THE USE OF PROBLEM-BASED LEARNING TO DEVELOP STUDENTS' ENGLISH-SPEAKING SKILLS: A CASE STUDY AT SMP ISLAM RADEN PAKU SURABAYA IN ACADEMIC YEAR 2020 / 2021

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd.) in Teaching English

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ABSTRACT

Septiana, Milla. (2021). *The Use of Problem-based Learning to Develop Students' English-Speaking Skills: A Case Study at SMP Islam Raden Paku Surabaya in Academic Year 2020 / 2021*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rakhmawati, M. Pd., Advisor II: Dr. Siti Asmiyah, M. TESOL.

Key Words: *Problem-based Learning, English-speaking skills, Response.*

To make the students able to speak English requires a good teaching technique. This study aims to investigate the ways or stages problem-based learning method in developing English-speaking skills of Indonesian EFL Learners and students' responses toward the use problem-based learning in ELT class at SMP Islam Raden Paku Surabaya. Under a descriptive qualitative method, the data was obtained from interviews and questionnaire. The results of this study were analyzed using the theory of Rusmono, and Rosenberg and Hovlandas. The results showed that the teacher used the six steps: (1) giving the purpose of learning/material and dividing the students into some groups, (2) orientating the problem, 3) directing interpersonal and intergroup research, (4) developing and present results of discussion, (5) examining and assessing the issue's procedure, (6) concluding material that has learned. Meanwhile, the students' responses on the use of problem-based learning in developing English-speaking skills highlighted that 63, 6% students agreed problem-based learning is useful for learning English-speaking. In fact, the students responded that the problem-based learning method can help them be active and fluent in speaking. Most of the students participating in this study agreed that problem-based learning approach gives more ideas to speak English confidently. The findings imply the teacher implemented the steps of problem-based learning according to the Rusmono theory and students responded that the use of problem-based learning can develop their English-speaking skills.

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ABSTRAK

Septiana, Milla. (2021). *The Use of Problem-based Learning to Develop Students' English-Speaking Skills: A Case Study at SMP Islam Raden Paku Surabaya in Academic Year 2020 / 2021*. Skripsi. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rakhmawati, M. Pd., Advisor II: Dr. Siti Asmiyah, M. TESOL.

Kata Kunci: *Pembelajaran Berbasis Masalah, Kemampuan Berbicara Bahasa Inggris, Respon.*

Untuk membuat siswa bisa berbicara Bahasa Inggris membutuhkan teknik pembelajaran yang baik. Penelitian ini bertujuan untuk mengetahui cara atau tahapan metode pembelajaran berbasis masalah dalam mengembangkan kemampuan berbicara bahasa Inggris pada siswa Indonesia yang mempelajari bahasa Inggris sebagai bahasa asing dan respon siswa terhadap penggunaan pembelajaran berbasis masalah dalam kelas pembelajaran bahasa Inggris di SMP Islam Raden Paku Surabaya. Dengan penelitian deskriptif kualitatif, data tersebut diambil dari interview dan kuisioner. Adapun data yang terkumpul dianalisis menggunakan teori dari Rusmono, and Rosenberg and Hovlandas. Hasilnya menunjukkan bahwa guru menggunakan enam tahapan: (1) memberi tujuan pembelajaran atau materi dan membagi siswa menjadi beberapa grup, (2) mengorganisasikan masalah, (3) membantu penyelidikan mandiri dan kelompok, (4) mengembangkan dan mempresentasikan hasil diskusi, (5) menganalisa dan mengevaluasi proses pemecahan masalah, (6) merangkum materi yang telah dipelajari. Di samping itu, respon siswa terhadap penggunaan pembelajaran berbasis masalah dalam mengembangkan kemampuan berbicara bahasa Inggris menggarisbawahi bahwa 63, 6% siswa setuju pembelajaran berbasis masalah berguna untuk belajar berbicara dalam bahasa Inggris. Faktanya, siswa merespon bahwa metode pembelajaran berbasis masalah dapat membantu mereka menjadi aktif dan fasih dalam berbicara. Kebanyakan dari siswa yang berpartisipasi dalam penelitian ini setuju bahwa metode pembelajaran berbasis masalah dapat memberi lebih banyak ide untuk berbicara bahasa Inggris dengan percaya. Hasil dari penelitian mengindikasikan bahwa guru mengimplementasikan tahapan pembelajaran berbasis masalah berdasarkan teori dari Rusmono dan siswa merespon bahwa penggunaan metode pembelajaran berbasis masalah dapat mengembangkan kemampuan berbicara bahasa Inggris mereka.

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TABLES OF CONTENTS

PERNYATAAN KEASLIAN TULISAN ii

ADVISOR APPROVAL SHEET i

EXAMINER APPROVAL SHEET ii

PERNYATAAN PUBLIKASI PERPUSTAKAAN iii

MOTTO iv

DEDICATION SHEET iv

ACKNOWLEDGEMENT v

ABSTRACT vi

TABLES OF CONTENTS viii

LIST OF TABLES x

LIST OF APPENDICES xi

LIST OF ABBREVIATION xii

CHAPTER I INTRODUCTION 1

A. Background of the Study 1
B. Research Question 8
C. Objective of the Study 8
D. Scope and Limitation of the Study 8
E. Significance of the Study 9
F. Definition of Key Terms 10

CHAPTER II REVIEW OF RELATED LITERATURE 12

A. Theoretical Background 12
1. Speaking 12
2. Problem-Based Learning (PBL) 22
3. Response 27
B. Review of Previous Studies 28

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CHAPTER III RESEARCH METHOD 34

A. Approach and Research Design..... 34
B. Research Subject and Setting..... 35
C. Data and Source of Data 35
D. Research Instruments..... 35
E. Data Collection Technique..... 37
F. Data Analysis Technique 39
G. Trustworthiness 42

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION..... 42

A. Research Findings..... 42
1. The Implementation of Problem-based Learning to Develop Students' English-Speaking Skills at SMP Islam Raden Paku Surabaya..... 42
2. Students' Response toward the Use of Problem-based Learning to Develop their English-Speaking Skills at SMP Islam Raden Paku Surabaya 49
B. Research Discussions..... 53
1. The Implementation of Problem-based Learning to Develop Students' English-Speaking Skills at SMP Islam Raden Paku Surabaya..... 55
2. Students' Response toward the Use of Problem-based Learning to Develop their English-Speaking Skills at SMP Islam Raden Paku Surabaya 61

CHAPTER V CONCLUSION AND SUGGESTION 67

A. Conclusion..... 67
B. Suggestion..... 68
REFERENCES..... 71

APPENDICES 76

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LIST OF TABLES

Table 3.1 : Likert Scale based on Sugiyono.....37
Table 4.1 : The students' response related to cognitive aspects.....51
Table 4.2 : The students' response related to affective aspects 52
Table 4.3 : The students' response related to conative aspects 53

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDICES

Appendix 1	: Research Permission Letter
Appendix II	: Instrument Validator
Appendix III	: Teacher's Interview Guideline
Appendix IV	: Students' Interview Guideline
Appendix V	: Students' Questionnaire
Appendix VI	: Teacher's Interview Transcript
Appendix VII	: Students' Interview Transcript
Appendix VIII	: Students' Questionnaire Result

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LIST OF ABBREVIATION

EFL	: English as Foreign Language
ELT	: English Language Teaching
PBL	: Problem-based Learning
PJBL	: Project-based Learning
SMP	: Sekolah Menengah Pertama
SMAN	: Sekolah Menengah Atas Negeri
PERMENDIKBUD	: Peraturan Menteri Pendidikan dan Kebudayaan
KD	: Kompetensi Dasar
WTC	: Willingness to Communicate
IELTS	: International English Language Testing System
TL	: Teacher-lectured

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CHAPTER I
INTRODUCTION

This chapter is about to present the research's context and research question as the study's essential elements. In addition, the study's objective, the study's significance, the study's limitations and scope and also key terms are defined as well as the structure of the research paper.

A. Background of the Study

As the communication's form is language, the primary function is to interact with other people.[1] People are able to reveal their message and share their ideas in both oral and written language. Thus, to engage with someone, a language is applied in order people can know each other. Language plays an important role in people's lives. Language can be used to introduce someone, interact with others and enlarge their knowledge. Based on the interpretation above, an essential tool for interacting with others is language. Therefore, without the ability to communicate, it is difficult to imagine how a person can interact and get along with other people.

