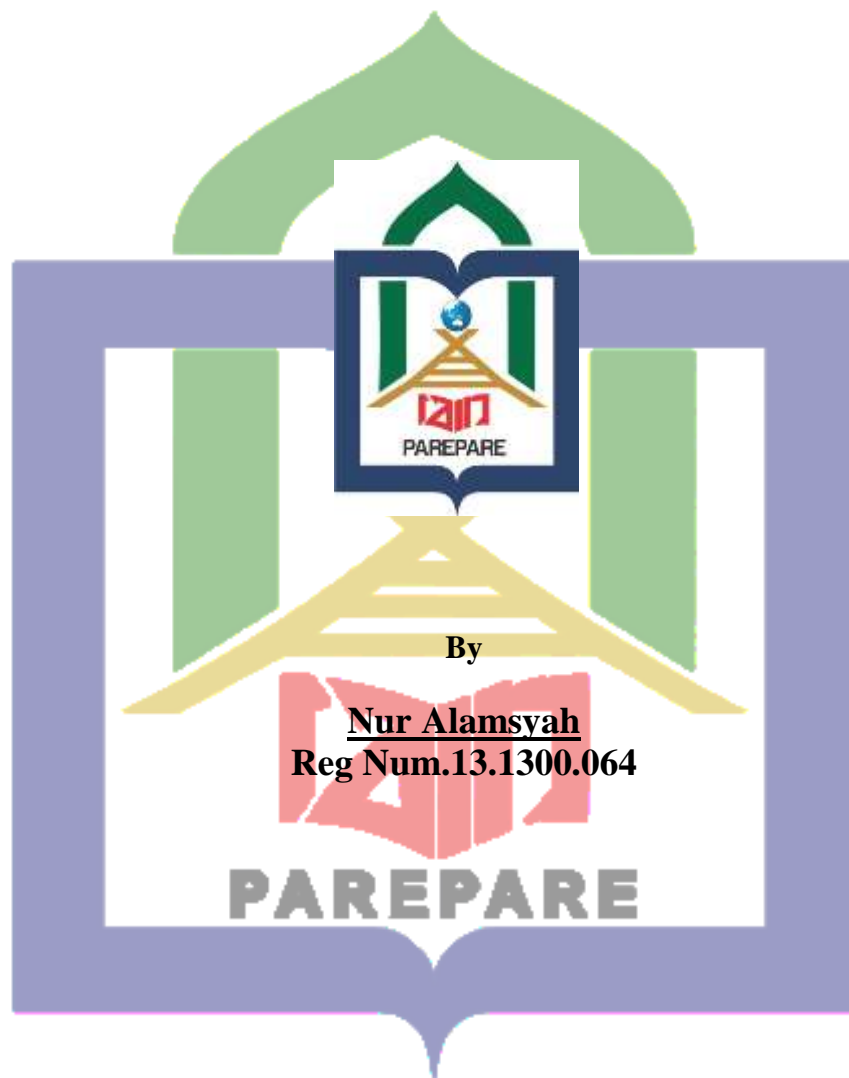
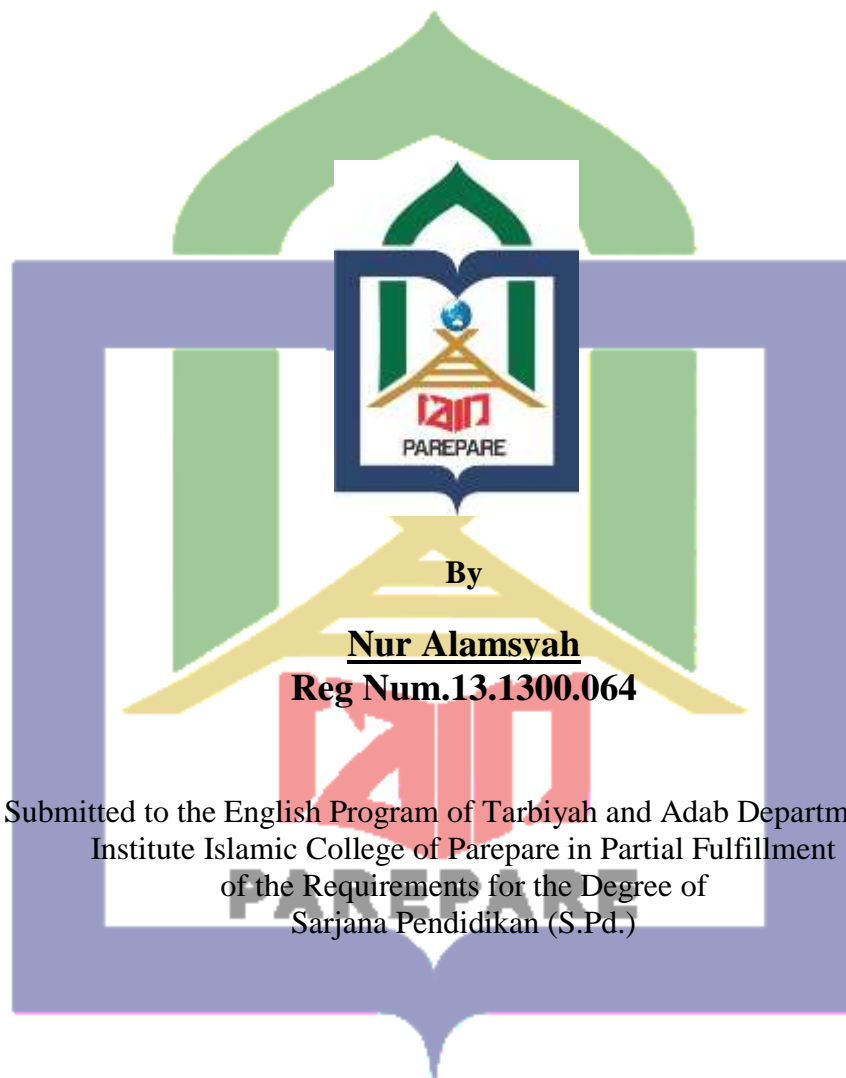


**THE IMPLEMENTATION OF PROBLEM BASED LEARNING
TOWARD ENHANCE THE STUDENTS' SPEAKING
SKILL AT THE SECOND GRADE OF
SMA NEGERI 5 SIDRAP**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
INSTITUTE ISLAMIC COLLEGE (IAIN)
PAREPARE
2018**

**THE IMPLEMENTATION OF PROBLEM BASED LEARNING
TOWARD ENHANCE THE STUDENTS' SPEAKING
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SMA NEGERI 5 SIDRAP**



By

Nur Alamsyah

Reg Num.13.1300.064

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

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to

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**TARBIYAH AND ADAB DEPARTMENT
INSTITUTE ISLAMIC COLLEGE (IAIN)**

PAREPARE

2018

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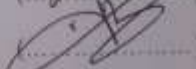

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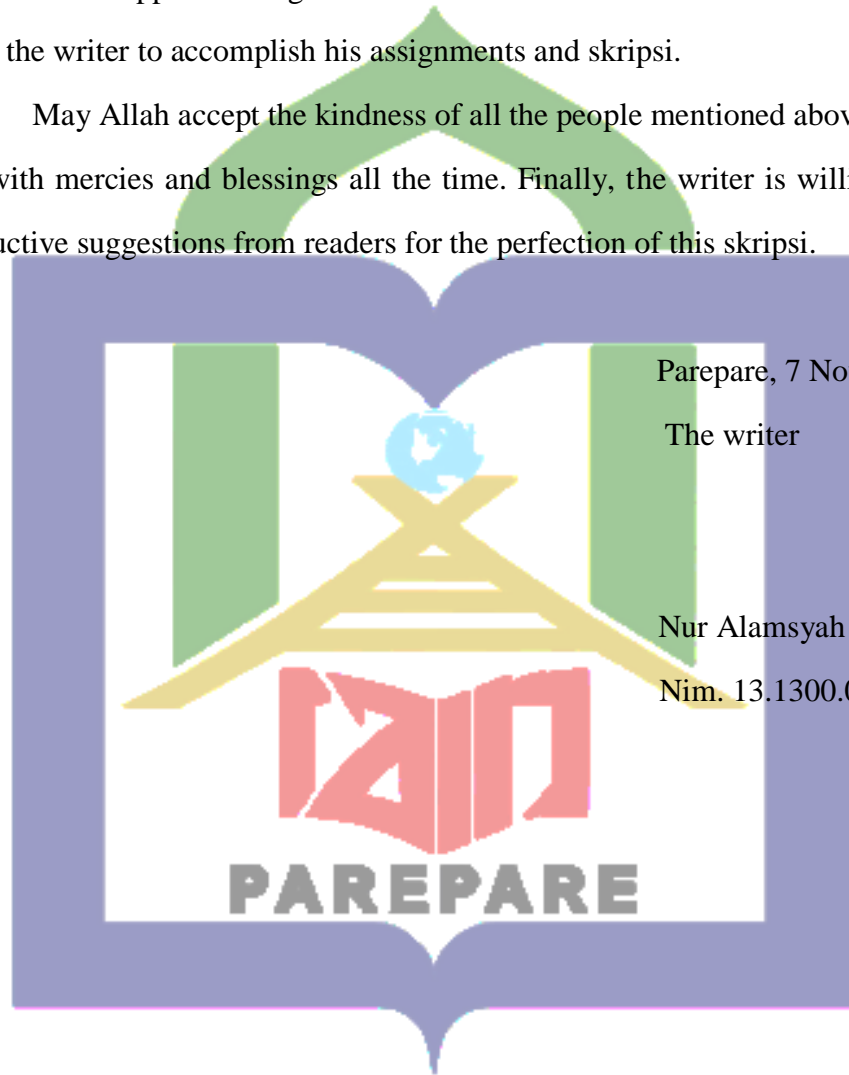
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Stated this skripsi is his own writing and if it can be proved that it is copied, duplicated, or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Nur Alamsyah. *The Implementation of Problem Based Learning Toward Enhance the Students' Speaking Skill at the Second Grade of SMA Negeri 5 Sidrap.* (Supervised by Amzah and Abu Bakar Juddah)

In this research was conducted to find out the effect of implementing problem based learning toward enhance the students' speaking skill at the second grade of SMA Negeri 5 Sidrap.

The researcher used a pre-experimental method, by one group pre-test and post-test design. There were two variables they were independent variable was problem based learning and dependent variable was speaking skill. The population of this research was the second grade of SMA Negeri 5 Sidrap in academic years 2017-2018 which was consist four classes. The sample of this research was XI IPA 1 class. In collecting data on students' speaking skill the researcher has taken twice those are before and after given treatment. The data collected through giving an expression to the students then students would speak by it and a topic then students would express their ideas and opinion related the topic (brainstorming).

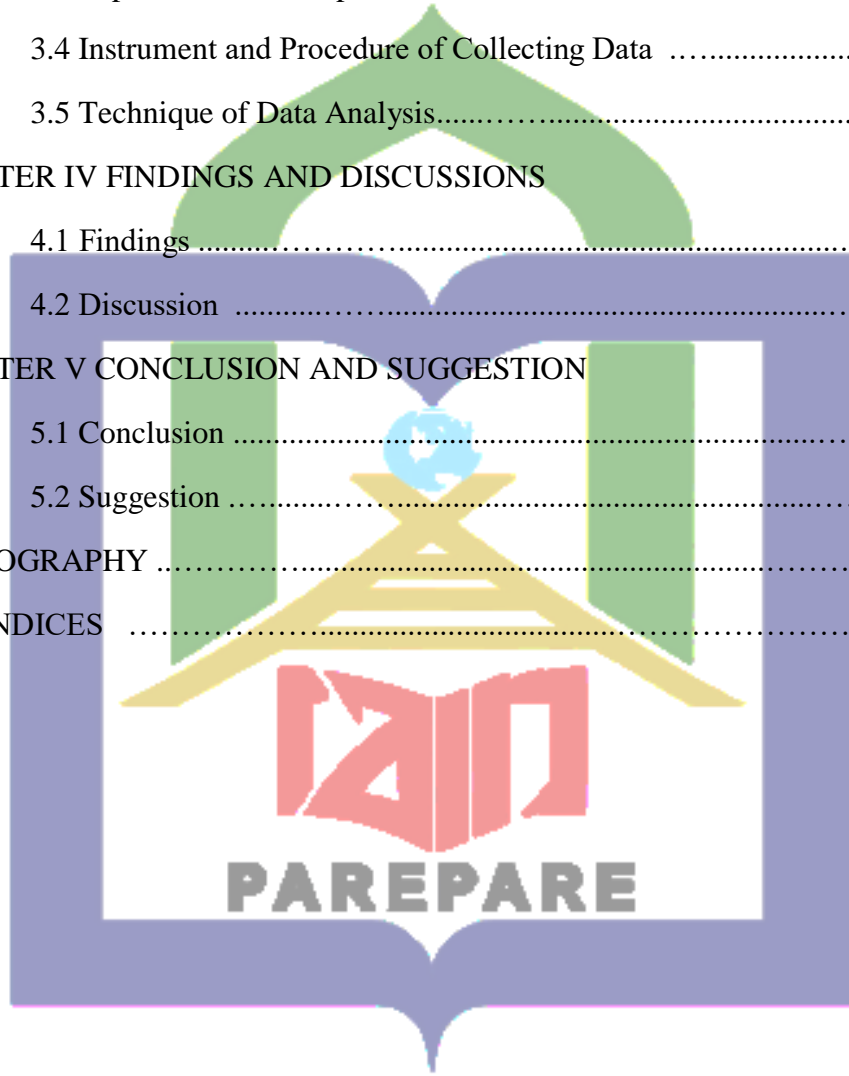
The research collection of mean score pre-test of students was 6.5 and score of post-test of students was 9.2 It showed that the students speaking skill enhanced. The result finding that the score of t-test value was 16.7 while the score of t-table value was 1.699. It showed that the alternative hypothesis (H_i) was accepted, which the t-test value was greater than t-table value, it meant that implementing problem based learning was interested and it could enhance the students' speaking skill. Based on the data analysis the researcher concluded that there is effects of implementing problem based learning toward enhance the students' speaking skill at the second grade of SMA Negeri 5 Sidrap.

