaking at the second grade of MA IZZATUL MA'ARIF Tappina.

After finishing the research, the researcher conclude that the students felt happy and fun in learning English by using problem based instruction. It made them easier to express their ideas orally and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Using problem based instruction in teaching English has impact in improving the students' speaking ability. In fact, based on the finding most students have a good score in post-test it meant that, using problem based instruction effective to be used in improving students' speaking ability. This strategy also helped the student to find their ideas so, they would not confuse to speak in front of the class and communicate one another.

There was one meeting before doing the treatment of the research, which was pre-test. The meeting of the pre-test, the researcher introduced herself and gave explanation the purpose of the research to make the students understood what they would be done. After that the researcher gave several questions about personal identity to know the students ability in speaking. The researcher recorded the students answer to make easier evaluate the aspects of students' speaking.

In the first meeting on Wednesday, July 23th, 2018, the searcher gave motivation to the students about learning English to the students before teaching process. The researcher explained the procedure of problem base instruction before teaching the material, The researcher gave and explain a problem "full day school" to the students. The researcher devided the students into each group, The researcher explained how to ask and give opinion comment and give some vocabullari related to the problem. The students discussed the problem "Full Day School" with their

group. The students were sharing information based on the problem “Full Day School” that they had collected before coming in the class. The students presented and discussed about their solution to the problem “Full Day School”

On Tuesday, July 30th, 2018, was the second meeting, the researcher gave a problem (National Examination Should be Banned) and gave vocabularies related to the problem to the students, the researcher divided the students into each group and the students discussed that problem and sharing information based on the problem and every student has an opportunity to express their idea, gave their solution and conclusion what they have learned about that problem.

The third meeting on Wednesday, August 7th, 2018, the students were divided into several groups. Same as the day before this day, the researcher gave a problem (Cigarette Should be Banned) the students discuss the problem and express their solution based on the problem.

On Tuesday, August 14th, 2018 was the fourth meeting. The researcher gave the material about (Make a Date), the students present and discuss about their idea and solution in front of the class

In the last, the researcher gave post-test on August 21th, 2018. In this meeting the researcher gave several questions about the school uniform. It aimed to know the students' speaking ability after doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects which are fluency, accuracy, content and pronunciation.

From the first meeting until the last meeting, the students express their ideas in speaking with a different theme for each meeting. It was hoped to make the students confident, speak effectively and also develop their ideas. Using problem

based instruction in learning speaking was able to help the students to speak correctly and fluently. As the conclusion, problem based instruction has an impact in improving the students' speaking ability.

Problem-based instruction is an effective method for improving students' problem-solving. Students will make strong connections between concepts when they learn fact and skills by actively working with information rather than passively receiving information (Gallar, 1997; Resnick & Klopfer, 1989). Although active learning requires additional work on the part of students and faculty, Kingsland (1996) observed that students find PBL courses satisfying. Professor Fruchter has found that students contact her once they are working in the field to tell her how valuable their learning experience has been. She remarks,

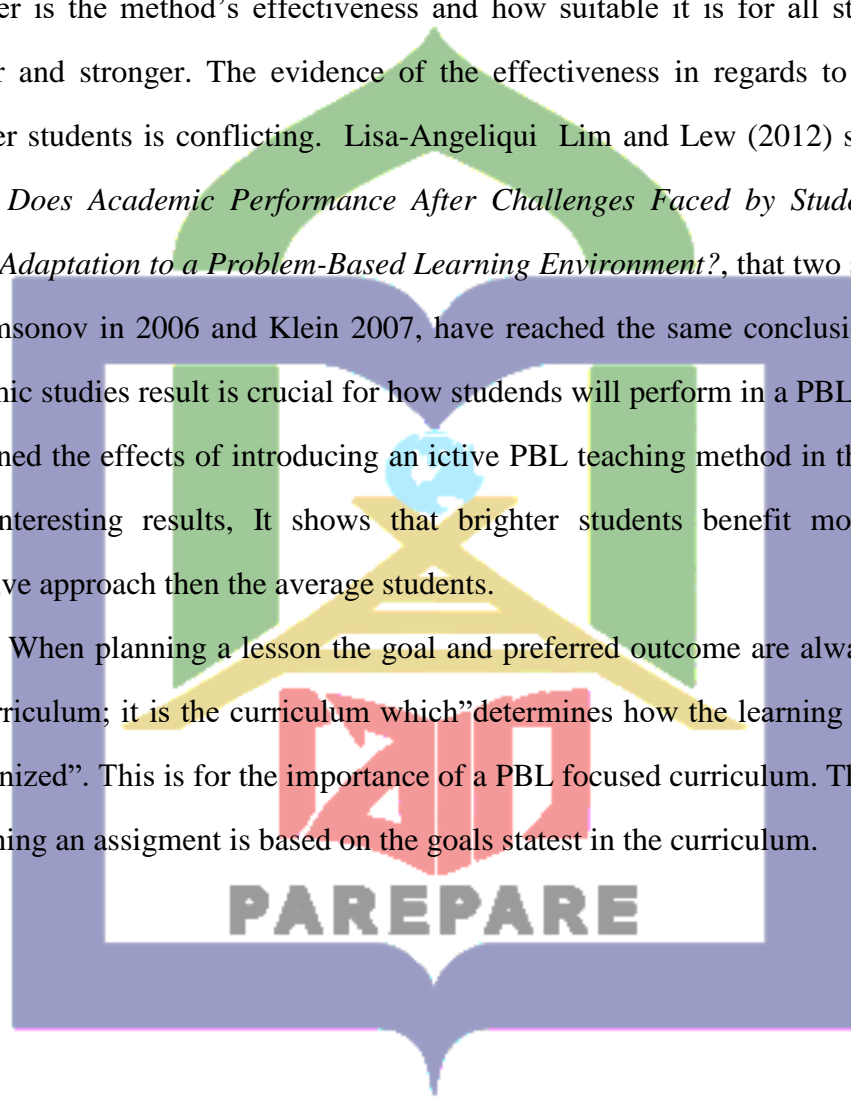
I can tell you tons of stories, which I have been kind of informally collecting over the years. Many times (students)... treat school.... Like... (it) is just simulation. Then they go out and they are in situations which are almost identical to the ones they have experienced so valuable because it prepared them to handle, anticipate... and prevent some of the miscommunications and difficult situations emerging every project.