One aspect of language is speaking which is really crucial in social life. It is because every person spends their time speaking rather than writing. Cameron says that the act of speaking is a type of conversation which means that the way people speak influences their communication.[2] People need to have an excellent command of a language to make sure in the communication process; the listener can understand what the speaker says. The ability to communicate fluently is a skill that must be mastered particularly for many people who are learning a second language or foreign language.[3] However, many people argue that speaking is the most difficult skills. It is because you

[1]Jo M.D, et.al., *Materials and Methods in ELT: A Teacher's Guide*. Third edition. (West Sussex: John & Wiley Sons, 2013), 156.
[2]Lynne Cameron. *Teaching Languages to Young Learners.* (Cambridge: Cambridge University Press, 2001), 40.
[3]J.C. Richards. *Teaching Listening and Speaking from Theory to Practice*. (Cambridge: Cambridge University Press, 2008), 19.

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cannot delete or modify what you said when you are speaking, like you can if you are writing. Furthermore, difficulty in speaking may be even bigger when people have to speak in a different language, English, for example.

In the context of Indonesian, people do not use English language as a tool to interact with others. Nevertheless, all formal education in Indonesia taught the English language. English becomes one of mandatory subjects which is introduced from Secondary School (Junior High School and Senior High School / Vocational High School) and university. It is also taught in Playgroup and Elementary School but just choices. Furthermore, in relation to the use of English language is involved in the Ministry of Education and Culture's regulation (PERMENDIKBUD) Year 2013 68th number stating *"Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama / Madrasah Tsanawiyah"* (The Core Foundation and Organization of Junior High School Curriculum) at B's point, subject materials. It shows that time of English receives a weekly time allotment of four hours.[4] However, due to Covid-19, the allocation of time became an hour in a week. To an extent with, the English language is very important as well as the international language so that the government makes an effort to English, a mandatory subject to enable people to develop their communicative abilities through the use of English as lingua franca.

Communication tool both spoken and written is English language. The ability to communicate in an intact insight is the ability of discourse, understanding and producing a sentence both spoken and written. It can be realized in two language skills, receptive and productive. Receptive skills are listening and reading while being productive are speaking and writing. So, in English subject is directed to develop those skills to help students do communication and discourse in English language. As the English language becomes an international language, if learners use that language, they can expand their horizons and communicate with people from different countries.

[4]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016.

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In education areas, students are required to speak during the teaching process. They were asked by the teacher to answer or ask a question in the learning process. It is to measure how students can comprehend material that they have been taught by the teacher. In addition, students must be able to tell or share their ideas. The purpose is to apply what they have understood about the material. Therefore, to be able to speak well, the teachers are required to decide the most suitable method which can be used in teaching speaking English. However, this is becoming a challenge for teachers. These days, the students are having creativity and critical thinking which can require the teacher to find the best method in teaching speaking in order to accommodate and facilitate students' conceptual understanding.

Contemplating importance for method selection, the government has an effort to facilitate the teacher choosing the suitable method. In the regulation of Ministry of Education and Culture (PERMENDIKBUD) year 2014 number 103 regarding *"Pembelajaran pada Pendidikan Dasar dan Menengah"* (The Learning Process of Primary and Secondary School), about scope at point D, there are recommendation methods that can be applied in 2013 curriculum such as Discovery / Inquiry Learning, Problem-based learning (PBL) and Project-based learning (PJBL).[5] Thus, the teacher can choose the appropriate method in the material that is taught by the teacher.

Problem-based learning (PBL) is a scientific method recommended by the Government which is appropriate for these days. PBL begins used by medical and health education courses of Mc Master University in Canada at the early 1960s[6]. According to Ward and Cheryl, Problem-based learning is a teaching technique that requires teachers to identify a topic using scientific method in phases so that they can gain knowledge and skills connected to the issue.[7] Problem-based learning involves not just bringing challenges into the

[5]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 103 Tahun 2014.
[6]Oong-Seng Tan. *Problem-Based Learning Innovation: Using Problems to Power Learning in the 21st Century*. (Singapore: Cengage learning, 2003), 27.
[7]J.D. Ward and C.L. Lee. 2002. A Review of Problem-based Learning. *Journal of Family and Consumer Science Education. 20*(1), 18.

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classroom, and thereby empowering students to gain understanding via exchanges and cooperative study.[8] To an extent with, problem-based learning is an instructional method where the students can study English-speaking material through experience to solve a problem.

According to the above statements, problem-based learning can increase the interest of students in acquiring English-speaking abilities. It causes the strategy using problem-based learning to offer students' freedom. Pannen in Rusmono says that in problem-based learning, students are involved in research progress which is identifying a problem, collecting the data, and using the data to solve the problem.[9] Real world problems are used in problem-based learning which makes students responsible for their learning. Thus, it is suitable to help students become active learners.[10] To an extent with, problem-based learning can develop students' speaking skills through discussion activity with their partners. In the process of discussion, students communicate between each other. Therefore, learners can enhance their English-speaking skills by using problem-based learning. Furthermore, students are working together in group partners to fix and analyze an issue. Students are expected to expand their thoughts and expertise along with communicating issues and come up with solutions with their group partner by using that exercise.

Problem-based learning (PBL) researches on speaking have been conducted in some areas. First, Khotimah[11] was investigated problem-based learning's application in improving students' speaking ability and achievement. The findings found students' speaking abilities were improved. It also improved students' achievement that all students got good scores.

[8]Ibid, 17.
[9]Rusmono. *Strategi Pembelajaran dengan Problem-based Learning itu Perlu untuk Meningkarkan Profesionalitas Guru*. Second Edition. (Bogor: Penerbit Ghalia Indonesia, 2014), 74.
[10]C.E. Hmelo-Silver. 2004. Problem-based Learning: What and How Do Students Learn?. *Educational Psychology Review*. 16, 236.
[11]Siti Khotimah. 2014. The Use of Problem-based Learning to Improve Students' Speaking Ability. *Journal of English Language Teaching*. *4*(1), 50-56.

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Second, Zuhra[12] investigated how to improve the speaking skill at Madrasah Aliyah Negeri 1 Palu through problem-based learning. The result of this study showed that the application of problem-based learning method can improve the students' speaking skills. Third, research by Ansarian et al.,[13] analyzed the effect of problem-based learning through cognition-based tasks on speaking proficiency of Iranian intermediate English as Foreign Language learners in comparison to the effect of objective-based tasks. For the finding, the implementation of problem-based learning through cognition-based tasks significantly increased intermediate participants' speaking proficiency and gave a more positive effect in comparison to objective-based tasks on participants' speaking proficiency. The fourth research was done by Keong and A.H. Mohammed.[14] This research examined problem-based learning to develop students' English-speaking skills in Iraqi senior high school Kuala Lumpur. This research aimed to improve the speaking skills in their academic life. Results indicated that a problem-based learning method in the context of this study was able to improve students' speaking ability, especially their performance and motivate them toward better language achievement. The fifth study was from Lin[15] which investigated the effect of problem-based learning method in English courses on Chinese-speaking university students' willingness to communicate (WTC). This study also determined whether there was a difference in learners' willingness to communicate in terms of the gender variable. The analysis of research findings revealed that the problem-based learning group had a much higher inclination to communicate with their

[12]Zuhra. 2016. The Application of Problem-based Learning in Improving Speaking Skill at Madrasah Aliyah Negeri 1 Palu. *Paedagogia: Jurnal Pendidikan*, *5*(1), 47-71.
[13]Longman Ansarian, et al., 2016. The Impact of Problem-based Learning on Iranian EFL Learners' Speaking Proficiency. *Advances in Language and Literary Studies*, *7*(3), 84-94.
[14]Y.C. Keong and A.H. Mohammed. 2015. Improving Iraqi Secondary Students' Speaking Performance through Problem-based Learning Approach. *International Journal of Education and Research*, *3*(12), 87-96.
[15]Lu-Fang Lin. 2017. The Application of the Problem-based Learning Approach to English Class: Chinese-speaking Learners' Willingness to Communicate. *International Journal of Education*, *9*(3), 1-20.