Keywords: Problem Based Learning, Speaking Skill.

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CHAPTER I

INTRODUCTION

1.1 Background

It is known that, English is an International language in the world and in Indonesia; English is known as a foreign language. So that, most people are studying hard in order to have good English. Then, the question is how to master in English? And how the students feel at ease in learning English? In learning English, there are four skills that should be learnt as of paramount importance. They are speaking, reading, listening as well as writing. These fourth skills are related each other but have different way to learn it. These skills are also required to master to be able to communicate both in spoken and written discourses. Kaharuddin in his book states that as for the learners, speaking skills is the mostly preferred skill among the other.¹

Speaking in a particular language is not an instant skill which can be possessed within one day process. Richards and Renandya in Kaharuddin maintain that as regard to the fact, many research reports show that people use speaking for a variety of different purposes. Some people speak, in conversation for instance, to make social contact with people, to establish rapport (understanding), or to build social relationship between two people or more. Some engage in discussion with someone, on the other hand, to seek or to express opinions, to persuade someone about something, or to clarify information. In some situations, some speak to give instructions or to get things done. The others use speaking to describe things, to

¹A. Kaharuddin Bahar, *the Communicative Competence-Based* (Yogyakarta: Trust Media, 2013), p. 13-14.

complain about people's behavior, to make polite request, or to entertain with jokes and anecdotes.² Stephen Krashen in Kaharuddin states that a speaker of a certain language can use the language for communicative purposes after going through either process of acquiring the language or process of learning the language.³ Furthermore, in almost any setting, speaking is the most frequently used language skill. It cannot be denied that most students prefer to learn speaking among the other skills. It is because most students assume that when they have mastered in speaking it means they have mastered in English as well. In fact, speaking is very seldom applied at junior high school even senior high school rather than reading and writing.

Enhancing speaking skills is one of vital importance in English Foreign Language programs. In applying speaking skills, it needs a good strategy in order to reach a goal of speaking. There are many strategies which usually be used in enhancing speaking competence. The applying of strategy in speaking should be balanced with students' need so that, students feel at ease in learning speaking.

Problem Based-Learning is one of strategies which can be used in teaching speaking skills. Problem based-learning is a kind of learning process that get students into a problem in real world and also becomes one of innovative learning process that make students more active in the classroom. Bilgin, *et el* in Awal Restiono argue that Problem based-learning strategy can help students in improving communication, accepting information then using it, and make students become active in learning process as well as increasing students' critical thinking.⁴ In Problem based-learning,

²A. Kaharuddin Bahar, *Transactional Speaking a Guide to Improve Transactional Exchange Skills in English for Group Discussions(GD) and Interviews* (Samata-Gowa : Gunadarma Ilmu, 2014), p. 1-2.

³A.Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trust Media, 2014), p. ix.

⁴Awal Restiono, "Penerapan Model Problem Based-Learning untuk Mengembangkan Aktivitas Berkarakter dan Meningkatkan Pemahaman Konsep Siswa Kelas XI" (Published Scripps; Physics Department of Universitas Negeri Semarang: Semarang, 2013), p. 3.

learning process is changed from teacher-centered learning to students-centered learning. This students-centered learning can involve the students more active in learning process than teachers.⁵

Problem based-learning can apply by using many ways; one of the ways to apply this strategy is through discussion in a group. In a group of discussion, teacher only give a topic about problem in real world. Then, students give their opinion by using their own perception about the topic which has given instead.

Based on the explanation above, the researcher plans to research about a strategy which is able to improve students' speaking skills. The researcher determines a title of his research that is **“The Implementation of Problem Based Learning Toward Enhance the Students' Speaking Skills at the Second Grade of SMA NEGERI 5 SIDRAP.”**

1.2 Statement of the Problems

Considering the background above, the researcher conducts the problem statements as follow:

- 1.2.1 How is the students' speaking skills before applying problem based-learning?
- 1.2.2 Is problem based-learning able to enhance students' speaking skills?

1.3 Objective of the Research

There are three objectives of this research. They are:

- 1.3.1 To know the students' speaking skills before applying problem based-learning
- 1.3.2 To find out the problem based-learning that is able to enhance the students' speaking skills at second grade of SMA NEGERI 5 SIDRAP.

⁵Ridho Angga Mulya SY, Aryuliva Adnan and Havid Ardi, “The Effect of Problem Based-Learning Strategy Toward Students' Speaking Ability at the First Grade of SMAN 1 ENAM LINGKUNG,” (*Journal of English Language Teaching* 2, no. 1, September 2013), p. 315.

1.4 Significance of the Research

The researcher formulates some uses of this research. The uses of this research are:

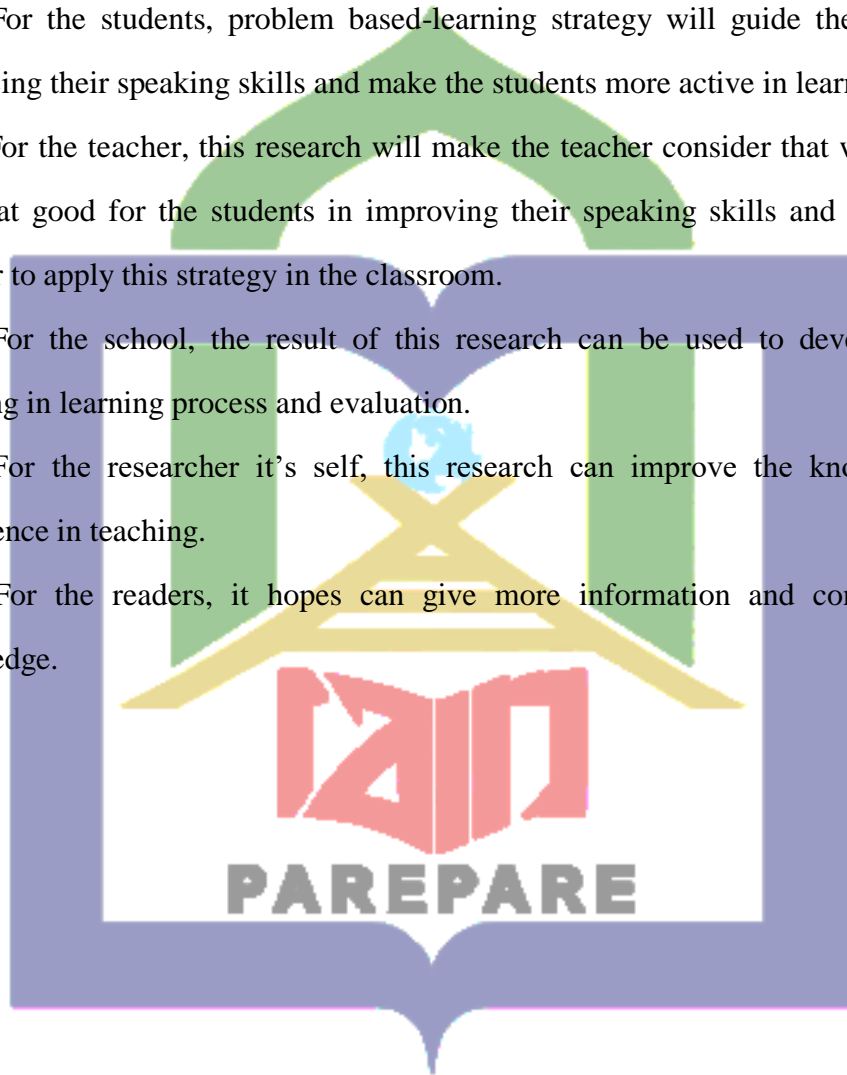
1.4.1 For the students, problem based-learning strategy will guide the students in enhancing their speaking skills and make the students more active in learning process.

1.4.2 For the teacher, this research will make the teacher consider that what strategy that that good for the students in improving their speaking skills and motivate the teacher to apply this strategy in the classroom.

1.4.3 For the school, the result of this research can be used to develop English teaching in learning process and evaluation.

1.4.4 For the researcher it's self, this research can improve the knowledge and experience in teaching.

1.4.5 For the readers, it hopes can give more information and contributes the knowledge.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

2.1.1 Problem Based-Learning

Problem based learning is a curriculum model that emphasizes the effective use of task-based problems to engage students in active and multidisciplinary learning. Through problem-based learning, students learn how to solve problems that are ill-structured, open-ended or ambiguous. Problem-based learning engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from life situations. The following items of problem based learning:

2.1.1.1 The Concept of Problem Based-Learning

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

2.1.1.1.1 Problem based learning is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used

systematic approach to resolving problems or meeting challenges that are encountered in life and career.

2.1.1.1.2 Problem based learning is an approach to structure the curriculum which involves confronting students with problems from practice which provides a stimulus for learning.

2.1.1.1.3 Problem based learning is an instructional strategy that challenges students to “learn to learn,” working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students’ curiosity and initiate learning the subject matter. Problem based learning prepares students to think critically, analytically, to find as well as to use appropriate learning resources.

2.1.1.1.4 Problem based learning is a development instructional approach built around an ill-structured problem which is mess and complex in nature; requires inquiry, information-gathering, and reflection; is changing and tentative; and has no simple, fixed, formulaic.

2.1.1.1.5 Problem based learning is an instructional strategy that promotes active learning; Problem based learning can be used as a framework for modules, courses, programs, or curricula.⁶

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

⁶Uzin Mufaidah, “Problem Based-Learning: Enhancing Students’ Speaking Skill on the Second Students of SMPN 1 Atap bandungan in the Academic Year 2013/2014” (Published Thesis; English Department of Educational Faculty State Institute for Islamic Studies (STAIN): Salatiga, 2014), p. 8-9.

occurrence of the process of learning in students. Instruction is a set of events that effect learners in such a way that learning is facilitated.

Another opinion from Hmelo-Silver & Barrows in Bradley Drewyor assumes that problem based learning is a learning theory branching from the constructivism school of thought. In problem based learning, students are separated into groups, presented with an ill-structured problem, and given the opportunity to explore, negotiate, and define a solution for the problem. Students are required to build knowledge, filling gaps in current knowledge to successfully resolve the problem at hand. This instructional approach was first used heavily in schools of medicine, but has steadily made its way into education at-large since its inception in the 1970's.⁷

The elucidations of problem based learning of both scholars have similarity. They have similar definitions that problem based learning consists of an ill-structured problem or open-ended problem that be discussed by the students' in a group. But, it doesn't mean that problem based learning is only able to be applied in a group. As described by Enny Irawati, problem based learning strategy covers five steps, namely: orienting students to the problems, organizing the students to study, guiding the exploration in *groups/individual*, developing and presenting product, and reflecting problem-solving process.⁸ So, problem based learning is not only able to be applied in a group but also it can be applied individually.

It has been elucidated in the previous chapter that in problem based learning strategy; learning process is changed from teacher-centered learning to students-

⁷Bradley Drewyor, "Learning Theories Paper: Problem-Based Learning" (EDTECH 504), P. 1.

⁸Enny Irawati, "Using Problem Based Learning Strategy To Enhance Speaking Skill Of The Seventh Grade Students Of Smp Negeri 21 Malang" (*State University of Malang*: Malang, 2014), p. 2.

centered learning, it means that students more active in learning process than teachers. In common learning process, the students apply new knowledge covered through instruction to solve a problem. But in problem based learning, students directly use the problem to research and learn the new knowledge needed. As clarified by McKeachie in Chad C. Schools, problem based learning has a unique sequence so that it sets problem based learning apart from other strategies and this unique sequence becomes a foundation of problem based learning and a main source of positive and negative attributes of teaching.⁹

The assembling of problem based learning in the classroom make the students learn and research by using their own perception about the ill-structured problem that has been given by teacher. Barrows, *et el* in Agnes Fung Yee Tiwari argue that there are four objectives are thought to be attainable through the problem based learning that is still valid until today: (1) structuring of knowledge for use in clinical context, (2) development of clinical reasoning process, (3) development of effective self-directed learning skill and, (4) increased motivation for learning. problem based learning has proven valuable not only in enhancing problem-solving ability and self-directed learning skill, but also in promoting team collaboration, participation in interdisciplinary discussion and learning to listen.¹⁰

Based on Barrows' opinion that the first objective of problem based learning is to structure of knowledge for use in clinical context, it can be interpreted

⁹“Problem Based Learning,” Chad C. Schools (United States Military Academy, West Point, NY, 2007) , p. 1.

¹⁰Agnes Fung Yee Tiwari, “the Effect of Problem Based Learning on Students' Critical Thinking Dispositions and Approaches to Learning: a Study of the Student Nurse Educators in Hongkong,” *Nursing Department of University of Wollongong: Hongkong*. <http://ro.uow.edu.au/theses/1620> (1998) , p. 72.

that problem based learning is able to put students' knowledge in their mind to be used in an urgent situation. The second objective of problem based learning is developing of clinical reasoning process. It means that in applying problem based learning, the students are exercised to think by critical way about the ill-structured problem that has been given so that, the students get a progress in processing a reasoning. The third objective is problem based learning can develop students' self-directed learning skill effectively. Problem based learning is generally described by Rhem in Jeffrey R. Utecht as an instructional strategy in which students confront contextualized, ill-structured problems, strive to find meaningful solutions and get the students to be more active in the classroom than teacher.¹¹ So, by being more active in the classroom, the students can improve their self-directed learning skill effectively. The last objective of problem based learning is increasing motivation in studying for the students. In the assembling of problem based learning, students can learn by using their own perception and express their idea in learning. Automatically, it will be a factor for the students' increase motivation in learning.