PBL promotes students' confidence in their problem-solving skills and makes them self-directed learners. These skills can put PBL students at an advantage in future courses and in their careers. While such confidence does not come immediately, it can be fostered by good instruction. Teachers provide a good learning community in the classroom with positive teacher-student and student-student relationships. Give students a sense of ownership over their learning, develop relevant

and meaningful problems and learning methods. and empower students with valuable skills that will enhance students' motivation to learn and ability to achieve.

When using a teaching method as PBL one of the most crucial aspects to consider is the method's effectiveness and how suitable it is for all students, both weaker and stronger. The evidence of the effectiveness in regards to weaker and stronger students is conflicting. Lisa-Angeliqui Lim and Lew (2012) state, in their article *Does Academic Performance After Challenges Faced by Students in their Initial Adaptation to a Problem-Based Learning Environment?*, that two studies made by Samsonov in 2006 and Klein 2007, have reached the same conclusion: the prior academic studies result is crucial for how students will perform in a PBL assignment. Examined the effects of introducing an ictive PBL teaching method in the classroom with interesting results, It shows that brighter students benefit more from the inductive approach than the average students.

When planning a lesson the goal and preferred outcome are always based on the curriculum; it is the curriculum which "determines how the learning environment is organized". This is for the importance of a PBL focused curriculum. The manner of assessing an assignment is based on the goals stated in the curriculum.



CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, The following are the description of the conclusion based on the problem statement of this research:

5.1.1 Students' speaking ability before and after implementing problem-based instruction at the second grade of MA IZZATUL MA'ARIF Tappina, based on the finding of the result showed the positive impact in the students' speaking ability and class situation, before implementing problem-based instruction, students' speaking ability is low but after implementing problem-based instruction students got improvement by look at their score in pre-test 1.78 then post-test 3.04 . This study is categorized pre-experiment research design. The objective in this study is to find out whether using the effectiveness of problem based instruction was able or not to improve the students' speaking ability. Therefore, the researcher concluded that there is a significant difference of the students' speaking skill before and after treatment.

5.1.2 The effectiveness of problem-based instruction in improving problem based instruction in improving students' speaking ability at the second grade of MA IZZATUL MA'ARIF Tappina, based on the result of students' speaking ability before and after implementing problem-based instruction, the researcher

conclude that problem-based instruction is effective to improve students speaking ability because there was the improvement after implementing problem-based instruction with pre-test 1.78 and post-test 3.04.

The result of this research indicates that there was improvement of the students' speaking ability. It can be seen from the result of the mean score in post-test (3.04) was greater than pre-test (1.78). Even, for the level significant (p) 5% and $df = 19$, and the value of t -table is 1,729, while the value of t -test is 18.07. It means that, the t -test value is greater than t -table ($18.07 > 1,729$). It can be concluded that the students' speaking ability is significant better after giving treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that problem-based instruction was effective to improve students' speaking ability.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well.
- 5.2.2 It is suggested to the English teacher to use problem-based instruction strategy in teaching speaking because it can help the students to express their idea and feeling.
- 5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.

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APPENDICES



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Appendix I the students' speaking score in pre-test

NO.	Students	Pre-Test of Students (X_1)		X_1^2	CLASSIFICATION
		Max Score	Score X_1		
1.	S1	4	1.9	3.61	Enough
2.	S2	4	2.2	4.84	Enough
3.	S3	4	2.3	5.29	Enough
4.	S4	4	1.7	2.89	Enough
5.	S5	4	1.8	3.24	Enough
6.	S6	4	1.5	2.25	Poor
7.	S7	4	1.4	1.96	Poor
8..	S8	4	1.7	2.89	Enough
9.	S9	4	2.1	4.41	Enough
10.	S10	4	1.7	2.89	Enough
11.	S11	4	1.6	2.56	Enough
12.	S12	4	1.7	2.89	Enough
13.	S13	4	1.9	3.61	Enough
14.	S14	4	2	4	Enough
15.	S15	4	2	4	Enough
16.	S16	4	1.7	2.89	Enough
17.	S17	4	1.6	2.56	Enough
18.	S18	4	1.6	2.56	Enough
19.	S19	4	1.5	2.25	Poor
20.	S20	4	1.7	2.89	Enough
Total			$\sum X = 35.6$	$\sum X^2 = 64.48$	

