

**THE EFFECTIVENESS OF PROBLEM BASED LEARNING STRATEGY IN
IMPROVING STUDENTS SPEAKING SKILL AT THE SEVENTH YEAR
STUDENTS OF MTs. BONELEMO. KEC.BAJO BARAT**



A THESIS

**Submitted to the English language of S1 Tarbiyah Department of State College
for Islamic studies of Palopo in partial fulfillment of requirement for S.Pd
Degree in English Education**

IAIN PALOPO

By,

**HERLIANI
REG. NUM. 09.16.3.0067**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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Under the Supervised by:

- 1. Wisran, S,S,M.Pd.**
- 2. Muh. Irfan Hasanuddn,S.Ag.M.A.**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
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2014**

LIST OF CONTENTS

Title Page	i
Approval Page.....	ii
Acknowledgements	iii
Abstract	vi
List of contents	vii
List of tables	ix

CHAPTER I INTRODUCTION

A. Background	1
B. Problem Statements	4
C. Objectives of Research	4
D. Significances of the Research	5
E. Scope of the Research.....	5

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Previous of Related Literature	6
B. Speaking	7
1. Definition of Speaking	7
2. The Problem of Speaking.....	8
3. Types of Classroom Speaking Performance	9
4. Principles for Teaching Speaking Skill.....	13

5. Component of Speaking.....	15
C. Definition of Problem Based Learning	16
D. Useful Expression for Problem-Based Learning	18
E. Relation between Problem-Based Learning and Speaking	20
F. Conceptual Framework	22
G. Hypothesis.....	23

CHAPTER III RESEARCH METHOD

A. Method and Design of Research	24
B. Variables	24
C. Population and Sample.....	25
D. Instrument of The Research	25
E. Procedures of Collecting Data	26
F. Technique Data Analysis	27

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	33
B. Discussion	61

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	66
B. Suggestion.....	67

BIBLIOGRHAPY	68
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APPENDIXES

LIST OF TABLES

Table 4.1 The rate Percentage of Students' Score in the Are of Accuracy of pre-test.....	33
Table 4.2 The Rate Percentage of Students' Score in the Area of Fluency of pre-test.....	34
Table 4.3 The Rate Percentage of Students' Score in the Area of Comprehensibility of Pre-test	34
Table 4.4 The Students' Raw Score of Pre-test	35
Table 4.5 The Rate Percentage of Students' Score in the Area of Accuracy of Post-test.....	36
Table 4.6 The Rate of Students' Score in The Area Fluency of Post-test	36
Table 4.7 The Percentage of Students' Score in the Area of Comprehensibility of Post-test.....	37
Table 4.8 The Students' Raw Scores of Post-test	38
Table 4.9 The Students' Gain Scores in the Area of accuracy	39
Table 4.10 Deviation Standard for each subject and squared deviation in Accuracy	40
Table 4.11 The Students' Gain score in the Area of Fluency	43
Table 4.12 Deviation Standard for Each Subject and squared deviation in Fluency	44
Table 4.13 The Students' Gain in the Score in the area of Comprehensibility.....	47

Table 4.14 Deviation Standard for Each subject and Squared deviation in Comprehensibility.....	48
Table 4.15 The Students' Gain of Pre-test and Post-test	51
Table 4.16 Deviation Standard for Each subject and squared Deviation of Students' Speaking Skill in Pre-test and Post-test.....	53
Table 4.17 Students are Happy Studying English by Using Problem Based Learning Strategy	56
Table 4.18 Students took Part Actively During applying Strategy	56
Table 4.19 Studying English with Problem Based Learning Strategy is Faster English than Other method.....	57
Table 4.20 The important Thing in Studying English is Speaking.....	57
Table 4.21 Studying speaking by Using Problem Based Learning Strategy Just Less a Time.....	58
Table 4.22 The Teachers' Skill Affects the Students' Understanding the Subject.....	58
Table 4.23 This Strategy Can Make students Bored.....	59
Table 4.24 The subject Which was Given during this Program Fit with Students' Level of class	59
Table 4.25 The Students' Learning Motivation Increases After applying This Method	60
Table 4.26 This Strategy Have not influence to Increase the Speaking Ability ..	60

PRONOUNCEMENT

I have been signature below:

Name : Herliani
Reg. number : 09.16.3.0067
Study Program : Tadris English
Department : Tarbiyah

With all awareness and consciousness, the researcher who sign below, pronounces that is thesis literary work of researcher herself. If someday it is proven that is thesis duplicated, copied or made by other people as whole or partially, this thesis is will be the responsibility of the writer for low.

Palopo, 5 Januari 2014

Researcher

Herliani

Nim. 09.16.3.0067

ABSTRACT

Herliani, 2014. *The effectiveness of Problem Based Learning Strategy in Improving Students Speaking Skill At The Seventh Year Students of MTS.Bonelemo. Kec.Bajo Barat. Thesis, English Study Program of Tarbiyah Department Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultant, Wisran, and Muh.Irfan Hasanuddin,*

Key words: *The Effectiveness, Based Learning Strategy, Speaking Skill.*

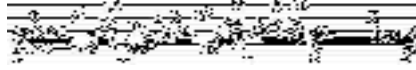
This thesis focused on The Effectiveness of Problem Based Learning Strategy. This thesis focused on two problem statement: Is the problem based learning Strategy effective in improving students speaking skill at the seventh year students of MTs Bonelemo. and what is the students response about problem based leaning strategy in teaching speaking skill at the seventh year student of MTs Bonelemo.

This research applied experimental research with pre-test and post-test design. This research was undertaken at the seventh year students of MTs Bonelemo.

The number of population of were 54 students and the researcher took 24 students from class B as samples using purposive sampling strategy. The researcher used test and questionnaire as instruments of the data collection.

The result of this research showed that were significant the effectiveness on student's speaking skill at the seventh year of MTs Bonelemo after conducting the treatments by using Problem based learning strategy. In which the score of t_{tes} (9,34) is bigger than the score of t_{table} (2,07). It means that there is significance difference between the students ability in using speaking skill at the seventh year students of MTs Bonelemo before applying problem based learning strategy. The researcher found that most of students gave positive respond by using problem based learning strategy.

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الحمد لله رب العالمين والصلاة والسلام على اشرف انبياء
والمرسلين و علي اله واصحابه اجمعين

The researcher expresses her gratitude to the almighty God that has been giving her guidance, inspiration, and good health, so that this thesis as the requirement for degree of. Sarjana Pendidikan (S.Pd.) at The State College for Islamic Studies (STAIN) Palopo on the title *The Effectiveness of Problem Based Learning In Improving Students Speaking Skill At the Seventh Year Students of MTs. Bonelemo Kec. Bajo* could be finished. Shalawat and salam attended to the great prophet Muhammad peace be upon him,

The researcher realizes that the existence of this thesis was receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankful to:

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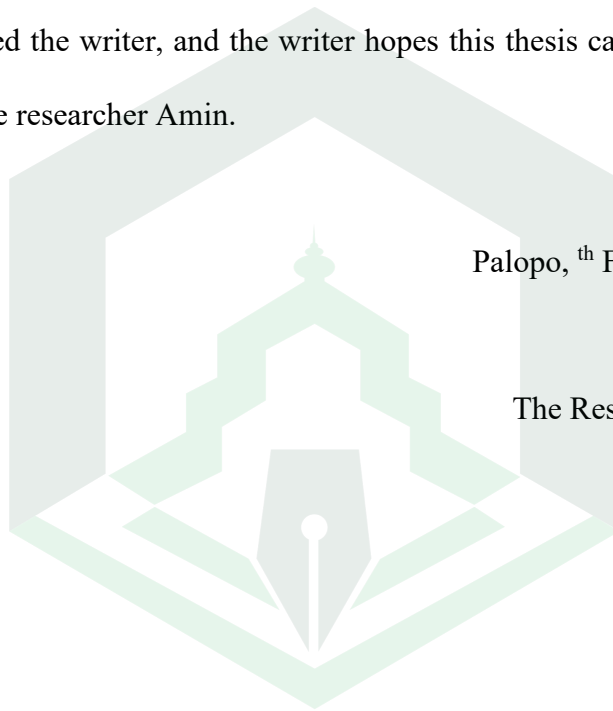
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Finally, the writer pray to God, may Allah give reward to all of the people who have helped the writer, and the writer hopes this thesis can be useful for others, especially to the researcher Amin.

Palopo, th Februari 2014

The Researcher



IAIN PALOPO

APPENDIX B
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MTs Bonelemo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / II
Materi : Problem Solving
Alokasi waktu : 2 x 40 minutes

A. Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar : Mengungkapkan makna dalam percakapan transaksional (to get things done) interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima

C. Indikator :

1. Mengidentifikasi pengertian dari Problem Solving
2. Mampu memberikan solusi atau pendapat tentang problem solving

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi pengertian dari Problem Solving
2. Mampu memberikan solusi atau pendapat problem solving

E. Materi Pembelajaran:

Problem solving (metode pemecahan masalah) adalah penggunaan metode dalam kegiatan pembelajaran dengan jalan melatih siswa menghadapi berbagai

masalah baik itu masalah pribadi atau perorangan maupun masalah kelompok untuk dipecahkan sendiri secara bersama-sama.

Example : what do you thing about teenager in Indonesia?

Answer : I thing that teenager in indonesia are being naughty. It has changed 180 degrees. They like to skip classes, hang out, smoke, partying and go home late. Sometimes they had a fight with their parents, they've dating but is a negative way and it just way too much for teents, they don't want to study they go to club.

F. Metode Pembelajaran : Diskusi

G. Langkah-langkah Pembelajaran :

Pertemuan I

a. Kegiatan Awal:

1. Memberi salam dan memulai pembelajaran dengan berdo'a
2. Mencatat siswa yang tidak hadir
3. Membuka proses berfikir siswa dan menyampaikan pendahuluan materi yang akan disajikan.

b. Kegiatan Inti:

1. Membagi siswa dalam 2 kelompok.
2. Memberikan tugas kepada masing-masing kelompok.
3. Memberikan penghargaan kepada kelompok yang mendapat nilai tertinggi.

c. Kegiatan Penutup:

1. Menanyakan kesulitan yang dialami siswa selama kegiatan belajar mengajar berlangsung.
2. Menyimpulkan materi.
3. Memberitahukan materi pada pertemuan selanjutnya kepada siswa untuk dipelajari dirumah.

H. Sumber pembelajaran: Buku English and Article

I. Penilaian : Tes tertulis

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Bonelemo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / II
Materi : Problem Solving
Alokasi waktu : 2 x 40 minutes

A. Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar : Mengungkapkan makna dalam percakapan transaksional (to get things done) interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima

C. Indikator :

1. Mengidentifikasi kalimat tentang problem solving
2. Mampu Memberikan solusi atau pendapat tentang problem solving

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi kalimat tentang problem solving
2. Mampu memberikan solusi atau pendapat tentang problem solving

E. Materi Pembelajaran:

Should students take part time jobs

Working and going to school is challenging, it can be rewarding experience if you use some foresight. However, you'd better think a hundred times before you

decide to take a part time job, there are lot things that should be factored in on the deciao to take a part time job.

Question : students are asked to present the explanation some positive and negative side of students taking part time job?

Answer :

negative side : working and stile maintaining a good grade at school is not an easy task. Having less time for schoolwork becomes the main negative effect. Consequently, many students who work part time fail to perform at their best both on schoolwork and on examinations.

Positive side : a part time jobs helps students to support day to day living expenses. Working can be a valuable part of students life, if taken on responsibly. Students can derive a great deal from working, considerably more than just money. In most cases, they can acquire a nice dose bdiscipline and whole new set off skills and experiences.