Problem based learning has been elucidated by several scholars above by using their own perception about the definition of problem based learning. Hence, the researcher draw a conclusion that problem based learning is a strategy in teaching that its applying make the students more active and creative in thinking in the learning process by giving an ill-structured problem or open-ended problem and also problem based learning is able to be applied in a group or individually.

¹¹Jeffrey R. Utecht, "Problem Based Learning in the Student Centered Classroom," (March, 2003), p. 6.

2.1.1.2 Brief History of Problem Based Learning

Historically, problem based learning is developed in two periods. Those periods are problem based learning in medical education and problem based learning outside the medical field (higher education).

2.1.1.2.1 Problem Based Learning in Medical Education

Problem based learning was first developed in medical education in the 1950s. The development of problem based learning is generally credited to the work of medical educators at McMasters University in Canada in the 1970s. Around the same time, other medical schools in various countries, such as Michigan State University in the United States, Maastricht University in the Netherlands, and Newcastle University in Australia were also developing problem based learning curricula. Problem based learning was conceived and implemented in response to students' unsatisfactory clinical performance that resulted from an emphasis on memorization of fragmented biomedical knowledge in the traditional health science education. This emphasis was blamed for failing to equip students with clinical problem-solving and life-long learning skills. In the 1980s, the wider spread of problem based learning in the United States was accelerated by the GPEP report (Report of the Panel on the General Professional Education of the Physician and College Preparation for Medicine) sponsored by the Association of American Medical Colleges. This report made recommendations for changes in medical education, such as promoting independent learning and problem solving, reducing lecture hours, reducing scheduled time, and evaluating the ability to learn independently. These recommendations strongly supported the implementation of problem based learning in medical education. During this period of time, some

medical schools also began to develop alternative, parallel problem based curricula (e.g., the Primary Care Curriculum at the University of New Mexico, the New Pathways Program in Medical School of Harvard University) for a subset of their students. Later, a number of medical schools, such as the University of Hawaii, Harvard University, and the University of Sherbrook in Canada, assumed the more arduous tasks of converting their entire curriculum to problem based learning. In the 1990s, many more medical schools, such as Southern Illinois University, Rush, Bowman Gray, and Tufts, adopted problem based learning as their primary instructional method. Since its first implementation several decades ago, problem based learning has become a prominent pedagogical method in medical schools and health science related programs throughout the world, including North America, the Netherlands, England, Germany, Australia, New Zealand, and India

2.1.1.2.2 Problem Based Learning in Higher Education

The adoption of problem based learning in higher education outside of the medical field as well as K–12 settings gradually occurred throughout the 1990s. Problem based learning has been applied globally in a variety of professional schools, such as architecture, business administration, chemical engineering, engineering studies, law schools, leadership education, nursing, social work, and teacher education. Moreover, problem based learning is also frequently integrated into a wider range of disciplines, such as biology, calculus, chemistry, economics, geology, psychology, science courses, physics, art history, educational psychology, leadership education, criminal justice, nutrition and dietetics, and other domains of post-secondary education.

In introducing problem based learning into K–12 education, Barrows and Kelson systematically developed problem based learning curricula and teacher-

training programs for all high school core subjects. Since then, problem based learning has been promoted by a number of scholars and practitioners for use in basic education. Various results of implementations of problem based learning in K–12 settings have been widely reported. First, problem based learning has been shown to be effective in conveying a variety of content areas for example, mathematics, science, literature, history, and microeconomics. Second, problem based learning has been implemented effectively in schools in urban, suburban, and rural communities. Third, problem based learning can be used effectively in a wide variety of student populations for example, gifted elementary, middle, and high school students, as well as low-income students. Interest in problem based learning is increasing in higher education and K–12 education as evidenced by the widespread publication of books about problem based learning. As Internet servers concerned with problem based learning reveal, many teachers around the world are using problem based learning, and the numbers are expected to grow. An increasing number of problem based learning literature reviews and problem based learning conferences also reflect the popularity of problem based learning.¹²

2.1.1.3 Characteristic of Problem Based Learning

Problem based learning 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

¹²Woei Hung, David H. Jonassen, and Rude Liu, “Problem Based Learning” (University of Arizona South, Sierra Vista, Arizona), p. 486-488.

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. Boud *et al*, in John R. Savery provided 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.

Each of these essential characteristics has been extended briefly to provide additional information and resources.

2.1.1.4.1 Students must have the responsibility for their own learning. Problem based learning is a 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.

2.1.1.4.2 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.

2.1.1.4.3 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.

2.1.1.4.4 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.

2.1.1.4.5 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.

2.1.1.4.6 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.

2.1.1.4.7 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.

2.1.1.4.8 The activities carried out in problem-based learning must be those valued in the real world.

2.1.1.4.9 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.¹³

¹³John R. Savery, "Overview of Problem-based Learning: Definitions and Distinctions," (*Interdisciplinary Journal of Problem-Based Learning* 1, no. 1, March 2006), p. 12-14.

2.1.1.4 Principles of Problem Based Learning

Savery and Duffy in Bradley Drewyor argue that the major principles of problem based learning focus on the development of a student-centered learning environment with the teacher as a facilitator, built around the major tenets of constructivism. Problem based learning expands upon the idea that instruction should be built around a larger task or problem placed in an authentic setting where students are given responsibility and ownership of resolving the task. The problem should be challenging, set in a structure that allows for investigation, and isn't fully resolved without reflection and discussion of the issues at hand.¹⁴

Additionally, Kornwipa and Poonpon in Uzin Mufaidah describe some key principles of problem based-learning

2.1.1.5.1 Active learning

1. Students take control of their own learning
2. Students pose and answer their own questions

2.1.1.5.2 Integrated learning

1. Different disciplines or sub-disciplines are not studied separately
2. Knowledge, understanding and skills are not seen as distinct elements but integrated
3. The problem is the focus
4. Every attempt is made to link the classroom and the real world of practice

2.1.1.5.3 Cumulative learning

1. No topic or problem is studied to the depth of the final learning outcome in a single block; rather topics are revisited in progressively greater depth

¹⁴Bradley Drewyor, "Learning Theories Paper: Problem-Based Learning" (EDTECH 504), p. 1.

2. The sophistication of the problem and the nature of the challenge become progressively greater as students move through the curriculum
3. Topic become progressively more complex and problems more indeterminate
4. Consistency in learning
5. Students are treated as responsible adults
6. Summative assessment is sparingly used
7. Assessment must be constructively aligned with the goals of problem based learning

2.1.1.5.4 Learning for understanding

1. The processes of inquiry are more important than the facts delivered
2. Knowledge must be tested by application
3. Feedback is central
4. Reflection is an integral part of the learning process

In addition, the principles of problem based learning above needs of elaboration, application, and reflection in teaching learning process. The three of components is very important to stimulate students' ability using problem based learning method in teaching learning process. It can be practice when problem based learning method used in teaching learning process, without them the result of problem based learning method in teaching learning process is not perfect.¹⁵

¹⁵Uzin Mufaidah, "Problem Based-Learning: Enhancing Students' Speaking Skill on the Second Students of SMPN 1 Atap bandungan in the Academic Year 2013/2014" (Published Thesis; English Department of Educational Faculty State Institute for Islamic Studies (STAIN): Salatiga, 2014), p. 15-16.

2.1.1.5 Implementing Problem Based Learning in the Classroom

In designing a problem based learning lesson, teachers should first identify what standards or outcomes they want their students to know by the time they reach a viable conclusion to the problem. By first knowing what outcomes teachers want from their students, teachers can then choose or develop a problem that allows students to successfully reach those assigned standards or outcomes. In implementing problem based learning in the learning process, there are some components that should be known.

2.1.1.6.1 Teachers Role

The teachers' role in problem based learning changes from one of "all-knowing", to one of helper or guide. The teacher must give the control to the students and allow them to make their own path to the answer, rather than the teacher laying the path out for them. The giving up of control is the part of problem based learning that teachers usually struggle with the most. However, it is not only the teacher who has to change. Students, too, have to learn to view their teacher as a guide, not the person with all the answers. Only after this partnership between student and teacher is formed can true inquiry learning take place. Many teachers have also stated that problem based learning has changed their attitudes about teaching and is professionally rewarding in many ways. The following several ways teachers have found problem based learning rewarding: (1). Students are more motivated and enthusiastic about learning (2). Teachers often experience revitalization about teaching and a renewed interest in expanding their own knowledge through additional studies, either on their own or by taking additional classes (3). Teachers acquire new professional skills in technology (4). Teachers learn effective and rewarding teaching

techniques (5). Teachers work collaboratively with other teachers to develop interdisciplinary problems or projects, often distant collaborations (6). Teachers employ a variety of assessment methods (7). Teachers learn to manage a class where student teams are working independently and at a different pace.

Problem based learning is a new way of teaching that might take some teachers time to grow accustomed to it. However, once teachers have successfully implemented a student-centered classroom and problem based learning, they find it a rewarding and exciting experience, and hard to change back to a traditional model.

2.1.1.6.2 Students assume the role

Once the problem has been developed, students need to assume a role in the problem. They need to feel the problem directly affects them, this allows them to take ownership in the problem. Looking at the following example, we see that the students are assuming the role of advisor to NASA. Second grade students serve as advisors to NASA. A planet much like Earth has experienced massive destruction of the elements in its biosphere. What is causing the destruction of plant life? Can new plants from Earth be successfully introduced to help save the planet's environment? How can we find out? This example demonstrates how students become a part of the problem. The problem is presented to them in a way that makes the problem theirs. There are many different parts to the question and there is an assortment of unknowns that the students must identify and then research in order to start solving the problem.

2.1.1.6.3 Students immersed in the problem

After reading and taking a role in the problem, students will presumably have more questions than the problem seems to have at first glance. The students need to become immersed in the problem, to look at what information is given and what information is not given. Students should identify what is needed to solve the

problem. Only after information is gathered does the problem seem to take on meaning.

2.1.1.6.4 Students identify knowledge needed

Once students understand their role, the problem, and the limited information, they can start to break the problem apart. Students will categorize what information they know, what they need to know, and what ideas they have that might help them solve the problem. Only after students have ideas of what information is needed can they start their investigation into solving the problem.

2.1.1.6.5 Students identify the problem

During the data/information gathering stage of a problem based learning lesson, students should have an opportunity to share their data/information with other class members. This sharing gives further ownership to the students, as well as allows for discussion and sharing of information. The teacher as a facilitator helps to keep the students focused on the essential problem, though the problem might change over time, and even become more complex.

2.1.1.6.6 Students produce possible solutions

As students start to produce possible solutions to the problem, they must revisit the original problem to see if there is a solution that is a "best fit." After every student has settled on what they think is the best solution to the problem, they start to prepare to present their solution to the teacher or class. Allowing for diversity in the way in which students are allowed to present their solution is another way of giving students ownership in the process. The students may choose to share their solution by using concept maps, charts, graphs, proposals, position papers, memos, maps, models, videos, or a web site. This allows the student to present their solution in a way that makes sense to them.

2.1.1.6.7 Assessing

When it comes to assessing problem based learning, traditional methods are not always appropriate measures of the learning taking place. While traditional assessments measure students' knowledge, it fails to make the connection to how students might use this knowledge in a real-world setting. Moreover, these traditional assessments cannot measure such skills as working in a team, performing research or describing a problem and a reasonable solution. There are many different ways one can assess a problem based learning lesson or project. The assessment technique will ultimately be decided by the type of project or the teacher's preference. The most commonly used assessment for problem based learning is a scoring rubric or a checklist, in which students are scored on criteria set out by the teacher before the project begins. This criterion focuses on the outcomes or standards the teacher wants to assess. Although rubrics and checklists are becoming more commonly used, they are not the only forms of assessment. Other assessment techniques might include portfolios of completed assignments, journals containing reflections, summaries, or notes, peer reviews, team and self evaluations, teacher observation, presentations or projects. The problem based learning format believes it is better for students to be able to apply knowledge to a new situation than to know the answers to 'old' questions. Problem based learning focuses on the processing and applying of information to a situation rather than knowing actual facts about a topic. Overall, the steps in the problem based learning format all focus on the students being the center of the learning process, and the teacher is being the guide helping the student reach their goal of solving the problem.¹⁶

¹⁶Jeffrey R. Utecht, "Problem Based Learning in the Student Centered Classroom," (March, 2003), p. 9-14.

2.1.1.6 Advantages and Disadvantages of Problem Based Learning

2.1.1.7.1 Advantages

There are some advantages of problem based learning strategy in the learning process. They are:

1. Problem based learning is able to be a good strategy to understand the content of learning process
2. Problem based learning gives a satisfaction in finding knowledge for the students
3. Increase students' learning activity
4. Help the students to transfer their knowledge to understand the ill-structured problem
5. Develop students' knowledge and the students take responsible in their learning process
6. Students' thinking can be known in accepting the lessons
7. Develop students' critical thinking and students' ability to adjust with a new knowledge
8. Problem based learning is thought as a pleasant strategy and loved by the students
9. Give an opportunity for the students to use their own knowledge in the real-world
10. Enhance students' interest continually in the learning process.

2.1.1.7.2 Disadvantages

Conversely, problem based learning also has some disadvantages in the learning process. The following item are the disadvantages of problem based learning:

1. It needs a long time for the students to solve the problem
2. Problem based learning requires many materials and research
3. It is difficult to apply problem based learning strategy in all classroom
4. Get difficulty in assessing students in the learning process.¹⁷

2.1.2 Speaking

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.¹⁸

2.1.2.1 The Concept of Speaking

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution. As institution of education, Islamic boarding

¹⁷Awal Restiono, “Penerapan Model Problem Based-Learning untuk Mengembangkan Aktivitas Berkarakter dan Meningkatkan Pemahaman Konsep Siswa Kelas XI” (Published Scripps; Physics Department of Universitas Negeri Semarang: Semarang, 2013), p. 14-15.