Mean score of the pre-test:

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

$$x = \frac{35,6}{20}$$

$$x = 1.78$$

Thus, the mean score (X_1) of pre-test is 1.78

Based on the result of the pre-test, the data showed that the average score of the pre-test is 1.78. From that analyzing. It had shown that almost of the 20 students skill in speaking was still low because most of the students got enough and poor score. The total score in pre-test was still low. They mostly have low score in accuracy that they spoke ungrammatically with very limited speaking vocabularies as well as in fluency since they spoke unnaturally with many pauses.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{64,48 - \frac{(35,6)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{64,48 - \frac{1267,36}{20}}{19}}$$

$$SD = \sqrt{\frac{64,48 - 63,36}{19}}$$

$$SD = \sqrt{\frac{1,12}{19}}$$

$$SD = \sqrt{0,058}$$

$$SD = \mathbf{0,24}$$

Thus, the standard deviation of pre-test is 0.24



Appendix 2 the students' score in post-test

NO.	Students	Post-Test of Students (X ₂)		X ₂ ²	CLASSIFICATION
		Max Score	Score X ₂		
1.	S1	4	3	9	Good
2.	S2	4	2.9	8.41	Good
3.	S3	4	3.1	9.61	Good
4.	S4	4	3.2	10.24	Good
5.	S5	4	3.6	12.96	Excellent
6.	S6	4	2.9	8.41	Good
7.	S7	4	3	9	Good
8..	S8	4	3.3	10.89	Good
9.	S9	4	2.9	8.41	Good
10.	S10	4	2.6	6.76	Good
11.	S11	4	2.7	7.29	Good
12.	S12	4	3.3	10.89	Good
13.	S13	4	3	9	Good
14.	S14	4	3.2	10.24	Good
15.	S15	4	3	9	Good
16.	S16	4	2.9	8.41	Good
17.	S17	4	3.1	9.61	Good
18.	S18	4	3	9	Good
19.	S19	4	3.1	9.61	Good
20.	S20	4	3.1	9.61	Good
Total			∑X=60,9	∑X ² =186,35	

Mean score of the post-test:

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

$$x = \frac{60,9}{20}$$

$$x = 3,04$$

Thus, the mean score (X_1) of pre-test is 3,04

Based on the result of the post-test. The data showed that the mean score of the post-test was 3,04 . From that analysing, it could be seen that almost of the 20 students' speaking was excellent and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{186,35 - \frac{(60,9)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{186,35 - \frac{3.708,81}{20}}{19}}$$

$$SD = \sqrt{\frac{186,35 - 185,81}{19}}$$

$$SD = \sqrt{\frac{0,91}{19}}$$

$$SD = \sqrt{0.047}$$

$$SD = 0,21$$



Appendix 3 The T-test Value

NO.	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	1.9	3	3.8	9	1.1	1.21
2	2.2	2.9	4.4	8.41	0.7	0.49
3	2.3	3.1	4.6	9.61	0.8	0.64
4	1.7	3.2	3.4	10.24	1.5	2.25
5	1.8	3.6	3.6	12.96	1.8	3.24
6	1.5	2.9	3	8.41	1.4	1.96
7	1.4	3	2.8	9	1.6	2.56
8..	1.7	3.3	3.4	10.89	1.6	2.56
9	2.1	2.9	4.2	8.41	0.8	0.64
10	1.7	2.6	3.4	6.76	0.9	0.81
11	1.6	2.7	3.2	7.29	1.1	1.21
12	1.7	3.3	3.4	10.89	1.6	2.56
13	1.9	3	3.8	9	1.1	1.21
14	2	3.2	4	10.24	1.2	1.44
15	2	3	4	9	1	1
16	1.7	2.9	3.4	8.41	1.2	1.44
17	1.6	3.1	3.2	9.61	1.5	2.25
18	1.6	3	3.2	9	1.4	1.96
19	1.5	3.1	3	9.61	1.6	2.56
20	1.7	3.1	3.4	9.61	1.4	1.96
Total	35.6	60.9	71.2	186.35	25.3	33.95