F. Metode Pembelajaran :

1. Persentasi
2. belajar kelompok
3. Award group

G. Langkah-langkah Pembelajaran :

Pertemuan ke-2

a. Kegiatan Awal:

1. Memberi salam dan memulai pembelajaran dengan berdo'a
2. Mencatat siswa yang tidak hadir
3. Membuka proses berfikir siswa dan menyampaikan pendahuluan materi yang akan disajikan.

b. Kegiatan Inti:

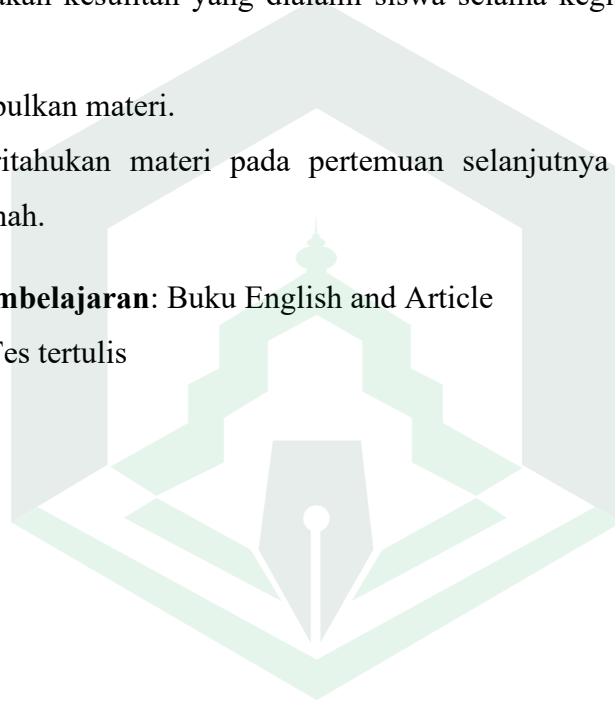
1. Membagi siswa dalam 5 kelompok.
2. Memberikan tugas kepada masing-masing kelompok.
3. Memberikan kuis kepada siswa dan siswa mengerjakan sendiri.
4. Memberikan penghargaan kepada kelompok yang mendapat nilai tertinggi.

c. Kegiatan Penutup:

1. Menanyakan kesulitan yang dialami siswa selama kegiatan belajar mengajar berlangsung.
2. Menyimpulkan materi.
3. Memberitahukan materi pada pertemuan selanjutnya kepada siswa untuk dipelajari di rumah.

H. Sumber pembelajaran: Buku English and Article

I. Penilaian : Tes tertulis



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Bonelemo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / II
Materi : Problem Solving
Alokasi waktu : 2 x 40 minutes

A. Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar : Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator :

1. Mengidentifikasi kalimat problem solving tentang Flood in Indonesia
2. Mampu mengeluarkan solusi atau pendapat tentang Flood in Indonesia

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi kalimat problem solving tentang Flood in Indonesia
2. Mampu mengeluarkan solusi atau pendapat tentang flood in Indonesia

E. Materi Pembelajaran :

Global warming has contributed to the following natural phenomena, find the explanation how and why flood happen?

Answer :

1. Aflood is an overflow of water that submegas the land
2. Flood happen because of heavy rain. Another causes is due to set tide.

F. Metode Pembelajaran :

1. Persentasi
2. belajar kelompok
- 3 Award group

G. Langkah-langkah Pembelajaran :

Pertemuan ke-3

a. Kegiatan awal:

1. Memberi salam dan memulai pembelajaran dengan berdo'a
2. Mencatat siswa yang tidak hadir
3. Membuka proses berfikir siswa dan menyampaikan pendahuluan materi yang akan disajikan.

b. Kegiatan Inti:

1. Membagi siswa dalam 5 kelompok.
2. Memberikan tugas kepada masing-masing kelompok.
3. Memberikan penghargaan kepada kelompok yang mendapat nilai tertinggi.

c. Kegiatan Penutup:

1. Menanyakan kesulitan yang dialami siswa selama kegiatan belajar mengajar berlangsung.
2. Menyimpulkan materi.
3. Memberitahukan materi pada pertemuan selanjutnya kepada siswa untuk dipelajari dirumah.

H. Sumber pembelajaran: Buku English and article

I. Penilaian : Tes tulisan.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MTs Bonelemo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / II
Materi : Problem Solving
Alokasi waktu : 2 x 40 minutes

A. Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar : Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

C. Indikator :

1. Mengidentifikasi kalimat problem solving tentang pengaruh TV terhadap manusia
2. Mampu mengeluarkan solusi atau pendapat tentang pengaruh TV terhadap manusia

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi kalimat problem solving tentang pengaruh TV terhadap manusia
2. Mampu mengeluarkan solusi atau pendapat tentang pengaruh TV terhadap manusia

E. Materi Pembelajaran :

Television

Television is one of the most amazing telecommunicating systems. The greatly influence the thincking style, lifestyle.

Question : what is negative effect and positive effect from TV?

Answer :

1. Negative effect : television has a big impact on the bway we spend our free time, it probably affects younger people more than adults, as they watch more tv, critics of television claim that tv takes a way tooo much of our free time so that we lack time for other activities like family conversations, reading trough tv we perceive the glamours life of people and believe that they are better off than we are.
2. Positive effect : television contribution to our education and knowledge, documentaries and information programs give asinsight on nature, our environment and political events.

F. Metode Pembelajaran :

1. persentasi
2. belajar kelompok

3. Award group

G. Langkah-langkah Pembelajaran :

Pertemuan ke-4

a. Kegiatan Awal:

1. Memberi salam dan memulai pembelajaran dengan berdo'a
2. Mencatat siswa yang tidak hadir
3. Membuka proses berfikir siswa dan menyampaikan pendahuluan materi yang akan disajikan.

b. Kegiatan Inti:

1. Membagi siswa dalam 5 kelompok.
2. Memberikan tugas kepada masing-masing kelompok
3. Memberikan penghargaan kepada kelompok yang mendapat nilai tertinggi.

c. Kegiatan Penutup:

1. Menanyakan kesulitan yang dialami siswa selama kegiatan belajar mengajar berlangsung.
2. Menyimpulkan materi.
3. Memberitahukan materi pada pertemuan selanjutnya kepada siswa untuk dipelajari di rumah.

H. Sumber pembelajaran: Buku English and Article

I. Penilaian : Tes tulisan.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MTs Bonelemo
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / II
Materi : Problem Solving
Alokasi waktu : 2 x 40 minutes

A. Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar : Mengungkapkan makna dalam percakapan transaksional (to get things done) interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima

C. Indikator :

1. Mengidentifikasi kalimat problem solving tentang bencana alam
2. Mampu mengeluarkan solusi atau pendapat tentang bagaimana bencana alam di indonesia sekarang ini.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi kalimat problem solving tentang bencana alam
2. Mampu mengeluarkan solusi atau pendapat tentang bagaimana bencana alam di indonesia sekarang ini.

E. Materi Pembelajaran:

Example :

Natural Disaster always happen in our country. What will you do to make it be better?

Answer :

This problem is very big because almost every time natural disaster happened in our country. The reason of this disaster still many, for example that is illegal login. Indonesia government must give punishment for doer in order to they do not repeat their deed because it is not good. My solution for this problem that is lets we take care of this natural so that no any again disaster in our country.

F. Metode Pembelajaran :

1. Persentasi
2. belajar kelompok
3. Award group

G. Langkah-langkah Pembelajaran :

Pertemuan ke-5

a. Kegiatan Awal:

1. Memberi salam dan memulai pembelajaran dengan berdo'a
2. Mencatat siswa yang tidak hadir
3. Membuka proses berfikir siswa dan menyampaikan pendahuluan materi yang akan disajikan.

b. Kegiatan Inti:

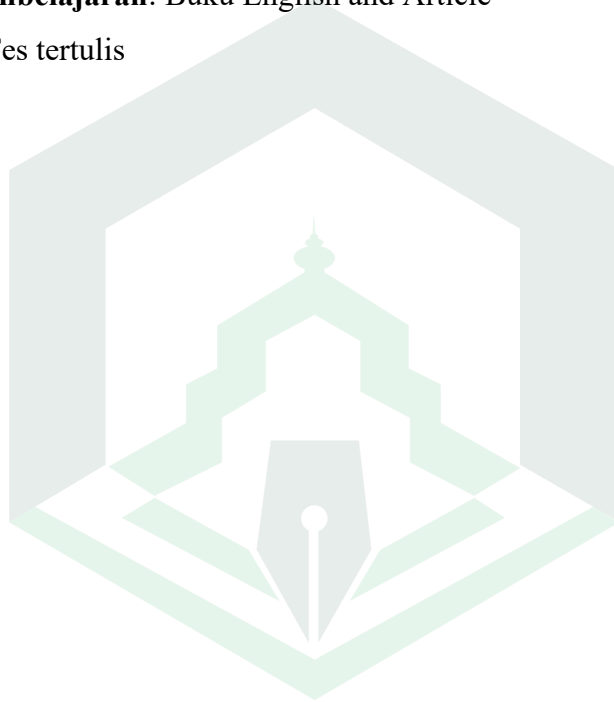
1. Membagi siswa dalam 5 kelompok.
2. Memberikan tugas kepada masing-masing kelompok.
4. Memberikan penghargaan kepada kelompok yang mendapat nilai tertinggi.

c. Kegiatan Penutup:

1. Menanyakan kesulitan yang dialami siswa selama kegiatan belajar mengajar berlangsung.
2. Menyimpulkan materi.
3. Memberitahukan materi pada pertemuan selanjutnya kepada siswa untuk dipelajari di rumah.

H. Sumber pembelajaran: Buku English and Article

I. Penilaian : Tes tertulis



IAIN PALOPO

CHAPTER I INTRODUCTION

A. Background

English language consists of four competences namely speaking, reading, writing, and listening. Speaking is the most important skill because it is one of an activity used by someone to communicate with other people in our lives. Communication must be acknowledged that the most often used in our daily life is in oral form. The use of English for oral communication is not simple because the speaker should also master several important elements of English : pronunciation, grammar, comprehension, fluency, and vocabulary. Therefore many learners of English for many years in secondary school but they still cannot speak English though they know grammar.

Problem based learning is an instructional method that which provides students with knowledge suitable for problem solving. In order to test this assertion the process of problem-based learning is described and measured against three principles of learning : activation of prior knowledge, elaboration and encoding specificity. Some empirical evidence regarding the approach is presented.¹

According to Nurhidayah speaking is one of skills that can help the user of English to interact with another people and sometimes we find out the difficulties that

¹H.G.Schmidt. *Problem Based Learning Rational and Description*.
(http://scollar.google.com/scholar_url) Accessed on December 15th, 2013.

undergone by English learners in speaking, maybe because the learners have little vocabularies or the learner do not master the grammar of English etc.²

The students are able to communicate in English with the other people especially to avoid a possible misunderstanding in conversation. With the English language we can use technology like computer, and we can get scholarship to a board, without speaking skill, we will difficulties in our life. Without the speaking skill, we cannot communicate with other people, we cannot express our feeling, ideas, and perception.

These authentic assessment strategies were instilled to promote a more student- centre approach to Problem Based Learning. Students played a larger role in learning where each of them was responsible for their own learning. In this Problem Based Learning setting, students constructed and shared knowledge between peers, involved in active learning and went through various form of knowledge evaluation techniques. Meanwhile, instructors played the role of the facilitator, probing and guiding students to group processes and also additional resources.³

In Problem based Learning, student work in groups, so that there is a maximum of interpersonal communication and interaction. A teacher facilitates the groups during a tutorial process, presenting students with a medical Problem- a case of a patient with particular symptoms or experiences. The students are then

² Nurhidayah. *Improving English Speaking Skill Through Picture On The Year Students Of SMP Negeri 8 Palopo*. (STAIN: Palopo,2011).P.1.