¹⁸Nguyen Hoang Tuan and Tran Ngoc Mai, “Factors Affecting Students’ Speaking Performance at Le Thanh Hien High School,” (University of Thu Dau Mot Vietnam 3, no. 2, 2015), p. 8

school also has a program of learning English as the way of communication in daily conversation.¹⁹

Teaching English in any level, always involves four basic skills. They are listening, reading writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other skills. Brown in Sri Endang Kusmaryanti defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

Related to speaking ability, Tarigan and Lado in Sri Endang Kusmaryanti also state that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. They point out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.²⁰

In addition, Bailey as a linguist in A. Kaharuddin Bahar assumes that speaking is the production skill that consists of producing systematic verbal utterances to convey meaning. Brown, Burns and Joyce in A. Kaharuddin Bahar are

¹⁹Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," (International Journal of Humanities and Social Science 2, no. 20, 2012), p. 127.

²⁰Sri Endang Kusmaryanti, "Improving English Speaking Ability through Classroom Discussion for Students of Ma Nu Banat Kudus in the Academic Year 2008/2009," p. 4

also of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, physical environment, and the purposes for speaking. For the reason, in social context, speaking not only requires the speaker to know how produce the specific points of language as grammar, pronunciation, or vocabulary (linguistic competence), but they also need to understand when, why, and in what ways to produce language (sociolinguistic competence).²¹

Apart from those speaking ideas as stated above, the researcher specifically concludes that speaking is saying something from feeling and mind expressed through the sequence of sound (pronunciation), vocabulary, phrase and sentences (grammar) that contain meaning (pragmatic and semantic) in interacting, transacting as well as performing.

2.1.2.2 Speaking Problems

There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

2.1.2.2.1 Inhibition

The first problem that the students often encounter is inhibition. When the students try to say something in a foreign language in the classroom, they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face, and shy of the attention that their speech attracts.

²¹A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trustmedia, 2014), p. 1-2.

2.1.2.2.2 Lack of Topical Knowledge

Secondly, the students often complain that they cannot think of anything to say and they have no motivation to express themselves. It is believed that the students have nothing to express maybe because the teacher has chosen a topic which is not suitable for the students or the topic that has been chosen does not involve the students so they are not interest about the topic. Also, it is difficult for many students to respond when the teacher asks them to say something in a foreign language because they may have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

2.1.2.2.3 Low or Uneven Participation

Another problem in speaking class is that participation is low or uneven. In a large group in speaking classroom, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

2.1.2.2.4 Mother-Tongue Use

The last problem in speaking classroom is about mother-tongue. When all or a number of the students share the same mother-tongue, they tend to use it because it is easier for them. As described by Harmer in Nguyen Hoang Tuan and Tran Ngoc Mai, some reasons why the students use mother-tongue in the learning process. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no

encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.²²

2.1.2.3 The Purpose of Speaking

In today's world, speaking is very important for people in wherever they are and whatever they do. Speaking come from interactions between two people or more (e.g. conversation and discussions), occasions delivered by people (e.g. speeches and announcements), and various kinds of media that people use to transfer message (e.g. radio, television, newspaper, mobile phones as well as the internet).²³ So, it can be said that the main purposes in speaking are speaking as interaction, transaction as well as performance. Speaking as interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversations. Besides recognizing interactional speaking as a medium for maintaining social relationship, it is also needed to recognize transactional speaking as a medium for transacting message being spoken. Speaking as transaction refers to situations where the focus is on what is said or done. Last, speaking as performance is recognized to refer to public speaking and commonly delivered in the form of monolog rather than dialog.²⁴

On the other hand, analyzing speaking purposes more precisely, Kingen in Shiamaa Abd EL Fattah Torkey, combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

²²Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School," (University of Thu Dau Mot Vietnam 3, no. 2, 2015), p. 10.

²³H. Burhanuddin Arafah and A. Kaharuddin Bahar, *The Art of Developing Speaking as a Performance* (Yogyakarta: Trustmedia, 2015), p. 3.

²⁴A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trustmedia, 2014), p. 2-9.

1. Personal, expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive, describing someone or something, real or imagined.
3. Narrative, creating and telling stories or chronologically sequenced events.
4. Instructive, giving instructions or providing directions designed to produce an outcome.
5. Questioning, asking questions to obtain information.
6. Comparative, comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. Imaginative, expressing mental images of people, places, events, and objects.
8. Predictive, predicting possible future events.
9. Interpretative, exploring meanings, creating hypothetical deductions, and considering inferences.
10. Persuasive, changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
11. Explanatory, explaining, clarifying, and supporting ideas and opinion.
12. Informative, sharing information with others.²⁵

2.1.2.4 The Element of Speaking

In teaching or learning speaking skills, there are some important things that should be known on it. They are comprehensibility (vocabulary, grammar, and pronunciation), fluency and accuracy. The following explanation on it:

²⁵Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students" (Published Thesis: Ain Shams University: 2006), p. 38.

2.1.2.4.1 Vocabulary

If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.²⁶ That sentence shows that vocabulary is very important aspect in learning a language. Vocabulary is a list of words and phrases usually alphabetically arranged and explained or designed.²⁷ Vocabulary is the most important thing to be known or to be mastered for people who want to have skill in speaking. It is very important because the weapon of speaking is vocabulary, without vocabulary we will not be able to say something. In this case, vocabulary is the first element of speaking.

2.1.2.4.2 Grammar

Nowadays, most of student has competence to express their ideas in speaking. But the problem is they don't know the structure of rules in English. In order to be able understand in grammar, the students should be able to increase their learning English grammatically. Speaking grammatically is also needed in communicating each other.

2.1.2.4.3 Pronunciation

Pronunciation is the act or manner 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 separate between intonation and stress. Pronunciation, intonation, and stress are largely learnt successfully by imitating and repetition.

²⁶Jeremy Harmer, *The Practice of English Language Teaching* (United States of America: Longman Publishing, 1991), p. 153.

²⁷Webster's Third New International Dictionary: 1982.p.572

2.1.2.4.4 Fluency and Accuracy

It is now very clear that fluency and accuracy are both important goals to pursue 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.²⁸

2.1.2.5 Speaking type

Based on Douglas Brown's book "Language Assessment", speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. In the other page of his book, Brown says that there are five basic types of speaking. They are:

2.1.2.5.1 Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage

²⁸H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman , 2001), p. 268-269.

of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2.1.2.5.2 Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches or oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

2.1.2.5.3 Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests or comments, and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

2.1.2.5.4 Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversation.

2.1.2.5.5 Extensive

Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but it cannot rule out certain informal monologues such as casually delivered speech.²⁹

2.1.2.6 Genre in Speaking

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them. Carter and McCarthy in Shiamaa Abd EL Fattah Torky, classify speaking extracts in terms of genres as follows:

2.1.2.6.1 Narrative: A series of everyday anecdotes told with active listener participation.

2.1.2.6.2 Identifying: Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.

2.1.2.6.3 Language-in-action: Data recorded while people are doing things such as cooking, packing, moving furniture and etc.

2.1.2.6.4 Comment-elaboration: People giving casual opinions and commenting on things, other people, events and so on.

2.1.2.6.5 Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.

²⁹H. Douglas Brown, *Language Assessment; Principles and Classroom Practices* (United States of America: Pearson Education, 2004), p. 141-142.

2.1.2.6.6 Decision-making and negotiating outcomes: Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problems towards solutions.³⁰



³⁰Shiamaa Abd EL Fattah Torky, “The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students” (Published Thesis: Ain Shams University: 2006), p. 39.

2.2 Previous Research Finding

In contrasting this research proposal, the researcher considers some previous finding to support the researcher's proposal, especially in speaking. They are:

Ng Chin Leong and Patrick in their research "The Power of Problem Based Learning in the English Foreign Language Classroom" assume that problem based learning is a strategy that emphasizes the effective use of task-based problems to engage students in active and multidisciplinary learning. Through problem based learning, students learn how to solve problems that are ill-structured, open-ended or ambiguous. Problem-based learning engages students in speaking, intriguing, real and relevant intellectual inquiry and allows them to learn from life situations.³¹

Thanyalak Oradee in his journal "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem Solving, and Role Playing)" describe his research's purpose in advanced were: first, to study and compare speaking skills of Grade 11 students using three communicative activities, and second, to study the students' attitude towards teaching English speaking skills using the three communicative activities. The sample group consisted of 49 students at a secondary school in Udon Thani, Thailand, classified by high, medium, and low according to their abilities of English speaking proficiency level. The designs of the research were mixed method design. The quantitative data came from the speaking test and the students' attitude towards teaching English speaking. The qualitative data were drawn from a learning log and a semi-structured interview. A one group pretest-post test design was also employed. The research instruments were 8 lesson plans, an

³¹Ng Chin Leong and Patrick "The Power of Problem-based Learning in the English Foreign Language classroom," (Polyglossia 16, no.1, 2009), p. 41.

English speaking ability test, and an attitude questionnaire. Percentage, mean, standard deviation and t-test for dependent samples were employed to analyze data quantitatively. The research findings were as follows: (1) the students' English speaking abilities after using the three communicative activities were significantly higher than before their use. (Pretest = 60.80; Posttest = 85.63). (2) The students' attitude towards teaching English speaking skills using the three communicative activities were rated as good ($X = 4.50$).³²

Benter Oseno Gudu in his journal "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya" describes that there is a general public concern in Kenya that majority of Form Four school leavers lack communicative and linguistic competence and thus cannot sustain conversation in English language without occasionally code switching to Sheng or Kiswahili. This study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study was based on Krashen's (1985), Monitor Model specifically the input and the affective filter hypotheses which emphasize those learners acquire target language when they are motivated and involved actively in the learning process. The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. In certain cases, purposive sampling technique was also used. Data on classroom activities used to

³²Thanyalak Oradee, "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)," (International Journal of Social Science and Humanity 2, no. 6, 2012), p. 533.

teach speaking skills were collected using Questionnaires administered to teachers and students, direct observation during speaking skills lessons in Form three classrooms. The data collected was analyzed using descriptive statistics. The study found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context. The study recommends that: (1) students should be given chances to practice using authentic English language in context; (2) teachers should integrate various activities in a lesson to meet learners' needs and (3) Curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes. This study is useful to language educators and teachers of English language.³³

Based on the research finding above, some researchers have done their research about speaking skills through classroom activities. Also, the power of problem based learning in the classroom. The different these there researches with this research is the researches use some methods in taking the data but all the methods are classroom activities model just same as problem based learning that is also a classroom activities method than in this research, the researcher only focus on implementing problem based learning in enhancing students' speaking skills. Nevertheless, these researches also has a similarity with this research is using a classroom activities method in enhancing students' speaking skills. That is all about

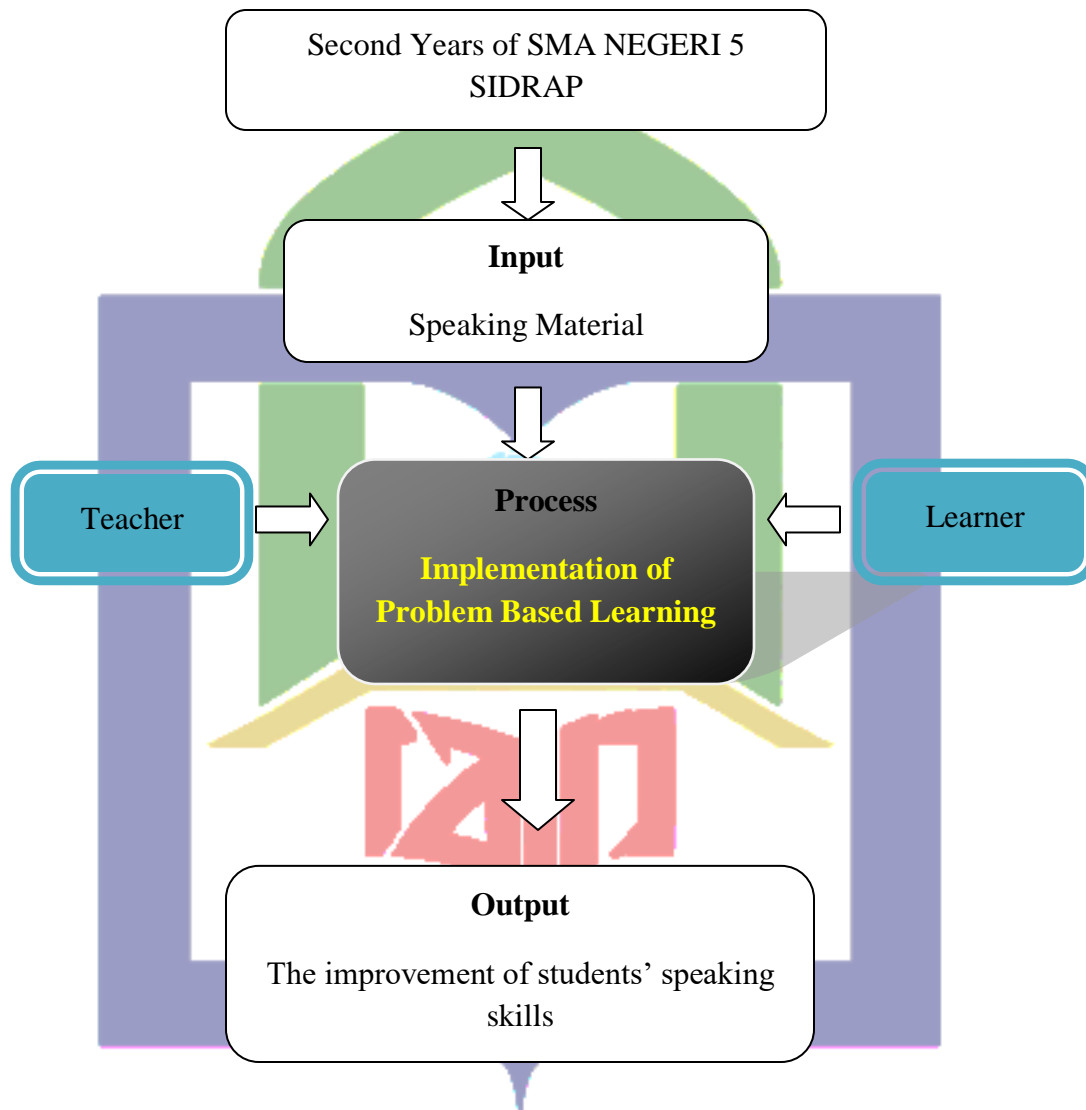
³³Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya," (Journal of Education and Practice 6, no. 35, 2015), p. 55.

how the problem based learning can enhance the students' speaking skills. In this research, the researcher will focus on students' speaking skills by using problem based learning. It aims to know how important problem based learning is in enhancing students' speaking skills.