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{25,3}{20} = 1,265$$

The calculation the t-test value

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

$$t = \frac{1,265}{\sqrt{\frac{33,95 - \frac{25,3^2}{20}}{20(20-1)}}$$

$$t = \frac{1,265}{\sqrt{\frac{33,95 - \frac{640,09}{20}}{20(19)}}$$

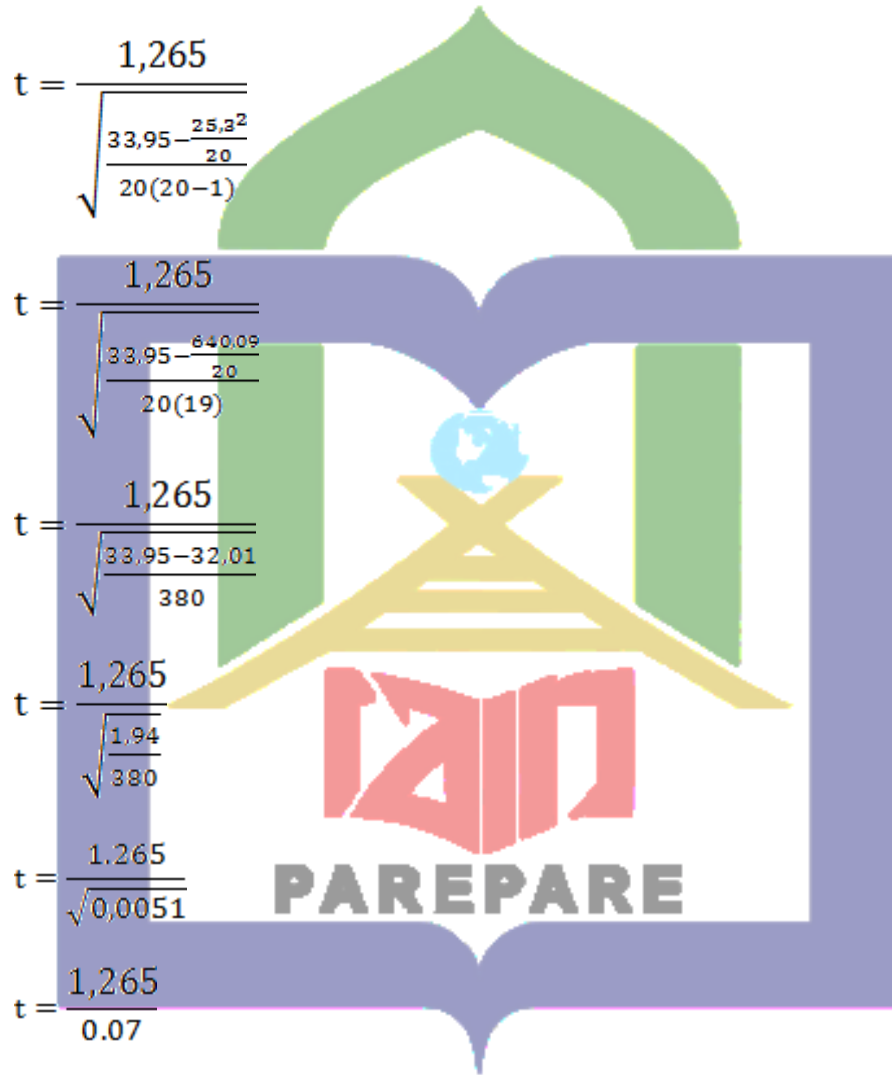
$$t = \frac{1,265}{\sqrt{\frac{33,95 - 32,01}{380}}$$

$$t = \frac{1,265}{\sqrt{\frac{1,94}{380}}}$$

$$t = \frac{1,265}{\sqrt{0,0051}}$$

$$t = \frac{1,265}{0,07}$$

$$t = 18,07$$



Appendix 4 Lesson plan**(RPP) 01**

Sekolah : MA IZZATUL MA'ARIF TAPPINA

Matapelajaran : BAHASAINGGGRIS

Kelas/Semester : XI/1

MateriPokok : Full Day School

AlokasiWaktu : 2X45 MENIT

A. Kompetensi Inti (KI)

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasakan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab penomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Menjelaskan pengertian speaking dan problem based instruction (Full Day School).
2. Memahami materi yang telah diberikan (Full Day School).
3. Mengembangkan ide melalui masalah tersebut.

C. Tujuan Pembelajaran:

1. Siswa mampu memahami pengertian speaking dan problem based instruction.
2. Siswa mampu memahami materi yang telah diberikan.
3. Siswa mampu mengembangkan ide dari masalah tersebut.

- Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

- Struktur Teks

- Memulai
- Menanggapi (diharapkan/ tidak diharapkan)

- Unsur Kebahasaan
 - Ungkapan yang sesuai untuk menyarankan. (*I believe..., I think..., I suppose..., In my opinion...*)
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
 - Topik
 - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
 - Materi : Giving the example of expression card media (Daily activities).
- D. Metode pembelajaran** : scientific approach
- E. Media, Alat, dan Sumber Pembelajaran**
1. Media dan Alat: white board, board marker dan teks.
 2. Sumber Belajar: Buku bahasa Inggris dan Internet.
- F. Kegiatan Pembelajaran:**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan 	10 menit

	atau tugas	
Inti	<ol style="list-style-type: none"> 1. Peneliti menjelaskan tentang speaking dan prosedur dari problem based instruction. 2. Peneliti memberi dan menjelaskan sebuah masalah ke siswa. 3. Peneliti memberi kesempatan kepada siswa untuk menyampaikan pendapatnya mengenai masalah yang telah di jelaskan oleh peneliti. 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 menit

PENILAIAN PENGEAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGUCAPAN	PEMAHAMAN	KOSA KATA	KETELITIAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami

4 : Ada kesalahan tapi tidak mengganggu makna

5 : Hampir sempurna

Kosakata

1: Banyak kesalahan sehingga sulit dipahami

2: Banyak kesalahan dan mengganggu makna

3: Ada beberapa kesalahan dan mengganggu makna

4: Ada kesalahan tapi tidak mengganggu makna

5: Hampir sempurna

4. Memahami

5. Sangat memahami

Ketelitian

1. Tidak teliti

2. Kurang teliti

3. Cukup teliti

4. Sangat teliti



(RPP) 02

Sekolah : MA IZTUL MA'ARIF TAPPINA

Matapelajaran : BAHASA INGGRIS

Kelas/Semester : XI/1

Materi Pokok : Nasional Examanation should be banned.

