

**THE IMPLEMENTATION OF PROBLEM-BASED LEARNING (PBL) TO
IMPROVE THE STUDENTS' SPEAKING SKILLS AT SMP
MUHAMMADIYAH PK KOTTABARAT SURAKARTA (A CLASSROOM
ACTION RESEARCH OF EIGHT GRADE IN THE ACADEMIC YEAR
2022/2023)**

THESIS

Submitted as A Partial Fulfilment of the Requirements for Degree
of Sarjana Pendidikan



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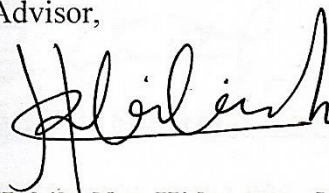
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DEDICATION

This thesis is dedicated to:

- ❖ Allah SWT and Prophet Muhammad SAW
- ❖ My beloved parents.
- ❖ My beloved brothers, sister and All of my big family.
- ❖ My beloved advisor
- ❖ My best friends who always support me.
- ❖ My classmate.
- ❖ Me, Myself, and I
- ❖ My Beloved Almamater UIN Raden Mas Said Surakarta.

MOTTO

"The 3 C's in life: choice, chance, change. You must make the choice, to take the chance, if you want anything in life to change"


PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Implementation of Problem-based Learning (PBL) to Improve the Students’ Speaking skills at SMP Muhammadiyah PK Kottabarat Surakarta (A Classroom Action Research of Eight Grade in the Academic Year of 2022/2023)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Stated by,



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ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Implementation of Problem-based Learning (PBL) to Improve the Students’ Speaking skills at SMP Muhammadiyah PK Kottabarat Surakarta (A Classroom Action Research of Eight Grade in the Academic Year of 2022/2023)”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 16 December 2022

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ABSTRACT

Miftakhul Munir. 2022. The Implementation of Problem-based Learning (PBL) to Improve the Students' Speaking skills at SMP Muhammadiyah PK Kottabarat Surakarta (A Classroom Action Research of Eight Grade in the Academic Year of 2022/2023). Thesis. English Language Education Department. Cultures and Languages Faculty.

This research was conducted to improve students' speaking skills by using problem-based learning. Students are easily bored and fear of making mistakes when speaking, shyness, still lack confidence in their language skills, vocabulary, and students' speaking skills to be applied because teachers have not implemented various strategies that can be used in teaching speaking, so there are many students were passively involved in learning process. The objective of this study was to improve the Students' Speaking skills of VIII A consisted of 31 students at SMP Muhammadiyah PK Kottabarat Surakarta (A Classroom Action Research of Eight Grade in the Academic Year of 2022/2023).

The research was classroom action research. The action research was carried out in two cycles with total 7 meetings. The subject of the research was the students of VIII A. The English teacher, the researcher, and the students of VIII A were the team members of the research. In collecting the qualitative data, the researcher used observation and interview with the students and collaborator, the collaborator in this research is the English teacher. The data were in the forms of observation sheets and interview transcripts, such as descriptions and reflections on what occurred during the learning process to support qualitative method and quantitative method was used to analyze the data from the mean scores of pre-tests and post-test.

From the findings, it were found that the students' speaking skills there was an improving on pre-test, post test 1 and post test 2. The average score in speaking skills improved from 68,468 in the pre-test to 72,581 in cycle 1 and 81,613 in cycle 2. It can be concluded that the problem-based learning can improve students' speaking skills at SMP Muhammadiyah PK Kottabarat Surakarta especially for grade VIII A. The data shows a very significant increase in cycle I and cycle II. The data shows the second cycle increased more than the first cycle.

Keywords: *Students' speaking skills, Problem-based Learning*

CHAPTER I

INTRODUCTION

A. Background of Study

English has become a language that has an important role in learning in the world community. English is considered as an international language which has extended to various aspects of global society. Mastering English is very important for communication, especially in the academic field. In learning English, students must master four skills, namely speaking, listening, writing, and reading. Speaking skills as one of the basic skills of English, speaking has an important role in language learning process, through speaking, student take out their ideas to others.

Speaking skill is ability of people to communicate with other people by using verbal language. This understanding shows that speaking activity is a second language activity carried out by humans in language life, namely after listening activities. Based on the sounds of the language that is heard, then humans learn to pronounce and are finally able to speak. Speaking requires mastery of sound symbols both for the purpose of conveying and receiving ideas, while visual symbols are not needed for speaking activities. This proves that the mastery of spoken language is more functional in everyday life. From the results of problem identification and interviews conducted by researchers with an English subject teacher for class VIII SMP Muhammadiyah PK Kottabarat Surakarta, namely Mr. Dafid, information was obtained that the most prominent problem was that the average result of students' speaking skills

in class VIII students had not reached the standard of learning mastery. The cause of the low speaking results in students is thought to be due to several factors, among others. First, students are less motivated in learning English, especially students' speaking skills, because during the learning process students are less active in asking and answering teacher questions. Second, the lack of willingness and seriousness of students in discussing so that the learning objectives are not achieved. This is evident when in the learning process students chat with their friends and are not responsible for group discussions. Third, the method used by the teacher in this study is the lecture method which emphasizes theory rather than practice, learning which is often carried out is only in the form of knowledge transfer.

Based on these problems, a learning method is needed that can improve the quality of learning students' speaking skills. The quality of the learning process is expected to increase and learning outcomes in the form of students' speaking skills also increase. Problem-based learning or commonly known as problem-based learning is the right method to overcome these problems. Rooted in students' difficulties in providing criticism of information, a problem-based learning method was chosen using classroom action research. Action research is an activity carried out by the teacher or together with other people (collaboration) which aims to improve or improve the quality of the learning process in the classroom. This method has the potential to develop the independence of students through problem solving that is meaningful for students' lives. Learning with the problem-based learning method allows

students to be involved in studying real world problems, higher order thinking skills, problem solving skills, interdisciplinary learning, independent learning, learning to explore information, learning to work together, and learning communication skills. Problem-based learning is a teaching model characterized by the existence of real problems as a context for students to learn critical thinking and problem-solving skills and acquire Duch's knowledge (in Shoimin, 2014: 130). Based on this opinion, it can be concluded that the problem-based learning method aims to train students to think so that they are able to stimulate students to communicate in a lesson so that the desired learning objectives can be achieved. The advantages of this method further strengthen the reason for researchers to use the problem-based learning method.

Mufaidah's study (2014) concludes that the implementation of problem-based learning (PBL) has the potential to motivate, empower and challenge language learners, which usually results in developing self-confidence, increasing students' language skills, and learning to be beneficial for students as they demonstrate their ability to plan, manage, and complete projects through their content knowledge and language skills.

Based on research by Nur Kaliba (2016) entitled "Improving the Students' Speaking ability Through Problem-based Learning Strategy in Performing Adjacency Pairs" which studied the implementation of PBL on improved students' speaking ability while this research focused on the implementation of problem-based learning to improve the students' speaking

skills using classroom action research. Previous research used experimental methods to get results, while in this study to improve students' speaking skills using the CAR method.

Based on the discussion above, the researcher wants to apply PBL in the process of teaching English language skills in a junior high school in Surakarta. The findings of this study are reported in this minor thesis entitled **“The Implementation of Problem-based Learning (PBL) to Improve the Students Speaking skills at SMP Muhammadiyah PK Kottabarat Surakarta (A Classroom Action Research of Eight Grade in The Academic Year 2022/2023).”**

B. Identification of problem

The research concerned with the Problem-Based Learning (PBL) method which is intended for students. Therefore, the problem can be identified as follows:

1. Students are less active in responding to questions posed by the teacher
2. There are some students who have problems in reluctance to speak, shyness, fear of making mistakes when speaking, poor students' speaking skills and lack of peers.
3. There are some students who still lack confidence in their language skills, vocabulary, and students' speaking skills to be applied.

4. Mostly, the teachers have not implemented various strategies that can be used in teaching speaking, so there are many students were passively involved in learning process.

C. Limitation of the Study

Based on the identification of the problem, the researcher limits the research on the problem-based learning (PBL) method which is intended for students of Muhammadiyah PK Kottabarat Surakarta Junior High School Academic Year 2022/2023. The subject of this research is the students of Muhammadiyah PK Kottabarat Surakarta Junior High School in English subjects. The object of this research is the learning method, problem-based learning (PBL) as the right method to help eight grade students improve students' speaking skills and critical thinking skills by solving problems faced in small groups. In the PBL learning process, students work with classmates or peers to encourage critical development in thinking, problem-solving skills and the ability to communicate confidently. The focus of the research is to identify the teaching and learning process using the problem-based learning (PBL) method that will be applied to eight grade students at Muhammadiyah PK Kottabarat Surakarta Junior High School Academic Year 2022/2023.

D. Problem Statement

Based on the background of the study, the researcher formulates the statements of the problem below:

1. Can the implementation of problem-based Learning improve the students' speaking skills of eight grade at SMP Muhammadiyah PK Kottabarat Surakarta in the academic year of 2022/2023?
2. What are the strengths and weaknesses in using the problem-based learning method?

E. The objective of the study

Based on the problem, there are two objectives of this research as follows:

1. To investigate to what extent Problem-based Learning can improve the students' speaking skills.
2. To identify the strengths and weaknesses of Problem-Based Learning in teaching speaking

F. The benefits of the study

This research is expected to be able to give some benefits to students, teachers, schools, and other researchers.

1. For students
 - a. It is expected that this study result will help to improve their speaking skill.
 - b. The students are motivated in mastering speaking skill
2. For teachers
 - a. This research result can be used as resources by teachers in implementing Problem-Based Learning to improve students' speaking

skills which are expected to be a more interesting and innovative teaching and learning process.

- b. The result of the research can be used as an input in the teaching learning process especially in developing students' speaking skills.

3. For schools

The result of the research is expected to become a resource of innovative teaching and learning process especially in teaching speaking.

4. For other researchers

The result of the research is expected to give reference to other researchers who want to conduct further research in teaching speaking. This research is expected to provide the result of the implementation of a Problem-Based Learning approach that hopefully can improve the students' speaking skills. Hopefully, it will encourage the students to get more English-speaking practices using the problem-based learning method, because by using the problem-based learning method, the students of Junior High School can enjoy speaking English. This research may also help the teachers to use the speaking problem-based activities in their class as the alternative in the teaching and learning process. This research also offers the benefit for people who have great interest and concern towards English education at Junior High School. They will be aware of the Junior High School students' need for learning English. The results of this research will serve the information and data which are expected to increase

the quality of the process of teaching and learning English as a foreign language in Indonesia.

G. Definition of Key terms

To provide a better understanding of this research, it is necessary to explain some terms in order to help the readers understand them more easily.

They are:

1. Problem-based Learning

Nilson, L. B. (2010) problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem, this problem is what drives the motivation and the learning.

2. Speaking Skill

Freeman (2001) Speaking skill is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary.

3. Classroom Action Research

Carr and Kemmis (1986) action research is a form of self-reflective enquiry undertaken by participant (student, teacher or principals) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) understanding.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Classroom Action Research

a. Definition of Classroom Action Research

Classroom action research can be defined as action research that carried out with the aim of improving the quality of the process and learning outcomes a group of students (Mulyasa, 2011:10). According to Carr and Kemmis (1986) action research is a form of self-reflective enquiry undertaken by participant (student, teacher or principals) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) understanding. Classroom action research is reparative research, meaning research carried out to improve the learning process so that students can achieve maximum results (Wiyono, 2007: 96)

Based on the definition above, it can be concluded that class action research is research used to find problems faced in the learning process in the classroom and then improve the learning process so that students achieve the desired results.

b. Classroom Action Research Steps

According to Kemmis and McTaggart (1988), action research occurs through a dynamic and complementary process, which consists of four essential moments: of planning (Planning), application of

actions (action), observing and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

- 1) Planning, which is the preparation made for the implementation of Class Action Research, such as: preparing a Learning Implementation Plan and making learning media.
- 2) Implementation of Actions (Acting), namely a description of the actions to be carried out, work scenarios of corrective actions to be carried out and procedures for actions to be applied.
- 3) Observation (Observe), This observation is carried out to see the implementation of all plans that have been made properly, there are no deviations that can provide less than optimal results in improving student learning outcomes. Observation activities can be carried out by providing observation sheets or in other ways that are in accordance with the required data.
- 4) Reflection (Reflecting), which is an evaluation activity about the changes that occur or the results obtained on those collected as a form of impact of the actions that have been designed.

Based on this step, it will be known the changes that have occurred. How and to what extent the established actions are capable of achieving changes or addressing the problem significantly. Departing from this reflection, an improvement in action in the form of replanning can be carried out.

2. Problem-based Learning Method

a. Problem-based Learning (PBL)

There are numerous definitions and interpretations of Problem-based-Learning (PBL):

- 1) PBL is both a method and a curriculum. The curriculum is made up of carefully chosen and created issues that require the student to acquire critical information, problem-solving skills, self-directed learning methodologies, and team participation abilities. The procedure is modeled after a regularly used methodical strategy to resolving problems or overcoming hurdles in life and work (Margaret C. Lohman and Michael Finkelstein, 2002:123)
- 2) Nilson, L. B. (2010) problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem, this problem is what drives the motivation and the learning.
- 3) Baden and Major (2004) explain that the problem-based learning (PBL) is an approach in which the students to develop metacognitive skills and to expect students in use reasoning abilities to solve complex problem. Tan (2003) said that PBL includes the life-wide learning goals of self-directed learning, information mining skills, collaborative, team learning, reflective and evaluative thinking skills.

There are some definitions of the PBL definitions. It can be assured that Problem-based-Learning (PBL) is a method of instruction where students are positioned to work in groups to solve a challenging problem. This method will allow students to collaborate and apply critical thinking as they develop their ideas and discover solutions all

It can describe that success in learning is when students can reach desired destination in the activities of his study. That learning is a process of delivering knowledge to pupils in order to assist them in achieving their learning objectives, particularly learning goals.

b. Objective of the PBL

The purpose of problem-based learning is to engage students in teaching and learning activities while also familiarizing them with the surroundings in order to enhance group or cooperative student engagement. Problem teaching allows youngsters to work actively and productively to share knowledge in order to increase learners' problem-solving abilities and skills. Teachers just observe and oversee the actions of teaching and learning both inside and outside the classroom.

c. Characteristic of PBL

PBL approaches in a curriculum usually include the following characteristic (Tan, 2002):

- 1) The problem is the main point of learning

- 2) The problem is usually used a real-world problem that appears unstructured, it is meant to be as authentic as possible.
- 3) The problem of PBL promotes the solution by taking into consideration knowledge from several subject and topics.
- 4) The problem challenges students' current knowledge, attitudes and competencies, the calling for identification of learning needs and new areas of learning.
- 5) Self-directed learning is primary. Thus, students assume major responsibility for the acquisition of information and knowledge.
- 6) Learning is collaborative, communicative and cooperative. Students work in small group with a high level of interaction for peer learning, peer teaching and group presentation.
- 7) Development of investigation and problem-solving skills is as important as content knowledge to solve the problem. The PBL tutor thus facilitates and trains through questioning and cognitive coaching
- 8) Closure in the PBL process includes synthesis and integration of learning
- 9) PBL also includes with an evaluation and review of the learner's experience and the learning processes.