2.3 Conceptual Framework

The following is the conceptual framework which is underlying this research:



2.4 Hypothesis

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

- 2.4.1 H₀ (Null Hypothesis): the problem based learning does not have an impact in enhancing the students' speaking skills.
- 2.4.2 H₁ (Alternative Hypothesis): the problem based learning has an impact in enhancing the students' speaking skills.

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 SMA NEGERI 5 SIDRAP.

CHAPTER III

RESEARCH METHOD

In this part, the researcher described 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

The present investigation of promoting communicative competence through the implementation of problem based learning was constructed from a research approach called pre-experimental method by using a research design called '*The One Group Pretest- Post Test Design*'. This research design was aimed at examining the effect of employing a set of materials developed in the forms of problem based learning (independent variable) as a treatment on the students' speaking skills (dependent variable). The design could be illustrated in the following figure:

Figure 3.1 Pre-experimental methods with one group pre test- post test design.



Where: O1: Pretest

X: Treatment

O2: Post test

In this pre-experimental design, the effect of selected teaching materials implementation was found out by comparing the results of the students' achievement in the pre-test and post test. The differences noted between the first (pre-test) and the last measurements (post-test) on the dependent variable were then attributed to the influence of independent variable.³⁴

3.2 Time and Place of Research

The location of the research took place at SMA NEGERI 5 SIDRAP. The research used the quantitative research that has several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

3.3. Population and Sample

3.3.1 Population

The population of the research was the second-year students of SMA NEGERI 5 SIDRAP academic year 2017/2018. There were four classes of the second-year students of SMA NEGERI 5 SIDRAP; they are XI IPA 1, XI IPA 2, XI IPA 3 and XI IPS. The totals of population were 120 students.

Table 3.1: the total students of the second-year of SMA NEGERI 5 SIDRAP

No	Class	Total Students
1	XI IPA 1	30
2	XI IPA 2	30
3	XI IPA 3	30

³⁴Babbie E and Wagonaar T.C, *The Practice of Social Research* (Belmont, California: Wadsworth Publishing CO, 1986), p. 182.

4	XI IPS	30
	Students' Accumulations	120

3.3.2 Sample

The sample was taken by using cluster sampling. Cluster Sampling was used for determining a sample if the object of research that would be researched was vast. In this case, the researcher planned to take the data in the second year of SMAN 5 SIDRAP. It was seen in the previous part that there were four classes of the second year of SMAN 5 SIDRAP so the researcher took the XI IPA 1 which was consisted of 30 students as the sample in this research.

3.4 Instrument and Procedure of Collecting Data

3.4.1 Instrument

In collecting data, the researcher used speaking test. The purpose of this test was to find out the students' speaking skills. Speaking test was conducted in pretest and posttest.

3.4.2 Procedure of Collecting Data

In this part, the researcher observed the students' speaking skills before and after implementing problem based learning. So that, the researcher gave a speaking test which consists of a situation in pre-test and a topic in post-test in order to be able to know the students' accuracy in speaking. Then, the researcher used problem based learning as a treatment to find out an enhancement the students' accuracy in speaking.

The procedures of collecting data were divided in three stages, namely:

3.4.2.1 Pre-test

Before doing the treatment, the researcher administered the students by giving an expression then the students would speak by it. After giving the pre-test, the researcher observed the students' speaking skills. After that, the researcher gave a treatment by using problem based learning.

3.4.2.2 Post-test

After giving the treatment, the researcher gave the students post-test to the students' improvement in speaking. In this post-test, the researcher used brainstorming that means the students were given a topic and they address their opinion or ideas quickly and freely.

3.4.3 Treatment

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

3.4.3.1 First Meeting

The following are the activities in treatment:

1. The researcher explained what problem based learning is
2. The researcher told the students the way of implementing problem based learning
3. The researcher divided the students into 4 groups and each group was given the same an ill-structured problem to be discussed.
4. The researcher explained the ill-structured problem to each group and each group was given 30 minutes to discuss the ill-structured problem
5. After that, the researcher gave a chance to each student in proposing their opinion.

3.4.3.2 The Second Meeting

1. The researcher changed the group which be divided in the first meeting.
2. Then, the researcher shared an ill-structured problem that more difficult than the first meeting.
3. . The researcher explained the ill-structured problem to each group and each group was given 30 minutes to discuss the ill-structured problem.
4. After that, the researcher gave a chance to each student in proposing their opinion.

3.4.3.3 The Third Meeting

1. The researcher changed the group which be divided in the second meeting.
2. Then, the researcher shared an ill-structured problem that more difficult than the first meeting even the second meeting.
3. . The researcher explained the ill-structured problem to each group and each group was given 30 minutes to discuss the ill-structured problem.
4. After that, the researcher gave a chance to each student in proposing their opinion.

3.5 Technique of Data Analysis

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

3.5.1 Scoring Classification

Table 3.2: the Criteria of Speaking Scores.³⁵

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says easy to follow. His intentions always clear but several interruptions are necessary help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand of what is said, but he must constantly seek clarification. Cannot understand many of speakers more complex or longer sentences.
2	Pronunciation seriously influenced by the mother-tongue with errors causing a	Long pauses while he searches for the desired meaning. Frequently	Only small bits (usually show sentences and phrases) can understand-and

³⁵J.B. Heaton, *Writing English Language Tests* (New York, United States of America: Longman inc, 2001), p. 100

	breakdown in communication. Many 'basic' grammatical and lexical errors.	fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	then with considerable effort by some who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood even when the listener makes great effort for interrupts; the speaker is unable to clarify anything he seems to have said.

3.5.2 The Classification of the Students Score

Table 3.3: classification students' score³⁶

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39

Based on Suharsimi Arikunto's statements that the student who got 80 – 100 scores, they would be in very good position, the students who got 66 – 79 scores, they would be in good position, the students who got 56 – 65 scores, they would be in fair position, while the students who got 40 – 55 scores, they would be in poor position and the student would be in very poor position if they got ≤ 39 scores.

³⁶Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

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

Score =	Students' correct	x 100
	The total item	

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

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

Where:

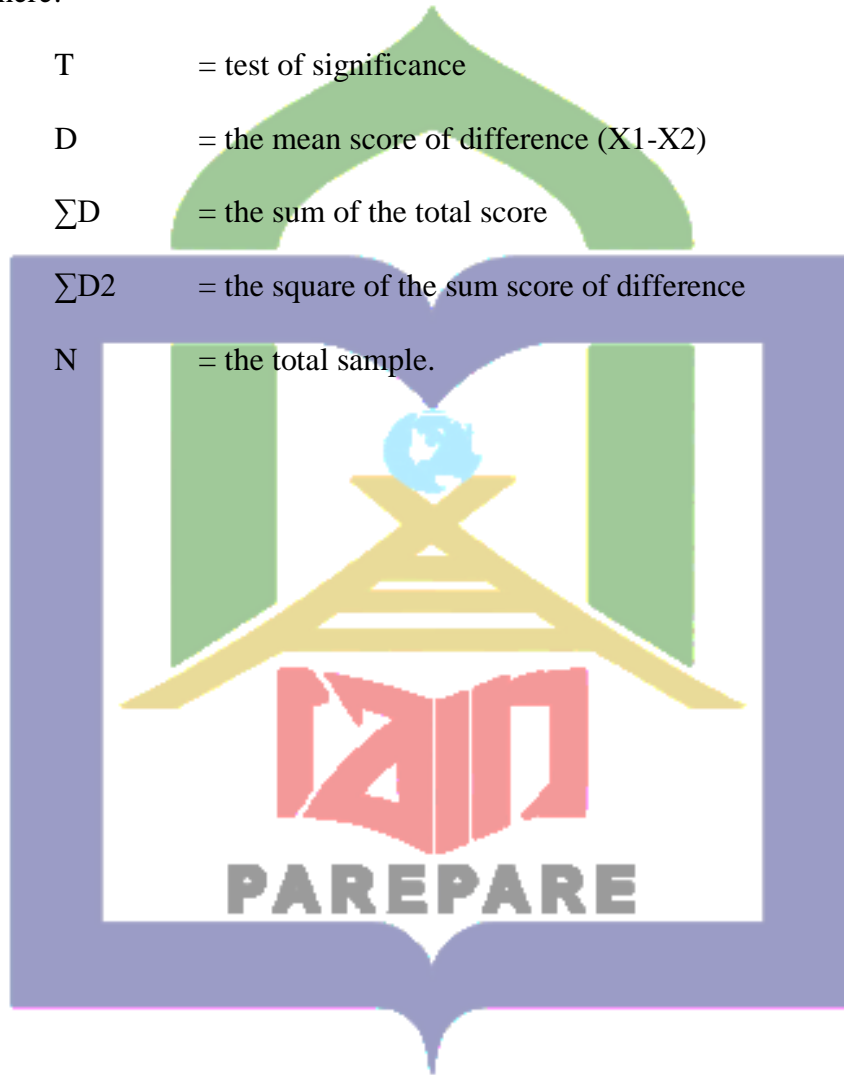
T = test of significance

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.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of two sections, the findings of the research and discussion of the finding. The researcher analyzed the data consisting of the result of the pre-test and post-test in experimental class.

4.1 Finding

The finding of the research dealt with the result of pre-test, the result of post test, standard deviation and t-test.

4.1.1 The Result of Pre-test

The pre-test was given to thirty (30) students from the second year of SMA NEGERI 5 SIDRAP specially XI IPA 1 class. The score was given to the students' speaking skills. The data of this pre-test was for the first problem in the previous chapter. It covered three speaking components i.e. accuracy, fluency, as well as comprehensibility that were analyzed and resulted in the following table:

Table 4.1 the Speaking Score of the Students' Pre-test

No	Students	Speaking Components			Point	Average	Score
		accuracy	fluency	comprehensibility			
1.	SBM	4	4	5	13	4.3	72
2.	HB	3	3	4	10	3.3	55
3.	IA	2	3	2	7	2.3	38
4.	MT	2	2	2	6	2	33
5.	ANH	2	3	2	7	2.3	38
6.	SH	1	2	1	4	1.3	22
7.	YH	2	3	3	8	2.6	44

8.	MAR	1	2	2	5	1.6	27
9.	EV	3	3	3	9	3	50
10.	MD	3	2	2	7	2.3	38
11.	YT	1	2	1	4	1.3	22
12.	IR	2	2	1	5	1.6	27
13.	WF	2	1	1	4	1.3	22
14.	ND	3	2	1	6	2	33
15.	RD	2	2	2	6	2	33
16.	SF	2	2	2	6	2	33
17.	UFF	2	2	3	7	2.3	38
18.	ASN	1	2	2	5	1.6	27
19.	DA	2	3	2	7	2.3	38
20.	ES	2	4	2	8	2.6	44
21.	HT	2	2	3	7	2.3	38
22.	JR	2	3	3	8	2.6	38
23.	TAS	1	1	1	3	1	16
24.	SR	1	1	2	4	1.3	22
25.	RS	2	2	1	5	1.6	27
26.	BL	2	2	2	6	2	33
27.	YY	2	3	4	9	3	50
28.	WW	2	4	1	7	2.3	38
29.	SY	2	2	3	7	2.3	38
30.	MIS	2	3	1	6	2	33
Total					196	64.4	1067

$$X = \frac{\sum X}{N} \quad X = \frac{196}{30} \quad X = 6.5$$

Based on the data of pre-test in the table above, it was stated that there was a student who got 66-79 (good), 5 students who got score 40-55 (poor), 24 students who got ≤ 39 (very poor), and no one student who got 80-100 (very good) and also 56-65 (fair). However, the average score was 6.5 from the overall students' achieved of their speaking skills which meant the quality of the students speaking skills was still low because none of student got highest score and most of them got very poor classification. For more clarification about the data of pre-test, the researcher put the table of the percentage of students' pre-test:

Table 4.2 the percentage of students' pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	0	0%
2	Good	66-79	1	3.3%
3	Fair	56-65	0	0%
4	Poor	40-55	5	16.7%
5	Very Poor	≤ 39	24	80%
Total			30	100%

4.1.2 The Result of Post-test

This post-test was administered after applying the problem based learning as the treatment of this research. The data of this post test was for the second problem in the previous chapter. It was done with the same students in the previous pre-test and

also treatment. The procedures were the same in the pre-test. The analysis of the students' speaking skills was indicated in the following table:

Table 4.3 the Speaking Score of the Students' Post-test

No	Students	Speaking Components			Point	Average	Score
		accuracy	fluency	comprehensibility			
1.	SBM	5	5	5	15	5	83
2.	HB	4	4	4	12	4	66
3.	IA	3	3	4	10	3.3	55
4.	MT	4	3	3	10	3.3	55
5.	ANH	3	4	4	11	3.6	61
6.	SH	2	3	2	7	2.3	38
7.	YH	3	3	3	9	3	50
8.	MAR	2	3	2	7	2.3	38
9.	EV	3	4	4	11	3.6	61
10.	MD	3	3	3	9	3	50
11.	YT	2	3	3	8	2.6	44
12.	IR	2	2	4	8	2.6	44
13.	WF	2	2	3	7	2.3	38
14.	ND	3	3	2	8	2.6	44
15.	RD	3	3	4	10	3.3	55
16.	SF	4	4	3	11	3.6	61
17.	UFF	3	4	3	10	3.3	55
18.	ASN	2	3	3	8	2.6	44
19.	DA	3	3	3	9	3	50