Alokasi Waktu : 2X45 MENIT

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab penomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Siswa memahami masalah yang di berikan.
2. Siswa menyampaikan idetentang masalah tersebut

C. Tujuan Pembelajaran:

1. Siswamampumemahami dan memberi solusi tentang masalah yg di berikan
2. Siswamampumengembangkan dan mengeluarkan pendapat dan idenya.

D. MateriPembelajaran.

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
 - Ungkapan yang sesuai untuk menyarankan. (*I believe..., I think..., I suppose..., In my opinion...*)

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Expression in the canteen**

E. Metode pembelajaran : scientific approach

F. Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat: white board, board marker dan teks.
- b. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	10 menit
Inti	<ol style="list-style-type: none"> 1. Peneliti akan membagi siswa menjadi beberapa group 2. Peneliti memberikan masalah kepada siswa. 	70 menit

	3. Peneliti memberi kesempatan kepada siswa untuk mendiskusikan masalah tersebut. 4. Peneliti akan menunjuk beberapa siswa untuk memberi kesimpulan	
Penutup	1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya	10 menit

PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGUCAPAN	PEMAHAMAN	KOSAKATA	KETELITIAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna
- 4 : Ada kesalahan tapi tidak mengganggu makna
- 5 : Hampir sempurna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

Kosakata

- 1: Banyak kesalahan sehingga sulit dipahami
- 2: Banyak kesalahan dan mengganggu makna
- 3: Ada beberapa kesalahan dan mengganggu makna
- 4: Ada kesalahan tapi tidak mengganggu makna
- 5: Hampir sempurna

Ketelitian

1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti



(RPP) 03

Sekolah : MA IZZTUL MA'ARIF TAPPINA

Mata pelajaran : BAHASA INGGRIS

Kelas/Semester : XI/1

Materi Pokok : cigarette should be banned

Alokasi Waktu : 2X45 MENIT

A. Kompetensi Inti (KI)

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaanya.

Indikator:

1. Memahami masalah yang telah di berikan
2. Menyampaikan ide atau pendapat tentang masalah tersebut

C. Tujuan Pembelajaran:

D. Materi Pembelajaran.

1. Siswamampumemberi ide dan solusi terhadap masalah yang di berikan.
 2. Siswamampu memberikan kesimpulan tentang masalah tersebut.
- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
 - Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
 - Unsur Kebahasaan
 - Ungkapan yang sesuai untuk menyarankan. (*I believe..., I think..., I suppose..., In my opinion...*)

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
 - Topik
 - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
 - Materi : percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Expression in the telephone shop.**
1. **Metode pembelajaran** : scientific approach
 2. **Media, Alat, dan Sumber Pembelajaran**
 - a. Media dan Alat: white board, board marker dan teks.
 - b. Sumber Belajar: Buku bahasa Inggris dan Internet.
 3. **Kegiatan Pembelajaran:**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	10 menit
Inti	<ol style="list-style-type: none"> 1. Peneliti membagi siswa dalam beberapa kelompok. 2. Peneliti membagi expression card media kesetiap kelompok dan mengembangkan expression card media yang telah diberikan 	70 menit

	<ol style="list-style-type: none"> 3. Peneliti memintasi siswa untuk membuat percakapan berdasarkan expression card media yang diperoleh. 4. Setiap kelompok berkesempatan untuk mempraktekkan percakapan secara berkelompok. 5. Peneliti memperbaiki kesalahan-kesalahan yang dilakukan oleh siswa. 	
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 menit

PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGUCAPAN	PEMAHAMAN	KOSAKATA	KETELITIAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami

4 : Ada kesalahan tapi tidak mengganggu makna

5 : Hampir sempurna

Kosakata

1: Banyak kesalahan sehingga sulit dipahami

2: Banyak kesalahan dan mengganggu makna

3: Ada beberapa kesalahan dan mengganggu makna

4: Ada kesalahan tapi tidak mengganggu makna

5: Hampir sempurna

4. Memahami

5. Sangat memahami

Ketelitian

1. Tidak teliti

2. Kurang teliti

3. Cukup teliti

4. Sangat teliti



(RPP) 04

Sekolah : MA IZZATUL MA'ARIF TAPPINA

Matapelajaran : BAHASAINGGRIS

Kelas/Semester : XI/1

MateriPokok : Make a date

AlokasiWaktu : 2X45 MENIT

A. Kompetensi Inti (KI)

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab penomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Memahami masalah yang telah di berikan
2. Menyampaikan ide atau pendapat tentang masalah tersebut

C. Tujuan Pembelajaran:

1. Siswamampumemberi ide dan solusi terhadap masalah yang di berikan.
2. Siswamampumemberikan kesimpulan tentang masalah tersebut.