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classmates. Sixth study was conducted by Zuhriyah.[16] It was explored if problem-based learning may help fifth-semester English department students at Hasyim Asy'ari University Tebuireng Jombang enhance their grammar skills. Findings were problem-based learning could improve grammar competence. Besides, students' motivation to learn affected the success of their grammar achievements. Seventh article was conducted by Hairuddin et al.,[17] They wanted to see if using the problem-based learning method might help learners increase their writing abilities. Furthermore, they also disclosed the students' opinion on the use of the problem-based learning method in the teaching process of writing. The findings revealed that implementing a problem-based learning strategy helped students increase their writing skills. Meanwhile, the experimental group's view of the problem-based learning method was good, according to the examination of learners' perceptions. The last study was done by Dharma et al.,[18] which studied the effect on SMAN 1 Mengwi students' reading and writing skills of problem-based learning method and students' assessment of their performance. The researcher suggested problem-based learning should be implemented in English class, especially in writing and reading skills because the result showed that students' reading and writing competencies were significantly impacted by problem-based learning.

The researcher discovered various distinctions between this research and previous findings. Firstly, there is a discrepancy between this research and the sixth previous study (see Zuhriyah[19]). The previous study used a topic about noun clauses and coordinating conjunctions. In contrast, this study used the topic about days, months and years. The second gap is between this study and third previous study (see Ansarian et al.,[20]). The previous study used IELTS

[16]Mukminatus Zuhriyah. 2017. Problem-based Learning to Improve Students' Grammar Competence. *Language & Language Teaching Journals, 10*(1), 48-61.
[17]N.H. Hairuddin, et al., 2018. The Use of Problem-based Learning (PBL) Method in Teaching English Writing. *Scope of English Language Teaching, Literature and Linguistics (SELTICS), 1*(1), 1-9.
[18]S.I.P. Dharma, et al., 2014. The Effect of Problem-based Learning and Performance Assessment on Students' Reading and Writing Competencies. *Jurnal Pendidikan Bahasa Inggris*, 2.
[19]Zuhriyah, Loc. Cit.
[20]Ansarian, Loc. Cit.

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material by combining two skills, speaking and listening. Otherwise, this study used the material based on the basic competence of junior high school. In addition, this study discussed only English-speaking skills. The third gap is differences this present and past research (see Khotimah[21]). Previous study examined the effect of problem-based learning to measure good scores in students' speaking skills. In contrast, this research focused on ways to apply problem-based learning as a method to learn English-speaking skills and the responses of students in implementing problem-based learning to learn English-speaking skills.

Based on locus, the problem-based learning's implementation on English course is commonly used in senior high school (see Khotimah[22], Zuhra[23], Hairuddin[24], Dharma[25]). However, in junior high school overseas, there is only one research on problem-based learning (see Keong[26]). Furthermore, several researches have been conducted in University both Indonesia and overseas (see Zuhriyah[27], Ansarian[28], Lin[29]). From the statement above, it can be seen that problem-based learning is rarely implemented in junior high school, especially Islamic based. So, this paper discussed the implementation of problem-based learning to develop students' English-speaking skills in junior high school Islamic based.

Based on method's essential, the research conducted in SMP Islam Raden Paku Surabaya. SMP Islam Raden Paku Surabaya is selected because this school is one of junior high school Islamic based that applying problem-based learning (PBL) in teaching process. In addition, this school has various teaching techniques such as Problem-based learning (PBL) and Project-based learning (PJBL). Furthermore, SMP Islam Raden Paku Surabaya has

[21]Khotimah, Loc. Cit.
[22]Khotimah, Loc. Cit.
[23]Zuhra, Loc. Cit.
[24]Hairuddin, Loc. Cit.
[25]Dharna, Loc. Cit.
[26]Keong, Loc. Cit.
[27]Zuhriyah, Loc. Cit.
[28]Ansarian, Loc. Cit.
[29]Lin, Loc. Cit.

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implemented problem-based learning as method in studying English-speaking skills. Therefore, the researcher analyzed the implementation of problem-based learning to develop students' English-speaking skills at SMP Islam Raden Paku Surabaya and the students' response toward the use of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya.

B. Research Question

According to the background of the study, the framework of this research formulated as follows:

1. How is the implementation of problem-based learning to develop students' English-speaking skills at SMP Islam Raden Paku Surabaya?
2. What are the students' responses toward the use of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya?

C. Objective of the Study

To answer the research question above, the objectives of this study are as follows.

1. To describe the implementation of problem-based learning to develop students' English-speaking skills at SMP Islam Raden Paku Surabaya.
2. To investigate the students' responses toward the use of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya.

D. Scope and Limitation of the Study

The scope of this study involved both the students and the English teacher who implement problem-based learning method in learning English-speaking skills at SMP Islam Raden Paku Surabaya. This study focused on the way problem-based learning is implemented to teach English-speaking skills. The researcher limited the material on analyzing problem activity. The topic is

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about asking and giving information related to days, months and years spoken which were adapted from the syllabus. The implementation here means the stages of teaching, asking and giving information about days, months and years spoken using problem-based learning methods, especially in pre-activity, main-activity and post-activity. Moreover, although SMP Islam Raden Paku Surabaya has several classes in seventh grade (A and B), the researcher limited this study only one English teacher and one class (B) of seventh grade because the English teacher uses problem-based learning method only in this class (B).

Besides, this researcher also wants to know the students' responses to the use of problem-based learning methods to develop their English-speaking skills. In this research, the students' response is elaborated using Rosenberg and Hovlandas theory which limits the students' response through three aspects, they are cognitive, affective and conative. So, the focus of the study is the way to use problem-based learning and the students' responses. Meanwhile, the limitation of the study is on the topic of teaching English-speaking skills and the aspects of students' response.

E. Significance of the Study

The researcher hopes this research can give the significance of the students, teacher, school, and next researcher.

1. Students

   The students can develop their English-speaking skills using problem-based learning methods, especially on the topic asking and giving information about days, months and years spoken.

2. Teachers

   This research will help the teachers when they find difficulties in teaching English-speaking skills to be more aware in implementing problem-based learning methods. Furthermore, this study can give the teachers more knowledge about problem-based learning methods toward the students' response in using problem-based learning methods to develop

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their English-speaking skills. Moreover, the result of the study also will help the teachers to improve their skills in teaching English-speaking using problem-based learning methods.

3. Other researchers

For the other researchers who are interested in conducting the similar topic, the researcher hopes that this research can be beneficial to provide reference on the implementation teaching English-speaking skills using problem-based learning methods.

F. Definition of Key Terms

In this research, in order the readers can understand the material related to the research easily, key terms are defined by the researcher. The key terms are problem-based learning, English-speaking, and response.

1. Problem-based learning

Problem-based learning (PBL) is a type of scientific technique recommended by the Government. According to Savery, PBL is a learner-centered educational method which enables students to undertake a study, combine approach and practice, and use abilities and knowledge to come up with a realistic problem-solving.[30] This research, problem-based learning, is defined as one of the teacher's methods to teach students' ability to communicate in English.

2. English-speaking skills

The productive language ability is speaking. The speaker asks to give a detailed explanation which can describe ideas, feelings and minds.[31] In this research, speaking is an interactive process of communication used by students which mean to generate, receive and process meaningful data in learning English-speaking skills through problem-based learning methods on the topic asking and giving information about days, months and years.

[30]J.R. Savery. 2006. Overview of Problem-based Learning: Definitions and Distinctions. *Interdisciplinary Journal of Problem-based Learning, 1*(1), 12.
[31]H.G. Tarigan. *Berbicara sebagai Suatu Keterampilan Berbahasa.* (Bandung: Angkasa, 2008), 15.

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3. Implementation

   The act of putting something into an action is implementation. Wahab said that implementation is an act of applying principles, methods or other ideas into practice to attain specific aims.[32] This research, implementation is related to teacher's ways in implementing problem-based learning to develop students' English speaking skills. The way the teacher implements problem-based learning is analyzed based on Rusmono theory.

4. Response

   Response is a process to define and understand about an object. According to Bennett, response is something said or answered; reaction or reply.[33] In this research, response means the students' answer for a questionnaire in using problem-based learning methods to develop their English-speaking skills related to three aspects which are cognitive (conceptual and perceptual responses), affective (beliefs of favorable and unfavorable toward something) and conative (verbal statements).

[32]Solichin Wahab. *Belajar Mengajar*. (Jakarta: Rineka Cipta, 1990), 45.
[33]Jonathan Bennett. 1975. Stimulus, Response, Meaning. *American Philosophical Quarterly (APQ)*, 9, 55.