Content learning, the acquisition of discipline-related heuristics, and the development of problem-solving abilities are all goals of PBL. Self-directed learning, information-mining skills, collaborative and

team learning, and reflective and evaluative thinking skills are all included in PBL. (Tan, 2002).

d. Principles of PBL

Some key principles of problem-based-learning (Kornwipa Poonpon, 2001:7)

1) Active learning

- a) Students take control of their own learning
- b) Students pose and answer their own questions

2) Integrated learning

- a) Different disciplines or sub-disciplines are not studied separately
- b) Knowledge, understanding and skills are not seen as distinct elements but integrated
- c) The problem is the focus
- d) Every attempt is made to link the classroom and the real world of practice

3) Cumulative learning

- a) No one topic or problem is examined in depth to the level of the ultimate learning outcome; rather, topics are revisited in ever greater depth.
- b) The sophistication of the problem and the nature of the challenge become progressively greater as students move through the curriculum

- c) Topic become progressively more complex and problems more indeterminate
 - d) Consistency in learning
 - e) Students are treated as responsible adults
 - f) Summative assessment is sparingly used
 - g) Assessment must be constructively aligned with the goals of PBL
- 4) Learning for understanding
- a) The processes of inquiry are more important than the facts delivered
 - b) Knowledge must be tested by application
 - c) Feedback is central
 - d) Reflection is an integral part of the learning process

In addition, in the teaching-learning process, the concepts of PBL require elaboration, implementation, and reflection. The three components are critical in stimulating students' abilities while using the PBL technique to teach learning. When the PBL method is employed in the teaching learning process, it can be practiced; nevertheless, without them, the PBL method's teaching learning process results are not perfect.

e. Stages of PBL

According to Nurhayati (2004) the implementation of the problem-based learning model includes five stages, namely:

- 1) student orientation towards authentic problems. at this stage the teacher explains the learning objectives, explains the necessary logistics, motivates students to engage in problem solving activities.
- 2) Organizing students. at this stage the teacher divides students into groups, helps students define and organize learning tasks related to problems.
- 3) guiding individual and group investigations. at this stage the teacher encourages students to collect appropriate information, carry out experiments and investigations to get explanations and problem solvers.
- 4) develop and present the work. at this stage the teacher helps students in planning and preparing appropriate work.
- 5) analyze and evaluate the problem-solving process. at this stage the teacher helps students to reflect or evaluate their investigations and the processes they use

f. Advantages and Weakness of PBL

According to Nilson, L. B. (2010), there are some advantages and disadvantages of implementing Problem-Based Learning in teaching English, especially in teaching speaking.

1) Advantages

There are some advantages of problem-based learning method in the learning process, among them:

- a) Problem-based learning is able to be good method to understand the content of learning
- b) Problem-based learning gives a satisfaction in finding knowledge for the students
- c) Increase students' learning activity
- d) Help the students to transfer their knowledge to understand the ill-structured problem
- e) Develop students' knowledge and the students take responsible in their learning process
- f) Students' thinking can be known in accepting the lessons
- g) Develop students' critical thinking and students' ability to adjust with a new knowledge
- h) Problem-based learning is thought as a pleasant strategy and loved by the students
- i) Give an opportunity for the students to use their own knowledge in the real-world
- j) Enhance students' interest continually in the learning process.

2) Disadvantages

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

- a) It needs a long time for the students to solve the problem

- b) Problem-based learning requires many materials and research
- c) It is difficult to apply problem-based learning strategy in all classroom
- d) Get difficulty in assessing students in the learning process.

3. The Concept of Speaking Skill

a. Definition of speaking Skill

The mastery of speaking skill in English is a priority for many second language or foreign language learner. Consequently, language learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they feel they have improved in their spoken language proficiency.

Moreover, speaking skill is very important in human life. It is needed when they are talking conversation with other people in formal or informal setting. Speaking skill comes from the speaking ability of someone that has developed. Speaking skill consists of two words: speaking and skill. Before we summarized about speaking skill, it is better if we understand the meaning both of two words.

1) Speaking

Brown (2001: 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the

demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

In addition, Rizkiah (2014) says that speaking is the action in conveying information and expressing the feeling. Mufaidah (2004) adds that, “speaking is an interactive process of constructing meaning that involves producing, receiving and processing the information” (p. 8). In addition, Brown (2001) states that speaking is one of language skill which is very important to be mastered by students in order to be good communicators.

According to Bailey and Nunan (2005) argue that Speaking is a vital component of learning a language, whether it is a second or a foreign language, and it may be judged by the students' skill in the learning process. Students should practice speaking while learning to develop their students' speaking skills because natural communication between people is impossible without the capacity to talk.

At the end, Based on the definition above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker say. It is a skill of speaker to give information to a listener or a group of listeners by transfer it effectively.

2) Skill

According to Hornby, skill is the ability to do something well. In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Several source, Francis Green mention the definition of skill such as, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as “ability”, “competence”, “knack”, “aptitude” and “talent”, and varied imprecise translation in other language.

From the explanation above, it can be conclude that speaking skill is a person’s speaking ability and capacity which acquire them in complex process to create of good communication situation. In speaking activity always related with speaking skill and linguistic problem. Therefore, the teacher must be smart to solve.

b. Types of speaking

As stated by Brown (2004, p. 141) the basic types of speaking are divided into five categories, namely:

1) Imitative

Imitative is the skill to imitate a word, a phrase or possibly a sentence. Imitative is not only part of phonetic level and oral

production, but also includes a number of prosodic, lexical, and grammatical properties of language.

2) Intensive

Intensive is the production of short tense of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as, prosodic elements-intonation, stress, rhythm, and juncture. For example, reading aloud sentence and dialogue completion.

3) Responsive

Responsive includes a short conversation, standard greetings, small talk, and simple request and comments. On the other hand, responsive is the interaction and the test of comprehension

4) Interactive

Interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and or multiple participants. For instance, interview, discussion, game and role play.

5) Extensive (monologue)

Extensive type includes speeches, oral presentations, and storytelling during which opportunity for oral interaction from listener is either highly limited or ruled out together. This type needs more action and interaction to the listener.

c. Scoring Components of Speaking

There are a number of speaking components in English as stated by Wipf (1982, p. 2), namely:

1) Pronunciation

Pronunciation was an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept ability. The concept of “pronunciation” may be said to include:

- a) The sound of the language. One their own the sound of language may well meaningless. If you said /t/ (the line show that this was phonetic script) a few times, e.g. /t/, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these were sound together a certain order, we and up the word catch and does mean something.
- b) Stress. Native speaker of language unconsciously knows about the stress and how it works, they know which syllables of words were stressed and they know how to use stress, to change the meaning of phrase, sentences and question.
- c) Intonation. Intonation was clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, 6 students’

need it use rhythms and stress correctly if they were to be understood.

2) Vocabulary

Vocabulary is one of the important components in learning speaking. According to Harrycraft (1998), vocabulary is classified into two types. The first is active vocabulary which is the words used by students to understand the meanings and used constructively in speaking. The second one is passive vocabulary which is the word that the students can recognize and understand when they are used in context.

3) Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level (Nunan, 2003). In addition, grammar is the ordering of words arranged into a sentence to give a meaning.

4) Fluency

Fluency can be defined as the ability to speak smoothly and readily. According to Lambardo (1994) states that fluency has the meaning as the way of someone speak with normal speed, like native speaker or they who own the language because the one who own the language can dispose the language skill.

So someone who speaks with fluency that he has will know how to procedure words in a certain period without losing the

main words in their speech and students must communicate smoothly and easily to their friends and other people. .

5) Comprehension

Manser (1991) defines Comprehension as the ability to understand something. In speaking, Comprehension is certainly needed so that the speaker has the ability to initiate communication, and the listener has the ability to react. Comprehension is necessary to avoid misunderstandings between a speaker and a listener and to achieve successful communication.

4. Hypothesis

From the description of related theories, the research proposes the hypothesis that problem based learning can improve their students' speaking skills of the eight grade at SMP Muhammadiyah PK Kota barat Surakarta.

B. Previous related Studies

There are various studies that support this research. Some of these studies show that the PBL method has an effect on improving English students' speaking skills. These studies were carried out by Yuni Mahtawarmi, Aminurhammi Simanjuntak, and Nur Alamsyah.

The first research conducted by Yuni Mahtawarmi in 2019 entitled "Improving Students' Speaking skills by Using Problem-based Learning (PBL) Model (A study at second Grade Junior High School of SMP N 1 Timang

Gajah)”. This research is quantitative research. The aims of this research are to investigate whether problem-based learning improves students’ speaking skills and to investigate the students’ responses about problem-based learning model. The findings show that the PBL improves students’ speaking skills. In addition, the result of the questionnaire indicates that the majority of students are happy in learning speaking by using PBL model and most of them believe that the PBL model could help them to express their ideas in speaking and also motivate them in highly learning English.

The second research on the effect of the PBL method on improving English students’ speaking skills conducted by Aminurhammi Simanjuntak (2019) with the title “Improving the Students’ Speaking skills Through Problem-based Learning (PBL) at VIII Grade of MTS Zia Salsabila Bandar Setia”. In this research, the researcher used quantitative and qualitative method in collecting the data. This research was conducted in two cycles which each consists’ of planning, acting, observing, and reflecting. The result of this research showed that Problem-based Learning (PBL) method was increasing of students in speaking skills. From this analysis, the writer found that the Problem-based Learning Method activity can improve students’ speaking skills showed by the score they get. Furthermore, from the students’ response toward the teaching and learning activity during CAR. It can be concluded that the students like problem-based learning method. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

The third research conducted by Nur Alamsyah (2018) with the title “The Implementation of Problem-based Learning Toward Enhance the Students’ Speaking skills at The Second Grade of SMA Negeri 5 Sidrap”. In this research was conducted to find out the effect of implementing problem-based learning toward enhance the students’ speaking skills. The researcher used a pre-experimental method, by one group pre-test and post-test design. Based on the data analysis the researcher concluded that there is significant effects of implementing problem-based learning toward enhance the students’ speaking skills, it meant that implementing problem-based learning was interested and it could enhance the students’ speaking skills.

Another study conducted Umarah Muadharah (2019) with the title “Pengaruh Model Problem-based Learning (PBL) Melalui Media Gambar seri Dalam Meningkatkan Keterampilan Berbicara ditinjau dari Gaya Belajar Siswa Pada Mata Pelajaran Bahasa Inggris Kelas XI di SMA N 1 Sumber Cirebon”.

This research is quasi-experimental research with 2x2 treatment by level factorial design. This study aims to (1) analyze the effectiveness of the PBL model through picture series media in improving English students’ speaking skills in terms of students’ learning style, (2) analyze the effectiveness of students’ learning styles in improving students’ English skills, and (3) analyzed the interaction between students’ learning styles and the PBL model in improving students’ English-students’ speaking skills. The results showed that the Problem-based Learning (PBL) model through picture series media was effective in improving English students’ speaking skills in terms of students’

learning styles and learning styles were also effective in improving students' English-students' speaking skills. There is an interaction between students' learning styles and the PBL model in improving students' English-students' speaking skills. Judging from the description above, it can be explained that the actions taken can improve students' speaking skills. The results of this study will be able to help students and teachers recognize students learning styles, also teachers can choose the right media and learning methods to improve student learning outcomes

Nur Kaliba in 2016 entitled "Improving the Students' Speaking ability Through Problem-based Learning Strategy in Performing Adjacency Pairs (An Experimental study of SMA Somba Opu, Gowa)" This research used an experimental research design. The researcher found out an appropriate strategy to overcome that problems above which could help students become more active in learning process and which could improve the students' speaking in fluency and accuracy, and that strategy was Problem-based Learning (PBL) method. In Problem-based Learning strategy, students studied in a teamwork/group, they became more active because they were stimulate to find solutions of a problem, and also they could develop their own knowledge based on problem that given to them.

Table 2. 1 Previous Related Study

No.	Title	Appellative	Similarities	Differences
1.	Improving Students' Speaking skills by Using Problem-based Learning (PBL)	Yuni Mahtawarmi pada tahun 2019 Universitas islam negeri	- using descriptive quantitative - The findings	- the result of the questionnaire indicates that the majority

	Model (A study at second Grade Junior High School of SMP N 1 Timang Gajah)”	darussalam-Banda Aceh	show that the PBL improves students’ speaking skills.	of students are happy in learning speaking by using PBL model
2.	Improving The Students’ Speaking skills Through Problem-based Learning (PBL) at VIII Grade of MTS Zia Salsabila Bandar Setia	Aminurhammi Simanjuntak (2019) Universitas Islam Negeri Medan	- using quantttative research - This research was conducted in two cycles which each consists’ of planning, acting, observing, and reflecting	-there is significant impact of using PBL
3.	The Implementation of Problem-based Learning Toward Enhance The Students’ Speaking skills at The Second Grade of SMA Negeri 5 Sidrap	Nur Alamsyah (2018) Institut Agama Islam Negeri Pare Pare	using descriptive quantitative	-This research used an experimental research design
4.	Pengaruh Model Problem-based Learning (PBL) Melalui Media Gambar seri Dalam Meningkatkan Keterampilan Berbicara ditinjau dari Gaya Belajar Siswa Pada Mata Pelajaran Bahasa Inggris Kelas XI di SMA N 1 Sumber Cirebon	Umarah Muhadharah (2019) UNIVERSITAS NEGERI SEMARANG	Penelitian ini merupakan penelitian eksperimen semu dengan desain treatment by level factorial 2x2.	This research used an experimental research design.

CHAPTER III

RESEARCH

METHODOLOGY

This chapter discusses about variable and operational, research setting, subject and object of the research, action plan, techniques of collecting the data, research instrument, and techniques of analyzing the data.

A. Variable and Operational of Variable Research

1. Variable

In this case study, there are two kinds of variables. There are independent and dependent variables. The independent variable in this research was the use of PBL method (X), and the dependent variable in this research was the students' speaking skills (Y).

The research method that is used in conducting this study is CAR (Classroom Action Research). Action here used the model developed by Carr and Kemmis (1986). The procedure of Classroom Action Research consist of 4 stages namely, planning, action, observing, and reflecting. In this case, the researcher used action research method because the research was done in the class so the method that was used is Classroom Action Research.

2. Definition of Variable

Definition of variables in this research were:

- a. Independent variable (X)

Independent variable of this research was PBL method. The PBL method is a learning model that involves the activeness of students to always think critically and always be skilled in solving a problem.

b. Dependent Variable (Y)

The students' speaking skills was the dependent variable. speaking is the ability of students in speaking that must be improved. Students' speaking ability is a variable in this case studies modified or influenced by the PBL method.

B. Research Setting

1. Place of Research

Sugiyono (2018) states that, research must provide a report containing the social situation will be research, such as schools, companies, government agencies, roads, houses and so on. Based on the theory, researcher take research setting at SMP Muhammadiyah PK Kottabarat Surakarta especially 8th grade students. SMP Muhammadiyah PK Kottabarat Surakarta is a school located in Surakarta, which is precisely on Pleret Raya street number 9, Purwosari, Laweyan Surakarta. SMP Muhammadiyah PK Kottabarat Surakarta has physical conditions and facilities that are quite complete and adequate to support daily teaching and learning activities or activities. Such as classrooms, fields, libraries, physics laboratories, computer laboratories, prayer rooms, canteens, etc.

2. Time of Research

Table 3. 1 Research Schedule

No	Activity	Month									
		Jan	Feb	Mar	Apr	May	Aug	Sep	Oct	Nov	Dec
1.	Doing Pre-interview										
2.	Doing Pre-observation										
3.	Designing the thesis proposal										
4.	Joining thesis proposal seminar										
5.	Collecting the data										
6.	Analyzing the data										
7.	Writing the research report										
8.	Doing thesis examination										

C. Subject and Object

1. Subject

According to Ari Kunto (1990) subject is a person or think where the data for the variables attached and in question. The subject of this research was all students at the eight grade of SMP Muhammadiyah PK Kota barat

Surakarta. The school has 3 classes for the eight grade: VIII A, VIII B, dan VIII C. The total number of three classes was 89 students.