20.	ES	3	4	3	10	3.3	55
21.	HT	3	4	3	10	3.3	55
22.	JR	3	5	3	11	3.6	61
23.	TAS	2	2	2	6	2	33
24.	SR	2	2	2	6	2	33
25.	RS	3	3	2	8	2.6	44
26.	BL	3	3	3	9	3	50
27.	YY	3	4	4	11	3.6	61
28.	WW	3	4	2	9	3	50
29.	SY	3	3	3	9	3	50
30.	MIS	3	3	2	8	2.6	44
Total					277	91.3	1528

$$X = \frac{\sum X}{N} = \frac{277}{30} = X = 9.2$$

Based on the data of post-test in the table above, it was stated that there was a student who got score 80-100 (very good), a student who got score 66-79 (good), 5 students who got score 56-65 (fair), 18 students who got 40-55 (poor), and 5 students who got ≤ 39 (very poor). Overall, the result of the average total score in the post-test was 9.2 which meant the students' speaking skills after applying the problem based learning was better than students' speaking score in the pre-test. For more clarification about the data of post-test, the researcher put the table of the percentage of students' post-test:

Table 4.4 the percentage of students' post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	1	3.3%
2	Good	66-79	1	3.3%
3	Fair	56-65	5	16.7%
4	Poor	40-55	18	60%
5	Very Poor	≤ 39	5	16.7%
Total			30	100%

4.1.3 Standard Deviation

Table 4.5 the Worksheet of the Calculation Score of Pre-test and Post-test

No	Students	X1	X1.X1	X2	X2.X2	D(X2-X1)	D.D
1.	SBM	13	169	15	225	2	4
2.	HB	10	100	12	144	2	4
3.	IA	7	49	10	100	3	9
4.	MT	6	36	10	100	4	16
5.	ANH	7	49	11	121	4	16
6.	SH	4	16	7	49	3	9
7.	YH	8	64	9	81	1	1
8.	MAR	5	25	7	49	2	4
9.	EV	9	81	11	121	2	4
10.	MD	7	49	9	81	2	4

11.	YT	4	16	8	64	4	16
12.	IR	5	25	8	64	3	9
13.	WF	4	16	7	49	3	9
14.	ND	6	36	8	64	2	4
15.	RD	6	36	10	100	4	16
16.	SF	6	36	11	121	5	25
17.	UFF	7	49	10	100	3	9
18.	ASN	5	25	8	64	3	9
19.	DA	7	49	9	81	2	4
20.	ES	8	64	10	100	2	4
21.	HT	7	49	10	100	3	9
22.	JR	8	64	11	121	3	9
23.	TAS	3	9	6	36	3	9
24.	SR	4	16	6	36	2	4
25.	RS	5	25	8	64	3	9
26.	BL	6	36	9	81	3	9
27.	YY	9	81	11	121	2	4
28.	WW	7	49	9	81	2	4
29.	SY	7	49	9	81	2	4
30.	MIS	6	36	8	64	2	4
Total		196	1404	277	2663	81	242

The table of calculation score of pre-test and post test above made the researcher easier for counting standard deviation of pre-test and post test.

4.1.3.1 Standard Deviation of Pre-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x_1^2 - (X_1)^2/N}{n-1}} = \sqrt{\frac{1404 - (196)^2/30}{30-1}} \\
 &= \sqrt{\frac{1404 - 38416/30}{30-1}} \\
 &= \sqrt{\frac{1404 - 1280.5}{29}} \\
 &= \sqrt{\frac{123.5}{29}} = \sqrt{4.25} = 2.06
 \end{aligned}$$

So, the standard deviation of students on pre-test was 2.06.

4.1.3.2 Standard Deviation of Post-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x_2^2 - (X_2)^2/N}{n-1}} = \sqrt{\frac{2663 - (277)^2/30}{30-1}} \\
 &= \sqrt{\frac{2663 - 76729/30}{30-1}} \\
 &= \sqrt{\frac{2663 - 2557.6}{29}} \\
 &= \sqrt{\frac{105.4}{29}} = \sqrt{3.63} = 1.90
 \end{aligned}$$

It had seen that the standard deviation of pre-test was 2.06 and the standard deviation of post test was 1.90. It meant that there was a good impact of distributing data to the students.

4.1.4 T-test

The result of computation of T-test and T-table value was tabulated as follows:

$$\begin{aligned}
 t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{2.7}{\sqrt{\frac{242 - \frac{(81)^2}{30}}{30(30-1)}}} \\
 &= \frac{2.7}{\sqrt{\frac{242 - \frac{6561}{30}}{30(30-1)}}} \\
 &= \frac{2.7}{\sqrt{\frac{242 - 218.7}{30(29)}}} \\
 &= \frac{2.7}{\sqrt{\frac{23.3}{870}}} \\
 &= \frac{2.7}{\sqrt{0.026}} = 16.7
 \end{aligned}$$

So, the result of t-test was 16.7. Then, to find out (df) dependent sample:

$$Df = N-1$$

$$= 30-1$$

$$Df = 29$$

T-table (α) = 1.699 and t-test value = 16.7

The data above meant that t-test higher than t-table ($1.699 < 16.7$). It meant that there was significance difference on students' speaking skills between before and after implementing problem based learning and there was a significant impact on students' speaking skill before and after implementing problem based learning. Based on the result above, it had convinced that through problem based learning able to enhance the students' speaking skills.

4.2 Discussion

In this section, the discussion dealt with the techniques applied in teaching English speaking. The implementation of problem based learning could enhance students' speaking skills at the second grade of SMAN 5 Sidrap. By giving some topics or ill-structured problems to the students, they could express their opinion about the topics based on their experience and also explain easily with the vocabularies that had been prepared in addressing their ideas and opinions.

In the first chapter, there were two the statement of the problems. They are; how was the students' speaking skills before applying problem based-learning? And was problem based-learning able to enhance students' speaking skills? Both these problem statements had been answered by the previous part of this chapter. The first problem statement was answered by the data that researcher got in the pre-test and for the second problem statement was answered by the data which researcher got in the post-test.

It is shown in the pre-test that there was only a student who got 66-79 (good), 5 students who got score 40-55 (poor), 24 students who got ≤ 39 (very poor), and no one student who got 80-100 (very good) and also 56-65 (fair). However, the average score was 6.5 from the overall students' achieved of their speaking skills

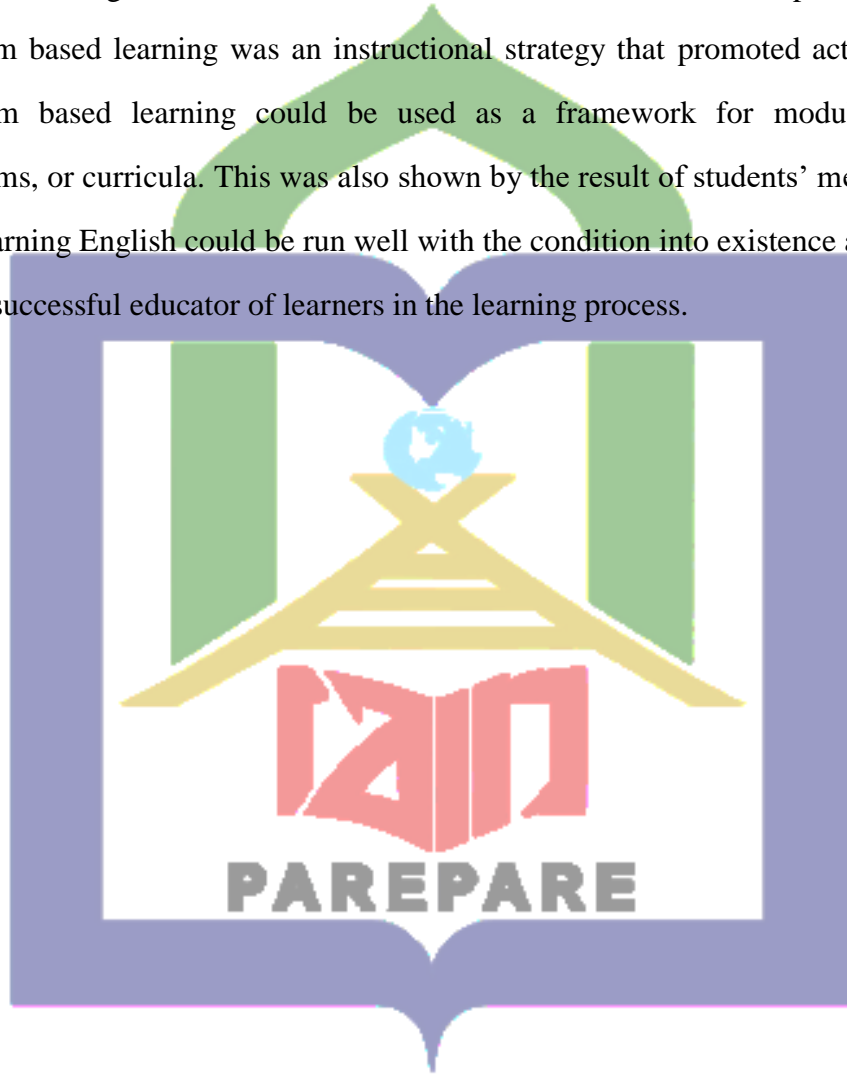
which meant the quality of the students speaking skills was still low because none of student got highest score and most of them got very poor classification.

There were some problems that students faced when they tried to address their ideas or opinion, for example inhibition, lack of vocabulary, lack of topical knowledge, and mother-tongue use. So, the researcher tried to solve these problems by implementing problem based learning as much as three meetings. Each meeting had a different topic or ill-structured problem. For the first topic, most of students felt very difficult to say something. They could explain in Indonesian language but not in English, so that the researcher gave some vocabularies related to the topic and also some expressions to address an opinion. There were also some students, who felt shy to address their opinion so, the researcher also motivated the students for learning English well.

In the second and the third meeting of implementing problem based learning, the students' mood in learning English were better than the first meeting. They commenced to find their confidence in speaking English and dared to address their opinion about the topic. Nevertheless, there were some students who still were shy to speak English but most of them had found their confidence to speak English. They also still lacked of vocabularies but overall, it had been better than the first meeting. It was proved by the result of post test.

In the post test, it was stated that there was a student who got score 80-100 (very good), a student who got score 66-79 (good), 5 students who got score 56-65 (fair), 18 students who got 40-55 (poor), and 5 students who got ≤ 39 (very poor). Overall, the result of the average total score in the post-test was 9.2 which meant the students' speaking skills after applying the problem based learning was better than students' speaking score in the pre-test.

Based on the finding above, the researcher drawn a conclusion that the implementation of problem based learning could enhance the students' speaking skills and also overcame some problems in learning English especially for speaking English as Marget C. Lohman and Michael Finkelstein stated in chapter two that this problem based learning was an instructional strategy that promoted active learning; Problem based learning could be used as a framework for modules, courses, programs, or curricula. This was also shown by the result of students' mean score. So that learning English could be run well with the condition into existence as a response to the successful educator of learners in the learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research findings and discussion in the previous chapter. The suggestion was based on the conclusion.

5.1 Conclusion

5.1.1 Before implementing problem based learning, students speaking skills at the second grade of SMAN 5 Sidrap was very low. It was proved by the data which shown the mean score of pre-test was 6.5 and most of the students got very poor classification.

5.1.2 After implementing problem based learning, students speaking skills at the second grade of SMAN 5 Sidrap was better than the result of the data in the pre-test. It was proved by the data which shown the mean score of pest test was 9.2. Even though, there was still some of the students in the very poor classification but most of them were in the poor classification. It meant that there was a significant enhancement of the students' speaking skills by implementing problem based learning.

5.2 Suggestion

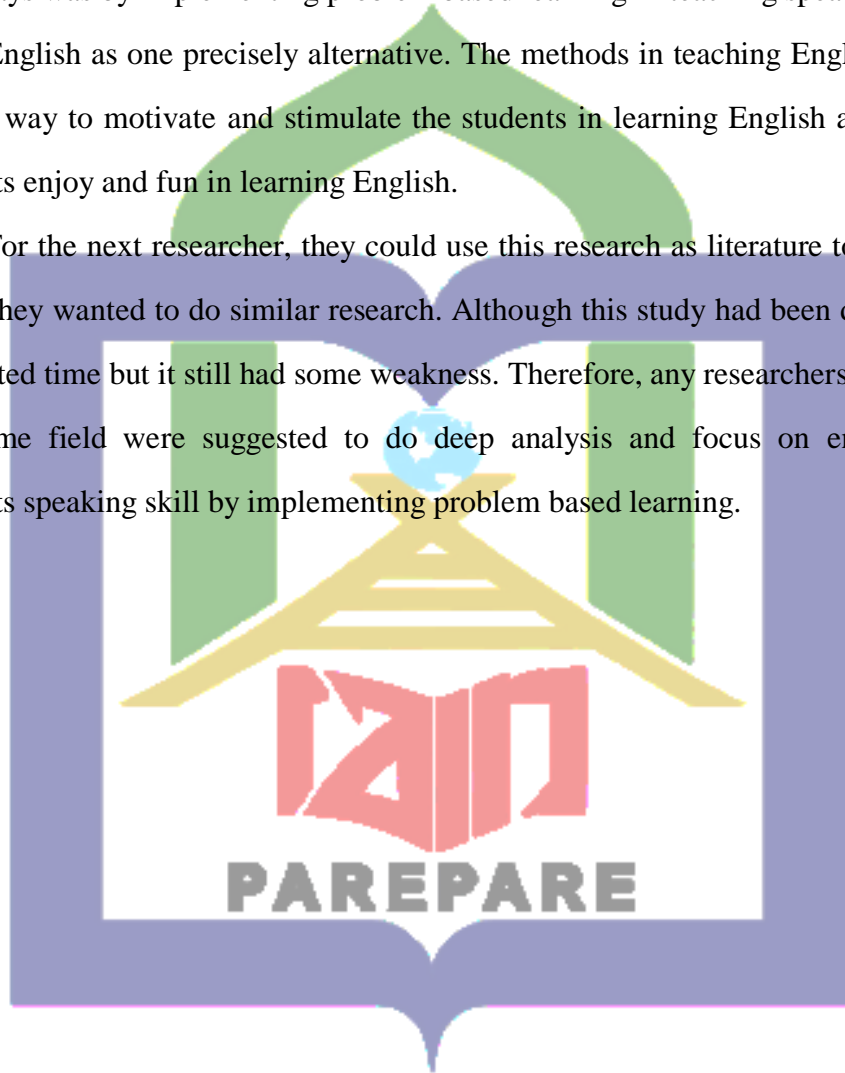
As an English teacher, should not only be able to speak well but also a teacher should have many methods in teaching because without having a method of teaching it had a bored teaching. It was based on the result of the research by implementing problem based learning for students' speaking skills were enthusiastic, intercessor fun, during teaching process of speaking object. The researcher would like

to offer some suggestions to enhance the students speaking skills. The suggestions were:

5.2.1 For the English teacher, to make the students fun in English learning, one of the best ways was by implementing problem based learning in teaching speaking.