³Tai, Gillian Xiao- Lian and Yuen, May chan. *Authentic Assessment Strategies In Problem Based Learning*. (<http://www.ascilite.org.au/conferences.Singapore07>) Accessed on December 2013.

encouraged to consider, and if necessary to investigate for themselves, the causes and solutions to the particular set of Problems presented by each patient. Emphasis is placed in this approach on reasoning, teamwork and the teacher in understanding and presenting each individual problem. Barrows further developed this process and the role of the teacher in a subsequent work the tutorial process.⁴

One of the primary features of Problem Based Learning is that it is student centered. Refers to learning opportunities that are relevant to the students, the goals of which are at least partly determined by the students themselves. This does not mean that the teacher abdicates here authority for making judgments regarding what might be important for students to learn. Creating assignments and activating to learn.⁵

Many language learner skills are mostly measured only by speaking. These learners define fluency as the ability to converse with others, much more than the most important skill. However, four skills have similar important roles.

There are many factors that influence students to succeed in learning and acquiring speaking skills, one of them is strategy in teaching speaking skills. Teachers should know any teaching strategy of foreign language so they can apply it appropriately. Strategy can make the learning process will be effective and students will

⁴ Alastair D MCPheeze. *Problem Based Learning in Initial Teacher Education*. (<http://www.Ojs.unisa.edu.au/index.php/EDQ/article>) Accessed on December 15th, 2013.

⁵ Gallow, Director, Instructional resources Center, project Director, Hewlett Grant. *Problem Based Learning faculty Institute*. (<Http://Www.Pbl.Uci.Edu/Whatispbl.Html>) Accessed on December 15th, 2013.

not be bored. Problem based Learning is term education for a range that encourage students to learn through the structured exploration of a research problem.

The researcher was sure that the Based Problem Learning would bring students have motivation in learning speaking skill. That is why writer is interested to conduct the research “ *The Effectiveness of Problem Based learning Strategy in Improving Students Speaking Skill At The seventh Year Students of MTs Bonelemo.Kecamatan Bajo Barat, Kabupaten Luwu.* ”

B. Problem statement

Based on the background above, the problem of this research as :

1. Is the Problem- Based Learning strategy effective in improving students speaking skill at the Seventh year students of MTs Bonelemo?
2. what is the student’s response about problem based learning strategy in teaching speaking skill at the Seventh year student of MTs Bonelemo?

C. Objective Of The Research

In this research, the researcher formulated two objectives which will be reached, namely:

1. To find out whether the Problem- Based Learning strategy is effective in teaching speaking skill at the Seventh years student of Mts Bonelemo.
2. to find out the respond students about effectiveness of problem based learning strategy.

D. Significance Of The Research

The result of this research was expected to be useful information for the students especially to the students at the seventh year students of MTs Bonelemo who will improve their speaking skill through Problem-Based Learning the researcher specify the result of this research be usefull:

1. To give information to the english students who will improve their speaking skill.
2. To give contribution to the students of english in general especially for The students at MTs Bonelemo.
3. To stimulate other researcher who wants to conduct the further research.

E. Scope Of The research

The scope of this research specified on the implementation of Problem-Based learning in improving students speaking skill that is analyzed statistically from the experimental research strategy at the seventh year students of MTs Bonelemo. In which the researcher is demand has to be accuracy, fluency, and comprehensibility.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related research Findings

In writing this thesis, the researcher found some researches related to this research as follows:

1. Hariantos, “*Developing Speaking Skill by Retelling Anecdote at Eleventh year Students of MAN Palopo*”. He used experimental method. He concluded that the use of the retelling anecdote method in teaching speaking skill is effective to improve students’ speaking achievement at the eleventh year students of MAN Palopo.¹ He suggest that in teaching speaking, the researcher should present material which can stimulate the students to speak more actively.

2. Nurhidayah, “*Improving English Speaking Skill through Pictures on the Ninth Year Students of SMP Negeri 8 Palopo*”. She used experimental method. She concluded speaking skill through pictures method is formulated as a teaching speaking technique is pictures are able to develop student speaking skill.² She suggest that the teachers should use some different media and method to attract the students’ attention in learning English.

Based on the research and experience above, that telling about improving students speaking ability, it means that we try to know how to make the students to be

¹Hariantos. *Developing Speaking Skill by Retelling Anecdote At Eleventh Year Students of MAN Palopo*. (STAIN: Paopo,2009), P. 47.

²Nurhidayah. *Improving English Speaking Skill Through Pictures on the Ninth Year Students of SMP Negeri 8 Palopo*. (STAIN: Palopo,2011), P. 50.

able in speaking or how to make the students express their vocabulary although with the different way, so the researcher interest to research about problem based learning strategy to improve their speaking skill.

B. Speaking

1. Definition of Speaking

An act of communication through speaking is commonly performed in face to face interaction and occurs as a part of a dialogue or other form of verbal exchange. It means that when people communicate or speak to the other people, there must be interaction among them. Language is means of communication for human beings that consist of four skills, they are listening, speaking, reading, and writing. Long and Jack C. Richards say that involves many components including pronunciation, listening and grammar skill.³

Speaking a language is especially difficult for a language learners because effective oral communication require the ability to use the Language appropriately in social interaction. Where communication is the Language appropriately in social interaction. Where communication is the output modality and learning is the input modality of language acquisition.⁴

³ Michael H Long and Jack C Richard. *Metodology In TESOL: A book of Reading*. (New York; Harper and Row Publisher, 1987), P.186.

⁴ H, Dogles Brown. *Principle of Language Learning and Teaching*. (New York; Prentice Hall, 1980), P. 210.

2. *The Problem of Speaking*

There are some characteristics which can make speaking difficult. As Brown demonstrates some of characteristic of spoken language can make oral performance easy as well as, in some cases difficult :

a. Clustering

Fluent speech is phrasal , not words by words. Learners can organize their output both cognitively and physically (in both group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize this feature of spoken language.

c. Reduced Forms

Construction, elision, reduced vowel, etc all special problems in teaching spoken language.

d. Performance Variable

One of the advantages of spoken language is that process of thinking as you speak allows you manifest a certain number of performances of hesitation, pause, backtracking and correction.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluency

g. Stress, rhythm, and intonation

The most important characteristic of English pronunciation will be explained below, those are the stress rhythm of spoken English and its intonation pattern convey important message.

h. Interaction

Learning to produce forms of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.⁵

3. Types Of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that the students are expected to carry out in the classroom.

a. Imitative

A very limited amount of classroom speaking time may legitimately be spent on "generating" human tape recorder speech, where, for example, a learner imitates an intonation contour or tries to pinpoint a certain vowel sound.

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

⁵ H. Douglas Brown, *Teaching by principles: An Interactive approach to Language Pedagogy*; Second Edition. New York; Longman. Inc, P. 268.

Psychomotor pattern and to associate selected grammatical forms with their appropriate context. Here are some useful guidelines for successful drills :

1. Keep them short (a few minutes of a class hour only)
2. Keep them simple (preferably just one point at a time)
3. Keep them ‘snappy’.
4. Make sure students know why they are doing the drill.
5. Limit them to phonology or grammar points.
6. Make sure they ultimately lead to communicative goals.
7. Don't overuse them.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are ‘going over’ certain form of language.

c. Responsive

A good deal student speech in the classroom is responsive, short replies to teacher or student initiated question or comments. Such can be meaningful and authentic:

a : How are you today?

b : Pretty good, thanks, and you ?

a : what is the main idea in this essay ?

b : the United Nation should have more authority.

a : So, what did you write for questions number one?

d. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech :

a: what is the main idea in this essay ?

b : The united Nations should have more authority.

a : More authority than what ?

b : Than it does right now.

a : What do you mean?

b : well, for example, the UN should have the power to force certain Countries. To destroy its nuclear weapons.

a : You dont think the UN has that power now ?

b : obviously not, Several countries are currently manufacturing nuclear bombs.

Such conversation could readily be part of group work activity as well.

e. Interpersonal (Dialogue)

These conversations are a little trickier for learners because they can involve some of all of the following factors :

1. A casual register
2. Colloquial language
3. Emotionally charged language
4. Slang

5. Ellipsis

6. Sarcasm

7. A covert ‘‘agenda’’

Example :

Amy : hi, Bob, how’s it going ?

Bob : well, far be it from me to criticistize, but I’m talking pretty about last week.

Amy: what are you talking about?

Bob: I think you know perfectly well what I’m talking about

Amy: Oh, that.... How come you get so bent out of shape over something like that?

Bob: well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful. Back to square one. For crying out loud,

Bob, I thought we’d settled this before. Well, what more can I say.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.⁶

⁶H. Douglas Brown. *Teaching By Principles An Interactive Approach To Language Pedagogy. (Third Edition San francisco State University). P.327.*

4. Principle for Teaching Speaking Skill

- a. Focus on both fluency and accuracy, depending on your objective.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learner needs, from language – based focus on accuracy to message- based focus on interaction, meaning, and fluency. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks have a linguistic (language- based) objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

- b. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things, it usually pays to tell them.

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

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises

where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material.

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

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

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. The teacher asks questions, gives directions, and provides information, and students have been conditioned only to respond to spoken language. Part of oral communication is to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as.

1. Asking for clarification (what)
2. Asking someone to repeat something (*huh? Excuse me*)
3. Using fillers (*uh, I mean, well*) in order to gain time to process.
4. Using conversation maintenance cues (*uh-huh, right, yeah, okay, Hm*)
5. Getting someone's attention (*hey, say, s*)
6. Using paraphrases for structures one can't produce
7. Appealing for assistance from the interlocutor (to get a word or phrase, for example) Using formulaic expressions (at the survival stage) (*how much does.... cost? how do you get to the?*)
8. Using mime and nonverbal expressions to convey meaning.⁷

5. Component of Speaking

There are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

⁷*Ibid.* 331-332.

a. Comprehension

Comprehension is very important for oral communication to get good response of speech, so, doesn't misunderstand.

b. Grammar

It is needed for students to make a sentence in conversation..

c. Vocabulary

We cannot speak or communicate effectively in both oral and written form if we do not have sufficient vocabulary.

d. Pronunciation

Pronunciation is the way for students to produce clearer words in foreign language when they speak.

e. Fluency

Fluency can be conveyed as the skill to speak fluently and accurately. Fluency in speaking is the aim of many students.⁸

C. Definition of Problem Based Learning

Problem Based Learning is a student centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge.

⁸ *Ibid.p.7*

Barrows defines the Problem-Based Learning Model as:

1. Student Centered Learning
2. Learning is done in small student groups, ideally 6-10 people
3. Facilitators or Tutors guide the students rather than teach
4. A problem is a vehicle for the development of problem solving skills. It stimulates the cognitive process.