2. Object

The object of this study is VIII A of SMP Muhammadiyah PK Kottabarat Surakarta that consisted of 31 students. In selecting the sample, the researcher used purposive sampling as a technique to determine the sample. Purposive sampling is a technique to determine the sample with a certain aim in accordance to needs of the research with a certain characteristic.

The sample characteristics were as follow:

- a. Teacher recommended doing a treatment to the class VIII A.
- b. The class was intended for good learners and has good motivation especially in learning English.

D. Action Plan

Researcher conduct preliminary research before conducting classroom action research. This class action research will be carried out in two cycles, each cycle consisting of four stages, namely planning, implementation, observation, and reflection. It is intended to see the progress of student activity on each cycle after being given action. If in cycle 1 there are problems in action, and success indicators have not been achieved. Furthermore, re-action is carried out through the next cycle (cycle II) more directed at improvement and refinement of the deficiencies contained in the cycle I.

The description of the stages of research of this class action is as follows:

1. Preliminary Research

▪ Pre test

Pre-test are carried out before cycle I and cycle II to find out student learning outcomes before using problem-based learning models.

2. CYCLE I

In cycle I, the implementation stages are as follows:

a. Planning Phase

The researcher carries out the preparation of actions and the timing of the execution of actions. At this stage of the action plan, the activities carried out are as follows:

- Develop a Learning Implementation Plan (RPP) using a problem-based learning model
- Preparing teaching materials that will be given to students
- Divide classes in groups
- Set up assessment sheets
- Set up field notes
- Preparing post-test cycle 1 questions

b. Implementation Phase

At the implementation stage of this action, it is adjusted to the learning design that has been prepared, namely:

1) Initial activities

- The teacher greets the students
- Teacher instructs students to pray

- Teacher provides motivation and appreciation
- The teacher gives a brief explanation of the learning

2) Core activities

- *Stage of identifying the problem*

The teacher provides a case study related to the subject matter and individually students must think alone or in groups about the answer with the time given by the teacher.

- *Stage of determining the problem through thinking about the problem and selecting relevant information*

The teacher divides the students into pairs heterogeneously or in groups and discusses

- *Stage of Developing solutions through alternative identification, brainstorming and checking differences of views*

Students individually or in groups conduct information searches on the internet or books to solve problems and conclude the material proposed by the teacher.

- *Stages of Carrying out strategic action*

Students With their groups begin discussions to solve

- *The stage of Re-looking and evaluating the effects of the solution carried out*

Students are asked to present the results of discussions related to the questions that have been given by the teacher.

3) Final activities

- Teacher gives post test questions
- The teacher together with the students make conclusions about the lessons that have been learned and close the learning in the first cycle
- Teacher instructs students to pray
- Teacher ends the lesson by saying hamdalah.

c. Observation Phase

Observations or observations are carried out during the learning process with a problem-based learning model. This observation aims to obtain more in-depth information about the implementation of learning. The observation process is carried out based on observation sheets and the observer (teacher of the field of study) records in detail the activities of teachers and students in the classroom in the observation format.

d. Reflection Phase

The reflection stage is carried out to see the process of implementing the first cycle of actions and student learning outcomes obtained from the results of the recording and implementation of the post test. The activity of reflection of action I also serves to look for alternative actions to overcome the shortcomings that will be corrected in cycle II and maintain the advantages that already exist in cycle I.

3. CYCLE II

The activities in cycle II are the same as the activities of cycle I which consist of four stages, namely a) action planning, b) action execution, c) observation and d) reflection. The planning of actions in cycle II is based on the results of the reflection of cycle I and is an improvement of the deficiencies in cycle I.

In the reflection stage in cycle II, we see the development of increased student activity, learning outcomes tests. If there are still deficiencies, they can be corrected in the next cycle. But, if at the time of reflection from cycle II no problems were found, and success indicators were already achieved, then the study was dismissed.

E. Techniques of Data Collecting

The data collection technique in this study used several methods as follows: 1) observation, 2) tests, 3) documentation, 4) field notes, and 5) interview.

1. Observation

Observations were carried out to observe learning activities with the use of the Problem-based Learning model to improve students' speaking skills in grade 8 junior high school, both in teacher and student activities as well as in assessing cognitive learning outcomes. The type of observation in this study is structured observation, which is an observation whose implementation has been systematically designed using the observation sheet instrument. The observation sheet in the form of a Likert

scale will contain observation notes at the time of the research obtained during the learning process activities in the classroom. Observation activities are also carried out during the implementation of discussions to assess student learning outcomes in the psychomotor field.

2. Tests

The tests carried out in this study are written tests in the form of Pre-tests and Post-tests which are carried out at the beginning and end of each cycle. Pre-test and Post-test are carried out to measure students' understanding of the material by looking at student learning outcomes after using a problem-based learning model.

3. Documentation

Documentation is data sourced from documents contained at the time of the implementation of the research. The documentation data in this study is in the form of a syllabus, a learning implementation plan (RPP), a video of the learning process taking place as evidence of the implementation of the learning that has been carried out, student test results, and observation results during research activities.

4. Field Notes

These field records are used to supplement data that is not recorded in other assessment instruments. Field notes are filled in by researchers during the learning process of the Problem-based Learning model.

5. Interview

Interview were also employed by the researcher as a means of gathering information from both students and teachers. The researcher also took careful notes to collect information regarding classrooms occurrences, teaching learning processes, or student behavior. The data were in the forms of interview transcripts.

F. Research Instruments

The assessment instruments used in this study consisted of a Learning Implementation Plan (RPP), written tests (cognitive tests), field notes, and documentation.

1. Learning Implementation (RPP)

A learning implementation plan (RPP) is prepared for guidelines for learning activities in the classroom. A lesson plan is made every basic competency.

2. Tests (Cognitive Aspects)

The tests given here are in the form of exam questions that are used to determine student scores and learning outcomes and to measure the extent of student learning success in cognitive aspects.

3. Field Notes

Used to supplement data not recorded in other instrument instruments

4. Documentation

Documentation in this study is in the form of photos or pictures of student activities and teacher activities in the learning process

G. Technique of Analyzing Data

After collecting the data, the next step of the study was analyzing the data. The data will be collected above will be analyzed through qualitative and quantitative technique. Description, and reflection on what will occur in the teaching and learning process will be obtained from the observation

The data from the pre-test and post-test scores will be analyzed using SPSS application to know the differences score between pre-test and post-test of the students.

H. Indicators of Success

The indicator of the success was taken from the process and the result of the action research. To know the gain of the writer compared between pre-test and post-test. Then, the result was matched by completeness the criteria minimum standard at the school at least 75. The writer did the research and made target 80% students active in learning process.

CHAPTER IV

RESEARCH FINDING

AND DISCUSSION

This chapter asserts amount of the main research finding of problem-based learning to improve students' speaking skills of eight grade at SMP Muhammadiyah PK Kottabarat Surakarta. The result will be discussed in two sections: a) process and findings, b) the discussion and findings.

A. Research Finding

- 1. The implementation of Problem-Based Learning can improve the students' speaking skills of eight grade at SMP Muhammadiyah PK Kottabarat Surakarta in the academic year of 2022/2023.**

This research was conducted of eight-grade at SMP Muhammadiyah PK Kottabarat Surakarta. The processes and findings from this research are based on the data taken from the students speaking skills in pre-test, cycle I and cycle II. Those cycle describes the process of the implementation of problem-based learning in practice to improve speaking skill. The researcher divided this section into three parts: 1) Pre-Test, 2) Cycle I and 3) Cycle II.

a. Pre-Test

The researcher gave a pre-test was conducted on 19th September 2022. The researcher gave a pre-test to know the students' speaking skills. The result of pre-test shows that there are still many students who are not confident in speaking, find ideas, lack of vocabulary and

unable understand speaking well. When the researcher gave test to students of VIII A, only nine students made the passing grade. Based on the result of pre-test of this research the students' mean score was 68.468 and the KKM is 75. It is clear that the students' ability in speaking skills should be improved to get better achievement. The highest score was 85.0 and the lowest score was 50.0. In brief it is shown in the following table.

Table 4. 1 The Students Pre-test Result

	N	Minimum	Maximum	Sum	Mean
Score Pre-Test	31	50.0	85.0	2112,5	68,468
Valid N (listwise)	31				

Table 4. 2 Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage (%)	Criteria
1	<75	22	71%	Incomplete
2	≥75	9	28,9%	Complete
	Total		100%	

Based on the table. above, it can be seen that only 28,9% (9 students) got complete score, then 7,11% (22 students) got incomplete score.

b. CYCLE 1

In the first cycle, the researcher introduced PBL method for speaking skills. The first cycle was done from the 21th September 2022 up to 28th September 2022. The steps of this cycle were: (1) planning the action; (2) implementing the action; (3) observing the action; (4) reflecting the action. The process of cycle 1 is as follow:

1) Planning

In conducting the research, the researcher had 3 Meetings in each cycle and prepared what activities should be done by the students before the real action. The implementation of the action was based on the teaching and learning activity stated on the lesson plan. The speaking skills topic was chosen based on the syllabus in curriculum SMP Muhammadiyah PK Surakarta. The material was about asking, instruct asking permission and quantifying determiner.

2) Action

In this stage the researcher to collaborative with an English teacher class is Mr. Dafid. The Researcher and the collaborator planned to give material about asking invite, instruct and permission. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the method that used is problem-based learning method, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the writer planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

a) The First Meeting

The first meeting was conducted on 22th September 2022. The English teacher greeted the students before the researcher began teaching and learning activities. He informed them that the researcher will teach them English at the next meeting. The English teacher then gave the researcher the opportunity to take the role as the teacher.

In the first session, before starting the lesson the researcher opened the lesson by greeting, the researcher introduced herself first and then checked the attendance list and motivating the students. After that the researcher explained what they were going to learn and what to be reach.

The researcher explained the material about asking invite, Do you know what asking invite is? The researcher explained about the definition, function, structure, and example of asking invite. After finishing her explanation, the researcher gave the students a chance to ask questions to make sure all students have known what the researcher have explained.

Then the researcher divides the students into small groups of 4 students and one of groups only 3 students because the number of students who are odd students, after that the researcher gives them an example of asking invite

material and some examples, the researcher gives instructions to read in 10 minutes and retell the text, so when the discussion time was over, the students are required to be able to identify the expression of the asking invite structure, after that the researcher will ask questions about the examples that have been given, then the designated group must be able to answer the questions and one of groups can give question to another group in turn. Each group that has not received mortal must listen to their friends carefully.

After all students got their turn, the research leads the class, ask them “do you understand or not”? They replied “yes” or just a little Mr. the researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. The researcher closed with greeting and praying.

b) The second meeting

The second meeting was conducted on 27th September 2022. Before starting the lesson, the researcher greeted the students, checked the attendance and asking the students' condition. In this time, the researcher reviewed the material

in the last meeting, after that, the researcher began the class by telling them of the topic they would be discussing today. In the second meeting, the researcher gave material about asking permission and instruct, this material is a continuation of the previous meeting material namely asking and invite.

In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of asking invite, then the researcher divided the students into small group contain 4 students after that researcher gave them problems in sentences/materials that will later be discussed together, the researcher began to ask students some questions about the correct word and answer choices. Each group must discuss and answer the question, the researcher gave instruction to read in 10 minutes and retell of the text, so when the discussion time was over, each group will answer the question on the whiteboard and discuss it together after all the questions have been answered. The author discusses again and explains the material that has been studied, it turns out that there are still many who are confused in understanding the material.

After that, the researcher instructed each group to make an example in the form of a sentence containing asking invite, instruct and asking permission, the researcher gave

instructions to make a sentence in 15 minutes, so when the discussion time was over, the researcher would call some students based on their absence to practice conversation in pairs. Every student who had not had a turn to go forward must pay close attention to his friend.

After all students got their turn, the writer leads the class, asked them “do you understand or not”? They replied “yes” dan ada beberapa yang masih kebingungan. The researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. Researcher closed with greeting and praying.

c) The third meeting

The third meeting was conducted on 28th September 2022. This meeting used to post-test 1 after the students given action. The meeting started by greeting, praying and checking the attendance list, and asking the students' condition. Then, the writer gave post-test to the students to speak conversation with a couple about quantifier. In the post-test 1 the result of the students' test was better than the students' test before giving treatment. In this session, the

writer got the result of the students' post-test 1 in cycle 1.

The result can be seen as follow:

Table 4. 3 The Students Post-test 1 Result of Cycle 1

	N	Minimum	Maximum	Sum	Mean
Score Post-test 1	31	60.0	85.0	2250	72,581
Valid N (listwise)	31				

Table 4. 4 Frequency of Students' Score at Post-test in Cycle 1

No	Score	Frequency	Percentage (%)	Criteria
1	<75	16	51,7%	Incomplete
2	≥75	15	48,3%	Complete
	Total		100%	

Based on the data above can be seen that 48,3% (15 students) got complete score, 51,7% (16 students) got incomplete score. It was higher that the result of pre-test. The criteria of the students who was successful in mastering the material was the students who got minimum score of 75. Learning process was said success, when 80% got score above 75. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted three meetings in cycle I. The researcher gave material about asking, instruct and asking permission. Some students could be active to join the discussion whenever there were some students didn't active

and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 4. 5 The Students' Activities Result in Cycle 1

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AM	2	40%	3	60%	Constant
2	AP	4	80%	4	80%	Improve
3	AS	2	40%	3	60%	Improve
4	AZ	2	20%	3	60%	Constant
5	AR	3	60%	3	60%	Improve
6	AP	2	40%	3	60%	Decrease
7	AD	3	60%	3	60%	Constant
8	AI	3	60%	2	40%	Decrease
9	AL	2	40%	3	40%	Improve
10	AA	3	60%	3	60%	Constant
11	BK	3	60%	3	60%	Constant
12	CS	3	60%	2	40%	Decrease
13	DI	3	60%	3	60%	Constant
14	FL	3	60%	4	80%	Improve
15	FR	4	80%	4	80%	Constant
16	GP	2	40%	3	60%	Improve
17	KZ	2	40%	3	60%	Improve
18	KE	2	40%	3	60%	Improve
19	KS	3	60%	3	60%	Constant
20	MT	3	60%	4	80%	Improve
21	MA	2	40%	3	60%	Improve
22	MD	3	60%	4	80%	Improve
23	NZ	3	60%	4	60%	Improve
24	RP	2	40%	3	60%	Improve
25	RH	3	60%	4	80%	Improve
26	RN	2	40%	3	60%	Improve
27	RN	3	20%	2	40%	Decrease
28	SL	2	60%	3	60%	Improve
29	SM	3	60%	4	80%	Improve
30	SD	3	60%	4	80%	Improve
31	VA	3	60%	3	60%	Constant

The students Score Criteria:

1. Pay attention to the teachers' explanation
2. Active in the groups

3. Work together
4. Making note from the material
5. Doing the task

Remarks:

Score 1, with percentage 20 % = Low

Score 2, with percentage 40 % = Enough

Score 3, with percentage 60 % = Good

Score 4, with percentage 80 % = Very good

Score 5, with percentage 100 % = Excellent

Table 4. 6 Frequency of Students Activities Result in Cycle 1

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	2	8%	9	15%	Very Good
3	3	17	48%	19	70%	Good
4	2	12	44%	3	5%	Enough
5	1	-	-	-	-	Low
Total		31	100%		100%	

Table 4.6 shows that the learning process was sufficient. Although there were some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students got 48% of good in learning process, 44% got enough and then 8% got low. Therefore, the second meeting the students more active than first meeting.