D. MateriPembelajaran.

- Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

- Struktur Teks

- Memulai
- Menanggapi (diharapkan/ tidak diharapkan)

- Unsur Kebahasaan

- Ungkapan yang sesuai untuk menyarankan. (*I believe..., I think..., I suppose..., In my opinion...*)

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Percakapan dan pernyataan yang memuat ungkapan yang terkait dengan **Expression in the hospital**

E. Metode pembelajaran : Role play

F. Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat: white board, board marker dan teks.
- b. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, peneliti mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	10 menit
Inti	<ol style="list-style-type: none"> 1. Peneliti akan menyuruh siswa untuk menemukan masalah 2. Peneliti akan memilih dari beberapa masalah. 	70 menit

	3. Peneliti akan meminta siswa untuk memberikan siswa mengenai masalah tersebut.	
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 menit

PENILAIAN PENGETAHUAN

NO.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENGU- CAPAN	PEMA- HAMAN	KOSA KATA	KETELITIAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

Rubrik Penilaian Pengetahuan

Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna
- 4 : Ada kesalahan tapi tidak mengganggu makna
- 5 : Hampir sempurna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

Kosakata

- 1: Banyak kesalahan sehingga sulit dipahami
- 2: Banyak kesalahan dan mengganggu makna
- 3: Ada beberapa kesalahan dan mengganggu makna
- 4: Ada kesalahan tapi tidak mengganggu makna
- 5: Hampir sempurna

Ketelitian

1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti



Appendix 5 Instrument of pre-test and post-test

INSTRUMENT OF PRE-TEST

What is your opinion about:

1. What is your opinion about the Effect of mobilephone for the students?



Appendix 6 Instrument of the post-test

What is your opinion about :

1. School Uniforms



Appendix 7 Trnscription of Students' speaking skill of Pre-test

Name : indah

Researcher : do you have mobile phone?

Student : yes I have

Researcher : what is your opinion about the effect of mobile phone for the students?

Student : I think mobile phone very good for students, because mobile phone can help menyelesaikan home work but jika mobile phone disalah gunakan oleh seorang siswa, mobile phone will have effect negative

Researcher : what is the negative effect of mobile phone?

Student : hmmm salah satunya, student will be lazy menggunakan pikirannya dan mengerjakan pekerjaan rumahnya dan lebih focus mencarinya do google.

Researcher : what is your solution for this problem?

Student : hmm.. my solution eehh tidak, tidak sering menggunakan, menggunakan hand phone di tempat yg tertentu.

Name : sitti Fatimah

Researcher : do you have mobile phone?

Student : yes, I have.

Researcher : so what is your opinion about the effect of mobile phone for students?

Student : the effect of mobile phone for students is negative effect.

Researcher : what is your reason to say so?

Student : because mobile phone dapat mengganggu proses belajar mengajar dan mengurangi perhatian siswa untuk belajar.

Researcher : so what is your solution for this problem?

Student : my solution melarang siswa membawa mobile phone ke sekolah dan membatasi atau memperhatikan pemakaian pada siswa pelajar.

Name : dinda

Researcher : do you have mobile phone?

Student : yes

Researcher : so what is your opinion about the effect of mobile phone for students?

Student : I think mobile phone is not very good for students

Researcher : what is your reason? Why do you say so?

Students : because siswa will be lazy use think for do home work, siswa will focus do home work with search in google, siswa will be active use media social.

Researcher : what is your solution for this problem?

Student : tidak terlalu menggunakan hand phone.

Nama : Muhammad Ali

Researcher : do you have mobile phone?

Student : yes, I have.

Researcher : so what is your opinion about the effect of mobile phone for the students?

Student : I think effect mobile phone for students is negative and positive effect.

Researcher : what is the negative effect and positive effect of mobile phone?

Student : the negative effect of mobile phone is dapat membuat students lazy untuk belajar and positive effect is students dapat banyak information dari mobile phone.

Researcher : what is your solution of students use mobile phone?

Student : I think guru harus melarang siswa membawa mobile phone ke sekolah, dan untuk siswa seharusnya students menggunakan mobile phone sepelunya saja.

Name : syamsul bahri

Researcher : do you have mobile phone?

Student : yes, I have.

Researcher : so what is your opinion about the effect of mobile phone for students?

Student : I think mobile phone is very good for students.

Researcher : Why do you say so? What is your reason?

Student : because we have communication with mobile phone, but if usefull will be negative effect

Researcher : what is the negative effect of mobile phone?

Student ; yang pertama siswa malas menggunakan pikirannya untuk mengerjakan tugas, the second students will be active use media social, yang ke tiga siswa will be focus do home work with search in google.

Researcher : so what is your solution for this problem?

Student : so solution mobile phone for students membatasi menggunakan hp untuk hal yang tidak penting.

Appendix 8 Transcription of Students' speaking skill of P Post-test

Name : indah

Researcher : what is your opinion about school uniform?