5. New knowledge is obtained through self-Directed Learning (SDL).⁹

In Problem Based Learning student work in groups, so that there is a maximum of interpersonal communication and interaction. *A teacher facilitates the groups during a tutorial process, presenting students with a medical problem-a case of a patient with particular symptoms or experiences. The students are then encouraged to consider, and if necessary to investigate for themselves, the causes and solutions to the particular set of problems presented by each group.* Emphasis is placed in this approach on reasoning, teamwork and the teacher in understanding and presenting each individual problem.¹⁰

IAIN PALOPO

⁹Barrow, *Problem Based Learning*. ([http://en.Wikipedia.org/wiki/Problem- Based Learning](http://en.Wikipedia.org/wiki/Problem-Based_Learning))accessed on December 27nd, 2013

¹⁰Alastair D MCPhee. *Problem Based Learning Initial Teacher Education* (<http://www.ojs.unisa.edu.au/index.php>) Accessed on December on 15th, 2013

D. Useful Expression for Problem – Based Learning

One way using Problem – Based Learning in classroom, each lasting an hour (or more), usually held a week or scenario. This may be a sentence, a picture or even object- anything which provokes discussion around a topic. Careful choice of a focused “trigger” will ensure that students will explore a research problem relating to the study or the substantive teaching topic.¹¹ You may find that you want to give the students more focus by actually giving them a research problem, rather than expecting them to define it. As with the choice of trigger, this requires careful preparation of a focused research problem. Sources of information, but not intervening in the group discussion unless necessary. The teacher may not even want to sit in on the whole session.

What are the advantages of this approach to learning? It provides a flexible learning process, enabling students to decide and priorities their own learning agenda. It gives students a chance to draw on their own thinking and meaning-making. It can make them more goal-oriented, seeing their work in a larger perspective, and is an excellent introduction to the research process.

In Problem- Based Learning one is allowed to make mistakes and learn from them. Finally, group interaction enables individuals to see the many perspectives on a problem.

¹¹ Schwart, *op.cit.* P. 80.

Does it have disadvantages for students? Research has shown that while this style of student-centered learning can be enjoyable for students, it is very different from the teaching they have already received, and so can be stressful and disorienting. Students are no longer given the “answers”, and this can require a change in attitude and mind-set.

What role does the teacher play? The teacher adopts the role of information broker during the learning process, not adopting a directive stance but responding with guidance as necessary. On occasions where the teacher intervenes if the teacher thinks that the students are not focusing sufficiently or are having problems defining a research problem to investigate or deciding on their research tasks. Again, the teacher can define the level of direction that is appropriate.

The teacher will have to think about the different types of information resources the students might make use of, this might require the preparation of briefing notes for the student, a long reading list, or advice on Problem-Based Learning Strategy..

Students also can model for one another a variety of Problem-Based Learning Strategy, the most common instructor role is to question the student about their learning process by asking cognitive questions : ***“how do you know that?” “What is your solution above this problem?” “ What will you do?” “What do you think?” “What is your opinion?”*** These questions are meant to get students to become self-reflective about their learning processes, this another primary feature of Problem based Learning is that it is process-centered more so than “student-centered”.

This may seem contradictory as “solving” the problems is an important and critical aspect of Problem-Based Learning. The point to be taken here, however is that while content changes the ability to problem-solve needs to be more portable.

Information trans-ferability is limited by the information available; how to find and create information is limited only by the learner’s willingness to participate. Problem-Based Learning, by having students demonstrate for themselves their capabilities, can increase students motivation to tackle problems.

E. Relation between Problem-Based Learning and Speaking

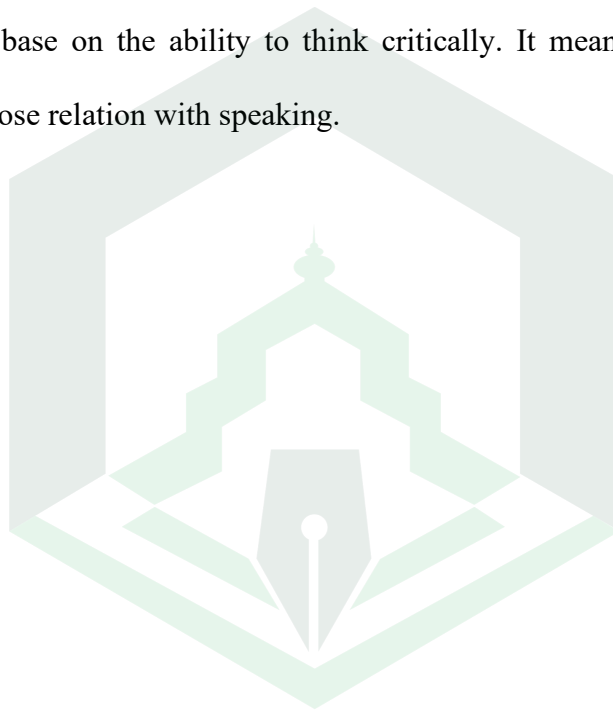
Speaking is a constituent of the language which has important role in producing communicative interaction among people, people always determine the way they will use in speaking the target language to convey their idea or messages to other people surrounding them.

In Education world, students always try to find out their own ways speaking the target language that they feel ease to express it in conversation. Story telling based on the expert’s opinion can cover all students need in speaking because they will not get pressure.

Scott Thornbury says that “story telling is a universal function of language and one of the main ingredients of casual conversation”.¹² Furthermore, he says that “narrations has always been one of the main means of practicing speaking in the

¹² Scott thornbury, *op.cit.* P. 95.

classroom”. In this case, Problem-Based Learning is typically in the form of “cases”, narratives of complex, real-world challenges common to the discipline being studied. There is no right or wrong answer, rather, there are reasonable solutions based on application of knowledge and skill deemed necessary to address the issue.¹³ The “solution” therefore is partly dependent on the acquisition and comprehension of facts, but also base on the ability to think critically. It means that Problem-Based Learning has close relation with speaking.

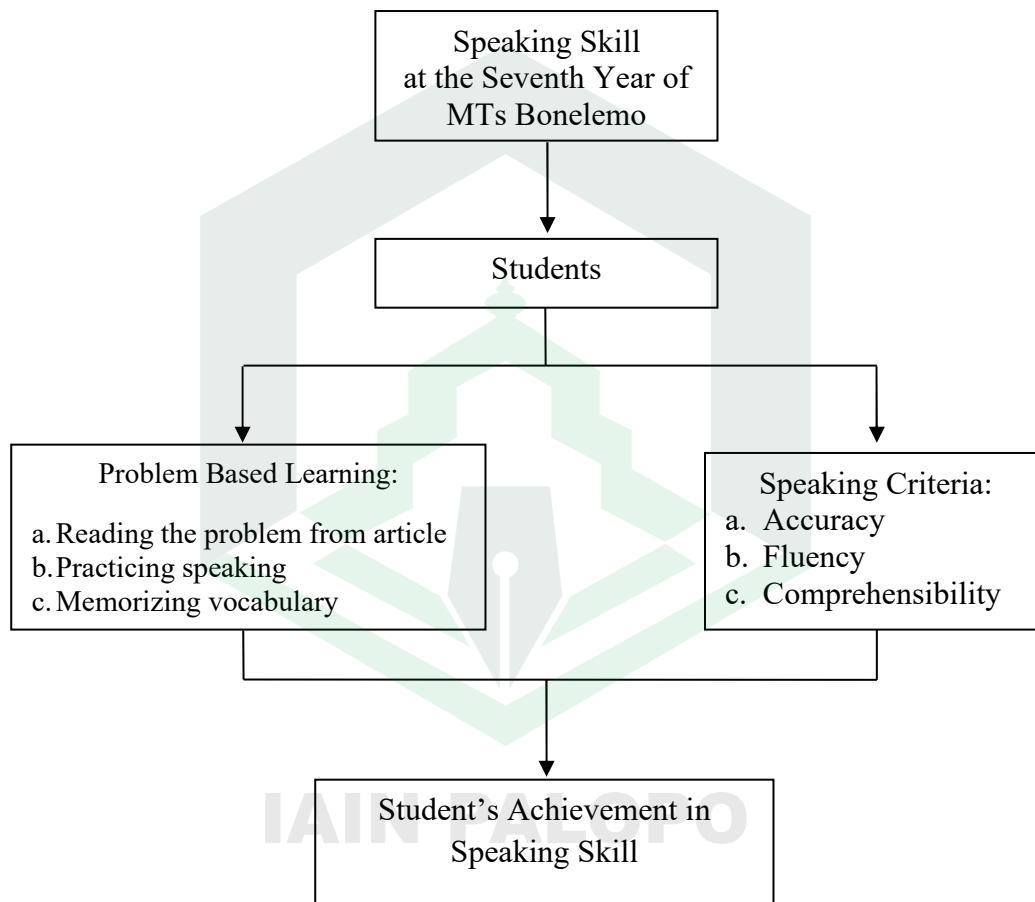


IAIN PALOPO

¹³ Dr. De Gallow, *Director, instructional Resources Center, Project Director, Hewlett Grant*
At online:<http://www.geogle.co.id/problem-based learning>. Accessed on April 12th 2013.

G. Conceptual Framework

Speaking is an important part of language teaching. In teaching English speaking there are many methods or strategy that can be used, By Using Problem-Based Learning Strategy. It can lead the students to improve their speaking skill.



Based on the framework the researcher give students the material about speaking focus to the effectiveness of problem based learning, from me material about problem based learning the researcher will give the researcher will give the students how to undertand about problem and what is the solution, beside that the students will practicing speaking. There are three bcriteria that beside in speaking namely : accuracy, fluency, and comprhensibility another to the researcher take students achievement in speaking skill.

H. Hypothesis

The were two hypothesis of the research, they are :

1. H_0 = Problem Based Learning cannot improve speaking skill at the eleventh year students of MTs Bonelemo in 2013-2014 academic year.
2. H_1 = Problem Based Learning can improve speaking skill at the eleventh year students of MTs Bonelemo in 2013-2014 academic year.

Based on the hypothesis, there was significant when the t_o was higher than t_t . It means that the used of problem based learning strategy hypothesis H_1 can improve speaking skill at the Seventh year students of MTs Bonelemo.

CHAPTER III RESEARCH METHOD

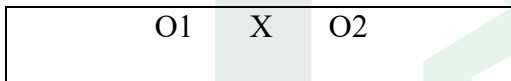
A. Method and Design of Research

1. Method

The research method that applied in this research is an pre-experimental method.

2. Design

In this research the writer used pre-test and post-test design, the design is written as follow:



Where:

O1: Pre-test

X: treatment

O2: Post-test.

B. Variables

In this research, the researcher classified two kinds of variable. They were independent and dependent variable. Independent variable of this research is the Problem Based Learning Strategy in effectiveness speaking and dependent variables is students' speaking skill.

C. Population and Sample

1. Population

In this research, the population was the seventh year students of MTs Bonelemo in 2012-2013 academic year. The seventh year students of MTs Bonelemo that consist of two classes, VIIA and VIIB students. Class VIIA 30 Students and Class VIIB 24 Students total number populations of Eleventh Year Students of MTs Bonelemo were 54 students.

2. Sample

The sample of the research were taken by purposive sampling. Which the researcher took one class, one class focused in class 1B consist of 24 students. The researcher focused class 1B because the student's in class B was active.

D. Instrument Of the Research

In conducting this research, the researcher used some instruments in collecting the data during the process of the research, those instruments were:

1. Test

In this case the researcher used oral test to make sure and to find out students speaking skill in the pre test and post test by using recorder.

2. Questionnaire

This instrument used by the researcher in collecting data, where it contains of some questions which will be given to the students at the last meeting in the about

problem solving for the sake of knowing students' perception toward the method conducting by the researcher.

The instrument used in gathering data is questionnaire to know the interest and classroom participation of the first grade students of Bonelemo in speaking skill. The questionnaires consisted of ten statements by choosing strongly agree, agree, less agree, and strongly disagree. The research, consist of 4 items.