- 4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, and made the condition be noise.

English learning process at cycle 1 was successful enough, although the students' average score was low. Nevertheless, there was an improvement score of the students post-test 1 than pre-test score. This is the table of illustration score in cycle 1:

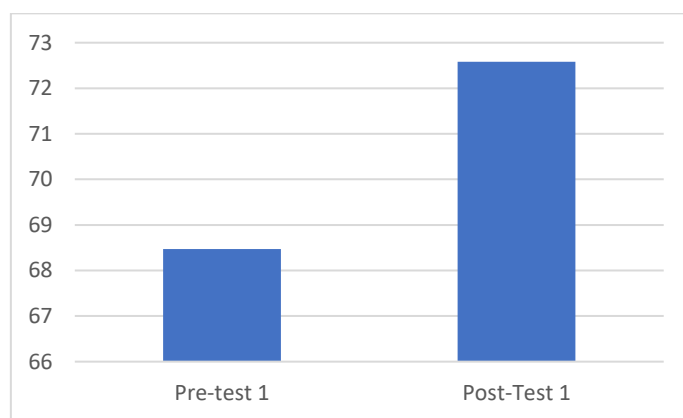


Figure 4. 1 The Average of the Students' Speaking Score on Pre-Test and Post-Test 1

Table 4. 7 the Result Score of Students' Speaking skills Pre-test and Post-test 1

No	Name	Students Result			
		Pre-test	Post-test 1	Improve	Criteria
1	AM	55	70	15	Improve
2	AP	80	80	0	Constant
3	AS	70	75	5	Improve

4	AZ	50	70	20	Improve
5	AR	65	65	0	Constant
6	AP	70	75	5	Improve
7	AD	75	75	0	Constant
8	AI	70	72,5	2,5	Improve
9	AL	55	60	5	Improve
10	AA	60	60	0	Constant
11	BK	75	75	0	Constant
12	CS	72,5	65	-7,5	Decrease
13	DI	70	70	0	Constant
14	FL	80	85	5	Improve
15	FR	85	85	0	Constant
16	GP	50	60	10	Improve
17	KZ	70	75	5	Improve
18	KE	60	70	10	Improve
19	KS	65	65	0	Constant
20	MT	75	80	5	Improve
21	MA	72,5	75	2,5	Improve
22	MD	80	85	5	Improve
23	NZ	65	70	5	Improve
24	RP	65	70	5	Improve
25	RH	72,5	85	12,5	Improve
26	RN	60	65	5	Improve
27	RN	65	60	-5	Decrease
28	SL	70	72,5	2,5	Improve
29	SM	75	80	5	Improve
30	SD	70	80	10	Improve
31	VA	75	75	0	Constant
Total		2122,5	2250		
Average		68.468	72.581		
High score		85	85		
Low score		50	60		

In this research the writer gave pre-test and post-test it aimed to know the students' speaking skills. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students speaking skills. The

average score in pre-test was 68.468 and the average score in post-test 1 was 72.581

Based on the analyzing above, the writer concluded that this research should be continuing in cycle II. The writer tried to get solution as follow:

- 1) The writer should manage class well.
- 2) The writer asked the students to focus on study and not make a noise.
- 3) Writer should motivate students to be more active in the class.

c. CYCLE II

The second cycle was done from 29th September 2022 up to 5th October 2022. Cycle II were similar to cycle I, it was divided into: (1) planning the action; (2) implementing the action; (3) observing the action; (4) reflecting the action. It was explained more detail as follow:

1) Planning

In this step the researcher to collaborated with the English Teacher in the school Mr. Dafid. The researcher and the collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the writer and collaborator concluded that the problems were; some students were not confident and shy if they speak English, they difficult to express their idea, the students were afraid if they make a mistake.

Therefore, the writer and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing in cycle II.

2) Acting

a) First meeting

The first meeting was done on 29th September 2022. Before the researcher began the lesson, the writer greetings to the students when entering the classroom, checking the attendance list, asking the students' condition and motivating the students, gave an idea to the students about the teaching materials would be learned and make sure that students were ready to learn.

The writer started with some questions about previous material, "Do you remember the previous material? What asking permission? Students answered enthusiastically. There were still some students shy to speak but many students have started to be active and are not shy to ask questions.

After that, the researcher began the class by telling them of the topic they would be discussing today. In the first meeting in cycle II, the researcher gave material about Quantifying determiner. After finishing her explanation, the researcher gave the students a chance to ask questions to

make sure all students have known what the researcher have explained.

Then the researcher divides the students into small groups of 4 students and one of groups only 3 students because the number of students who are odd students, after that the researcher gives them an example of quantifier material and some examples, the researcher gives instructions to read in 10 minutes and retell the text, so when the discussion time was over, the students are required to be able to identify the expression of the quantifier function, after that the researcher will ask questions about the examples that have been given, then the designated group must be able to answer the questions and one of groups can give question to another group in turn. Each group that had not yet had a turn must listen to their friends carefully.

After all students got their turn, the research leads the class, ask them “do you understand or not”? They replied “yes”, then the students was given the task of making a conversation in pairs to be done at home and will be practiced in front of the class at the next meeting, then the researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the

students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. The researcher closed with greeting and praying.

b) The second meeting

The second meeting was conducted on 4th September 2022. Before starting the lesson, the researcher greeted the students, checked the attendance and asking the students' condition. In this time, the researcher reviewed the material in the last meeting, after that, the researcher began the class by telling them of the topic they would be discussing today. In the second meeting, continuing the previous material, namely quantifying determiner.

In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of quantifying determiner, then the researcher divided the students into small group contain 4 students after that researcher gave them problems in sentences/materials which would later be discussed and discussed together, the researcher began to give some questions to students about correct words and answer choices. Each group must discuss and answer the question, the researcher gave instruction to read in 10 minutes and retell of the text, so when discussion time was over, each group will answer the questions on the

board and discuss them together after all the questions have been answered. The researcher discusses again and explains the material that has been studied, for the second meeting in cycle II, there are many who are actively discussing or asking and answering, during the discussion, the class activity is conducive.

The next activity was practice speaking, because the previous meeting the researcher gave the task to students to make conversations in pairs, so after the discussion students practiced their respective tasks in front with their partner. Every student who has not had a turn to come forward must pay close attention to his friend.

After all students got their turn, The researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. Researcher closed with greeting and praying.

c) The third meeting

The third meeting was done on 5th September 2022. In this stage researcher conducted the second post-test for the students as the last activity done in the second cycle after the

students given action. The meeting started by greeting, praying and checking the attendance list, and asking the students' condition. Then, the writer gave post-test to the students to speak conversation with a couple about asking giving, instruct, asking permission and quantifier. In the post-test 2 the result of the students' test was better than in the post-test 1. In this session, the researcher got the result of the students' post-test 2 in cycle II. The result can be seen as follow:

Table 4. 8 the Students' Speaking skills Score of Post-test in Cycle 2

	N	Minimum	Maximum	Sum	Mean
Score Post-Test 2	31	70,0	95,0	2530	81,613
Valid N (listwise)	31				

Table 4. 9 Frequency of Students' Score of the Post-test Cycle 2

No	Score	Frequency	Percentage (%)	Criteria
1	<75	2	6,5%	Incomplete
2	≥75	29	93,5%	Complete
	Total		100%	

The table above is the result of students' score at post-test 2. It can be seen that there was an improving from the score of post-test 1 and post-test 2. There were 93,5% (29 students) got complete score and 6,5% (2 students) got incomplete score. The average score was 81,613.

The average score on posttest 1 was 72.26. It means that there was an improving score from post-test 1 and post-test 2.

3) Observing

The observing was done by the researcher that conducted in third meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can see as follow:

Table 4. 10 the Students' Activities Result in Cycle 2

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AM	3	60%	4	80%	Improve
2	AP	4	80%	4	80%	Constant
3	AS	3	60%	4	80%	Improve
4	AZ	3	60%	3	60%	Constant
5	AR	3	60%	3	60%	Constant
6	AP	3	60%	4	80%	Improve
7	AD	3	60%	4	80%	Improve
8	AI	2	40%	4	80%	Improve
9	AL	3	40%	4	80%	Improve
10	AA	3	60%	3	60%	Constant
11	BK	3	60%	4	80%	Improve
12	CS	2	40%	3	60%	Improve
13	DI	3	60%	4	80%	Improve
14	FL	4	80%	5	100%	Improve
15	FR	4	80%	5	100%	Improve
16	GP	3	60%	4	80%	Improve
17	KZ	3	60%	4	80%	Improve
18	KE	3	60%	3	60%	Constant
19	KS	3	60%	3	60%	Constant
20	MT	4	80%	4	80%	Constant
21	MA	3	60%	4	80%	Improve
22	MD	4	80%	5	100%	Improve
23	NZ	4	60%	4	80%	Constant
24	RP	3	60%	3	100%	Constant
25	RH	4	80%	4	80%	Constant
26	RN	3	60%	3	60%	Constant

27	RN	2	40%	3	60%	Improve
28	SL	3	60%	4	80%	Improve
29	SM	4	80%	5	100%	Improve
30	SD	4	80%	4	80%	Constant
31	VA	3	60%	4	80%	Improve

The students Score Criteria:

1. Pay attention to the teachers' explanation
2. Active in the groups
3. Work together
4. Making note from the material
5. Doing the task

Remarks:

Score 1, with percentage 20 % = Low

Score 2, with percentage 40 % = Enough

Score 3, with percentage 60 % = Good

Score 4, with percentage 80 % = Very good

Score 5, with percentage 100 % = Excellent

Table 4. 11 Frequency of Students Activities Result in Cycle 2

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentage	Frequency	Percentages	
1	5	-	-	4	6%	Excellent
2	4	9	15%	18	64%	Very Good
3	3	12	70%	9%	30%	Good
4	2	3	5%	-	-	Enough
5	1	-	-	-	-	Low
	Total	31	100%	31	100%	

Table 4.11 shows that the learning process was successful. It can be inferred that the learning process has done well and the student were active in the class than cycle 1.

4) Reflecting

The researcher makes a final reflection of the research after implementing it in the second cycle. The result of cycle II was better than cycle I. There was a significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and the student more active, confident and enjoyable. bravest to present and express their idea to speak English.

Finally, the researcher concluded that the problems had been solved by used problem-based learning method. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that problem-based learning could improve the students' speaking skills.

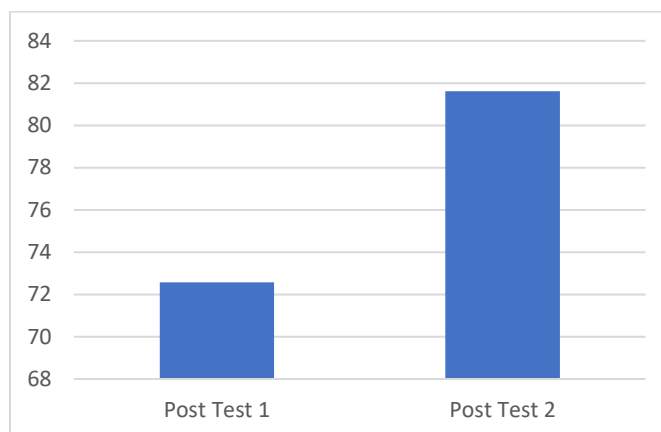


Figure 4. 2 The Average of the Students' Score on Post-Test 2

Table 4. 12 the Result Score of Students' Speaking skills Post-test 1 and Post-test 2

No	Name	Students Result			
		Post-test 1	Post-test 2	Improve	Criteria
1	AM	70	80	10	Improve
2	AP	80	85	5	Improve
3	AS	75	85	10	Improve
4	AZ	70	75	5	Improve
5	AR	65	70	5	Improve
6	AP	75	85	5	Improve
7	AD	75	80	5	Decrease
8	AI	72,5	85	12,5	Improve
9	AL	60	85	25	Improve
10	AA	60	75	15	Improve
11	BK	75	80	5	Improve
12	CS	65	75	10	Improve
13	DI	70	85	15	Improve
14	FL	85	95	10	Improve
15	FR	85	90	5	Improve
16	GP	60	80	20	Improve
17	KZ	75	85	10	Improve
18	KE	70	70	0	Improve
19	KS	65	75	10	Improve
20	MT	80	85	5	Improve
21	MA	75	85	10	Improve
22	MD	85	95	10	Improve
23	NZ	70	80	10	Improve

2	RP	70	75	5	Improve
25	RH	85	85	0	Constant
26	RN	65	75	10	Improve
27	RN	60	75	15	Improve
28	SL	72,5	80	7,5	Improve
29	SM	80	90	10	Improve
30	SD	80	80	0	Constant
31	VA	75	85	10	Improve
Total		2250	2530		
Average		72.581	81,613		
High score		85	85		
Low score		50	60		

Based on the table 4.12 above, it could be concluded that there was an improving on post-test 1 and post-test 2. The average score in post-test 1 was 72.581. Then, the average score in post-test 2 was 81.613.

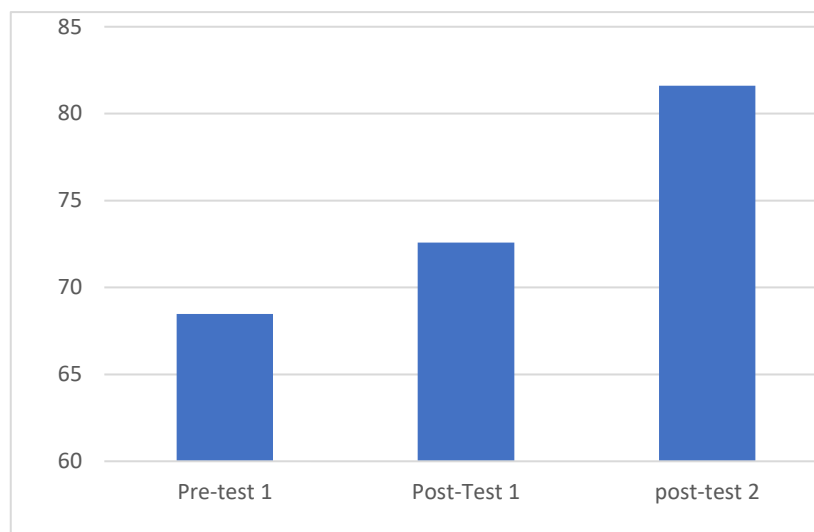


Figure 4. 3 The Comparison of the Students' Score at Pre-Test, Post-Test 1, and Post-Test 2

Based on the figure above, it could be concluded that there was an improving on pre-test, post-test 1 and post-test 2. The average score in pre-test 68,468, the average of post-test 1 was 72,581, and the average score in post-test 2 was 81,613.

2. The Strength and weakness in using the Problem-Based Learning Method

In this section, the researcher conducted interview to students, The researcher chose random sampling of 31 students in the class. Then the researcher asked the interviewees to respond to the effect of the PBL method on the learning process in the class. There were 10 questions asked about their opinions and responses regarding the use of PBL methods in the classroom.

According to the question, the responses showed that they did not understand the PBL method, but they agreed if the PBL method

implemented in the classroom activities. For example, *"aku tau tentang PBL, tapi gak begitu paham gimana itu PBL, tapi itu cara yang bagus sih untuk diterapkan karna kalau guru kasih tugas gitu agar siwa termotivasi dalam belajar, kerja tim, dan kami akan belajar lebih keras"* (student 1). This method was very interesting in order to make the learning process not monotonous or boring. So, the students had an obligation to be responsible for their duties.