Student : I think school uniform is so very important, why I say like that because if student school uniform that can make different between student and no student.

Researcher : should school require their students to wear school uniform?

Student : yes, because if student school uniform that can make students more look polite.

Researcher : does wearing school uniform improve students' behavior?

Student : yes, because if students wearing school uniform that can more improve the students' spirit to study.

Researcher : okey... what is your solution about school uniform?

Student : my solution is all of school should require to wear school uniform.

Name : sitti Fatimah

Researcher : what is your opinion about school uniform?

Student : I think school uniform can make different where school and where not school.

Researcher : okey next question, should school require their students to wear school uniform?

Student : yes, because if school not use school uniform can make students poor not confident.

Researcher : next, does wear school uniform improve students' behavior?

Student : yes of course because can make students spirit to study.

Researcher : what is your solution of school uniform?

Student : I think every shool should require their students to wear school uniform.

Name : dinda

Researcher : what is your opinion about school uniform?

Student : I think about my opinion school uniform is so good because we can make different between where the school and where the students.

Researcher : should school require their students to wear school uniform?

Student : yes because every school have school uniform.

Researcher : does wearing school uniform improve students' behavior?

Student : I think it just make to our students, back to our students.

Researcher : what is your solution about school uniform?

Student : I think every school should require to wearing school uniform.

Nama : Muhammad Ali

Researcher : what do you think about school uniform?

Student : I think that school uniform is one of a good way for students to educate them about discipline and beside that school uniform can also make different between people school and not, so I think that school uniform is one of a good way about their discipline that's all my opinion about school uniform.

Researcher : should school require their students to wear school uniform?

Student : yes school should require their students to use school uniform as I say just now that school uniform is use the differentiate between people school and not, so school must require their students to wear school uniform.

Researcher : does wearing school uniform improve students' behavior?

Student : yes, if students use a school uniform of course their behavior will be change as example every day they use shirt

of course their behavior will be change, let's imagine if they just use whatever clothes it will make them make good style, make really good style to go to school so I think that it is will I really support every students to use school uniform so nobody can make style every students will look same.

Researcher : what is your solution about school uniform?

Student : I think school uniform is very good for all school what eeee.. what is.. aaa if you say that my solution about school uniform I think school uniform should be good and should be more active and is not jus uniform but we have to teach the student what is uniform? What is the function of uniform? And this is about diciplin.

Name : syamsul bahri

Researcher : what do you think about school uniform?

Students : I think school uniform is very important for every school, because it's become a symbol so we can make different between one school to another...

Researcher : should schools require their students to wear school uniform?

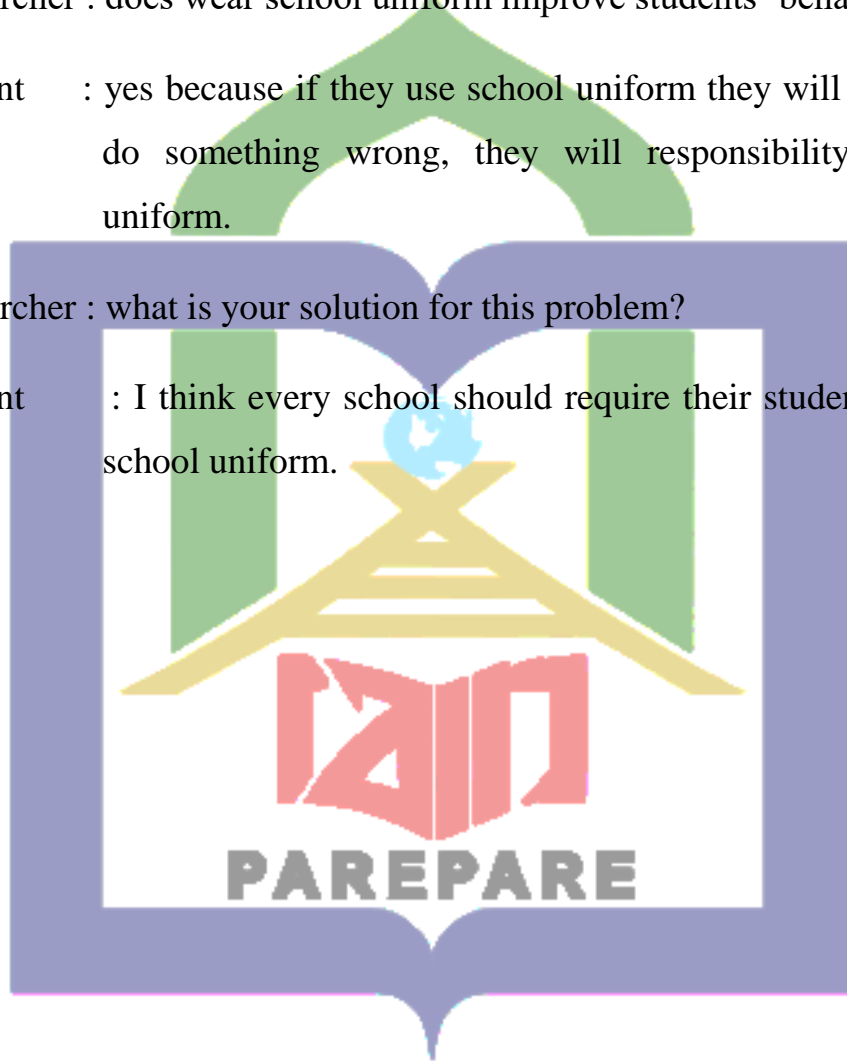
Student : I think yes, because the students will look tidy and polite if they wear school uniform, and all students' style will be same.