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CHAPTER II
REVIEW OF RELATED LITERATURE

Some theories and previous studies are discussed in the following section. As the study's foundation, a review of literature is presented which aims for understanding theories that are gained from a variety of sources. Previous research is also discussed to develop the study's basics to gain the comparison.

A. Theoretical Background

1. Speaking

When studying English, there are four key abilities or skills to master. The skills are listening, reading, writing and speaking. As receptive skills, listening and reading, on the other hand, speaking and writing are included in productive skills.[34] Chaney in Kayi states that speaking involves creating and sharing significance through using oral and nonverbal signs in diverse situations.[35] Cameron adds that the active use of language is referred to as speaking, to enable others to express their meanings.[36] It is possible to conclude from the preceding definition that speaking is essential because it allows us to connect with one another in daily life. We can communicate with listeners by expressing our meaning in the process of speaking.

a. Components of Speaking

There are five components in speaking skills based on Harris: grammar, pronunciation, vocabulary, fluency and comprehension.[37]

1) Grammar

[34]Jeremy Harmer. *The Practice of English Language Teaching.* Third edition. (England: Longman Pearson Education Limited, 2001), 249.
[35]Hayriye Kayi. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, *12*(2).
[36]Cameron, Op. Cit., 37.
[37]D.P. Harris. *Testing English as a Second Language*. (New York: Mc. Hill Book Company, 1974), 81-82.

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Grammar is known as a set of rules in making sentences. The definition of grammar based on Ur is the arrangement of words to form a complete sentence.[38] Thus, grammar is very necessary in speaking skills because it can lead learners to construct an accurate and meaningful sentence. Furthermore, there are eight parts of speech in grammar. They are: Pronoun (example: she, her, herself), Noun (ex: Louis, ruler, goat), Verb (ex: play, eat, cry), Adjective (example: diligent, big, beautiful), Adverb (example: individually, easily, hardly), Determiner (example: second, our, this), Preposition (example: at, above, on) and conjunction (example: and, just as, while). To an extent with, it is crucial for a learner to acquire grammar in order to construct a correct sentence.

2) Pronunciation

For many of Indonesian students, learning English as a foreign language is a very unique experience. It may happen because as their mother tongue is not English, it cannot be learned naturally. As every language has different sounds, they will have trouble pronouncing the words correctly. They will substitute the sound with a sound that they already have in their mother tongue. Based on Oxford, there are 25 sounds of consonants, 14 vowels and 8 diphthongs in British English. In addition, a bit similar to the British, there are only 25 consonants, 13 vowels, and 5 diphthongs. Moreover, there are approximately 21 consonants, 5 vowels and 3 diphthongs in Indonesian language. There are words in English language that must be stressed to pronounce at the beginning of a particular syllable. On the other hand, there are no standards in the Indonesian language when it comes to stress words. It can be said under pressure or not, and has no effect on its significance. As a result, against different meanings while uttering the sound of an

[38]Penny Ur. *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 1996), 75.

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English word, Indonesian-speaking students must learn the kind of sounds in English.

3) Vocabulary

One of the most crucial micro skills to build when learning a foreign language is developing our fundamental vocabulary. Based on Oxford,[39] A list of words and their definitions is known as a vocabulary. Thus, it is pointless to master a language without knowing the vocabulary.

4) Fluency

Fluency is becoming an important and essential target to be learned in the English language. It implies that the communicating skill of the speaker is necessary to be fluent. Students are expected to acquire fluency in speaking while learning English as a foreign language. In other words, students must be able to establish communication with other speakers in real condition orally. According to Fillmore,[40] he characterizes fluency as four kinds. First is the ability to fill time with talk. A person can be said to be fluent, able to communicate well in a variety of languages if they do not require a lot of time to pause and consider their next words. Filler words are not used by the speakers like "em", they just keep talking to express their desires to speak. The second, sentence coherence refers to when people speak in a coherent manner in this characteristic can produce a sentence making proper use of lexical and syntactic resources. The third is choosing content that is suited for any situation. The last, Last but not least, be innovative and creative in order for it can make the speaking efficiently.

5) Comprehension

[39]Oxford University. *Oxford learner's Pocket Dictionary*. Fourth Edition. (New York: Oxford University Press, 2003), 482.
[40]C.J. Fillmore. "On Fluency". In Daniel Kempler and W.S.Y. Wang (Eds.). *Individual Differences in Language Ability and Language Behavior*. (Academic Press, 1998), 85-102.

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Comprehension is the way to understand something. According to Sheng, comprehension refers to the power of understanding meaning which involves some strategies that lead to understanding.[41] It means not only good pronunciation that is related to comprehension, but there are other factors as well such as grammar, vocabulary and fluency. As an example, students who are able to communicate fluently and know a lot of vocabulary, but they mispronounce many words and cannot arrange sentences in the right way. To an extent with, to have a high speaking skill, understanding is one of the characteristics of speaking that should be given more attention.

b. Types of Classroom Speaking Performance

The basic speech kinds are classified into five categories, as Brown states.[42] The following are the types. The ability to replicate a word, speech or word is the first category. Imitative language encompasses a range of prosody, lexical, and grammatical qualities in addition to the phonetic level and oral output. Second, intensive language production is defined as the production of short tense spoken language to demonstrate skill in a narrowband of grammatical, phrasal, lexical, or phonological relationships such as prosody components, stressed, rhythmic, and junction. For instance, reading a line loudly and completing a dialogue. The third characteristic is responsiveness, which comprises a brief chat, customary greetings, chit chat, and modest requests and suggestions. The interactive and comprehension tests are both responsive. Fourth, there's interactive, which refers to the duration and intricacy of interaction. It may comprise numerous exchanges and/or participants, as well as an interview, a conversation, a game, and a role-playing scenario. The fifth point is extensive

[41]He Ji Sheng. 2000. A Cognitive Model for Teaching Reading Comprehension. *English Teaching Forum, 38*(4), 12.
[42]H.D. Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. (New York: Addison Wesley Longman, 2001), 271-274.

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(monologue). Speeches, oral presentations, and story-telling are examples of extensive, whereby the option for oral engagement from the audience is either severely limited or completely eliminated.

c. Teaching English-Speaking Skills

One of the most productive abilities that many students find difficult to master is speaking. This could occur as a result of the difficult stages of learning to communicate, especially in a foreign language. Speaking is the most difficult talent among the others (reading, writing, and listening), according to Kroenung and Andreas,[43] because it is an oral skill that entails making interaction and organized verbal expressions to carry meaning. The activity of speaking includes two or more people to create a reciprocal relationship. So, there is someone who has become a speaker, while others have become listeners.

Speaking is the most important role in assisting students in developing interactive communication skills so that they may engage in class and communicate with others. The purpose of teaching a foreign language, according to Harmer, is to obtain the ability to communicate in the target language.[44] Nunan goes on to say that the most important component of learning a second or foreign language is developing speaking abilities, and that success is determined by the capacity to carry on a conversation in the language.[45] As a result, speaking has become the most crucial aspect of language acquisition. However, students often shy away from expressing their opinions because they worry about making mistakes. To an extent with, in an attempt to settle those issues and to help the teacher improve communication efficiency, Brown gives seven teaching principles.[46]

[43]Julia Kroenung and Andreas Eckhardt. 2011. Three Classes of Attitude and their Implications for IS Research. *Thirty Second International Conference on Information System*, 6, 1-17.
[44]Jeremy Harmer. *How to teach English*. (England: Pearson Longman, 2007), 121.
[45]David Nunan. *Language Teaching Methodology*. (New York: Prentice Hall, 1991), 39.
[46]Brown, Op. Cit., 268-269.

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First is using techniques that the learner needs which range from the focus on accuracy of language-based to the focus on interaction, meaning, and fluency of message-based. It means in teaching speaking, teachers must have the learning objective and use techniques that are appropriate for the needs of the students to encourage them in improving their speaking accuracy and fluency. Second is providing intrinsically motivating techniques. The teacher should reflect on the students to see that the activity will benefit them. Third is stimulating in meaningful contexts toward the use of authentic language. It can give the students experience in learning language outside the class. Fourth step is to provide adequate feedback. It has the potential to assist learners in their learning and development. The teacher should allow them to analyze their mistakes because the students will understand which part should be fixed. Fifth point is to maximize the time spent speaking and listening. Speaking and listening abilities can complement one another. Therefore, during learning listening, the teacher can utilize it to learn speaking such as repeat a word or sentence that the speaker says in an audio. Sixth point provides possibilities for learners to engage in oral communication. The abilities to initiate talks, nominate topics, ask questions, control conversations, and change the subject are all examples of oral communication skills. Teachers can outline speaking techniques which empowers the students to initiate language. The last is encouraging the development of speaking strategies. It has an impact on the students to be aware and have a chance to practice oral communication.