In the activity the students were given the discretion to explained opinions and shared information with each other. The student said, *"Pastinya saya sangat suka kak, karna belajarnya jadi menyenangkan. Kami juga bisa berbagi pengalaman dan saling belajar satu sama lain misalnya kita gak tau nih tapi teman kita tau, jadi kita bisa tau lebih banyak hal"* (Student 3). Other students also responded that they liked the PBL method because it was very suitable for use in teaching learning process. They could share knowledge and exchange ideas. But some of them there are also those who can agree with the statement above, the student said, *"aku kurang suka ketika gurunya membuat kelompok secara acak, kan akunya kurang nyaman gitu kalau sama teman yang ga terlalu akrab jadi awal-awal masih canggung meskipun sekelas, jadi ga maksimal ketika belajar"* (Student 1). In terms of social interaction in each group, the application of PBL in the field is sometimes in accordance with expectations. A high group that should be able to help her friends who are lacking, also often don't work as they should. High group students

sometimes have high selfishness, and sometimes low students also don't care about themselves so there is no effort to catch up with their friends. The process of discussion and question answer occurred only between students with high abilities and moderate abilities.

What often happens is that high ability students who are supposed to help friends who are less selfish tend to like to solve problem alone. Likewise, students who are low don't care about themselves either.

The snippet above shows that the teacher experiences obstacles in terms of creating group social interaction during the learning process and the above conditions can be said that the learning carried out does not fulfill one of characteristics of PBL, namely the existence of good cooperation and social personal relationship. Other student also said that, *"Saya setuju sih kak kalau metode pembelajaran berbasis masalah bisa membantu meningkatkan speaking skill cuma menurutku kadang bosan juga karena memakan banyak waktu ketika belajar mengajar"* (Student 2). some of them said that this method made them bored because this learning took a lot of time.

Based on the students' answers to the interview, the researcher obtained information each the participants like or dislike for this method. Because this method was often carried out in the learning process in the classroom activity and have a long time to be completed.

Most of the respondents said that the use of this method could improve their abilities both verbally and in written skills, as well as it could increase their value achievement. Behind this, they also argued that *“Karena dengan metode ini, kami menjadi lebih mandiri dan memotivasi kami untuk belajar agar dapat mengeksplorasi kemampuan dan ide-ide kami dengan cara guru memberi kami tanggung jawab dan kepercayaan bahwa kami mampu melakukannya.”* (Student 3). For example, as one of the respondents answered; *“tentu saja, terutama bagi kita yang jarang berbicara bahasa inggris di depan tetapi karena kegiatan itu mengharuskan kita berbicara di depan menjadi suatu keharusan bagi kita untuk berlatih dan meningkatkan kemampuan berbicara kita, tetapi kebanyakan orang tidak setuju karena kita harus berbicara di depan kelas tanpa membawa buku teks”* (Student2). Meanwhile, according to another statement *“tentu saja dapat membuat berbicara kita menjadi lebih baik, karena kita diminta untuk berbicara aktif dan mendorong kita untuk terus berlatih dan meningkatkan kemampuan kita untuk berbahasa inggris”* (Student 1).

According to the responded above, most of the respondents agreed if the PBL method could improve their speaking ability, but there were several cases that happened with some students who rarely speak in the class then they were required to speak without textbooks. Nevertheless, in real activity, they were enthusiasms to show themselves that they can do

it, perhaps the demands of a supervising from the teacher because they lack of self-confidence.

The students really enjoyed working with their friend in small group, because it was interesting and it attracts them to be creative and active. Thus, when the students tried to perform their presentation or express their opinions in front of their friends or make conversation in pairs that began to be able to improvise in front of class, they have to finish several steps from the plan to the final performance. The students' statement bellow could show how the student really enjoyed the steps in finishing their task.

“Aku suka kalau disuruh membuat dan mempraktikkan percakapan sama temen karena aku sama temen-temen suka ketawa kalau lagi ngapal karna sibuk ngapalin skripnya kak. Kalau percakapannya pakai bahasa Indonesia kan enak ga susah-susah tinggal ngarang aja kak, beda kalau percakapan bahasa Inggris gabisa ngarang asal-asal kak hahaha.
(Student 1)

Based on the statement, we could find out that shows students' speaking skills is very good. The rest of respondents also had positive responses in learning speaking through PBL. At the end, they mentioned that PBL could improve their speaking skills in the class room.

The results of data analysis which were established as the findings showed the improvement of problem-based learning in students' speaking skills. The data also indicate that students gave positive response in

learning speaking through problem-based learning. The result of the data analysis from interview was considered as additional supporting data which was state above.

B. Discussion

1. Improving Students' speaking skills

This section presented the discussion of the research findings. There was a problem formulation that is problematic in this study and the discussion only focuses on that. As previously mentioned, the aim of this study was to improve the implementation of PBL to improve the students' speaking skills of eight grade at SMP Muhammadiyah PK Surakarta in the academic year 2022/2023.

Speaking is like a students' first assessment. Some people argue that people who master English are those who can speak well with good pronunciation and systematic aspects of grammar as well as speaking fluently and clearly. Moreover, the approach that has been applied by researchers can improve students' speaking skills not only in accuracy (pronunciation, grammar and vocabulary) but also improve students' ability to speak fluency. Speaking as an interactive process of communication that involves producing, receiving and processing meaning in formation. Moreover, speaking is a tool as a survival skill in life. In this study, the focuses were four aspects of speaking: grammar, pronunciation, word choice, and fluency (Levey 2002).

This study used the PBL method to improve students' speaking skills. This method was used in the first and second cycles, there were three meetings in each cycle.

The results showed that the problem-based learning method succeeded in improving students' speaking skills and classroom situations. Their abilities increase from cycle to cycle. This can be seen through the average score of students' speaking skills at the pre-test and post-test.

The PBL method is one method that can help students improve their students' speaking skills. PBL is one method that can make students active in speaking, discussing and sharing information. This method is designed to make students understand each problem and gain knowledge or information.

In this research, the researcher gave pre-test and post-test 1, it time to know the students' speaking skills before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that score in pre-test was 64,468 and score in post-test 1 was 72.581.

Furthermore, teaching and learning process at cycle 2 was on climax situation. The students' score was improved significantly and the condition of the class was conducive. This could be aligned with pervious study Yuni Mahtawarmi (2019) in this research concluded that problem-based learning could enhance the students' achievements in speaking English, the students were more curious, happy and interesting in teaching and learning speaking. Based on findings above, it could be concluded that

there was an improving on pre-test, post-test 1 and post-test 2. The average score in pre-test was 68,468, the average of post-test 1 was 72,581, and the average score in post-test 2 was 81,613.

Based on the findings above, it can be concluded that the problem-based learning can improve students' speaking skills at SMP Muhammadiyah PK Surakarta especially for grade VIII A. The data shows a very significant increase in cycle I and cycle II. The data shows the second cycle increased more than the first cycle.

2. The strength and weakness of using PBL Method

Based on the interview that has been done before, the results found that this method could be used as an alternative in the learning process and had advantages to the teacher and student. Because the method was one of the good methods that could increase student motivation, interests, creativity and teamwork but still with the agreed learning objectives. According to Tan (2003) said that PBL includes the life-wide learning goals of self-directed learning, information mining skills, collaborative, team learning, reflective and evaluative thinking skills. Learning objectives defined learning outcomes and focus teaching, they helped to clarify, organize, and prioritize learning.

The aim of this interview was to know the students' opinion or information about the use of Problem-based learning improve students' speaking skills and also their interest in learning speaking through Problem-Based Learning. In addition, this interview questions lead

students elaborate what they got and felt during the treatment. Students were encouraged to state their opinion or give some information related to the treatment. The answers of the interview were open-ended questions and were described qualitatively.

It could be concluded that the results found the statement that this method could be used as an alternative in the learning process and have advantages to the teacher and student because this method is one of the good methods that could provide useful abilities for students so that the students are skilled and have the ability to solve a problem, so learning will be easier to make students active and creative. The success of problem-based learning occurs when students are highly motivated, feel active in their learning, and produce high-quality work.

Based on the interview, the students were helped a lot by the benefits which were provided by the Problem-Based Learning approach. It could be seen from the respondents' statements, PBL contributed to the improvement of the students' speaking skills and PBL helped the students to enhance their motivation in learning the speaking skills. The detailed information has verified that Problem-Based Learning was potentially motivating, empowering and challenging to language learners, it usually results in encourage learners' confidence, self-motivation, and autonomy as well as improving students' language skills, content learning, and cognitive abilities. This could be aligned with pervious study Mufaidah's study (2014) stated that the implementation of problem-based learning

(PBL) has the potential to motivate, empower and challenge language learners, which usually results in developing self-confidence, increasing students' language skills, and learning to be beneficial for students as they demonstrate their ability to plan, manage, and complete projects through their content knowledge and language skills.

Some of students might find some difficulties in doing implementation such as felt bored when teaching learning activities took place and some students less comfortable when made a small group but slowly and step by step students will adapt and it could inspire the students to learn the language harder , especially to be braver in speaking English. They felt that they could express more ideas and creativity by doing Problem-Based Learning activities. The students should present the resulting duty, it meant PBL allowed the students to explain the ways and the process they worked with the problem-based learning method. Although they produced only the simplest expressions they had, if they had more chances to speak, they would automatically improve their speaking skills because after they performed their work, the teacher could give some feedback and suggestions related to the contents and language, it could help them to learn harder to give a better speaking performance.

To put it briefly, Problem-Based Learning is effective to improve the students' speaking skills of eight grade at SMP Muhammadiyah PK Kottabarat Surakarta. The students in their language level might find some obstacles in project the implementation, but when they learned and worked

together in groups and guide by the teachers' evaluation, they could improve their ability gradually and they could have bigger motivation in learning the students' speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In line the results presented in the previous chapter, some conclusion and suggestion can be drawn as follow:

A. Conclusion

This study is concerned in using PBL method to improve students' speaking skills in SMP Muhammadiyah Pk Kottabarat Surakarta. In line with the objective of the study to investigate the implementation of PBL improves the students' speaking skills of eight grade at SMP Muhammadiyah PK Kottabarat Surakarta the research can be concluded that PBL method could significantly improve students' speaking skills. The research was done in two cycles which consisted of three meetings on each cycle.

From the first cycle, the researcher found that PBL method could improve the students' speaking skills such as: ability to finding the expression of idea, finding the understanding sentence, fluency in talking and guess the unfamiliar words. Furthermore, it has the potential to improve the students' interaction between the researcher and the students.

From the second cycle, the researcher found that the action by asked the students to do the task in pairs could improve the students' confidence when perform in front of the class. They also got optimal in speaking skills in the second cycle.

The students' speaking skills improvement is also justified the result on the students' scores. The mean score between the pre-test and post-test 1 improves from 68.468 to 72,581. It improves again in cycle 2, the mean score of the post-test 2 improves to 81,613. It means that, teaching speaking by using PBL method can improve the students' speaking skills.

In the findings gained from the interview, the students gave statements that show that through Problem Based Learning provides them many beneficial points. They stated that through Problem-Based Learning, they not only learn new things such as making discussion, presentation but also they get more confidence to speak english. By the resut, Problem-Based Learning successfully improved the students' speaking skills due to the fact that the method could improve the students' speaking skills and create the students' positive responses toward English learning especially speaking. Problem-Based Learning provided activities that gave the students a chance in improving their students' speaking skills by using PBL. Problem-Based Learning is potentially motivating, empowering, and challenging to language learners. Through Problem-Based Learning, the students are forced to practice their students' speaking skills since they have concept of discussion, speak up and presentation.

B. Suggestion

Based on the result of the research above, the writer would like to suggestion as follow:

1. For Students, suggested to:

- a. Active in learning process especially English-speaking subject.
 - b. Improved their students' speaking skills through problem-based learning.
 - c. Students should be more active when sharing with the group in solving problems.
2. For English Teacher, suggested to:
- a. Have various like problem-based learning to teach English, especially to improve the students' speaking skills.
 - b. Prepared some books to improve their knowledge especially in English subject.
 - c. The results of the study are expected to be used as a reference to do similar research in different learners.
3. For Headmaster, suggested to:
- a. Support the English learning process by the preparing the facilitations and instruments completely.
 - b. Recommended to make the further research about improving speaking skills through problem-based learning.

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APPENDIX

STUDENTS' ATTENDANCE LIST OF VIII A

No	Nama	September					October	
		21	22	27	28	29	4	5
1	Aji Muhammad Raihan	i	i	✓	✓	✓	✓	✓
2	Alifia Putri Noveria	✓	✓	✓	✓	✓	✓	✓
3	Almadina Syafira Imron	✓	✓	✓	✓	✓	✓	✓
4	Amanda Azka Mardhiyana	✓	✓	✓	✓	✓	✓	✓
5	Anindia Rasya Utama	✓	✓	✓	✓	i	✓	✓
6	Anyia Parisya Rivendra	✓	✓	✓	✓	✓	✓	✓
7	Arkan Danendra	✓	✓	✓	✓	✓	✓	✓
9	Azahra laila sugyawijaya	✓	a	✓	✓	✓	✓	✓
10	Azka ahmad fairuz	✓	✓	✓	✓	✓	✓	✓
11	Bara kaori maharani	✓	✓	✓	✓	✓	✓	✓
12	Catalunya sukti rukmi	✓	✓	✓	✓	✓	✓	✓
13	Dmitry ivanov	✓	I	✓	✓	✓	✓	✓
14	Faris laduni makarim	✓	✓	✓	✓	✓	✓	✓
15	Fayzan raza hanif wibowo	✓	✓	✓	✓	✓	✓	✓
16	Ganendra pradana	✓	✓	✓	a	✓	✓	✓
17	Kayla zanuba faishal	✓	✓	✓	✓	✓	✓	✓
18	Keyra evelyn aurelia hartono	✓	✓	✓	✓	✓	✓	✓
19	Khadijah subagyo	✓	✓	✓	✓	✓	✓	✓
20	Mailahana thalita putri	✓	✓	✓	✓	✓	✓	✓
21	Mathari aisyah suyono	✓	✓	✓	✓	✓	✓	✓
22	Muhammad danish arfa	✓	✓	✓	✓	✓	✓	✓
23	Naura zhaira kahiriyah	✓	✓	✓	✓	✓	✓	✓
24	Rafi' putra suminarito	✓	✓	✓	✓	✓	✓	✓
25	Raina haide lavinia musa	✓	✓	✓	✓	✓	✓	✓
26	Raissa najwa salsabila	✓	✓	✓	✓	✓	✓	✓
27	Rania nabila harfadh	✓	✓	✓	✓	✓	✓	✓
28	Sabella letiza orvala	✓	✓	✓	✓	✓	✓	✓
29	Samudra makelo putra	✓	✓	✓	✓	✓	✓	✓
30	Syifa devi ario	✓	✓	✓	✓	✓	✓	✓
31	Valisha aura shofi	✓	✓	✓	✓	✓	✓	✓

Note :

S : Sick

A : Absent

I : Permission

✓ : Present

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS : SMP PK KOTTABARAT SURAKARTA
Kelas/Semester : VIII (Delapan) / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Asking giving, Instruct and Asking permission
Alokasi Waktu : 2 X 40 Menit

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin,	3.4.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai

serta menanggapi, sesuai dengan konteks penggunaannya	<p>dengan konteks penggunaannya</p> <p>3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya</p>
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu menentukan ungkapan meminta ijin, serta menanggapi sesuai dengan konteks penggunaannya di kelas dengan tepat.
2. Peserta didik mampu menemukan ungkapan meminta ijin serta menanggapi yang tepat
3. secara tulis dari berbagai situasi lain yang serupa secara berpasangan dengan tepat.