5.2.2 English as one precisely alternative. The methods in teaching English speaking as one way to motivate and stimulate the students in learning English and made the students enjoy and fun in learning English.

5.2.3 For the next researcher, they could use this research as literature to guide them when they wanted to do similar research. Although this study had been done because of limited time but it still had some weakness. Therefore, any researchers interested in the same field were suggested to do deep analysis and focus on enhancing the students speaking skill by implementing problem based learning.



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THE INSTRUMENT OF THE RESEARCH

A. Pre-test and Post-test

Give your specific reasons to support your answer!

1. “When people succeed, it is because of hard work. Luck has nothing to do with success.” Do you agree or disagree with the quotation above?
(“Ketika orang meraih kesuksesan, itu karena kerja keras. Keberuntungan tidak ada kaitannya dengan keberhasilan.” Apakah anda setuju atau tidak setuju dengan kutipan di atas?)
2. People learn in different ways. Some people learn by listening to people talk about things, some prefer learning by reading books, and some learning by doing things. Which way of learning do you prefer?
(Orang belajar dengan cara yang berbeda-beda. Ada yang belajar dengan mendengar orang lain membicarakan sesuatu, ada yang lebih suka belajar dengan membaca buku, ada pula yang belajar dengan melakukan sesuatu. Cara belajar yang mana anda lebih sukai?)

B. Treatment

If you were in this situation, what would you do?

SCENARIO ONE

I am a student of senior high school. I am sixteen years old. I want continue my study. But, my father wants me get married. My father chooses a man for me from a rich family. Actually, I do not like the man and I do not want to get married in my young age. My parents do not agree if I continue my study. My mother says to me: “if you do not obey your father, he will send you away from home and you are

not our daughter anymore.” I am confused to face this problem because if I refuse my parents’ wish, I am sinful. But, if I agree to get married with the man, I will suffer because I do not like him.

(saya adalah seorang siswi SMA. Saya berusia 16 tahun. Saya ingin melanjutkan sekolah saya. Tetapi, ayah saya menginginkan saya untuk menikah. Ayah saya memilih seorang lelaki untuk saya dari sebuah keluarga kaya. Sebenarnya, saya tidak menyukai lelaki tersebut dan saya tidak ingin menikah di usia muda saya. Orang tua saya tidak setuju kalau saya melanjutkan sekolah saya. Ibu saya berkata kepada saya: “kalau kau tidak mematuhi ayahmu, dia akan mengusirmu dari rumah dan kau bukan anak perempuan kami lagi.” Saya bingung menghadapi masalah ini karena kalau saya menolak keinginan orang tua saya, saya berdosa. Tetapi, kalau saya setuju untuk menikah dengan lelaki tersebut, saya akan menderita karena saya tidak menyukainya.)

- 1) Should I choose to continue my study? Why?

(Apakah saya harus memilih untuk melanjutkan sekolah saya? Mengapa?)

- 2) Should I obey my parents’ wish? Why?

(Apakah saya harus mematuhi keinginan orang tua saya? Mengapa?)

SCENARIO TWO

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

(Saya berjalan di sebuah jalan yang ramai. Hari itu sangat panas. Tiba-tiba saya melihat seorang lelaki tua. Dia berusia kurang lebih 70 tahun. Lelaki tua tersebut berjalan tertatih dengan tongkatnya. Dia menyeberang jalan. Sekitar 20 meter di depan dia, sebuah truk berlari sangat kencang. Saya bergegas untuk menolongnya. Tetapi setelah saya berlari beberapa langkah, saya tiba-tiba mendengar tangisan seorang bayi. Saya melihat ke sungai di pinggir jalan. Ternyata, seorang bayi terapung di atas sebuah rakit. Aliran air di sungai itu sangat deras. Saya fikir, bayi tersebut akan tenggelam ke dasar sungai.)

1) Should I help the old man? Why?

(Apakah saya harus menolong lelaki tua itu? Mengapa?)

2) Should I help the baby? Why?

(Apakah saya harus menolong bayi tersebut? Mengapa?)

SCENARIO THREE

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

(Saya berusia 18 tahun dan akan tamat dari SMA. Ini benar-benar gila. Orang tua saya menekan saya agar menjadi seorang dokter. Ini tidak lucu sama sekali. Saya mencoba memberi alasan pada mereka dan saya benar-benar tidak mengerti mengapa mereka beranggapan dokter bagaikan orang-orang yang seperti dewa. Maksud saya, saya benar-benar suka bahasa inggris dan mengajar. Saya yakin bahwa saya bisa bekerja dengan baik dengan itu sehingga menghasilkan uang untuk masa depan saya. Jadi, saya begitu tertarik untuk mengajar bahasa inggris. Saya beritahukan kepada mereka semua fakta mengenai bagaimana kalau mengajar bahasa inggris adalah masa depan saya, para guru dan dosen menghasilkan banyak uang. Saya beritahukan mereka saya suka mengajar, saya pandai dibidang itu (saya sangat membenci matematika,biologi fisika dan kimia sebagaimana pelajaran yang dimiliki jurusan kedokteran. Anda tahu bidang itu sama sekali tidak menarik bagi saya). Dan saya akan melakukan yang lebih baik pada bidang yang saya sukai.

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

(Dan sekarang, hal ini nampaknya menjadi sangat rumit, mereka menolak kenyataan tersebut dan mereka mengatakan kepada saya bahwa mereka tidak akan pernah membayar biaya kuliah saya karena mereka tidak mendukung saya pada jurusan itu. Saya sesungguhnya membutuhkan mereka untuk menyemangati saya

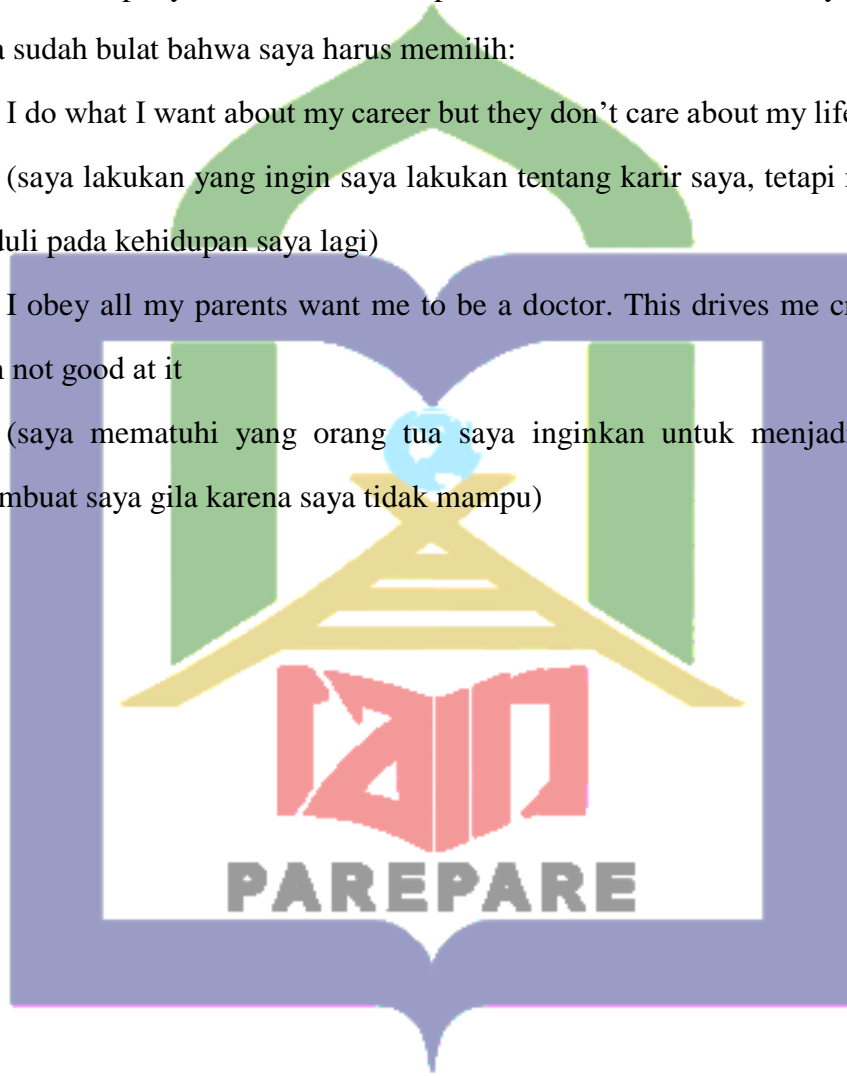
melakukan apapun yang saya inginkan pada karir saya dan saya bisa membuat mereka bangga dengan itu. Mereka tidak perlu menekan saya, tapi berikanlah saya arahan pada karir yang saya pilih sendiri. Saya mengerti mengapa orang tua saya barangkali mempunyai niat baik, meskipun itu tidak adil menurut saya. Keputusan mereka sudah bulat bahwa saya harus memilih:

1) I do what I want about my career but they don't care about my life anymore.

(saya lakukan yang ingin saya lakukan tentang karir saya, tetapi mereka tidak peduli pada kehidupan saya lagi)

2) I obey all my parents want me to be a doctor. This drives me crazy because I'm not good at it

(saya mematuhi yang orang tua saya inginkan untuk menjadi dokter. Ini membuat saya gila karena saya tidak mampu)



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Mahasiswa : Nur Alamsyah
NIM : 13.1300.064
Sekolah : SMA NEGERI 5 SIDRAP
Mata pelajaran : Bahasa Inggris
Kelas : XI IPA 1
Alokasi waktu : 2 x 40 menit
Skill : Speaking (Implementing Problem Based Learning)
Pertemuan : 1

I. STANDAR KOMPETENSI

- ❖ Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR

- ❖ Mengungkapkan makna dalam percakapan transaksional (to get this done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tutur menasehati, memperingatkan, meluluskan permintaan serta menyatakan perasaan relief, pain dan pleasure

III. INDIKATOR

- ❖ Peserta didik mampu berbahasa Inggris dengan cepat dan tepat

- ❖ Membentuk pola pikir yang tanggap terhadap masalah-masalah dalam konteks kehidupan sehari-hari

IV. TUJUAN PEMBELAJARAN

- ❖ Menggunakan alasan yang spesifik dan jelas sebagai faktor pendukung dari jawaban
- ❖ Melatih kemampuan berfikir peserta didik
- ❖ Meningkatkan kepercayaan diri peserta didik dalam speaking

V. MATERI PEMBELAJARAN

If you were in this situation, what would you do?

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

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dan kau bukan anak perempuan kami lagi.” Saya bingung menghadapi masalah ini karena kalau saya menolak keinginan orang tua saya, saya berdosa. Tetapi, kalau saya setuju untuk menikah dengan lelaki tersebut, saya akan menderita karena saya tidak menyukainya.)

3) Should I choose to continue my study? Why?

(Apakah saya harus memilih untuk melanjutkan sekolah saya? Mengapa?)

4) Should I obey my parents' wish? Why?

(Apakah saya harus mematuhi keinginan orang tua saya? Mengapa?)