These ideas should serve as guidance for English teachers when teaching speaking skills. Teaching speaking is difficult because it needs the learners to do social interaction. Therefore, the teacher should encourage the learner to practice speaking in order to interact along with the others.

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d. Teaching English-Speaking Skills in Junior High Schools Based on the 2013 Curriculum

2013 Curriculum is a curriculum that emphasizes competency and character. According to Ministry of Education and Culture (PERMENDIKBUD) year 2014 number 58 stating *"Kurikulum 2013 Sekolah Menengah Pertama / Madrasah Tsanawiyah"* (2013 Curriculum of Junior High Schools) at chapter 3 explains that the Curriculum of 2013 is a competency-based curriculum that has three components: attitude, knowledge, and skill. [47] Thus, students are not only required to have much knowledge but also skills that can be used in the future. For instance, a student that has mastered four skills of English language can study abroad.

English is becoming one of the mandatory subjects in Junior High School. Based on Ministry of Education and Culture (PERMENDIKBUD) Year 2014 Number 58 stating *"Kurikulum 2013 Sekolah Menengah Pertama / Madrasah Tsanawiyah"* (2013 Curriculum of Junior High Schools) at chapter 5, The objective of Junior High School's English Subjects is to develop learner power to systematically use the correct and acceptable element of language in interpersonal transactional or functional discourse using the kind of written text, in the oral and written English languages.[48] As a result, it is necessary for teachers to design teaching materials that are appropriate for the learners in order for them to learn English.

Teachers can arrange the English lesson by using syllabus. Based on the PERMENDIKBUD year 2013 number 65, the term "syllabus" refers to a framework for organizing educational materials.[49] Meanwhile, for arranging material in each meeting, teachers can use lesson plans. Based on the PERMENDIKBUD year 2013 number 65, lesson plan is defined as a strategy for one or more meetings that

[47]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 58 Tahun 2014.
[48]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 58 Tahun 2014.
[49]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 68 Tahun 2013.

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involves face-to-face learning.[50] Lesson plan is developed from the syllabus to achieve the basic competencies or *Kompetensi Dasar* (KD) in Indonesian. In this study, the teacher used problem-based learning for teaching speaking skills on the basic competency 3.3 of English course at seventh grade. The basic competency states *"*Identify the social function, text structure and language feature of interaction transactional text orally and written which including the action of giving and asking information regarding the name of days, months, time in a day, time in number and years based on the context (Attention to the vocabulary related to cardinal and ordinal numbers)."

Teachers have some responsibilities in the 2013 Curriculum that can assist in the creation of a positive classroom environment. The teacher should be a collaborative leader, a knowledge constructor, a transformative agent, a development agent, an invention, a perception opener, an actor, and an examiner. Meanwhile, students should participate actively in the teaching process.[51] It is clear that teachers should involve students in the process of teaching. Thus, the teacher must know what method or material can create a good learning environment.

Considering the method of teaching in the 2013 curriculum, the government has facilitated the teacher with some scientific based methods. Based on the Ministry of Education and Culture (PERMENDIKBUD) year 2014 number 103 regarding *"Pembelajaran pada Pendidikan Dasar dan Menengah"* (The Learning Process of Primary and Secondary School), about scope at point D explains that there are five recommendation methods, they are problem-based learning, inquiry-based learning, project-based learning, discovery

[50]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 68 Tahun 2013.
[51]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 68 Tahun 2013.

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learning, and task-based learning. [52] Teachers can select which of the methods that are suitable to use in the process of teaching.

Junior high school's teaching process has been designed by the government based on the 2013 curriculum. It is covered by Ministry of Education and Culture (PERMENDIKBUD) year 2014 number 103 stating *"Standar Proses Pendidikan Dasar dan Menengah"* (The Education Standard of Primary and Secondary School), about implementation of learning at point E demonstrates that the process of teaching is consisted of three steps, they are pre-teaching, whilst-teaching and post-teaching.[53] The descriptions are given below.

1) Pre-teaching

   The activity's goal is to increase students' knowledge of the lesson they will learn. Teachers can do an activity that increases student's attention and motivation, so students can actively participate during the process of teaching. In addition, the teacher can conduct an activity to investigate the student's basic understanding. It is possible to accomplish this by discussing or posing questions about the topic. Furthermore, the teacher should explain the fundamental competencies that students must acquire during the learning process. It can be done indirectly or directly. For instance, in direct teaching, the teacher starts the class by telling the basic competency. Meanwhile, teachers can stimulate students by giving certain activities before explaining the basic competency in indirect teaching.

2) Whilst-teaching

   A method of learning that aims to develop fundamental skills is whilst-teaching. This procedure aims to develop communication between teacher and learners. Interacting, inspiring, pleasant, challenging, pushing students to actively participate, and providing

[52]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 103 Tahun 2014.
[53]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 103 Tahun 2014.

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adequate space for thought, creativity, and freedom depending on their aptitude and psychological growth should be part of the teaching process. Whilst-teaching is using scientific methods which are based on the characteristics of the lesson and students. Observing, inquiring, experimenting, associating, and communicating are five stages of scientific techniques. For example, a teacher may pose a problem related to the topic, and students may attempt to analyze it through discussion and presentation. Teachers must ensure that all students grasp the material at this point.

3) Post-teaching

The term "post-teaching" refers to an activity that takes place after the teaching process has been completed. This activity's goal is to expand learners' knowledge and comprehension of lessons. In this stage, the teacher can summarize together with the students about the lesson that they have learned in order there is not any misunderstanding between them. Furthermore, the teacher can give feedback to the students about their work. The teacher should show in which part is wrong in order the students can learn from their mistakes. Students may be asked by teachers to practice lessons that they have learned at home or give them homework.

e. The Characteristics of Junior High School Students in Learning Speaking Skills

Trying to deal with age is one of the most difficult aspects of the teaching and learning process. The different levels of age need different ways of teaching. The students' ages in junior high school are between 12 until 15 years old. It can be classified as teens in which the age of teens is between 13 to 19 years old. Thus, teens mean the age in between children and adults. Brown describes teenagers as a time of change, ambiguity, consciousness, growth, and transforming minds

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and bodies.[54] Ur explains the most daunting challenge, especially for inexperienced teachers, is teaching teenagers.[55] Therefore, teachers must take into account a unique set of factors when instructing learners.. According to Brown,[56] the maintenance of learners' self-esteem is one of the most essential priorities of English teachers. Against shaming the students at all costs, it became responsibility of the teacher. It is because every student deserves the right to feel emotionally safe. When this safety is violated, not only affecting the students' academic performance, but also they might never be free of the hurt. Teachers also should affirm each person's talents and strengths. For instance, student A is good at speaking English while student B is always nervous when speaking. It does not mean that student B is bad at English because maybe student B is good at writing or other skills. As a teacher, allow yourself to accept faults and other mistakes.. It can make students understand in which part their mistakes are and how to fix them. Teachers can emphasize competition between classmates. This activity can inspire students to do their best in the process of teaching. Teachers should encourage small-group work where risks can be taken more easily by a teen. It can give students experience in several ways such as communication, team-work and problem-solving. In addition, against complicated risks, teachers must give the topic based on their level.

The factor of age will give a good impact to the teacher who starts to teach. Age variables will have a large impact in overall lesson, in teaching techniques, classroom management, body language and teacher-student relationship.