4. Peserta didik mampu menulis percakapan pendek dengan menggunakan ungkapan meminta izin serta menanggapi sesuai konteks di kelas dan di sekolah dengan tepat.
5. Peserta didik mampu mendemonstrasikan percakapan untuk meminta izin serta menanggapi sesuai konteks di kelas dan di sekolah dengan percaya diri

D. MATERI PEMBELAJARAN

1. Materi Pokok

Teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapi.

2. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru dan teman

3. Unsur Kebahasaan

- Ungkapan a.l let's ..., can you..., would you like ..., may I, please.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik : Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di KI.

4. Struktur Teks

Asking for Permission	Giving Permission	Refusing Permission
<ul style="list-style-type: none"> • Can I borrow your pencil please? • Excuse me. May I borrow your pen? • May I go to the bathroom please? • May I please use the computer? • Would you mind if I sit here? • Do you mind if I smoke? 	<ul style="list-style-type: none"> • Yes, you can. • Yes, you may. • Sure, go ahead. • No, I don't mind. 	<ul style="list-style-type: none"> • No, you cannot. • No, you may not. • Sorry, you are not permitted. • I don't mind if you burn.

5. Contoh dalam dialog

DIALOGUE 1

Aleya : Mom, my friends will go to the cinema this afternoon

Mom : Do you mean Mitha and Zeera?

Aleya : Yes, and they asked me to join. May I go with them mom?

Mom : You can go if you have finished your homework

Aleya : Really, mom?

Mom : Of course. By the way, what kind of movie do you plan to watch?

Aleya : It's a comedy, mom. My other friends said that it was so funny

Mom : Ok then, but don't come home late.

DIALOGUE 2

Zizi : Ron, could I talk to you for a while?

Ron : Sure, what's up?

Zizi : I want to make a schedule for our zoom meeting

Ron : Any problem with that?

Zizi : May I use your laptop? I don't bring mine

Ron : Of course. You can use mine

Zizi : Thank you. I'll return it back soon

Ron : That's okay. Take your time.

E. METODE PEMBELAJARAN

Problem Based Learning

F. MEDIA DAN BAHAN

- Presentasi power point
- Video pembelajaran tentang conversation asking and giving permission
- Laptop
- Lcd

- Whiteboard
- Speaker/Sound

G. LANGKAH-LAGKAH KEGIATAN

Pertemuan Pertama (2 JP)

1. Kegiatan Pendahuluan (10 menit)

Apersepsi

- Guru mempersiapkan kelas dan berdoa sebelum proses belajar dimulai.
- Menanyakan kehadiran siswa di kelas
- Mengulangi kembali materi yang diajarkan kepada siswa sebelumnya.

Motivasi

- Menjelaskan tujuan pembelajaran yang akan dicapai atau kompetensi yang harus dikuasai.
- Menghubungkan materi dengan kehidupan siswa sehari-hari untuk memperoleh pemahaman siswa.

2. Kegiatan Inti (45 menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- melibatkan siswa mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari
- memberikan contoh percakapan yang memuat ungkapan-ungkapan dalam materi atau contoh-contoh yang terkait dengan materi
- mengidentifikasi kata-kata sulit yang terdapat di dalam percakapan yang memuat ungkapan-ungkapan dalam materi atau contoh-contoh yang terdapat dalam ungkapan terkait dengan materi
- menggunakan beragam pendekatan pembelajaran, media pembelajaran dan sumber belajar lain
- melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- membahas ungkapan yang telah ditemukan siswa di dalam contoh percakapan dan ungkapan-ungkapan meminta, memberi, dan menolak barang dan jasa.
- membiasakan Siswa untuk merespons ungkapan-ungkapan yang diucapkan Guru terkait tentang meminta, memberi, dan menolak barang dan jasa dengan menirukannya kembali.
- membiasakan siswa membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut dalam menjawab soal tersebut.
- memfasilitasi siswa dalam pembelajaran kooperatif dan kolaboratif dengan siswa, guru dan lingkungannya;
- memfasilitasi siswa dengan memberikan latihan secara berkelompok dengan menggunakan ungkapan-ungkapan terkait dengan materi.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup (20 menit)

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;

- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua (2JP)

1. Kegiatan Pendahuluan (10 menit)

Apersepsi

- Mengucapkan salam
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar, dan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.

2. Kegiatan Inti (45 menit)

Eksplorasi

- Siswa menemukan kosakata tentang *expression of asking, giving, and denying information*.
- Dengan bimbingan dan arahan guru, siswa diberi kosakata tentang *expression of asking, giving, and denying information* untuk dipelajari.
- Siswa menirukan ungkapan *expression of asking, giving, and denying information*.
- Guru membuat pertanyaan berkaitan dengan contoh ungkapan kosakata tentang *expression of asking, giving, and denying information*

Elaborasi

- Siswa berusaha mengungkapkan kosakata tentang *expression of asking, giving, and denying information* dalam bahasa Inggris pada proses pembelajaran.
- Siswa membuat contoh *dialogue* dengan menggunakan ungkapan *expression of asking, giving, and denying information* untuk bertukar informasi satu sama lain.
- Siswa membandingkan/mengartikan ungkapan kosakata tentang *expression of asking, giving, and denying information* antara bahasa Inggris atau bahasa Indonesia.

Konfirmasi

- Melakukan evaluasi diri dengan menjawab dan mengerjakan tugas yang diberikan oleh guru.
- Siswa menggunakan ungkapan kosakata tentang *expression of asking, giving, and denying information* yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas

3. Kegiatan Penutup (20 menit)

- Guru / siswa menyimpulkan materi yang telah diajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan apa yang dipelajari oleh peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. SUMBER BELAJAR

- Buku bahasa Inggris
- Kamus bahasa Inggris
- Script percakapan
- Internet

I. PENUGASAN

1. Siswa diharuskan mengidentifikasi asking and giving permission sesuai dengan video yang sudah ditampilkan.
2. Siswa mempraktikkan percakapan tentang asking and giving permission dengan temannya di depan kelas.
3. membuat percakapan tentang asking and giving expression .
4. mempraktikkan percakapan yang sudah dibuat dengan temannya.

J. PENILAIAN

- 1) Teknik Penilaian : penilaian Kognitif
- 2) Bentuk Instrumen : Test
- 3) Pedoman Penskoran : (terlampir)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS : SMP PK KOTTABARAT SURAKARTA
Kelas/Semester : VIII (Delapan) / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Quantifier
Alokasi Waktu : 4 JP

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda,	3.4.6 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait

<p>binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan there is/are)</p>	<p>keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p> <p>3.4.7 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>3.4.8 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>3.4.9 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p>
<p>4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.4.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

C. TUJUAN PEMBELAJARAN

1. Setelah mengikuti pembelajaran peserta didik menentukan fungsi social dan informasi rinci dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya dengan tepat.
2. Setelah mengikuti pembelajaran peserta didik mampu membedakan penggunaan unsur kebahasaan “quantifiers” dalam teks interaksi transaksional tulis. dengan tepat.
3. Setelah mengikuti pembelajaran peserta didik mampu menyusun kata acak terkait unsur kebahasaan “quantifiers” dengan benar.

4. Setelah mengikuti pembelajaran peserta didik dapat membuat kalimat menggunakan unsur kebahasaan “quantifiers.dengan benar

D. MATERI PEMBELAJARAN

1. Topik

Keberadaan orang, binatang, benda, di kelas, di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di dalam KI

2. Fungsi Sosial

menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya

3. Unsur Kebahasaan

- Quantifiers some, any, much, many, a lot of, a few, a little.
- Materi Remedial : Quantifiers some, any, much, many, a lot of, a few, a little.
- Materi Pengayaan : There is/are + Quantifiers

4. Struktur Teks

Quantifier (Pengukur Jumlah)

Many, Much, A lot of/lots of = Banyak

A few/few, a little/little = Sedikit

Some/any = Beberapa

Many + Countable Nouns

e.g. - There are many books.

- There are many tables.

Much + Uncountable Nouns

e.g. - There are much oil.

- There are much sugar.

A lot of/ lots of + Countable/Uncountable Nouns

e.g. - There are a lot of water.

- There are lots of water

E. METODE PEMBELAJARAN

Problem Based Learning

F. MEDIA DAN BAHAN

- Presentasi power point

- Video pembelajaran tentang conversation asking and giving permission
- Laptop
- Lcd
- Whiteboard
- Speaker/Sound

G. LANGKAH-LAGKAH KEGIATAN

Pertemuan Pertama (2 JP)

1. Kegiatan Pendahuluan (10 menit)

Apersepsi

- Guru mempersiapkan kelas dan berdoa sebelum proses belajar dimulai.
- Menanyakan kehadiran siswa di kelas
- Mengulangi kembali materi yang diajarkan kepada siswa sebelumnya.

Motivasi

- Menjelaskan tujuan pembelajaran yang akan dicapai atau kompetensi yang harus dikuasai.
- Menghubungkan materi dengan kehidupan siswa sehari-hari untuk memperoleh pemahaman siswa.

2. Kegiatan Inti (45 menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- melibatkan siswa mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari
- memberikan contoh percakapan yang memuat ungkapan-ungkapan dalam materi atau contoh-contoh yang terkait dengan materi
- mengidentifikasi kata-kata sulit yang terdapat di dalam percakapan yang memuat ungkapan-ungkapan dalam materi atau contoh-contoh yang terdapat dalam ungkapan terkait dengan materi

- menggunakan beragam pendekatan pembelajaran, media pembelajaran dan sumber belajar lain
- melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- membahas ungkapan yang telah ditemukan siswa di dalam contoh percakapan dan ungkapan-ungkapan meminta, memberi, dan menolak barang dan jasa.
- membiasakan Siswa untuk merespons ungkapan-ungkapan yang diucapkan Guru terkait tentang meminta, memberi, dan menolak barang dan jasa dengan menirukannya kembali.
- membiasakan siswa membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut dalam menjawab soal tersebut.
- memfasilitasi siswa dalam pembelajaran kooperatif dan kolaboratif dengan siswa, guru dan lingkungannya;
- memfasilitasi siswa dengan memberikan latihan secara berkelompok dengan menggunakan ungkapan-ungkapan terkait dengan materi.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup (20 menit)

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua (2JP)

1. Kegiatan Pendahuluan (15 menit)

Apersepsi

- Mengucapkan salam
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar, dan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.

2. Kegiatan Inti (90 menit)

Eksplorasi

- Siswa menemukan kosakata tentang *expression of asking, giving, and denying information*.
- Dengan bimbingan dan arahan guru, siswa diberi kosakata tentang *expression of asking, giving, and denying information* untuk dipelajari.
- Siswa menirukan ungkapan *expression of asking, giving, and denying information*.

- Guru membuat pertanyaan berkaitan dengan contoh ungkapan kosakata tentang *expression of asking, giving, and denying information*

Elaborasi

- Siswa berusaha mengungkapkan kosakata tentang *expression of asking, giving, and denying information* dalam bahasa Inggris pada proses pembelajaran.
- Siswa membuat contoh *dialogue* dengan menggunakan ungkapan *expression of asking, giving, and denying information* untuk bertukar informasi satu sama lain.
- Siswa membandingkan/mengartikan ungkapan kosakata tentang *expression of asking, giving, and denying information* antara bahasa Inggris atau bahasa Indonesia.

Konfirmasi

- Melakukan evaluasi diri dengan menjawab dan mengerjakan tugas yang diberikan oleh guru.
- Siswa menggunakan ungkapan kosakata tentang *expression of asking, giving, and denying information* yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas

3. Kegiatan Penutup (20 menit)

- Guru / siswa menyimpulkan materi yang telah diajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan apa yang dipelajari oleh peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. SUMBER BELAJAR

- Buku bahasa Inggris
- Kamus bahasa Inggris

- Script percakapan
- Internet

I. PENUGASAN

1. Siswa diharuskan mengidentifikasi asking and giving permission sesuai dengan video yang sudah ditampilkan.
2. Siswa mempraktikkan percakapan tentang asking and giving permission dengan temannya di depan kelas.
3. membuat percakapan tentang asking and giving expression .
4. mempraktikkan percakapan yang sudah dibuat dengan temannya.

J. PENILAIAN

- 1) Teknik Penilaian : penilaian Kognitif
- 2) Bentuk Instrumen : Test
- 3) Pedoman Penskoran : (terlampir)

PRE-TETS OF STUDENTS' SPEAKING SKILLS

Direction:

1. Make a conversation in pairs
2. Perform in front of class orally

Questions

Deliver free speech!

Introduce yourself!

1. What is your hobby?
2. Tell me please about your family!

POST TEST 1 OF STUDENT SPEAKING SKILLS

Direction:

- Make a group consist of 3-4 persons each group
- Read the paper 10 minutes that the given
- Make an example in the form of a sentence containing asking invite, instruct and asking permission
- Students speak conversation in pairs in front of class.

POST TEST 2 OF STUDENT SPEAKING SKILLS

Direction:

- Make a group consist of 3-4 persons each group
- Read the paper 10 minutes that the given
- Make an example in the form of a sentence about quantifying determiner
- Students speak conversation in pairs in front of class

THE INTERVIEW QUESTIONS' DIRECTION

1. Bagaimana pendapatmu tentang belajar berbicara bahasa Inggris dengan ragam kegiatan belajar berbasis masalah seperti yang sudah kita lakukan?
2. Apakah itu membantumu untuk lebih banyak berbicara bahasa Inggris di kelas?
3. Apakah ketika kamu belajar dengan ragam kegiatan berbasis masalah kamu merasa terdorong untuk lebih berani berbicara bahasa Inggris?
4. Apakah kegiatan belajar berbasis masalah seperti presentasi narrative text terpilih, drama, percakapan & presentasi hasil kelompok dapat membantumu meningkatkan kemampuan dalam berbicara bahasa Inggris, contohnya cara mengucapkan kosa kata bahasa Inggris menjadi lebih lancar?
5. Apakah dengan melakukan kegiatan belajar berbasis masalah yang kebanyakan mengharuskanmu tampil berbicara bahasa Inggris di depan teman-teman di kelas itu dapat membantumu memperbanyak kosa kata?
6. Apakah dengan melakukan kegiatan belajar berbasis masalah yang kebanyakan mengharuskanmu tampil berbicara bahasa Inggris di depan teman-teman di kelas itu dapat melatihmu berbicara bahasa Inggris dengan penyusunan kalimat yang benar?
7. Apakah dengan melakukan kegiatan belajar berbasis masalah yang membentuk kelompok kecil itu dapat membantumu untuk lebih berani mengungkapkan pendapat dalam bahasa Inggris?
8. Apakah dengan melakukan kegiatan belajar berbasis masalah yang membentuk kelompok kecil itu dapat membantumu dengan teman & guru dalam bahasa Inggris? Apakah itu secara dua arah (teman & guru juga memberikan respons dalam bahasa Inggris juga)?
9. Apakah kegiatan-kegiatan tersebut membuatmu lebih tertarik atau berkemauan untuk berbicara bahasa Inggris? Bagian mana yang paling membuatmu tertarik? Dan bagian mana yang tidak?
10. Apakah kegiatan-kegiatan tersebut membuatmu merasa termotivasi untuk berbicara bahasa Inggris?
11. Apakah kegiatan-kegiatan tersebut dapat melatihmu untuk lebih percaya diri dalam berbicara bahasa Inggris?