E. Procedures of collecting data

The procedure of collection data as describe as follow :

1. Pre-test

The researcher gave the students test by giving some questions, and the students answer the question. It used to know how is the students ability on speaking

2. Treatment

After given pre test, the researcher gave some treatments to the students. The steps were as:

- a. The researcher explained about material to the students.
- b. The researcher divided the students in group.
- c. The researcher gave some test to the students about the problem.
- d. The researcher asked to the group to explain about the problem solving in front of the other groups.
- e. The researcher gave some correction to the every group.

3. Post-test

after giving treatment to the students the researcher gave post test to find out the achievement of the students, the researcher asked the student by given test about the students speaking one by one, weather students speaking have improve or just the same before, the students explain about topic.

F. Technique data analysis

After collecting the data by conducting the pre- test, treatments and post- test which involve some instruments, the researcher then focus on the data analysis, therefore, there were some procedures which done by the researcher, namely : determining the scoring classification to make the researcher easy to give score to the students, looking for mean score to make the reseacher easy to calculate the data collected standard of deviation to know about how far is the students deviated in speaking and the test of significance to know the final result of the research. Those procedures are explained as follows :

1. Scoring Classification

In analysing the data which has been collected, the researchers has to determined the scoring classification which includes of accuracy, fluency, and comprehensibility those assesment criteria explained by J. B. Heaton as follows:

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother language. Two or three minor grammatical and lecsical error.
Very good	5	Pronunciation is slightly influenced by the mother language. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few minor grammatical and lexical error, but only causing confusions.
Average	3	Pronunciation is influenced by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation erros as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without great an effort with a fairly wide range of expression. Searches for words occasionally but only one two unnunatural pauses.
Very good	5	Has to make an effort at times to search for words, nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succed in conveying the general meaning. Fair range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excelent	6	Eassy for listener to understand the speakers intention and general meaning. Very few interruption or clarrification required.
Very good	5	The speaker intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarryficationare necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear. But several interruptions are necessary to help him convey message or to seek clarrification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarrification. Can not understand manyn of the spekers more complex or longer sentences.
Poor	2	Only small bits (ussually shorts sentences and phrases) can by understood and the with considerable effort by someone who is listening the speaker.
'Very good	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speker is unable to clarify anything he seem to have said. ¹

¹ J.B. Heaton. *Writing English Language Test*. (new Edition, united state of America: Logman Inc, 1991), P. 100.

2. Looking for D (difference) between score of variable I (X) and score of variable II (Y) by using the following formula.

$$D = X - Y$$

3. Looking for mean from Difference by using the following formula according to Suharsimi Arikunto.²

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

Where :

M = Mean Score

$\sum D$ = Total of raw score

N = Total sample

4. Looking for squared deviation from difference by using the following formula according to Suharsimi Arikunto.³

$$\sum X_d^2 = \sum X^2 - \frac{(\sum d)^2}{N}$$

5. Looking for tcount by using the following formula according to Suharsimi Arikunto.

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

² Suharsimi Arikunto, *op.cit*, P. 307

³ *Ibid*, P.309

6. Looking for t_{table} by using the following formula

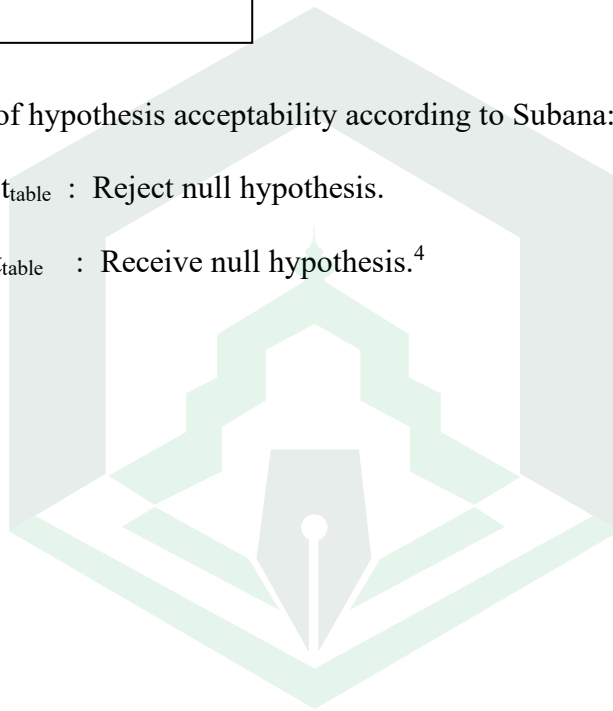
$$(db) = N - 1$$

Standard signification (α) = 0, 05

$$Table = t_{table} = \left(1 \frac{1}{2} \alpha\right)(db)$$

7. Criteria of hypothesis acceptability according to Subana:

1. $t_{test} < t_{table}$: Reject null hypothesis.
2. $t_{test} > t_{table}$: Receive null hypothesis.⁴



IAIN PALOPO

⁴ Subana, Rahardi Moestiyah. *Statistic Pendidikan*. (Bandung; Cv Pustaka Setia, 200).

CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of two main items namely the finding and the discussion of finding.

A. Findings

The findings of the research deals with the rate percentage of students score in pre-test and post test, analysis of t_{test} from the raw score of pre-test, percentage of students participation and the analysis of questionnaires.

1. The Rate Percentage of Students Score in Aspects of Speaking Assessment Consist of Accuracy, Fluency and Comprehensibility in Pre-test and Post-test.

Table 4.1
The Rate Percentage of Students' Score in the Area of Accuracy of Pre-Test

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	3	12,5%
Poor	2	19	79,17%
Very Poor	1	2	8,33%
	Total	24	100%

The table above shows that students' score in the area of accuracy of pre-test are varieties; in which there were none students (0%) got 'excellent', (0%) 'very good' and (0%) 'good' classification. 3 students (12,5%) got 'average', 19 students (79,17%) got 'poor' and 2 students (8,33%) got 'very poor' classification.

Table 4.2
The Rate Percentage of Students' Score in the Area of Fluency of Pre-Test

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	1	4,17%
Average	3	12	50%
Poor	2	8	33,33%
Very Poor	1	3	12,5%
	Total	24	100 %

The table above shows that students' score in the area of fluency of pre-test are varieties; in which there were none students (0%) got 'excellent' and (0%) very 'good' classification. There was I student (4,17%) got 'good', 12 students (50%) got 'average', 8 students (33,33%) good 'poor' and 3 students (12,5%) got 'very poor' classification.

Table 4.3
The rate percentage of students' score in the area of comprehensibility of pre-test

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	16	66,67%
Poor	2	8	33,33%
Very Poor	1	-	0%
	Total	24	100%

The table above shows that students' score in the area of comprehensibility of pre-test are varieties ; in which there were none students (0%) got

'excellent'(0%)'very good' and (0%)good 'classification. there were 16 students (66,67%) got 'average',got'average',8 students (33,33%)got 'poor' and there were none students (0%) got 'very poor' classification.

Table 4.4
The Students' Raw Score of Pre-Test

Respondent	There aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	4	3	10
R2	2	2	3	7
R3	2	2	2	6
R4	3	3	3	9
R5	1	2	2	5
R6	2	3	3	8
R7	2	2	3	7
R8	2	3	3	8
R9	2	3	3	8
R10	2	3	3	8
R11	1	2	2	5
R12	2	2	2	6
R13	2	3	3	8
R14	2	1	2	5
R15	2	2	3	7
R16	2	3	3	8
R17	3	3	3	9
R18	2	3	3	8
R19	2	3	3	8
R20	2	2	2	6
R21	2	3	3	8
R22	2	3	3	8
R23	2	1	2	5
R24	2	1	2	5
	49	59	64	X ₁ = 172

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; fluency and comprehensibility. It can be seen number of sample are 24 students and the total score of the students' skill in pre-test 172 points.

Table 4.5
The Rate Percentage of Students' Score in the Area of Accuracy of Post-Test

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	5	20,83%
Average	3	15	62,5%
Poor	2	4	16,67%
Very Poor	1	-	0%
	Total	24	100%

The table above shows that students' score in the area of accuracy of post-test are varieties; in which there were none students (0%) got 'excellent', and (0%) 'very good' classifications. There were 5 students (20, 83%) got 'good', 15 students (62,5%) got 'average', 4 students (16,67%) got 'poor' and none students (0%) got 'very poor' classification.

Table 4.6
The Rate Percentage of Students' Score in the Area of Fluency of Post-Test

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	4	16,67%
Good	4	6	25%
Average	3	9	37,5%
Poor	2	5	20,83%
Very Poor	1	-	0%
	Total	24	100%

The table above that students' score in the area of fluency of post-test are varieties; in which there were none students (0%) got 'excellent', 4 students (16,67%) got 'very good', 6 students (25%) got 'good' 9 students (37,5%) got 'average', 5 students (20,83%) got 'poor' and none students (0%) got 'very poor' classification

Table 4.7
The Rate Percentage of Students' Scores in the Area of Comprehensibility of Post-Test

Classification	Score	frequency	Percentage
Excellent	6	-	0%
very good	5	3	12,5%
Good	4	5	20,83%
Average	3	13	54,17%
Poor	2	3	12,5%
Very Poor	1	-	0%
	Total	24	100%

The table above shows that students' score in the area of comprehensibility of post-test are varieties; in which there were none students (0%) got 'excellent', 3 students (12,5%) got 'very good', 5 students (20,83%) got 'good', 13 students (54,17%) got 'average', 3 students (12,5%) got 'poor' and none students (0%) got 'very poor' classification.

Table 4.8
The Students' Raw Scores of Post-Test

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
R1	4	5	5	14
R2	3	2	2	7
R3	3	3	3	9
R4	4	5	4	13
R5	3	2	2	7
R6	4	4	4	12
R7	3	3	3	9
R8	3	3	4	10
R9	3	4	3	10
R10	3	3	3	9
R11	2	3	3	8
R12	3	3	3	9
R13	3	4	3	10
R14	2	2	2	6
R15	3	4	3	10
R16	3	3	4	10
R17	4	5	5	14
R18	3	4	4	11
R19	4	5	5	14
R20	2	3	3	8
R21	3	3	3	9
R22	3	4	3	10
R23	3	2	3	8
R24	2	2	3	7
Total	73	81	80	$X_2=234$

The table above shows the students' raw score of post-test which consists of three main aspects of speaking assessment namely; accuracy, fluency and

comprehensibility, it can be seen that the number of sample were 24 students and the total score of the students' speaking in post-test were 234 points.