2. Problem-Based Learning (PBL)

Problem-based learning (PBL) is a type of scientific technique recommended by the Government. Tan says that the life-long learning

[54]Brown, Op. Cit., 92.
[55]Ur, Op. Cit., 290.
[56]Brown, Op. Cit.,

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goals of self-directed learning are included in problem-based learning.[57] Problem-based learning is defined by Barrows in Harun et al., as learning that emerges from the process of attempting to comprehend a solution to a problem.[58] To sum up, Problem-based learning is a teaching technique where learners are given the opportunity to learn through solving a certain problem in the real world.

a. Problem-Based Learning's Characteristics

Tan says the problem-based learning method has some characteristics as follows.[59] Main issue of learning is the problem. The problem typically involves an unstructured real-world problem. It's supposed to be as true as possible. The problem of problematic learning promotes the solution by taking knowledge from various topics and topics into consideration. The issues are dealing with the students in understanding current knowledge, attitudes and skills. Learning automatically is essential. The students are responsible for information and knowledge acquisition. Collaboration, communication, and cooperation are all important aspects of learning. For learning collaboratively, students work in small groups with a high level of contact. To tackle the problem, developing investigative and problem-solving abilities are necessary for developing content knowledge. Through questioning and cognitive coaching, the problem-based learning tutor assists and trains students. Synthesis and integration of learning are important parts of the problem-based learning process. Evaluate and review learners' understanding.

b. Schema of Problem-Based Learning

According to Tan[60], the schema for problem-based learning in the teaching process is as follows.

[57]Tan, Op. Cit., 31.
[58]N.F. Harun, et al., 2012. Motivation in Problem-based Learning Implementation. *Procedia Social and Behavioral Sciences*, 56, 233-242.
[59]Tan, Op. Cit., 30-32.
[60]Tan, Op. Cit., 35-37.

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1) Dealing with the issue

The problem case offers as a stimulus at this point, scaffolding and expanding a realistic setting that students may confront in the future. Creating collegiality, reading activities, observation, and investigation, connection to team responsibilities, conceptualization and expression of potential concerns, and willingness to contemplate on specific cases and investigations are all included in this first lesson.

2) Issues with problem analysis and learning

At this point, the learners' prior knowledge is activated, and ideas for additional learning are formed. Learners are encouraged to solve their own difficulties autonomously, such as conducting research using a variety of resources. This session also includes problem analysis and brainstorming. It could be the creation of hypotheses and probable explanations. Then, determine the learning challenges and set learning goals. After that, individual and peer assignments are given.

3) Investigation and reporting

The learners present a summary on their group's progress discoveries in this section. The students congregate at this step of peer teaching to share the new information they have acquired independently. Through questioning and requesting further information from one another, the students learn group teamwork and communication skills.

4) Demonstration and discussion of the solution

This entails applying and contextualizing what you've learned in a situation. The learners paraphrased what they had learned, as well as demonstrating their newfound information. They occasionally ask questions, and the tutor assists them in clarifying their doubts.

5) Evaluation

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Learning is incomplete without examination and evaluation. In the learning resources, students are encouraged to criticize (their value, reliability and usefulness for future learning). As a result of the problem, the student reflects on the new information they have gained. The tutor assists them in synthesizing and integrating key ideas and principles. Members of the group also assess their performance as problem solvers, self-directed learners, and team players.

c. Problem-Based Learning teacher's roles

A teacher's responsibility in problem-based learning is to manage the learning environment and facilitate students' engagement with and immersion in the topic. The instructor is also involved in encouraging collaborative inquiry and the learning process of the students. The theory and practice of the teacher as a facilitator role in problem-based learning are as follows, according to Tan.[61] First role is facilitating the problem-based learning process of learning. Changing perspectives, enhancing investigative skills, and participating in collaborative learning are some examples. The second is training students in problem solving. The teacher can apply deep thinking, metacognitive strategies, logical analysis, and knowledge management as the strategy. Third is designing the problem or the scenario using the real-world problem. Last is mediating the process of obtaining information. These activities include analyzing the information, access to multiple sources of information and exchanging information. To this extent, the important part of teaching and learning through problematic learning is the teacher. Teachers must consider the topic that will be used and guide the students in solving the problem.

d. English-Speaking Skills Classes of Problem-Based Learning

The aim of problem-based training is to enhance the learners' skills and give solutions for a problem. The problem-based learning strategy

[61]Tan, Op. Cit., 43-46.

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is to give a problem and assignment that will happen in the real world for the students and also their effort on solving the problem. By applying problem-based learning in English-speaking skills class, Students collaborate with friends to handle complicated and genuine problems, which can aid in the development of study skills as well as solving problems, reasoning, information exchange, and personality abilities. These issues also help to keep students' strong interest in the material they are learning because they are aware that they are learning the skill of speaking, so they need to be successful in it.

The concept behind problem-based learning is that research is a systematic and meaningful processing paradigm that is inspired by two factors, socio - cultural. According to Wilkerson and W.H. Gijselaers, problem-based learning is characterized by a student-centered technique, teachers serving as facilitators rather than disseminators, and wide issues serving as the first stimulation and foundation for learning.[62] Instructor also hopes the interest among students, to encourage learning, reinforce group work and support students in self-directed studying can be developed through problem-based learning.

Problem-based learning curriculum basic instruction is a project, where students are divided into several groups' discussion, then they have to work together to solve the problems given by the teacher. In this case, students are randomly divided into 4 groups, with 5-6 students in each group, and below are the following steps.[63] Students are presented with the problem activities. They have to discuss the problem with the group and communicate something they already understand exactly and really have to comprehend about the issues that have been presented. Then, the students then do research for the missing information. The students report back to the groups the

[62]L. Wilkerson and W.H. Gijselaers. "Concluding Comments". In L. Wilkerson and W.H. Gijselaers (Eds.). *Problem-Based Learning: An Approach to Medical Education* (San Fransisco: Jossey-Bass, 1996), 101-104.
[63]Zuhra, Loc. Cit.

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information they have learned. Step 2 and 4 are presented until the group arrives at a possible solution. The final step is students present their reports or answers to the selected problem in front of the classroom.

3. Response

Response can be defined as feedback or opinion toward something. Response, which according Susanto,[64] is a reaction that denotes acceptance or rejection of the communicator's message, as well as an indifferent attitude toward it. Opinion and attitude are two types of responses; the former is an overt response to an issue conveyed by words, spoken or written, and the latter is a subtler response. Furthermore, attitude is an emotional and personal response that is converted. It's the proclivity to respond positively or negatively to persons, objects, or situations. Furthermore, in Ahmadi, Harvey and Smith define reaction as an attitude into an item or circumstance, whether positively or negatively.[65] Pleasant and unpleasant responses are divided by Ahmadi.[66] The positive reaction is a way of responding, activity or behavior accepting, demonstrating, indicating, approving, accepting and applying the standards in which the person is placed. Negative reactions, however, are reactions, actions or attitudes which display, or demonstrate disappointments or disapproval of the standards in which the participant is placed.

Arikunto said that a student is someone who is enrolled in a school as a student.[67] To an extent with, students' response is a social reaction of receiving stimulus from them in a specific circumstance. Favorable or unfavorable reactions are possible. Learners' answers are generally geared on promoting learning outcomes and enhancing accomplishment and positive emotions among learners. Moreover, a good strategy is needed by

[64]A.S. Susanto. *Komunikasi dalam Teori dan Praktek*. (Jakarta: Bina Cipta. 1988), 73.
[65]Abu Ahmadi, *Psikologi Sosial*. (Jakarta: Rineka Cipta. 2009), 164.
[66]Ibid.
[67]Suharismi Arikunto. *Pengelolaan Kelas dan Siswa: Sebuah pendekatan Evaluatif*. (Jakarta: Rajawali Press, 1992), 11.

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the teacher to manage classroom behaviors. In this study, the response means the students' view toward the use of problem-based learning in increasing English-speaking skills.

Kroenung and Eckhardt Kroenung and Eckhardt are the further sources.[68] They claimed that the three classes of cognition, emotion, and behavior in response generated by the attitudinal tripartite responses are well-known in the social psychology literature. The authors stressed that evaluation covers all types of attitudinal responses, including emotion, cognition, and behavior. Because an attitude develops based on responses, these types of responses are fundamental to attitude notions.

Because there is a correlation between attitude and reaction, the researcher adopted this tripartite model, as explained above. When the learners respond, the attitude can be fostered. The responses were divided into three categories: emotion, cognition, and behavior (attitudinal tripartite responses). Because this model has been recognized in psychology literature, the researcher employed tripartite attitudinal reaction. It allows the researcher to more easily assess students' reactions to problem-based learning in the development of English-speaking skills.