THE RESULTS OF INTERVIEW

Students Interview Transcript:

Interview Result 1

Students' name: Azahra Laila Khair Sugyawijaya

- Researcher : Assalamu'alaikum adek, boleh minta waktunya sebentar?
- Student : Wa'alaikumussalam, iya kak boleh.
- Researcher : Kakak mau nanya tentang kegiatan belajar mengajar berbasis masalah (Problem-Based Learning) yang kemaren kakak terapkan itu,tau kan ?
- Student : Tau kak, tapi gak begitu paham gimana itu PBL, tapi itu cara yang bagus sih untuk diterapkan karna kalau guru kasih tugas gitu agar siwa termotivasi dalam belajar, kerja tim, dan kami akan belajar lebih keras.
- Researcher : Terus, adek pada dasarnya suka gak belajar bahasa Inggris?
- Student : Biasa aja kak. Gak terlalu suka kak, tapi bukan gak suka juga.
- Researcher : Waktu adek belajar bahasa Inggris kayak diskusi sama presentasi gitu, gimana perasaan adek?
- Student : Iya kak, senang tapi gimana ya kak hehe. Karena selalu harus ngomong bahasa Inggris di kelas. Misalnya kan kak, kalau lagi diskusi harus latihan dulu pakai bahasa Inggris. Jadi ada males-malesnya dikit.
- Researcher : Emm gitu. apa tugas-tugas kaya gitu bisa membuat adek bisa ngungkapin pendapat dengan menggunakan bahasa Inggris gak dek?
- Student : Iya kak, bisa. Karena kan mesti latihan dulu banyak-banyak.
- Researcher : Aktivitas apa yang paling kamu sukai dek? Presentasi, diskusi drama atau membuat dan praktik percakapan seperti kemarin?
- Student : membuat dan praktik sih kak, lucu soalnya haha.
- Researcher : Kenapa bisa lucu dek?
- Student : soalnya aku sama temen-temen suka ketawa kalau lagi ngapal karna sibuk ngapalin skripnya kak. Kalau percakapannya pakai bahasa

Indonesia kan enak ga susah-susah tinggal ngarang aja kak, beda kalau percakapan bahasa Inggris gabisa ngarang asal-asal kak hahaha.

Researcher : Tapi seru kan dek. Jadinya kalian bisa melatih kepercayaan diri kalian waktu nampilin percakapan pakai bahasa Inggris.

Student : Iya kak, betul juga tu.

Researcher : Jadi menurut adek suka gak belajar dengan PBL?

Student : Iya kak senang, suka juga karena belajar nya jadi gak boring terus gak itu-itu aja. Jadi kami juga jadi lebih kreatif dan aktif.

Researcher : Terus gimana rasanya waktu presentasi dek?

Student : Susah juga kak kadang-kadang. Karna sering nanya kawan-kawan kak gimana pendapat orang ni tentang bahasa Inggris terus harus jelasin di depan kelas gimana.

Researcher : Oh iya dek, karna tugas gitu jadi lebih sering mengemukakan pendapat dan pastinya lebih jago. Dan makin percaya diri gak?

Student : Iya kak, bawaannya selaw santai aja gitu kak. Iya, aku lebih anteng aja ngomong bahasa Inggris kak, walaupun gatau kata-katanya benar apa enggak. Terus harus cari cara yang betul buat ngucapinnya kak.

Researcher : Bagus dong dek, itu artinya dengan tugas seperti itu bisa memotivasi kamu untuk lebih giat belajar dan berbicara bahasa Inggris dek.

Student : Iya kak. Sangat membantu tapi lebih banyak ke speakingnya daripada ngerjain soal-soal dari gurunya.

Researcher : Gimana nih kalau berdasarkan indikator penilaiannya, menurut adek, adek lemahnya dimana? Dari comprehension (cara menyampaikan opini yang mudah dipahami), fluency, pronunciation, vocabulary, atau grammar?

Student : Menurutku, kelemahan aku di grammar kak sama vocab. Sering pusing waktu nyusun kalimatnya kak. Tapi untuk kejelasan itu fluency ya kak, nah jadi lebih baik waktu PBL tuh diterapin di kelas.

Researcher : Terus gimana peran guru dalam pembelajaran berbasis masalah gini dek?

Student : Kalau itu, pertama-tama gurunya bagi perkelompok dulu kak, kelompoknya dibagi secara acak, kan akunya kurang nyaman gitu kalau ga terlalu akrab jadi awal-awal adaptasi dulu aga canggung

gitu, jadi kurang nyaman belajarnya kalau dikelompokin seperti itu, terus kami disuruh gitu aja buat tugasnya kaya disuruh kerja mandiri gitu karna gurunya cuma kasih tugas dan jelasin sedikit apa yang harus dikerjakan.

Researcher : Baik dek, kalau gitu. Makasih ya udah luangin waktunya untuk wawancara dikit.

Student : Iya kak, sama-sama loh kak.

Interview Result 2

Students' name: Kayra Evelyn Aurelia Sofi Hartono

Researcher : Assalamu'alaikum adek. Maaf ya mengganggu waktunya, boleh minta bantu bentar gak?

Student : Wa'alaikumussalam, oh iya iya kak boleh.

Researcher : Ceritanya kakak mau wawancara ni, tanya-tanya aja dikit tentang belajar bahasa Inggris.

Student : Oh itu, boleh sih kak tapi kurang suka bahasa Inggris

Researcher : Emm, boleh tau kenapa adek ga suka belajar bahasa Inggris?

Student : Aku ga suka aja kak. Cuma kalau membaca, menulis, mendengarkan, atau berbicara gitu aku bisa sih kak dikit-dikit. Tapi kalau disuruh guru maju dan ngomong bahasa Inggris disitu aku merasa resah kak karna aku gak banyak tau kosa kata bahasa Inggris kak, terus takut kalau salah rumus urutannya kak.

Researcher : Kalau untuk masalah itu, masih bisa dilatih dek sebenarnya. Nah, gimana nih adek senang gak waktu disuruh tugas kaya diskusi dan presentasi gitu?

Student : Iya kak, lumayan lah.

Researcher : Emm, kegiatan kaya gitu bisa membantu kamu sedikit-sedikit menambah kemampuan berbicara gak dek?

Student : Bisa kayaknya kak. Kalau aku boleh kasih contoh kak waktu ditunjuk maju nih sama guru, ya aku mau gak mau mesti bicara bahasa Inggris. Syukur-syukur bisa kak walaupun dikit-dikit.

Researcher : Alhamdulillah, berarti ada kemauan ya dek. Terus tugas yang paling sulitnya apa menurut kamu dek?

Student : Menurut aku, kalau disuruh percakapan bareng temen kak.

Researcher : Wah, bukannya seru ya?

Student : Hahaha karna aku susah ngapal-ngapal gitu kak orangnya. Tapi misalnya udah selesai tampil ini kak rasanya kaya lega gitu terus mikir aku bisa juga ya gitu kak.

Researcher : Baguslah kalau gitu dek, karna kalau kita bisa menyukai sesuatu dalam melakukan kegiatan-kegiatan bahasa Inggris itu bisa menumbuhkan motivasi kita untuk lebih berani berbicara bahasa Inggris.

Student : Iya benar juga kak, pelan-pelan jadi makin berani ngomong bahasa Inggris. Sebelum ada metode gitu di kelas, aku gak banyak vocab kak. Tapi waktu udah belajar disuruh tugas kaya gitu jadi kaya ngebantu karna harus cari kata-kata baru kan.

Researcher : Alhamdulillah senang mendengarnya kalau gitu dek. Terus gimana respon dan partisipasi kawan-kawan kelompok saat buat tugas? Apakah kalian saling membantu dek?

Student : Iya kak, kami bekerjasama semuanya. Orang tu rajin kak karna biar dapat nilai bagus juga kan.

Researcher : Terus apa ada kesulitan yang adek alami sewaktu belajar Bahasa Inggris di kelas?

Student : Emmm... Ada sih kak, aku masih kurang lancar misalnya nih kak, aku tahu apa yang aku pikirin tapi untuk nyusun dikepala tu susah banget disampaikan, karna di grammar aku masih amburadul kak.

Researcher : Terus dari situ apa ada yang bikin adek mau belajar lagi?

Student : Ada kak, cuma kadang bingung sama topik yang dikasih. Tapi sesekali ada tugas disuruh mengerjakan diskusi bareng temennya itu bisa membantu kak.

Researcher : Jadi apa adek setuju kalau belajar bahasa Inggris dengan metode berbasis problem bisa ngebantu dan meningkatkan belajar speaking dan juga kalian dapat bekerjasama dengan baik satu sama lain dek?

Student : Yupp, setuju sih kak cuma menurutku kadang bosan juga karena memakan banyak waktu ketika belajar mengajar.

Researcher : iya dek, semuanya kan butuh proses untuk belajar, oh iya makasih banyak ya waktunya, kalau kaka ada salah kata mohon maaf ya dek.

Student : Ashiaap kak, sama-sama. Makasih juga ya kak

Interview Result 3

Students' name: Rafi' Putra Suminarto

- Researcher : Assalamu'alaikum adek, kaka mau tanya-tanya bentar boleh?
- Student : Wa'alaikumussalam boleh kak
- Researcher : Menurut adek belajar bahasa Inggris itu penting gak?
- Student : Penting kak, karena dengan bahasa Inggris kita bisa menjelajahi dunia.
- Researcher : Terus apa adek senang belajar Bahasa Inggris?
- Student : Iya suka kak.
- Researcher : Gimana proses belajar mengajar seperti apa yang paling adek sukai?
- Student : Yang saya suka belajar sambil bermain kak, karena gak terlalu menegangkan.
- Researcher : Ngomong-ngomong gimana menurut adek pembelajaran Bahasa Inggris berbasis problem seperti adanya kegiatan berdiskusi, berkelompok dan presentasi?
- Student : Pastinya saya sangat suka kak, karna belajarnya jadi menyenangkan. Kami juga bisa berbagi pengalaman dan saling belajar satu sama lain misalnya kita gak tau nih tapi teman kita tau, jadi kita bisa tau lebih banyak hal.
- Researcher : Wah positif sekali ya. Jadi, apa menurut adek metode dengan diberikan tugas seperti itu dapat memotivasi dan meningkatkan kepercayaan diri kalian?
- Students : Nah iya betul tu kak. Karena dengan metode ini, kami menjadi lebih mandiri dan memotivasi kami untuk belajar agar dapat mengeksplorasi kemampuan dan ide-ide kami dengan cara guru memberi kami tanggung jawab dan kepercayaan bahwa kami mampu melakukannya.
- Researcher : Lalu gimana, apa kemampuan berbicara Bahasa Inggris kalian mengalami peningkatan dek?
- Student : Udah pastilah ada kak. Apalagi kami kami ini yang jarang berbicara tetapi karena tugasnya itu kami harus berbicara di depan dan jadi suatu keharusan bagi kami untuk berlatih dan meningkatkan

kemampuan berbicara kami, tapi kak banyak orang itu gak setuju karena kan harus bicara di depan kelas gak boleh bawa buku pelajaran atau catatan.

Researcher : Alhamdulillah ya dek, sudah bagus sekali tu dan bisa ajak teman-teman suka Bahasa Inggris juga.

Student : Aamiin kak, iya sih karna saya senang pelajaran Bahasa Inggris mungkin ya dan jadiin itu kebiasaan saya buat speak English. Terus saya ngerasa Bahasa Inggris saya jadi lebih lancar, lebih kreatif, aktif waktu ngerjain dan menuangkan ide saya ke tugas yang dibuat.

Researcher : Kalau kawan-kawan sekelompok adek gimana tu partisipasinya dalam ngerjain tugas?

Student : Enak juga kak, temen-temen kelompok kompak semua kak, dan kami juga ngerjain tugasnya barengan, misalnya tugas diskusi, saling bertukar pikiran dan saling memberi solusi satu sama lain

Researcher : Apa adek ada mengalami kesulitan selama belajar Bahasa Inggris?

Student : Kadan-kadang saya salah ngucapin kata nya kak, tapi sekarang saya udah tau cara ngucapin dengan benar.

Researcher : Wah salut kakak sama adek, jadi menurut adek pembelajaran berbasis problem ini ngefek gak di dalam belajar?

Student : Tentunya kak, sangat membantu. Iya, ada perbedaan nya kak. Sebelum ada PBL di kelas, saya gak begitu mikirin grammar saya kacau balau, tapi setelahnya saya sadar kalau grammar saya masih amburadul, dan nyadarin diri kalau saya masih salah kak.

Researcher : Terus gimana gurunya di kelas dek, apa membimbing kalian dalam nyelesain tugas yang diberikan?

Student : Dibantu kok kak, walau kadang-kadang gak juga, tapi kan melatih kami untuk mandiri, nanti kalau misalnya kurang paham, ya tinggal tanyakan ke gurunya aja kak.

Researcher : Emm, bagus kalau begitu dek. Baiklah dek, makasih ya atas kesediaan waktunya untuk kaka wawancara. Semoga bisa menginspirasi ya dek.

Student : Sama-sama kakak, semoga sukses ya kak

Scoring Categories proposed by H. Douglas Brown (2001)

Score	Aspects				
	Grammar	Vocabulary	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties

3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency	Errors in pronunciation are quite rare	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language
5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers	Speaking proficiency equivalent to that of an educated native speaker

		breadth of vocabulary and idioms, colloquialism and pertinent cultural references			
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The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicators
Fluency	88-100	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	72-84	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	44-68	2 (fairly good)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	20-40	1 (Fairly)	The students speak so little that no “fluent” speech can be said to occur.
Pronunciation	88-100	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	72-84	3 (good)	Rythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	44-68	2 (fairly good)	imprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	20-40	1 (fairly)	Words are unintelligible
Vocabulary	88-100	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	72-84	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate
	44-68	2 (fairly good)	Limited use vocabulary with frequent inappropriate.
	20-40	1 (fairly)	In appropriate and inadequate vocabulary.
Grammatical	88-100	4 (excellent)	Try few grammatical errors evident.
	72-84	3 (good)	Time errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	44-68	2 (fairly good)	Speech is broken and distorted by frequent errors.

	20-40	1 (fairly)	Reliable to construct comprehensible sentence.
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**The Pre-Test of Students' speaking skills at the Eight Grade of SMP
Muhammadiyah PK Surakarta**

No	Nama	Score	Explanation
1	AM	55	Complete
2	AP	80	Incomplete
3	AS	70	Incomplete
4	AZ	50	Incomplete
5	AR	65	Incomplete
6	AP	70	Incomplete
7	AD	75	Complete
8	AI	70	Incomplete
9	AL	55	Incomplete
10	AA	60	Incomplete
11	BK	75	Complete
12	CS	72,5	Incomplete
13	DI	70	Incomplete
14	FL	80	Complete
15	FR	85	Complete
16	GP	50	Incomplete
17	KZ	70	Incomplete
18	KE	60	Incomplete
19	KS	65	Incomplete
20	MT	75	Complete
21	MA	72,5	Incomplete
22	MD	80	Complete
23	NZ	65	Incomplete
24	RP	65	Incomplete
25	RH	72,5	Incomplete
26	RN	60	Incomplete
27	RN	65	Incomplete
28	SL	70	Incomplete
29	SM	75	Complete
30	SD	70	Incomplete
31	VA	75	Complete

The Result Score of Students' Pre-Test

School : SMP Muhammadiyah PK Kottabarat Surakarta

Class/Semester : VIII/2

Subject : English

No	Name	The Aspects that evaluate				Score	Target
		F	P	V	G		
1	AM	50	55	60	55	55	Incomplete
2	AP	80	85	80	75	80	Complete
3	AS	70	70	70	70	70	Incomplete
4	AZ	50	50	50	50	50	Incomplete
5	AR	70	65	65	60	65	Incomplete
6	AP	65	65	75	75	70	Incomplete
7	AD	75	75	75	75	75	Complete
8	AI	65	70	75	70	70	Incomplete
9	AL	50	55	60	55	55	Incomplete
10	AA	60	60	60	60	60	Incomplete
11	BK	80	70	80	70	75	Complete
12	CS	70	70	75	75	72,5	Incomplete
13	DI	70	70	70	70	70	Incomplete
14	FL	80	80	80	80	80	Complete
15	FR	85	80	90	85	85	Complete
16	GP	50	50	50	50	50	Incomplete
17	KZ	70	70	70	70	70	Incomplete
18	KE	60	60	65	55	60	Incomplete
19	KS	65	65	65	65	65	Incomplete
20	MT	80	70	80	70	75	Complete
21	MA	75	70	75	70	72,5	Incomplete
22	MD	75	80	80	85	80	Complete
23	NZ	65	65	65	65	65	Incomplete
24	RP	60	65	70	65	65	Incomplete
25	RH	75	70	75	70	72,5	Incomplete
26	RN	60	60	60	60	60	Incomplete
27	RN	70	60	70	60	65	Incomplete
28	SL	70	70	70	70	70	Incomplete
29	SM	75	75	75	75	75	Complete
30	SD	70	65	75	70	70	Incomplete
31	VA	80	70	70	80	75	Complete

Table of the Students Pre-test Result

	N	Minimum	Maximum	Sum	Mean
Score Pre Test	31	50.0	85.0	2122,5	68,468
Valid N (listwise)	31				

Frequency of Students' Score at Pre-Test

NO	Score	Frequency	Percentage (%)	Criteria
1	<75	22	71.1 %	Incomplete
2	≥75	9	28,9 %	Complete
	Total		100 %	

Based on the table. above, it can be seen that only 28,9 % (9 students) got complete score, then 71.1 % (22 students) got incomplete score.