2. Analysis of ttes in the area of accuracy of pre-test and post-test

Table 4.9
The Students' Gain Scores in the Area of Accuracy

Respondent	Pre-test	Post-test	Gain (d)
R1	3	4	+1
R2	2	3	+1
R3	2	3	+1
R4	13	4	+1
R5	1	3	+2
R6	2	4	+2
R7	2	3	+1
R8	2	3	+1
R9	2	3	+1
R10	2	3	+1
R11	1	2	+1
R12	2	3	+1
R13	2	3	+1
R14	2	2	0
R15	2	3	+1
R16	2	3	+1
R17	3	4	+1
R18	2	3	+1
R19	2	4	+2
R20	2	2	0
R21	2	3	+1
R22	2	3	+1
R23	2	3	+1
R24	2	2	0
	Total		$\sum d=24$

a.
$$Md = \frac{\sum d}{N} = \frac{24}{24} = 1 \quad Md = 1$$

b. Looking for deviation standard for each subject (X_d) and squared deviation (X^2d) in accuracy aspect as follows:

$Md = 1$

Table 4.10

Respondent	Gain (d)	X_d (d-Md)	X^2d
R1	+1	0	0
R2	+1	0	0
R3	+1	0	0
R4	+1	0	0
R5	+2	1	1
R6	+2	1	1
R7	+1	0	0
R8	+1	0	0
R9	+1	0	0
R10	+1	0	0
R11	+1	0	0
R12	+1	0	0
R13	+1	0	0
R14	0	-1	1
R15	+1	0	0
R16	+1	0	0
R17	+1	0	0
R18	+1	0	0
R19	+2	1	1
R20	0	-1	1
R21	+1	0	0
R22	+1	0	0
R23	+1	0	0
R24	0	-1	1
$N=24$	$\sum d=24$		$\sum X^2d= 6$

$$c. \quad t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

Means of difference (Md) = 1

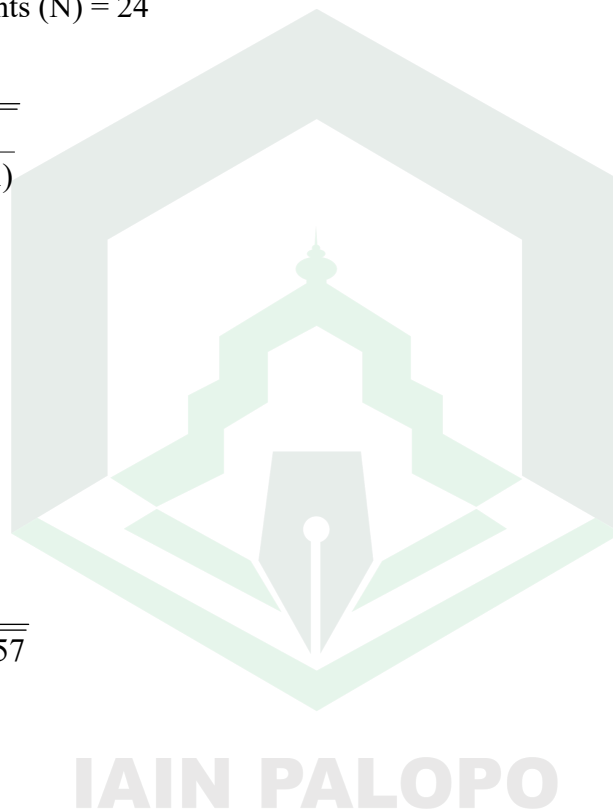
Squared deviation (X^2d) = 6

Total respondents (N) = 24

$$\begin{aligned} T &= \frac{1}{\sqrt{\frac{6}{24(24-1)}}} \\ &= \frac{1}{\sqrt{\frac{6}{24 \times 23}}} \\ &= \frac{1}{\sqrt{\frac{6}{552}}} \\ &= \frac{1}{\sqrt{0,01086957}} \\ &= \frac{1}{0,10425723} \\ &= 9,59166093 \end{aligned}$$

$$t_{\text{test}} = 9,59$$

In determining the t_{table} , the researcher uses the level of significance or standard signification (α) = 0,05 and the degree of freedom (df) = N-1. The result of $t_{\text{test}} = 9,59$ will be analyzed by the testing criteria of t_{table} of as follows :



Testing the t_{table}

Standard signification (α) = 0, 05

Degree of freedom (df) = N-1

$$= 24-1$$

$$= 23$$

$T_{test} = 9, 59$

$$T_{table} = t \left(1 - \frac{1}{2} \alpha \right) (df)$$

$$= t \left(1 - \frac{1}{2} 0, 05 \right) (23)$$

$$= t (1-0,025) (23)$$

$$= t (0,975) (23)$$

$$= 2, 07$$

The result of t_{table} was found in the tabulation of the test of signification namely 2,07. It means that the result of t_{test} (9,59) is bigger than t_{table} (2,07). Because of $t_{test} > t_{table}$, it means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

3. Analysis of t_{test} in the area of fluency of pre-test and post-test.

Table 4.11
The Students' Gain Score in the Area of Fluency

Respondent	Pre-test	Post-test	Gain (d)
R1	4	5	+1
R2	2	2	0
R3	2	3	+1
R4	3	5	+2
R5	2	2	0
R6	3	4	+1
R7	2	3	+1
R8	3	3	0
R9	3	4	+1
R10	3	3	0
R11	2	3	+1
R12	2	3	+1
R13	3	4	+1
R14	1	2	+1
R15	2	4	+2
R16	3	3	0
R17	3	5	+2
R18	3	4	+1
R19	3	5	+2
R20	2	3	+1
R21	3	3	0
R22	3	4	+1
R23	1	2	+1
R24	1	2	+1
	Total		$\sum d=22$

$$a. Md = \frac{\sum d}{N} = \frac{22}{24} = 0,91666667 \quad Md = 0,91666667$$

b. Looking for deviation standard for each subject (X_d) and squared deviation (X^2d) in fluency aspect as follows:

Md= 0, 91666667

Table 4.12

Respondent	Gain (d)	Xd (d-Md)	X ² d
R1	+1	0,08333333	0,00694444
R2	0	-0,9166667	0,84027784
R3	+1	0,08333333	0,00694444
R4	+2	1,08333333	1,1736111
R5	0	-0,9166667	0,84027784
R6	+1	0,08333333	0,00694444
R7	+1	0,08333333	0,00694444
R8	0	-0,9166667	0,84027784
R9	+1	0,08333333	0,00694444
R10	0	-0,9166667	0,84027784
R11	+1	0,08333333	0,00694444
R12	+1	0,08333333	0,00694444
R13	+1	0,08333333	0,00694444
R14	+1	0,08333333	0,00694444
R15	+2	1,08333333	1,1736111
R16	0	-0,9166667	0,84027784
R17	+2	1,08333333	1,1736111
R18	+1	0,08333333	0,00694444
R19	+2	1,08333333	1,1736111
R20	+1	0,08333333	0,00694444
R21	0	-0,9166667	0,84027784
R22	+1	0,08333333	0,00694444
R23	+1	0,08333333	0,00694444
R24	+1	0,08333333	0,00694444
N=24	$\sum d=22$		$\sum X^2d=9,8333336$

$$a. t = \frac{Md}{\sqrt{\sum X^2d}}$$

Mean of difference (Md) =0, 91666667

Squared deviation (X²d) =9, 8333336

Total respondent (N) =24

$$\begin{aligned}
 t &= \frac{0,91666667}{\sqrt{\frac{9,8333336}{24(24-1)}}} \\
 &= \frac{0,91666667}{\sqrt{\frac{9,8333336}{24 \times 23}}} \\
 &= \frac{0,91666667}{\sqrt{\frac{99,8333336}{552}}} \\
 &= \frac{0,91666667}{\sqrt{0,01781401}} \\
 &= \frac{0,91666667}{0,13346914} \\
 &= 6,86800462 \\
 &= t_{\text{test}} = 6,87
 \end{aligned}$$

In determining the t_{table} , the researcher uses the level of significance or standard signification (α) = 0, 05 and the degree of freedom (df) = N-1. The result of $t_{\text{test}} = 6,87$ will be analyzed by the testing criteria of t_{table} as follows:

Testing the t_{table}

Standard signification (α) = 0, 05

Degree of freedom (df) = N-1

= 24-1

$$t_{\text{test}} = 6,87$$

$$t_{\text{table}} = t \left(1 - \frac{1}{2} \alpha \right) (df)$$

$$= t \left(1 - \frac{1}{2} 0,05 \right) (23)$$

$$= t (1 - 0,025) (23)$$

$$= t (0,975) (23)$$

$$= 2,07$$

The research of t_{table} was found in the tabulation of the test of signification namely 2,07. It means that the result of t_{test} (6,87) is bigger than t_{table} (2,07).because of $t_{\text{test}} > t_{\text{table}}$, it means that there was significant development on students' speaking skill in the area of fluency after following the treatments.



IAIN PALOPO

4. Analysis of t_{tes} in the area of comprehensibility on pre-test and post-test.

Table 4.13
The Students' Gain Score in the Area of Comprehensibility

Respondent	Pre-test	Post-test	Gain (d)
R1	3	5	+2
R2	3	2	-1
R3	2	3	+1
R4	3	4	+1
R5	2	2	0
R6	3	4	+1
R7	3	3	0
R8	3	4	+1
R9	3	3	0
R10	3	3	0
R11	2	3	+1
R12	2	3	+1
R13	3	3	0
R14	2	2	0
R15	3	3	0
R16	3	4	+1
R17	3	5	+2
R18	3	4	+1
R19	3	5	+2
R20	2	3	+1
R21	3	3	0
R22	3	3	0
R23	2	3	+1
R24	2	3	+1
	Total		$\sum d = 16$

a. $Md = \frac{\sum d}{N} = \frac{16}{24} = 0,66666667$ $Md = 0,66666667$

b. Looking for deviation standard for each subject (Xd) and squared deviation (X^2d) in comprehensibility aspect as follows :

Md = 0, 66666667

Table 4.14

Respondent	Gain (d)	Xd (d-Md)	X ² d
R1	+2	1,33333333	1,77777777
R2	-1	- 1,66666667	2,77777789
R3	+1	0,33333333	0,11111111
R4	+1	0,33333333	0,11111111
R5	0	- 0,66666667	0,44444449
R6	+1	0,33333333	0,11111111
R7	0	-0,66666667	0,44444449
R8	+1	0,33333333	0,11111111
R9	0	-0,66666667	0,44444449
R10	0	-0,66666667	0,44444449
R11	+1	0,33333333	0,11111111
R12	+1	0,33333333	0,11111111
R13	0	-0,66666667	0,44444449
R14	0	-0,66666667	0,44444449
R15	0	-0,66666667	0,44444449
R16	+1	0,33333333	0,11111111
R17	+2	1,33333333	1,77777777
R18	+1	0,33333333	0,11111111
R19	+2	1,33333333	1,77777777
R20	+1	0,33333333	0,11111111
R21	0	-0,66666667	0,44444449
R22	0	-0,66666667	0,44444449
R23	+1	0,33333333	0,11111111
R24	+1	0,33333333	0,11111111
	$\Sigma d=16$		$\Sigma x^2d=13,33333338$

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

Mean of difference (Md) = 0, 66666667

Squared deviation (X²d) =13, 3333338

Total respondents (N) = 24

$$t = \frac{0,66666667}{\sqrt{\frac{13,3333338}{24(24-1)}}$$

$$t = \frac{0,66666667}{\sqrt{\frac{13,3333338}{24 \times 23}}}$$

$$t = \frac{0,66666667}{\sqrt{\frac{13,3333338}{552}}}$$

$$t = \frac{0,66666667}{\sqrt{0,02415459}}$$

$$t = \frac{0,66666667}{0,15541747}$$

$$= 4,28952209$$

$$t_{\text{test}} = 4,29$$

In determining the t_{table} , the researcher uses the level of significance or standard signification (α) = 0, 05 and the degree of freedom (df) = N-1. The result of $t_{\text{test}} = 4,29$ will be analyzed by the testing criteria of t_{table} as follows:

Testing the t_{table}

Standard signification (α) = 0, 05

Degree of freedom (df) = N-1
 = 24-1
 = 23

$$t_{\text{test}} = 4,29$$

$$\begin{aligned} t_{\text{table}} &= t \left(1 - \frac{1}{2} \alpha \right) (\text{df}) \\ &= t \left(1 - \frac{1}{2} 0,05 \right) (23) \\ &= t (1 - 0,025) (23) \\ &= t (0,975) (23) \\ &= 2,07 \end{aligned}$$

The result of t_{table} was found in the tabulation of the test of signification namely 2,07. It means that the result of t_{test} (4,29) is bigger than t_{table} (2,07). Because of $t_{\text{test}} > t_{\text{table}}$, it means that there was significant development on students' speaking skill in the area of comprehensibility after following the treatments.