Researcher : does wear school uniform improve students' behavior?

Student : yes because if they use school uniform they will feel shy to do something wrong, they will responsibility for their uniform.

Researcher : what is your solution for this problem?

Student : I think every school should require their students to wear school uniform.



Appendix 9 Documentation



S





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 716 /In.39/PP.00.9/07/2018
Lampiran : -
Hal : Permohonan Rekomendasi Izin Penelitian

Kepada Yth.
Bapak Bupati Polewali Mandar
Cq. Ka. Badan Kesatuan Bangsa dan Politik
di
KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : HAJIRAH
Tempat/Tgl. Lahir : KANANG , 20 Nopember 1995
NIM : 14.1300.140
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : KANANG, DESA BATETANGNGA, KEC. BINUANG, KAB. POLMAN

Bermaksud akan mengadakan penelitian di wilayah **KAB. POLEWALI MANDAR** dalam rangka penyusunan skripsi yang berjudul :

" THE EFFECTIVENESS OF USING PROBLEM-BASED INSTRUCTION IN IMPROVING STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF MA'IZZATUL MA'ARIF TAPPINA "

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Juli 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Tembusan:
DPMPSTP Kab. Polewali Mandar



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

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

IZIN PENELITIAN

NOMOR : 503/461/IPL/DPMPTSP/VII/2018

- 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 Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa 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 (i) HAJIRAH
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-474/Bakesbangpol/B.I/410.7/VII/2018, Tgl. 19 Juli 2018

MEMBERIKAN IZIN

Kepada :

Nama	:	HAJIRAH
NIM/NIDN/NIP	:	14.1300.140
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	TARBIYAH DAN ADAB
Jurusan	:	BAHASA INGGRIS
Alamat	:	DS. BATETANGNGA KEC. BINUANG

Untuk melakukan Penelitian di Kecamatan Binuang Kabupaten Polewali Mandar, terhitung tanggal 23 Juli s/d 23 Agustus 2018 dengan Judul " **THE EFFECTIVENESS OF USING PROBLEM-BASED INSTRUCTION IN IMPROVING STUDENTS' GRADE OF MA'IZZATUL MA'ARIF TAPPINA** ".

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 izin 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 Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
 Pada Tanggal, 20 Juli 2018

a.n. **BUPATI POLEWALI MANDAR**
 PTL. KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU



Ir. BUDI UTOMO ABDULLAH.MM
 Pangkat : Pembina Utama Muda
 NIP : 19660520 199203 1 017

Tembusan:

1. Unsur Forkopinda di tempat;
2. Kepala Kemenag Kabupaten Polewali Mandar di tempat;
3. Camat Binuang di tempat.



**YAYASAN
PEMBERDAYAAN DAN PENGEMBANGAN FITRAH INSANI (YP2FI)
MADRASAH ALIYAH IZZATUL MA'ARIF TAPPINA
TAHUN PELAJARAN 2018-2019**

Alamat: Jl.Poros-Pinrang KM 11Tappina Desa Mirring Kec.Binuang Kab. Polman No Hp 082346162197

**SURAT KETERANGAN
NOMOR : MA.31.03/022/PP.006/022/22/VIII/2018**

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

Nama	: Hajirah
NIM/NIDN/NIP	: 14.1300.140
Asal Perguruan Tinggi	: IAIN Parepare
Fakultas	: Tarbiyah dan Adab
Jurusan	: Bahasa Inggris
Alamat	: Desa Batetangga Kec. Binuang

Benar telah melakukan penelitian di Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar, terhitung mulai tanggal 23 Juli s/d 23 Agustus 2018 dengan judul :

“THE EFFECTIVENESS OF USING PROBLEM-BASED INSTRUCTION IN IMPROVING STUDENTS' GRADE OF MA IZZATUL MA'ARIF TAPPINA”.

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tappina, 24 Agustus 2018



CURRICULUM VITAE



The writer was born on November 20th, 1995 in Kanang, Polewali Mandar. She is the second child from four siblings, she has one sister and two brothers. Her father name is Hamu and her mother name is Harmia. Her educational background began 2001 in MI DDI Kanang, Kec. Binuang, Kab. Polewali Mandar and graduated on 2008. She continued her study in the same year on 2008 in MTs DDI Kanang,

Kab. Polewali Mandar and graduated on 2011. At the same year, she registered in senior MA DDI Kanang and graduated on 2014. She continued her education at State Islamic Institute (IAIN) Parepare and took English Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi “The Effectiveness of Using Problem-Based Instruction in Improving Students’ Speaking Ability at The Second Grade of MA IZZATUL MA”ARIF Tappina”.