The Result Score of Students' Post-Test Cycle 1

School : SMP Muhammadiyah PK Kottabarat Surakarta

Class/Semester : VIII/2

Subject : English

No	Name	The aspects that evaluated				Score	Target
		F	P	V	G		
1	AM	75	65	70	70	70	Incomplete
2	AP	75	80	85	80	80	Complete
3	AS	80	70	80	70	75	Complete
4	AZ	70	70	70	70	70	Incomplete
5	AR	65	65	65	65	65	Incomplete
6	AP	70	70	80	80	75	Complete
7	AD	75	75	75	75	75	Complete
8	AI	75	70	75	70	72,5	Incomplete
9	AL	60	60	60	60	60	Incomplete
10	AA	55	60	65	60	60	Incomplete
11	BK	70	80	70	80	75	Complete
12	CS	70	60	60	70	65	Incomplete
13	DI	70	70	70	70	70	Incomplete
14	FL	85	80	90	85	85	Complete
15	FR	80	80	80	80	85	Complete
16	GP	60	60	60	60	60	Incomplete
17	KZ	80	70	80	70	75	Complete
18	KE	70	70	70	70	70	Incomplete
19	KS	65	65	65	65	65	Incomplete
20	MT	80	75	80	85	80	Complete
21	MA	75	75	75	75	75	Complete
22	MD	90	85	85	80	85	Complete
23	NZ	70	70	70	70	70	Incomplete
24	RP	70	70	70	70	70	Incomplete
25	RH	85	85	85	85	85	Complete
26	RN	65	65	65	65	65	Incomplete
27	RN	60	60	65	55	60	Incomplete
28	SL	75	70	75	70	72,5	Incomplete
29	SM	80	80	80	80	80	Complete
30	SD	75	80	80	85	80	Complete
31	VA	75	75	75	75	75	Complete

Table of the Students Post-test 1 Result of Cycle 1

	N	Minimum	Maximum	Sum	Mean
Score Post-test 1	31	60.0	85.0	2250	72,581
Valid N (listwise)	31				

Frequency of Students' Score at Post-test in Cycle I

No	Score	Frequency	Percentage (%)	Criteria
1	<75	16	51,7 %	Incomplete
2	≥75	15	48,3 %	Complete
	Total		100%	

Based on the data above can be seen that 48,3 % (15 students) got complete score, 51,7 % (16 students) got incomplete score. It was higher than the result of pre test. The criteria of the students who was successful in mastering the material was the students who got minimum score of 75. Learning process was said success, when 80% got score above 75. The fact showed that the result was unsatisfactory.

The Result Score of Students' Post-Test Cycle 2

School : SMP Muhammadiyah PK Kottabarat Surakarta

Class/Semester : VIII/2

Subject : English

No	Name	The aspect that evaluated				Score	Target
		F	P	V	G		
1	AM	85	80	80	75	80	Complete
2	AP	80	85	90	85	85	Complete
3	AS	85	85	85	85	85	Complete
4	AZ	75	75	75	75	75	Complete
5	AR	70	70	70	70	70	Incomplete
6	AP	90	85	85	80	85	Complete
7	AD	80	80	80	80	80	Complete
8	AI	90	80	85	85	85	Complete
9	AL	85	85	85	85	85	Complete
10	AA	75	75	75	75	75	Complete
11	BK	80	80	80	80	80	Complete
12	CS	75	75	80	70	75	Complete
13	DI	85	85	85	85	85	Complete
14	FL	95	95	95	95	95	Complete
15	FR	95	90	90	85	90	Complete
16	GP	80	80	80	80	80	Complete
17	KZ	90	80	85	85	85	Complete
18	KE	70	70	70	70	70	Incomplete
19	KS	75	75	75	75	75	Complete
20	MT	85	85	85	85	85	Complete
21	MA	85	85	85	85	85	Complete
22	MD	95	95	95	95	95	Complete
23	NZ	85	80	80	75	80	Complete
24	RP	75	75	75	75	75	Complete
25	RH	85	85	85	85	85	Complete
26	RN	75	75	75	75	75	Complete
27	RN	75	75	75	75	75	Complete
28	SL	75	80	80	85	80	Complete
29	SM	85	90	90	95	90	Complete
30	SD	80	80	80	80	80	Complete
31	VA	90	80	85	85	85	Complete

The Students' Speaking skills Score of Post-Test in Cycle 2

	N	Minimum	Maximum	Sum	Mean
Score Post-Test 2	31	70,0	95,0	2530	81,613
Valid N (listwise)	31				

Frequency of Students' Score of the Post-test in Cycle 2

NO	Score	Frequency	Percentage (%)	Criteria
1	<75	2	6,5 %	Incomplete
2	≥75	29	93,5 %	Complete
	Total		100%	

The Result Score of Students' Speaking skills Pre-test and Post-test 1

No	Name	Students Result			
		Pre-test	Post-test 1	Improve	Criteria
1	AM	55	70	15	Improve
2	AP	80	80	0	Constant
3	AS	70	75	5	Improve
4	AZ	50	70	20	Improve
5	AR	65	65	0	Constant
6	AP	70	75	5	Improve
7	AD	75	75	0	Constant
8	AI	70	72,5	2,5	Improve
9	AL	55	60	5	Improve
10	AA	60	60	0	Constant
11	BK	75	75	0	Constant
12	CS	72,5	65	-7,5	Decrease
13	DI	70	70	0	Constant
14	FL	80	85	5	Improve
15	FR	85	85	0	Constant
16	GP	50	60	10	Improve
17	KZ	70	75	5	Improve
18	KE	60	70	10	Improve
19	KS	65	65	0	Constant
20	MT	75	80	5	Improve
21	MA	72,5	75	2,5	Improve
22	MD	80	85	5	Improve
23	NZ	65	70	5	Improve
24	RP	65	70	5	Improve
25	RH	72,5	85	12,5	Improve
26	RN	60	65	5	Improve
27	RN	65	60	-5	Decrease
28	SL	70	72,5	2,5	Improve
29	SM	75	80	5	Improve
30	SD	70	80	10	Improve
31	VA	75	75	0	Constant
Total		2122,5	2250		
Average		68.468	72.581		
High score		85	85		
Low score		50	60		

The Result Score of Students' Speaking skills Pre-test 1 and Post-test 2

No	Name	Students Result			
		Post-test 1	Post-test 2	Improve	Criteria
1	AM	70	80	10	Improve
2	AP	80	85	5	Improve
3	AS	75	85	10	Improve
4	AZ	70	75	5	Improve
5	AR	65	70	5	Improve
6	AP	75	85	5	Improve
7	AD	75	80	5	Decrease
8	AI	72,5	85	12,5	Improve
9	AL	60	85	25	Improve
10	AA	60	75	15	Improve
11	BK	75	80	5	Improve
12	CS	65	75	10	Improve
13	DI	70	85	15	Improve
14	FL	85	95	10	Improve
15	FR	85	90	5	Improve
16	GP	60	80	20	Improve
17	KZ	75	85	10	Improve
18	KE	70	70	0	Improve
19	KS	65	75	10	Improve
20	MT	80	85	5	Improve
21	MA	75	85	10	Improve
22	MD	85	95	10	Improve
23	NZ	70	80	10	Improve
2	RP	70	75	5	Improve
25	RH	85	85	0	Constant
26	RN	65	75	10	Improve
27	RN	60	75	15	Improve
28	SL	72,5	80	7,5	Improve
29	SM	80	90	10	Improve
30	SD	80	80	0	Constant
31	VA	75	85	10	Improve
Total		2250	2530		
Average		72.581	81,613		
High score		85	85		
Low score		50	60		

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestSurvey	31	50,0	85,0	68,468	8,7005
ProsTestSurvey1	31	60,0	85,0	72,581	7,7051
ProsTestSurvey2	31	70,0	95,0	81,613	6,3754
Valid N (listwise)	31				

Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50,0	2	6,5	6,5	6,5
55,0	2	6,5	6,5	12,9
60,0	3	9,7	9,7	22,6
65,0	5	16,1	16,1	38,7
70,0	7	22,6	22,6	61,3
72,5	3	9,7	9,7	71,0
75,0	5	16,1	16,1	87,1
80,0	3	9,7	9,7	96,8
85,0	1	3,2	3,2	100,0
Total	31	100,0	100,0	

Post-Test 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60,0	4	12,9	12,9	12,9
65,0	4	12,9	12,9	25,8
70,0	6	19,4	19,4	45,2
72,5	2	6,5	6,5	51,6
75,0	7	22,6	22,6	74,2
80,0	4	12,9	12,9	87,1
85,0	4	12,9	12,9	100,0
Total	31	100,0	100,0	

Post-Test 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70,0	2	6,5	6,5	6,5
	75,0	7	22,6	22,6	29,0
	80,0	7	22,6	22,6	51,6
	85,0	11	35,5	35,5	87,1
	90,0	2	6,5	6,5	93,5
	95,0	2	6,5	6,5	100,0
	Total	31	100,0	100,0	

The Students' Activities Result in Cycle 1

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AM	2	40%	3	60%	Constant
2	AP	4	80%	4	80%	Improve
3	AS	2	40%	3	60%	Improve
4	AZ	2	20%	3	60%	Constant
5	AR	3	60%	3	60%	Improve
6	AP	2	40%	3	60%	Decrease
7	AD	3	60%	3	60%	Constant
8	AI	3	60%	2	40%	Decrease
9	AL	2	40%	3	40%	Improve
10	AA	3	60%	3	60%	Constant
11	BK	3	60%	3	60%	Constant
12	CS	3	60%	2	40%	Decrease
13	DI	3	60%	3	60%	Constant
14	FL	3	60%	4	80%	Improve
15	FR	4	80%	4	80%	Constant
16	GP	2	40%	3	60%	Improve
17	KZ	2	40%	3	60%	Improve
18	KE	2	40%	3	60%	Improve
19	KS	3	60%	3	60%	Constant
20	MT	3	60%	4	80%	Improve
21	MA	2	40%	3	60%	Improve
22	MD	3	60%	4	80%	Improve
23	NZ	3	60%	4	60%	Improve
24	RP	2	40%	3	60%	Improve
25	RH	3	60%	4	80%	Improve
26	RN	2	40%	3	60%	Improve
27	RN	3	20%	2	40%	Decrease
28	SL	2	60%	3	60%	Improve
29	SM	3	60%	4	80%	Improve
30	SD	3	60%	4	80%	Improve
31	VA	3	60%	3	60%	Constant

Frequency of Students Activities Result in Cycle 1

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	2	8%	9	15%	Very Good
3	3	17	48%	19	70%	Good
4	2	12	44%	3	5%	Enough
5	1	-	-	-	-	Low
	Total	31	100%		100%	

The Students' Activities Result in Cycle II

Table 14. The Students' Activities Result in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AM	3	60%	4	80%	Improve
2	AP	4	80%	4	80%	Constant
3	AS	3	60%	4	80%	Improve
4	AZ	3	60%	3	60%	Constant
5	AR	3	60%	3	60%	Constant
6	AP	3	60%	4	80%	Improve
7	AD	3	60%	4	80%	Improve
8	AI	2	40%	4	80%	Improve
9	AL	3	40%	4	80%	Improve
10	AA	3	60%	3	60%	Constant
11	BK	3	60%	4	80%	Improve
12	CS	2	40%	3	60%	Improve
13	DI	3	60%	4	80%	Improve
14	FL	4	80%	5	100%	Improve
15	FR	4	80%	5	100%	Improve
16	GP	3	60%	4	80%	Improve
17	KZ	3	60%	4	80%	Improve
18	KE	3	60%	3	60%	Constant
19	KS	3	60%	3	60%	Constant
20	MT	4	80%	4	80%	Constant
21	MA	3	60%	4	80%	Improve
22	MD	4	80%	5	100%	Improve
23	NZ	4	60%	4	80%	Constant
24	RP	3	60%	3	100%	Constant
25	RH	4	80%	4	80%	Constant
26	RN	3	60%	3	60%	Constant
27	RN	2	40%	3	60%	Improve
28	SL	3	60%	4	80%	Improve
29	SM	4	80%	5	100%	Improve
30	SD	4	80%	4	80%	Constant
31	VA	3	60%	4	80%	Improve

Frequency of Students Activities Result in Cycle 2

No	Score	First Meeting		Second Meeting	
		Frequency	Percentages	frequency	percentages
1	5	-	-	4	6%
2	4	9	15%	18	64%
3	3	19	70%	9	30%
4	2	3	5%	-	-
5	1	-	-	-	-
Total		31	100%	31	100%

Descriptive Statistic

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Cyle1	31	1	4	2,55	,810
Cyle1	31	2	4	3,19	,601
Cyle2	31	2	4	3,19	,601
Cyle2	31	3	5	3,84	,638
Valid N (listwise)	31				

Table 18. The Result of the Students' Activity in cycle 1 and cycle 2

No	Name	Cycle 1		Cycle 2	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	AM	1	3	3	4
2	AP	4	4	4	4
3	AS	2	3	3	4
4	AZ	1	3	3	3
5	AR	3	3	3	3
6	AP	2	3	3	4
7	AD	3	3	3	4
8	AI	3	2	2	4
9	AL	1	3	3	4
10	AA	3	3	3	3
11	BK	3	3	3	4
12	CS	3	2	2	3
13	DI	3	3	3	4
14	FL	3	4	4	5
15	FR	4	4	4	5
16	GP	1	3	3	4
17	KZ	2	3	3	4
18	KE	2	3	3	3
19	KS	3	3	3	3
20	MT	3	4	4	4
21	MA	2	3	3	4
22	MD	3	4	4	5
23	NZ	3	4	4	4
2	RP	2	3	3	3
25	RH	3	4	4	4
26	RN	2	3	3	3
27	RN	3	2	2	3
28	SL	2	3	3	4
29	SM	3	4	4	5
30	SD	3	4	4	4
31	VA	3	3	3	4
Total		79	99	99	119
Average		2,55	3,19	3,19	3,84

The Documentation of Research