B. Review of Previous Studies

There have been a few past researches on problem-based learning related to speaking and other skills such as grammar, reading and writing. The first study is by Khotimah.[69] This article was conducted to investigate the use of problem-based learning as an instructional strategy for boosting learners' speaking abilities and achievement in speaking English. This study examined students' pretest before using problem-based learning as the method. Following that, students were taught how to use problem-based learning as a learning approach. Students took a posttest utilizing the problem-based learning method after receiving treatment. Next, the researcher analyzed the

[68]Kroenung and Andreas, Loc. Cit.
[69]Khotimah, Loc. Cit.

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results of students' tests before and after giving a treatment. The findings were found that after being taught through problem-based learning, students' speaking abilities improved significantly. Students' achievement in speaking increased as a result of the problem-based learning strategy in which all students received good marks. As a result, the research's focus is implementation of problem-based learning to help learners enhance their communicative competence.

Second journal was done by Zuhra.[70] This research investigated problem-based learning in enhancing speaking abilities at Madrasah Aliyah Negeri 1 Palu. The study focused on the fluency of speaking skill. The study was split into two parts. The study's findings showed that using a problem-based learning strategy could increase conversational skills. To attempt with, problem-based learning can help learners enhance their communicative competence, especially on fluency.

The third research by Ansarian et al.,[71] The influence of cognitive learning on Iranian intermediate EFL learners' speech competence was compared with the impact of objective-based tasks by problem-based learning in this article. The researcher focused on IELTS speaking and listening. For the finding, in comparison to objective-based activities, the problem-based learning's implementation toward cognition-based tasks affected intermediate learners' speaking fluency greatly. Thus, problem-based learning is suggested to be used in improving IELTS speaking skill.

Fourth research was done by Keong and Mohammed.[72] This research examines students' English-speaking skills in using problem-based learning at Iraqi senior high school Kuala Lumpur. This research aims to improve the speaking skills in their academic life. Two rounds of classroom action research were used. Results indicated that problem-based learning methods can increase students' communicative competence, especially their performance and encourage them to increase their language skills. As a result,

[70]Zuhra, Loc. Cit.
[71]Ansarian, Loc. Cit.
[72]Keong, Loc. Cit.

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the study's focus is problem-based learning to promote learners' speaking abilities.

The fifth study was from Lin.[73]This study investigated the impact of problem-based learning in English classes on the willingness of Chinese-speaking university students to communicate (WTC). The researchers also looked into if there would be a distinction in learners' desire to communicate based on their gender. There were groups of two that assigned first, problem-based learning with small groups and teacher-lectured (TL) conditions. All of the groups were given treatment before taking the test. The problem-based learning group demonstrated a much higher readiness to communicate with their friends, according to the findings of this study. However, the male university students in the teacher-lectured group also showed great WTC in the presentation environment and with their classmates. According to this study, problem-based learning strategy is effective in increasing EFL students' readiness to interact with their peers.

Sixth study was conducted by Zuhriyah.[74] In the fifth semester English department students at Hasyim Asy'ari University Tebuireng Jombang, it is deliberated whether problem-based learning can enhance grammar competency. This study focused on the improvement of grammar on writing. In this research, two cycles are used. There are two meetings in each cycle. The findings were that problem-based learning affected students' grammar competence. Besides, the students' motivation to learn affected the success of their grammar achievements. To conclude, this research gives information that students' grammar on writing skills and motivation were increased while using problem-based learning.

Seventh article was conducted by Hairuddin et al.,[75] They wanted to see if using the problem-based learning method could help learners enhance their writing skills. They also revealed the students' perspectives on the utilization of the problem-based learning approach in writing instruction. Both the

[73]Lin, Loc. Cit.
[74]Zuhriyah, Loc. Cit.
[75]Hairuddin, Loc. Cit.

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experimental and control groups were given the pretest by the researchers. The experimental group received only four meetings of the problem-based learning method, while the control group received no treatment. After treatment to both groups, the posttest was administered. Then, the experimental group was given a questionnaire to determine their feelings about using the problem-based learning method to acquire writing abilities in English. Results showed problem-based learning's application affected students' abilities to write. Nonetheless, the experimental group's perception of the problem-based learning method was good, according to the results of the perception analysis. So, in this study, the researcher demonstrated that problem-based learning method have a good impact on the students' improvement of writing skills.

The last study was done by Dharma et al.,[76] The usefulness of problem-based learning and assessment of performance on SMAN 1 Mengwi students' reading and writing abilities was investigated in this study. 2x2 factorial design is applied in this research. The researcher used essay tests to collect data of students' reading and writing competencies. The result showed that problem-based learning has a major impact on students' reading and writing abilities when it occurs concurrently and independently. So, the researcher suggested that In English classes, problem-based learning should be applied, especially in writing and reading skills.

Based on the previous studies, most of the researchers implemented problem-based learning which focused on speaking in secondary schools, especially senior high school. In addition, there is research investigating problem-based learning related to the communicative competence in junior high school overseas. Therefore, this study discussed the implementation of problem-based learning in developing students' English-speaking skills at junior high school.

[76]Dharna, Loc. Cit.

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CHAPTER III
RESEARCH METHOD

The method of the research is described in this chapter, which includes the strategy and research design, research setting and environment, data and data sources, instrument for data collection, data collection process, data analysis method, and trustworthiness.

A. Approach and Research Design

Based on objectives, this research used a qualitative approach. Qualitative design explores activities, events, and processes.[77] One of the examples of qualitative research design is descriptive research. According to Suryana, descriptive research aims to create a systematic and accurate description based on reality about a specific thing.[78] Qualitative research, according to Fraenkel and Wallen, is a study that looks into the relationships quality, events, circumstances, or resources.[79] In case, the researcher studied problem-based learning as the main topic that can develop students' English-speaking skills. This research investigates the implementation of problem-based learning in developing students' English-speaking abilities at SMP Islam Raden Paku Surabaya. Additionally, this research also explores the students' responses on the implementation of problem-based learning in developing their English-speaking skills at SMP Islam Raden Paku Surabaya. It is dealing with the efficiency and suitability of the task with the materials given by the teacher. Therefore, choosing the qualitative descriptive study is appropriate for this research.

[77]J.W. Cresswell. *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* (California: SAGE Publications, 2014), 253.
[78]Suryana. *Metode Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif: Buku Ajar Perkuliahan.* (Bandung: Universitas Pendidikan Indonesia, 2010), 14.
[79]J.R. Fraenkel, et al., *How to Design Evaluate Research in Education. Second Edition.* (New York: Mc. Graw Hill Book Co., 2001), 426.

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B. Research Subject and Setting

The English teacher in SMP Islam Raden Paku Surabaya and students of seventh grade in academic year of 2020 / 2021 are the focus of this study. Each class has 22 pupils and is divided into two categories (A) and (B). The participants in this study were from the (B) class, which was chosen because the English teacher used the problem-based learning technique in this class, and the method's implementation was adequate for this grade. Although this school has two English teachers, the researcher only included one English teacher and 22 students in this study.

C. Data and Source of Data

The data in this study come from SMP Islam Raden Paku Surabaya's application of problem-based learning to improve students' English-speaking skills and the students' responses on the problem-based learning's application in developing their English-speaking abilities at SMP Islam Raden Paku Surabaya. Interviews and questionnaire are used to obtain information.

Data source of the problem-based learning's implementation in developing English-speaking abilities of students SMP Islam Raden Paku Surabaya is the English teacher and students in which the technique of collecting data is used interviews. Data source of responses by students in using of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya is the students in which using questionnaire as the data collection technique.

D. Research Instruments

Two research instruments were involved in this investigation. First instrument is interview guidelines which are used for the first research question, the way the teacher implements problem-based learning in teaching English-speaking skills. The researcher designed interview instructions that included semi-structural (open-ended) interview which attempt to acquire a thorough understanding of the data. In this research, the researcher

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interviewed the students and English teacher. The researcher has developed two different guidelines for interviews with English teacher (see appendix 3) and the students (see appendix 4). Both the guidelines for interviews with English teacher and the students used English and Indonesian language (mixed). Each English instructor and student will be asked 12 questions about the steps of teaching English-speaking abilities through problem-based learning. Pre-teaching, during-teaching, and after-teaching are the three stages of the teaching and learning process. The researcher can determine the effectiveness and appropriateness of the activity using the resources provided by the teacher in teaching English-speaking abilities using the problem-based learning approach by employing interview guidelines.