5. Analysis of t_{test} in three aspects of assessment consists of accuracy, fluency and comprehensibility from pre-test and post-test.

Table 4.15
The students' gain score of pre-test and post-test.

Respondent	Pre-test	Post-test	Gain (d)
R1	10	14	+4
R2	7	7	0
R3	6	9	+3
R4	9	13	+4
R5	5	7	+2
R6	8	12	+4
R7	7	9	+2
R8	8	10	+2
R9	8	10	+2
R10	8	9	+1
R11	5	8	+4
R12	6	9	+3
R13	8	10	+2
R14	5	6	+1
R15	7	10	+3
R16	8	10	+2
R17	9	14	+5
R18	8	11	+3
R19	8	14	+6
R20	6	8	+2
R21	8	9	+1
R22	8	10	+2
R23	5	8	+3
R24	5	7	+2
N=24	$X_1 = 172$ $\bar{X}_1 = 7,1666667$	$X_2 = 234$ $\bar{X}_2 = 9,75$	$\sum d = 63$

Table above shows that the total number of sample (N) is 24. The sum of score in pre-test (X_1) is 172, the mean score in pre-test (\bar{X}_1) is 7,1666667, the sum of score in post-test (X_2) is 234, the mean score in post-test (\bar{X}_2) is 9,75 and the sum of gain score between pre-test and post-test ($\sum d$) is 63.

The calculation of the mean score in pre-test (\bar{X}_1) and post-test (\bar{X}_2) the difference means between post test- pre test (Md), deviation for each subject (Xd) and the result of the test of signification are presented as follows:

- The mean score of the pre-test (\bar{X}_1) as follows:

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{N} \\ &= \frac{172}{24} \\ &= 7,1666667\end{aligned}$$

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{N} \\ &= \frac{234}{24} \\ &= 9,75\end{aligned}$$

From the data analysis above we can see that the mean score of students' speaking skill in post test ($\bar{X}_2 = 9,75$) is greater than the mean score of students' speaking skill in pre test ($\bar{X}_1 = 7,1666667$). It means that most of the students underwent significant development on their speaking skill after the treatments.

- The difference means between Pre-test and Post-test (Md), are calculated as follows :

$$Md = \frac{\sum d}{N} = \frac{63}{24} = 2,625 \quad Md = 2,625$$

b. Looking for deviation standard for each subject (X_d) and squared deviation (X^2d)

of students' speaking skill in pre-test and post-test as follows :

$Md = 2,625$

Table 4.16

Respondent	Gain (d)	$X_d (d-Md)$	X^2d
R1	+4	1,375	1,890625
R2	0	-2,625	6,890625
R3	+3	0,375	0,140625
R4	+4	1,375	1,890625
R5	+2	-0,625	0,390625
R6	+4	1,375	1,890625
R7	+2	-0,625	0,390625
R8	+2	-0,625	0,390625
R9	+2	-0,625	0,390625
R10	+1	-1,625	2,640625
R11	+4	1,375	1,890625
R12	+3	0,375	0,140625
R13	+2	-0,625	0,390625
R14	+1	-1,625	2,640625
R15	+3	0,375	0,140625
R16	+2	-0,625	0,390625
R17	+5	2,375	5,640625
R18	+3	0,375	0,140625
R19	+6	3,375	11,390625
R20	+2	-0,625	0,390625
R21	+1	-1,625	2,640625
R22	+2	-0,625	0,390625
R23	+3	0,375	0,140625
R24	+2	-0,625	0,390625
	$\sum d = 63$		$\sum X^2d = 43,625$

$$c. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Means of difference (Md) = 2,625

Squared deviation (X^2d) = 43,625

Total respondents (N) = 24

$$t = \frac{2,625}{\sqrt{\frac{43,625}{24(24-1)}}}$$

$$= \frac{2,625}{\sqrt{\frac{43,625}{24 \times 23}}}$$

$$= \frac{2,625}{\sqrt{\frac{43,625}{552}}}$$

$$= \frac{2,625}{\sqrt{0,0790308}}$$

$$= \frac{2,625}{0,28112417}$$

$$= 9,33751089$$

$$t_{\text{test}} = 9,34$$

In determining the t_{table} , the researcher uses the level of significance or standard signification (α) = 0,05 and the degree of freedom (df) = N-1. The result of $t_{\text{test}} = 9,34$ will be analyzed by the testing of t_{table} as follows:

Testing the t_{table}

Standard signification (α) = 0, 05

Degree of freedom (df) = N-1

$$= 24-1$$

$$= 23$$

$$t_{test} = 9, 34$$

$$t_{table} = t \left(1 - \frac{1}{2} \alpha \right) (df)$$

$$= t \left(1 - \frac{1}{2} 0, 05 \right) (23)$$

$$= t (1-0,025) (23)$$

$$= t (0,975) (23)$$

$$= 2, 07$$

The result of t_{table} was found in the tabulation of the test of signification namely 2, 07. It means that the result of t_{test} (9, 34) is bigger than t_{table} (2, 07). Because of $t_{test} > t_{table}$, it means that there significant development on students' speaking skill after following the treatments.

6. Analysis Questionnaires

Having conducted research at MTs Bonelemo the researcher found that the Students' perception toward problem based learning the questionnaire Students' perceptions are presented as follows:

Table 4.17
Students are Happy Studying English by Using Problem Based Learning Strategy

Option	Frequency	Percentage
Strongly Agree	3	12,5%
Agree	9	79,17%
Disagree	2	8,33%
Strongly Disagree	-	0%
Total	24	100%

The table indicate that 3 students (12,5%) chose strongly agree, 19 students (79,17%) chose agree, 2 students (8,33%) chose disagree and none students (0%) chose strongly disagree. It means that most of the students were happy learning by using problem based leaning strategy

Table 4.18
Students Took Part Actively During Applying Strategy.

Option	Frequency	Percentage
Strong agree	4	16,67%
Agree	18	75%
Disagree	2	8,33%
Strongly Disagree	-	0%
Total	24	100 %

This table shows that 4 students (16,67%) chose strongly agree, 18 students (75%) chose agree, 2 students (8,33) chose disagree and none students (0%) chose

strongly disagree. It means that most of the students were actively in the classroom participation.

Table 4.19
Studying English with Problem Based Learning Strategy is Faster English than Other Method

Option	Frequency	Percentage
Strongly Agree	6	25%
Agree	15	62,5%
Disagree	2	8,33%
Strongly Disagree	1	4,1%
Total	24	100%

This table indicates that 6 students (25%) chose strongly agree, 15 students (62, 5%) chose agree, 2 students (8, 33%) chose disagree and 1 students (4,1%) chose strongly disagree. It means that the most students agree if learning strategy is faster increasing speaking ability in English than other method.

Table 4.20
The Important Thing in Studying English is Speaking

Option	Frequency	Percentage
Strongly Agree	12	50%
Agree	11	45,83%
Disagree	1	4,17%
Strongly Disagree	-	0%
Total	24	100%

This table indicate that 12 students (50%) chose strongly agree, 11 students (45,83) chose agree,1 students (4,17%) chose disagree and none students (0%) chose strongly disagree. It means that most of students strongly agree the important thing in studying English is speaking.

Table 4.21
Studying Speaking by Using Problem Based Learning Strategy Just Less a Time

Option	Frequency	Percentage
Strongly Agree	2	8,33%
Agree	4	16,67%
Disagree	17	70,83%
Strongly disagree	1	4,17%
Total	24	100%

This table indicates that 2 students (8, 33%) chose strongly agree, 4 students (16,67%) chose agree, 17 students (70, 83%) chose disagree and 1 students (4,17%) chose strongly disagree. It means that the most students disagree if learning strategy just a less time.

Table 4.22

The Teachers' Skill Affects the Students' Understanding the Subject.

option	Frequency	percentage
Strongly agree	7	29,17%
Agree	16	66,67%
Disagree	1	4,17%
Strongly disagree	-	0%
Total	24	100%

This table indicates that 7 students (29, 17%) chose strongly agree, 16 student (66,67%) chose agree, 1 students (4,17%) chose disagree and none students (0%) chose she strongly disagree. It means that the most of the students agree that the teachers' skill affect the students' understanding toward the subject.

Table 4.23
This Strategy Can Make Students Bored.

Option	Frequency	Percentage
Strongly agree	1	4,17%
Agree	4	16,67%
Disagree	16	12,5%
Strongly disagree	3	12,5%
Total	24	100%

This table indicates that 1 students (4,17%) chose strongly agree. 4 students (16,67%) chose agree, 16 students (66,67%) chose disagree and 3 students (12,5%) chose strongly disagree. It means that most of the students disagree that this strategy can make the bored.

Table 4.24
The Subject which Was Given During This Program Fit with Students' Level of Class.

Option	Frequency	Percentage
Strongly agree	4	16,67%
Agree	14	58,33%
Disagree	5	20,83%
Strongly disagree	1	4,17%
Total	24	100%

This table indicates that 4 students (16,67%) chose strongly agree, 14 students (58,33%) chose agree, 5 students (20,83%) chose disagree and 1 students (4,17%) chose strongly disagree. It means that the subject which was given during this program fit with the students' level of class.

Table 4.25
Students' learning motivation increases after applying this method.

Option	Frequency	Percentage
Strongly agree	4	16,67%
Agree	17	70,83%
Disagree	3	12,5%
Strongly disagree	-	0%
Total	24	100%

This table indicates that 4 students (16, 67%) chose strongly agree, 17 students (70,83%) chose agree, 3 students (12,5%) chose disagree and none students (0%) chose strongly disagree. It means students' learning motivation increases after applying this strategy.

Table 4.26

This Strategy Have Not Influence to Increase the Speaking Ability.

option	Frequency	Percentage
Strongly agree	-	0%
Agree	2	8,33%
Disagree	16	66,67%
Strongly disagree	6	25%
total	24	100%

This table indicates that none students (0%) chose strongly agree, 2 students (8,33%) chose agree, 16 students (66,67%) chose disagree and 6 students (25%) chose strongly disagree. It means that most of the students disagree if strategy have not influence to increased the speaking ability.

B. Discussion

Problem based learning is an instructional method that is said to provide students with knowledge suitable for problem solving. In order to test this assertion the process of problem based learning is described and measured against three principles of learning: activation of prior knowledge, elaboration and encoding specificity. Some empirical evidence regarding the approach is presented.¹

When the conditions that facilitate human learning three principles were discussed, it was concluded that instructional methods should stimulate students by activating relevant prior knowledge, providing a learning setting as similar as possible to the setting in which the acquired knowledge is to be used (encoding specificity), and by giving students opportunities to elaborate on their knowledge. Does problem-based learning meet these condition?

To meet the requirement that problem-based learning should lead to the activation of relevant prior knowledge, attention must be paid to the characteristics of the problems being used. Written problems will activate relevant prior knowledge

¹H.G.Schmidt *Problem Based Learning Rational And Description* ([http://scholar.google.com/scholar url](http://scholar.google.com/scholar)) accessed on December 15th, 2013

only if they have the following features: 1) they should consist of a neutral description of an event or a set of phenomena that are in need of explanation in terms of underlying processes, principles or mechanisms; 2) they actually do have to lead to problem solving activity. If students are asked to study 'the heat-regulating mechanism of the human body', this task will not lead to activities such as described in the preceding section. But the following problem will do so, you have been playing a game tennis. You've a red face and are wet all over your body. How can these phenomena be explained? 3) problems have to be formulated as concretely as possible. 4) problems should have a degree of complexity adapted to students prior knowledge. If a problem is not complex enough, it will not be recognized as a problem. If it too complex, students will think that it is no use trying to solve it.