VI. METODE PEMBELAJARAN

❖ Ceramah

Metode ini digunakan untuk memulai pembelajaran terutama di awal kegiatan dan pada saat penjelasan materi pembelajaran

❖ Diskusi

Metode ini digunakan untuk memberikan kesempatan kepada siswa mengeluarkan pendapatnya masing-masing terhadap topik yang diberikan

VII. LANGKAH_LANGKAH PEMBELAJARAN

No	Tahapan Kegiatan	UraianKegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan (Eksplorasi)	1. Salam dan tutur sapa 2. Berdoa sebelum belajar 3. Mengecek kehadiran peserta didik	10 menit
2.	Kegiatan inti (elaborasi)	1. Pendidik Memberikan penjelasan mengenai Problem Based Learning 2. Pendidik memberitahukan beberapa	60 menit

		<p>contoh topik pembahasan yang berkaitan dengan Problem Based Learning</p> <p>3. Pendidik membagi siswa dalam beberapa kelompok dan setiap kelompok di berikan topik mengenai kehidupan sehari-hari untuk di diskusikan</p> <p>4. Setelah berdiskusi dengan kelompoknya, setiap siswa di berikan kesempatan untuk mengemukakan pendapatnya sementara pendidik mengamati penampilan siswa.</p>	
3.	Kegiatan Penutup (konfirmasi)	<p>1. Pendidik memberi kesimpulan tentang materi yang telah dipelajari.</p> <p>2. Pendidik menutup pelajaran</p>	10 menit

VIII. SUMBER PEMBELAJARAN

1. Buku Bahasa Inggris
2. Internet

IX. PENILAIN

1. Ketepatan dalam berbicara
2. Kecepatan dalam berbicara
3. Penggunaan bahasa (mudah atau sulit untuk di pahami)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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Kelas : XI IPA 1
Alokasi waktu : 2 x 40 menit
Skill : Speaking (Implementing Problem Based Learning)
Pertemuan : 2

I. STANDAR KOMPETENSI

- ❖ Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR

- ❖ Mengungkapkan makna dalam percakapan transaksional (to get this done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tutur menasehati, memperingatkan, meluluskan permintaan serta menyatakan perasaan relief, pain dan pleasure

III. INDIKATOR

- ❖ Peserta didik mampu berbahasa Inggris dengan cepat dan tepat
- ❖ Membentuk pola pikir yang tanggap terhadap masalah-masalah dalam konteks kehidupan sehari-hari

IV. TUJUAN PEMBELAJARAN

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(Saya berjalan di sebuah jalan yang ramai. Hari itu sangat panas. Tiba-tiba saya melihat seorang lelaki tua. Dia berusia kurang lebih 70 tahun. Lelaki tua tersebut berjalan tertatih dengan tongkatnya. Dia menyeberang jalan. Sekitar 20 meter di depan dia, sebuah truk berlari sangat kencang. Saya bergegas untuk menolongnya. Tetapi setelah saya berlari beberapa langkah, saya tiba-tiba mendengar tangisan seorang bayi. Saya melihat ke sungai di pinggir jalan. Ternyata, seorang bayi

terapung di atas sebuah rakit. Aliran air di sungai itu sangat deras. Saya fikir, bayi tersebut akan tenggelam ke dasar sungai.)

1) Should I help the old man? Why?

(Apakah saya harus menolong lelaki tua itu? Mengapa?)

2) Should I help the baby? Why?

(Apakah saya harus menolong bayi tersebut? Mengapa?)

VI. METODE PEMBELAJARAN

❖ Ceramah

Metode ini digunakan untuk memulai pembelajaran terutama di awal kegiatan dan pada saat penjelasan materi pembelajaran

❖ Diskusi

Metode ini digunakan untuk memberikan kesempatan kepada siswa mengeluarkan pendapatnya masing-masing terhadap topik yang diberikan

VII. LANGKAH LANGKAH PEMBELAJARAN

No	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan (Eksplorasi)	<ol style="list-style-type: none"> 1. Salam dan tutur sapa 2. Berdoa sebelum belajar 3. Mengecek kehadiran peserta didik 	10 menit
2.	Kegiatan inti (elaborasi)	<ol style="list-style-type: none"> 1. Pendidik Membentuk kelompok yang berbeda dengan pertemuan pertama 2. Pendidik membagikan topik pembahasan kepada setiap kelompok dan memberikan waktu untuk berdiskusi bersama teman 	60 menit

		kelompoknya 3. Setelah berdiskusi dengan kelompoknya, setiap siswa di berikan kesempatan untuk mengemukakan pendapatnya sementara pendidik mengamati penampilan siswa.	
3.	Kegiatan Penutup (konfirmasi)	1. Pendidik memberi kesimpulan tentang materi yang telah dipelajari. 2. Pendidik menutup pelajaran	10 menit

VIII. SUMBER PEMBELAJARAN

1. Buku Bahasa Inggris
2. Internet

IX. PENILAIAN

1. Ketepatan dalam berbicara
2. Kecepatan dalam berbicara
3. Penggunaan bahasa (mudah atau sulit untuk di pahami)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Mahasiswa : Nur Alamsyah
NIM : 13.1300.064
Sekolah : SMA NEGERI 5 SIDRAP
Mata pelajaran : Bahasa Inggris
Kelas : XI IPA 3
Alokasi waktu : 2 x 40 menit
Skill : Speaking (Implementing Problem Based Learning)
Pertemuan : 3

I. STANDAR KOMPETENSI

- ❖ Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR

- ❖ Mengungkapkan makna dalam percakapan transaksional (to get this done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tutur menasehati, memperingatkan, meluluskan permintaan serta menyatakan perasaan relief, pain dan pleasure

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- ❖ Peserta didik mampu berbahasa Inggris dengan cepat dan tepat
- ❖ Membentuk pola pikir yang tanggap terhadap masalah-masalah dalam konteks kehidupan sehari-hari

IV. TUJUAN PEMBELAJARAN

- ❖ Menggunakan alasan yang spesifik dan jelas sebagai faktor pendukung dari jawaban
- ❖ Melatih kemampuan berfikir peserta didik
- ❖ Meningkatkan kepercayaan diri peserta didik dalam speaking

V. MATERI PEMBELAJARAN

If you were in this situation, what would you do?

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

(Saya berusia 18 tahun dan akan tamat dari SMA. Ini benar-benar gila. Orang tua saya menekan saya agar menjadi seorang dokter. Ini tidak lucu sama sekali. Saya mencoba memberi alasan pada mereka dan saya benar-benar tidak mengerti

mengapa mereka beranggapan dokter bagaikan orang-orang yang seperti dewa. Maksud saya, saya benar-benar suka bahasa Inggris dan mengajar. Saya yakin bahwa saya bisa bekerja dengan baik dengan itu sehingga menghasilkan uang untuk masa depan saya. Jadi, saya begitu tertarik untuk mengajar bahasa Inggris. Saya beritahukan kepada mereka semua fakta mengenai bagaimana kalau mengajar bahasa Inggris adalah masa depan saya, para guru dan dosen menghasilkan banyak uang. Saya beritahukan kepada mereka saya suka mengajar, saya pandai dibidang itu (saya sangat membenci matematika, biologi, fisika dan kimia sebagaimana pelajaran yang dimiliki jurusan kedokteran. Anda tahu bidang itu sama sekali tidak menarik bagi saya). Dan saya akan melakukan yang lebih baik pada bidang yang saya sukai.

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

(Dan sekarang, hal ini nampaknya menjadi sangat rumit, mereka menolak kenyataan tersebut dan mereka mengatakan kepada saya bahwa mereka tidak akan pernah membayar biaya kuliah saya karena mereka tidak mendukung saya pada jurusan itu. Saya sesungguhnya membutuhkan mereka untuk menyemangati saya melakukan apapun yang saya inginkan pada karir saya dan saya bisa membuat mereka bangga dengan itu. Mereka tidak perlu menekan saya, tapi berikanlah saya arahan pada karir yang saya pilih sendiri. Saya mengerti mengapa orang tua saya

barangkali mempunyai niat baik, meskipun itu tidak adil menurut saya. Keputusan mereka sudah bulat bahwa saya harus memilih:

1) I do what I want about my career but they don't care about my life anymore.

(saya lakukan yang ingin saya lakukan tentang karir saya, tetapi mereka tidak peduli pada kehidupan saya lagi)

2) I obey all my parents want me to be a doctor. This drives me crazy because I'm not good at it

(saya mematuhi yang orang tua saya inginkan untuk menjadi dokter. Ini membuat saya gila karena saya tidak mampu)

VI. METODE PEMBELAJARAN

- ❖ Ceramah
Metode ini digunakan untuk memulai pembelajaran terutama di awal kegiatan dan pada saat penjelasan materi pembelajaran
- ❖ Diskusi
Metode ini digunakan untuk memberikan kesempatan kepada siswa mengeluarkan pendapatnya masing-masing terhadap topik yang diberikan

VII. LANGKAH_LANGKAH PEMBELAJARAN

No	Tahapan Kegiatan	UraianKegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan (Eksplorasi)	1. Salam dan tutur sapa 2. Berdoa sebelum belajar 3. Mengecek kehadiran peserta didik	10 menit
2.	Kegiatan inti (elaborasi)	1. Pendidik Membentuk kelompok yang berbeda dengan pertemuan kedua dan	60 menit

		<p>pertama</p> <p>2. Pendidik membagikan topik pembahasan kepada setiap kelompok dan memberikan waktu untuk berdiskusi bersama teman kelompoknya</p> <p>3. Setelah berdiskusi dengan kelompoknya, setiap siswa di berikan kesempatan untuk mengemukakan pendapatnya sementara pendidik mengamati penampilan siswa.</p>	
3.	Kegiatan Penutup (konfirmasi)	<p>1. Pendidik memberi kesimpulan tentang materi yang telah dipelajari.</p> <p>2. Pendidik menutup pelajaran</p>	10 menit

VIII. SUMBER PEMBELAJARAN

1. Buku Bahasa Inggris
2. Internet

IX. PENILAIN

1. Ketepatan dalam berbicara
2. Kecepatan dalam berbicara
3. Penggunaan bahasa (mudah atau sulit untuk di pahami)

DOCUMENTATION









KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

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 Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B - 966 /Sti.08/PP.00.9/03/2018

Lampiran : -

Hal : Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KAB. SIDENRENG RAPPANG
 Cq. Badan Kesatuan Bangsa dan Politik
 di
 KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : NURALAMSYAH
 Tempat/Tgl. Lahir : BATU BATU, 11 Juli 1995
 NIM : 13.1300.064
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : X (Sepuluh)
 Alamat : DESA WANIO, KEC. PANCA LAUTANG, KAB. SIDENRENG RAPPANG

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

"THE IMPLEMENTATION OF PROBLEM BASED LEARNING TOWARD ENHANCE THE STUDENT SPEAKING SKILL AT THE SECOND GRADE OF SMA NEGERI 5 SIDRAP"

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

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

Terima kasih,

05 Maret 2018

An. Ketua
 Ketua Bidang Akademik dan
 Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
 DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN
 Telepon (0421) - 3590005 Email : pttsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 216/IP/DPMPSTSP/4/2018

- DASAR:
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pen dele gasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **NUR ALAMSYAH** Tanggal **02-04-2018**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **BADAN KESATUAN BANGSA DAN POLITIK KAB. SIDRAP** Nomor **800/219/KesbangPol/2018** Tanggal **21-03-2018**

MENGIZINKAN

KEPADA

NAMA : **NUR ALAMSYAH**

ALAMAT : **DSN WANIO, DESA WANIO, KEC. PANCA LAUTANG**

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

JUDUL PENELITIAN : " THE IMPLEMENTATION OF PROBLEM BASED LEARNING TOWARD ENHANCE THE STUDENT SPEAKING SKILLS AT THE SECOND GRADE OF SMA NEGERI 5 SIDENRENG RAPPANG "

LOKASI PENELITIAN : **SMA NEGERI 5 KABUPATEN SIDENRENG RAPPANG**

JENIS PENELITIAN : **KUANTITATIF**

WAKTU PENELITIAN : **02 April 2018 s.d 02 Mei 2018**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 02-04-2018

An. **BUPATI SIDENRENG RAPPANG**



Biaya : Rp. 0,00

H. NURJAMAN, SE

Pangkat : Pembina Utama Muda
NIP : 19580202 198702 1 005

Tembusan :

- KEPALA DINAS PENDIDIKAN KAB. SIDRAP
- KEPALA SEKOLAH SMA NEGERI 5 SIDENRENG RAPPANG
- KETUA STADN PARE-PARE
- PERTINGGAL



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 5 SIDRAP

Alamat : Jalan Poros Soppeng Desa Teppo Kec. Tellu Limpoe Kab. Sidrap Telp. (0421) 3581848. Pos. 91671

Tellu Limpoe, 23 April 2018

SURAT KETERANGAN
No. 422/040/SMA.5/SDR/2018

Yang bertanda tangan di bawah ini:

Nama : Drs. H. Muhammad Ilyas Y, M.Pd
NIP : 19591231 198703 1 122
Pangkat/golongan : Pembina Tk.I, IV/b
Jabatan : Kepala Sekolah
Unit organisasi : SMA Negeri 5 Sidrap

Menerangkan dengan sebenarnya bahwa:

Nama : NURALAMSYAH
NIM : 13.1300.064
Jurusan : Tarbiyah dan Adab
Program Studi : Pendidikan Bahasa Inggris
Alamat : Desa Wanio Kec. Panca Lautang Kab. Sidenreng Rappang

Mahasiswa tersebut telah selesai mengadakan penelitian di sekolah kami mulai tanggal 16 s.d 22 April 2018, guna memperoleh data yang diperlukan dalam penelitian skripsi yang berjudul **"THE IMPLEMENTATION OF PROBLEM BASED LEARNING TOWARD ENHANCE THE STUDENT SPEAKING SKILL AT THE SECOND GRADE OF SMA NEGERI 5 SIDRAP"**.

Demikian surat keterangan ini disampaikan, untuk digunakan sebagaimana mestinya.

Kepala sekolah



[Handwritten Signature]
Drs. H. MUHAMMAD ILYAS Y, M.Pd
Pangkat: Pembina Tk.I
NIP. 19591231 198703 1 122

CURRICULUM VITAE



The writer Nur Alamsyah was born on July 11th, 1995 at Batu-Batu, Soppeng. He is the first of three children from a nice couple of Rustan and Nurbaya and he is the only son in his family. He started his education in Kindergarten RA DDI Wanio in 2000 then continued in Elementary School SD Negeri 4 Wanio in 2002 that finish in 2007. Then, he went to Junior High School Mts DDI Wanio in 2008 that finished in 2010. In 2013, he completed his Senior High School at SMA Negeri 1 Tellulimpoe that is changed to be SMA Negeri 5 Sidrap now. At the same year, he registered in State Islamic College (STAIN) that is changed to be Institute Islamic College (IAIN) Parepre now and he finished his study in 2018 with the title of skripsi *“The Implementation of Problem Based Learning toward Enhance the Students’ Speaking Skill at the Second Grade of SMA Negeri 5 Sidrap”*. During his study period in S1, he took an intensive English course called ELP (English Life Programs) for twice in Biringkanaya, Makassar. He had an English club called AMC (American English Club) during as a student in Parepare and was a member of Boys Dormitory (ASPURA) STAIN Parepare in 2013-2015.