The second condition that facilitates learning (encoding specificity) is met by the problem based learning approach insofar as problems are used that have a close resemblance to problems that students will come across in later professional life. 5) that have the greatest frequency in the usual practical setting. 6) that represent life-threatening or urgent situations. 7) that have a potentially serious outcome, in terms of morbidity or mortality, in which intervention- preventive or therapeutic can make a significant difference in prognosis. 8) that are most often poorly handled by doctors in the community.

The third facilitated condition, giving students opportunities to elaborate on their knowledge, is augmented during group discussion, when students provide each other with opportunities for amplification and change of existing knowledge

structures. When students try to explain the blood loss problem by hypothesizing possible processes responsible for the phenomena observed, they are not merely reproducing knowledge acquired at some point in the past. They are using this knowledge as 'stuff for thinking'. In doing so, previously unrelated concepts become connected in memory, newly produced insights change the structure of their cognition, and information supplied by peers is added. The same applies to the last step of problem based learning procedure where newly acquired information is exchanged, critically discussed and eventually applied. These are the activities that can be viewed as elaboration process.

So far only the potential qualities of the problem based learning approach as an instructional method have been discussed. The question is whether there is any empirical evidence regarding the effectiveness of the approach. One can ask whether problem based learning really promotes the acquisition of knowledge that is applicable. The student had to read these cards and comment on the information. After processing the case history in this way the subject was asked among other things to write down a differential diagnosis, to rate the information on the information. Some small but reliable differences were found in favour of the Maastricht medical students. This suggests that a problem based curriculum may provide better opportunities for learning to solve medical problems. Small groups of students analysed a written problem on osmosis. Subsequently, they studied a text containing new information relevant to this topic. As compared with control subjects

that only studied the text, the experimental subjects were better in recognizing the information from the text and in using it in order to solve small problems.

The conclusion is that the available theoretical views and empirical evidence suggest that problem based learning, in the last be considered a useful addition to conventional instructional methods, and can perhaps be used as an alternative approach.

Having presented the data findings and analyzed the data, it is found that the result of t_{test} (9,59) in the area of accuracy is greater than t_{table} (2,07). It means that there were significant developments on students' speaking skill in the area of accuracy of speaking assessments.

In the area of fluency of speaking assessment, it is found that the result of t_{test} (6,87) is greater than t_{table} (2,07). It means that there were significant developments on students' speaking skill in the area of fluency of speaking assessments.

In the area of comprehensibility of speaking assessment, it is found that the result of t_{test} (4,29) is greater than t_{table} (2,07). It means that there were significant developments on students' speaking skill in the area of comprehensibility of speaking assessments.

In three aspects of speaking assessment which consists of accuracy, fluency and comprehensibility in pre test and post test, it is found that the result of t_{test} (9,34) is greater than t_{table} (2,07) it means that there were significant developments on students' speaking ability after conducting the treatments.

The result of $t_{test} > t_{table}$, it indicates that H_0 is rejected and H_a is received. It means that there were significant developments on the students' speaking skill at eleventh year students of MTs Bonelemo in 2013/2014 academic year.

In addition, the researcher found that most of students gave positive responds to the method applied by the researcher.



IAIN PALOPO

CHAPTER V CONCLUSION AND SUGESSTION

The discussion in this chapter includes conclusion and some questions in compliance with the findings and some suggestions related to the finding and application of the research.

A. Conclusion

Based on the result of data analysis in the previews chapter. The researcher concludes that:

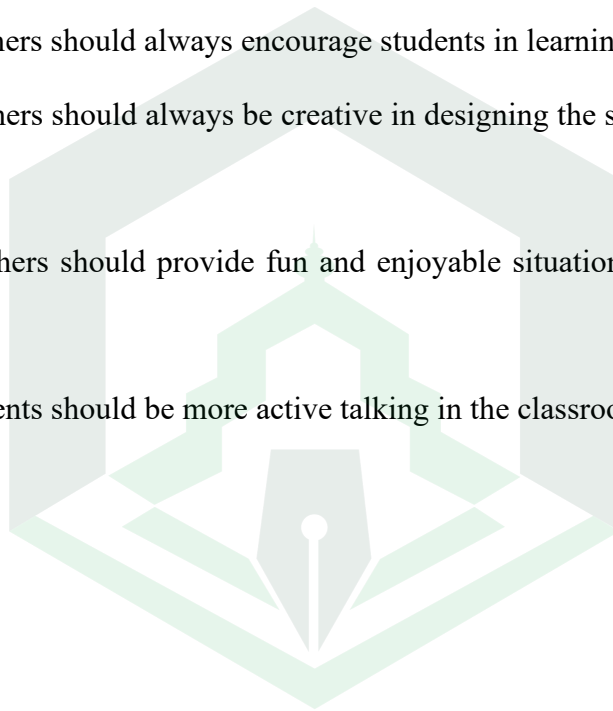
1. Problem-Based Learning is effective to increase the students' ability in using speaking skill at the seventh year students of MTs Bonelemo. It is proved by calculating the difference of both tests (pre-test and post-test), by using test analysis were, the results of t-test 9,34 and t-table 2,07. It means that there is significance difference between the students ability in using speaking skill at the seventh year students of MTs Bonelemo before applying problem-based learning strategy.

2. Having analyzed the result of students' perceptions toward the strategy applied by the researcher in this research, it was found that most of the students gave positive respond and enjoy learning by using problem based learning strategy. Based on the data, the researcher concluded the students at the seventh years of MTs Bonelemo were interested in learning speaking by using problem based learning strategy.

B. Suggestions

Having concluded the result of this research, the researcher further suggests some points as follows:

1. The teachers should provide more chances to the students talking in the classroom.
2. The teachers should always encourage students in learning to speak in English.
3. The teachers should always be creative in designing the speaking activity in the classroom.
4. The teachers should provide fun and enjoyable situation in order students are not bored.
5. The students should be more active talking in the classroom.



IAIN PALOPO

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IAIN PALOPO

APPENDIX A

Pre test

Name:

Class:

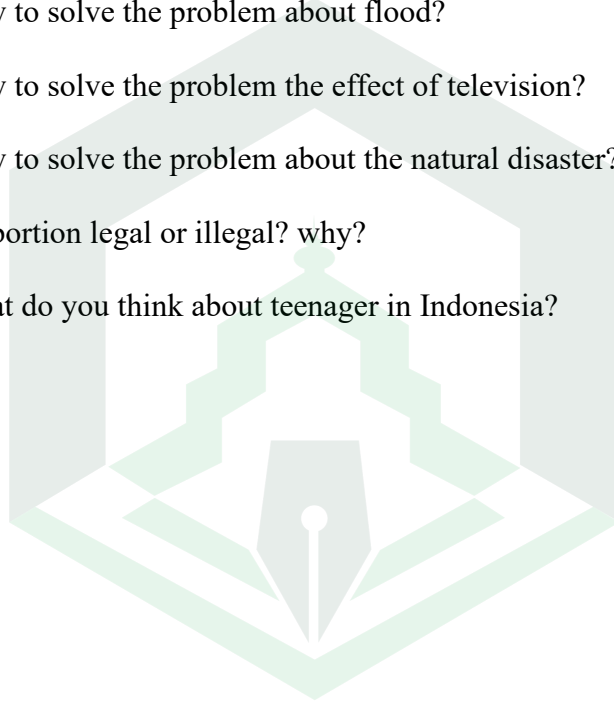
1. Introduction
 - a. What is your name?
 - b. Where do you live?
 - c. What is your favorite food?
 - d. What is your hobby?
 - e. How many brother and sister do you have?
 - f. Where are you from?
2. What do you think about flood in Indonesia?
3. What do you think about teenager in Indonesia?
4. Some people admit that economic is very important than education but the others says education is the most important things in our live. What do you think?
5. Natural disaster always happen in our country, what will you do to make it be better?

APPENDIX C

Post test

A. Solve the problem

1. How to solve the problem about flood?
2. How to solve the problem the effect of television?
3. How to solve the problem about the natural disaster?
4. Is abortion legal or illegal? why?
5. What do you think about teenager in Indonesia?



IAIN PALOPO

APPENDIX D
QUESTIONNAIRE

1. Petunjuk Pengisian

- a. Bacalah Dengan baik setiap pertanyaan dibawah ini :
- b. Bubuhkan tanda silang (X) pada kolom yang tersedia.
 - Pilih A jika anda sangat setuju terhadap pernyataan
 - Pilih B, jika anda setuju terhadap pernyataan
 - Pilih C, jika anda tidak setuju Terhadap pernyataan.
 - Pilih D, jika anda sangat tidak setuju terhadap pernyataan.
- c. Apabila terjadi kesalahan dalam pengisian angket ini,beri tanda lingkaran (O) pada jawaban yang salah tersebut, kemudian bubuhkan tanda silang (X) pada jawaban yang benar.
- d. Setelah mengisi angket ini,kumpulkan kembali kepada peneliti.

IAIN PALOPO

2. Pertanyaan

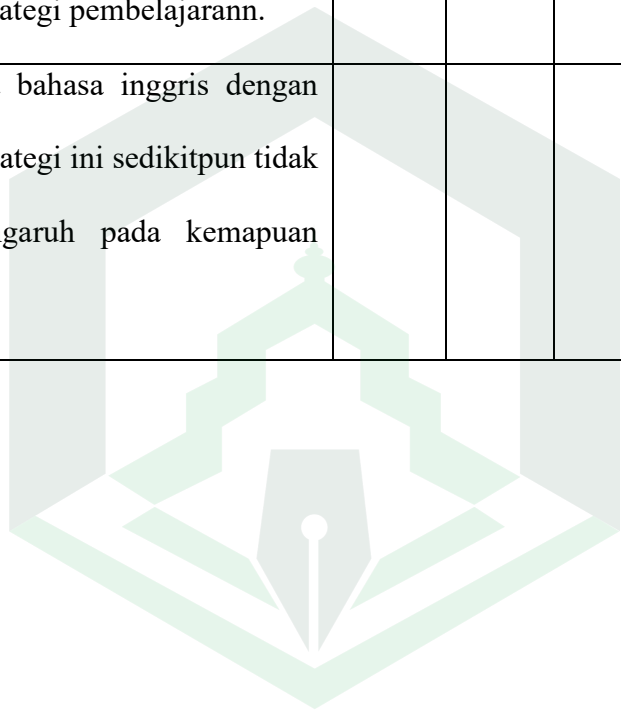
Nama :

Nis :

Kelas/ Semester :

No	Pertanyaan	A	B	C	D
1	Anda senang belajar bahasa inggris dengan strategi pembelajaran ini.				
2	Anda selalu berpartisipasi aktif selama strategi pembelajaran ini diterapkan.				
3	Belajar dengan strategi pembelajaran ini lebih cepat meningkatkan kemampuan berbicara dalam bahasa inggris dibandingkan cara lain.				
4	Yang terpenting dalam bahasa inggris adalah kemampuan berbicara.				
5	Belajar berbicara dalam bahasa Inggris dengan menggunakan strategi pembelajaran hanya membuang waktu saja.				
6	Keterampilan guru berpengaruh terhadap				

	daya serap siswa terhadap materi.				
7	Strategi pembelajaran ini dapat membuat siswa bosan.				
8	Materi yang diberikan selama program ini sesuai dengan level kelas anda.				
9	Motivasi belajar anda bertambah setelah menggunakan strategi pembelajarann.				
10	Dalam berbicara bahasa inggris dengan menggunakan strategi ini sedikitpun tidak mempunyai pengaruh pada kemampuan berbicara siswa.				



IAIN PALOPO