The second instrument used by the researcher is questionnaires (see appendix 5). The second research question on the responses of the students using problem-based learning in English-speaking abilities was answered by this instrument. In this study, the questionnaire type is closed. A questionnaire closed is a set of questionnaires and options arranged by the investigator. The researcher conducted the questionnaires to the students, in this research. For the questionnaire, the researcher used Rosenberg and Hovlandas theory in which limited the students' response through three aspects; cognitive, affective and conative. 10 questions were involved in the questionnaire. There are four questions relating to the cognitive nature of the students, three questions referring to their affective character and three questions concerning the behavior in the learning of English-speaking skills using problem-based learning methods. The questionnaire used English and Indonesian language (mixed). In this research, the questionnaire was designed based on a Likert scale model. According to Sugiyono, the Likert Scale is used to assess a person or group's emotions, views, and perceptions of a sociological phenomenon.[80] Thus, the respondents can choose the answer based on their view whether they agree or disagree. In Sugiyono, there are five answers from

[80]Sugiyono. *Metode Penelitian Kualitatif dan R&D.* (Bandung: Alfabeta, 2013), 93.

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highly positive to highly negative; they strongly disagree, disagree, neutral, agree and strongly agree. The answer is in the following table.

Table 3.1

Likert Scale based on Sugiyono[81]

Category	Scale
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The researcher can discover the students' responses by employing a questionnaire toward the implementation of problem-based learning in developing their English-speaking skills.

E. Data Collection Technique

In this study, the researcher employed interviews and questionnaire. The researcher used interviews to gather data on the implementation of problem-based learning at SMP Islam Raden Paku Surabaya. In choosing the participant, the researcher used purposive sampling. Sugiyono stated that purposive sampling is a sample technique based on certain considerations related to case study being studied and researcher's objectives.[82] Soesilo added that generally, a study that used purposive sampling is a case study, classroom action research or experimental research.[83] To an extent with, the purposive sampling is suited to the way choosing participants since this research is a qualitative case study.

The number of purposive sampling is usually limited. One English teacher and two students were interviewed by the researcher. The researcher included only one English teacher of seventh grade because the English teacher uses

[81]Ibid.
[82]Sugiyono, Op. Cit., 368.
[83]T.D. Soesilo. *Ragam dan Prosedur Penelitian Tindakan*. (Salatiga: Satya Wacana University Press, 2019), 78.

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problem-based learning methods only in this class (B). Meanwhile, choosing the students who became participants was recommended by the teacher. According to Sugiyono, samples taken from the population must represent the population.[84] In this research, the teacher recommended two students which included one active student and another silent student. In relation to the minimum or maximum number of informant, Heryana[85] in his journal stated that generally, a qualitative study uses a small number of samples. Even in certain cases there is a study that used one informant. Martha and Sudarti added that there are at least two regulations that must be done in determining the number of informants, namely adequacy and suitability.[86] The requirement of selecting informants is determined by the number of informants who can provide logic and suitable information, so that the researcher's foundation is not on the representation but the depth of information that is gained by the researcher.[87] In qualitative research, there are three conditions in determining the informant.[88] First, the researcher can increase the number of informants, if the information is felt to be lacking. For example, research is designed to involve three main informants. But, in the interview, there are still variables or indicators that are not sufficiently informed. So, in this case the researcher can add informants to the information obtained had enough. Second, the researcher can reduce the number of informants if the perceived information is sufficient. For example, research is designed to involve five informants. It turns out with two informants is sufficient to provide the required information. So, researchers can stop the data collection process by two informants only. The last, the researcher can replace informants if they are not cooperative in the interview. For example the informant is not honest in answering and there is the impression of deliberately giving false information, the researcher can stop collecting data from the informant.

[84]Sugiyono, Op. Cit., 369.
[85]Ade Heryana. *Informan dan Pemilihan Informan pada Penelitian Kualitatif*. (Jakarta: Universitas Esa Unggul, 2018), 7.
[86]Evi Martha and Sudarti Kresno. *Metodologi Penelitian Kualitatif.* (Jakarta: Rajawali, 2016), 45.
[87]Heryana, Op. Cit.
[88]Ibid.

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From the explanation above, in this research, the researcher determined the interview informants based on the second condition. Therefore, it can be said that the sampling technique done by the researcher is ideal and suitable. It is because the information that the researcher got from informants can answer the research question.

The researcher conducted the interviews on two separate days. The researcher began by interviewing the teacher. On March 15th, 2021, the researcher did the interview in her spare time. The interviewees were obtained toward English and Indonesian (mixed) language by WhatsApp. The researcher also asked the teacher related to the two recommended students that will be interviewed in another day. After interviewing the teacher and getting the information of two students that recommended, the researcher started interviewing students. The interview was conducted by the researcher one time on March 17th 2021. The interviewees were gained toward English and Indonesian (mixed) language by WhatsApp.

Furthermore, the students' reactions to the utilization of problem-based learning to enhance their English-speaking skills at SMP Islam Raden Paku Surabaya were collected via a questionnaire. In the process of making a questionnaire, the tool that the researcher used is Google Form. Then, on March 17th 2021 the questionnaire were distributed to the students by WhatsApp. The students were given a set amount of time to complete a questionnaire by the researcher starting from March 17th until 19th 2021.

F. Data Analysis Technique

The researcher began evaluating the data after gathering it through interviews and questionnaire distribution. The data was examined utilizing Miles and Michael's theories, which include data acquisition, data presentation, and making judgments or generating proofs.[89] The explanation of data analysis is as follows.

[89]M.A.B. Miles and Michael Huberman. *Qualitative Data Analysis: A Sourcebook of New Methods*. (California: SAGE Publications, 1984), 22.

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1. Interview

The data for the first study topic, which is the application of problem-based learning in English-speaking abilities, was collected through interviews. SMP Islam Raden Paku Surabaya English teacher and students were interviewed by the researcher. During these interviews, the researcher questioned about the technique to follow in order to improve one's English-speaking abilities. The paths for analyzing interviews data are as follows: the researcher organized the data; then created a transcript for the data that was collected; then highlighted some key details; after accumulating points, the researcher reduced a few phrases that were not meaningful; relate the data with theories; and finally, the researcher drew a conclusion. Below is the example of how important points are underlined and how expressions not related to the focus of the research are reduced.

The example is an article from Silva et al.,[90] It is an interview about the relationship between theory and practice. The participant said "Yeah, there should be more of that during the entire program starting from the beginning, because we see lots of theory, a lot of theory, and sometimes forget to combine it with practice, and in my opinion, out of this whole program, I think this activity did the best job of giving us some practice, because we didn't just watch the practice, we practically became part of the company to find the solution for it." From the interview transcript, the important points are "There should be more of that (problem-based learning) during the entire program." and "This activity did the best job of giving us some practice." Those statements are the important points because they state that the participant agreed with the application of problem-based learning as the practical applications. Besides, the not-related-expression which must be reduced is ***"Yeah".*** This word is included in crutch words. Crutch words are erroneous additions to a sentence that do not add meaning or coherency to a sentence such as *like,*

[90]A.B.D. Silva, et al., 2018. Problem-based Learning: A Proposal for Structuring PBL and its Implications for Learning among Students in an Undergraduate Management Degree Program. *Revista de Gestão, 25*(2), 160-177.

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um, yeah"[91] Thus, it is important to identify these words because these terms can certainly be used in an important way for the meaning of a sentence.

2. Questionnaire

The second investigation question relates to the response of students to the use of problem-based learning to develop their English language skills. After the percentage was found, the researcher analyzed the data. The percentage is the rate of what is expressed as though it is part of a total of 100, according to Arikunto.[92] The percentage is used in this study to measure the perception of students (cognitive, affective and conative) toward the application of problem-based learning in English classroom in developing students' English-speaking abilities. The steps are first, the researcher prepared the data. After that, identified data became percentage and made simple tables. Next, relate the data with theories. Last step is the researcher made a conclusion from the data that has been measured.

The researcher used the model as shown below to get the proportion of each questionnaire:

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

Notes:

P = the proportion of students who are enthusiastic in learning English, a method that is used by teachers and the opinion of students on the implementation of problematic learning in English classrooms to develop students' English-speaking skills.

F = the respondent's actual response quantity number of frequencies.

N = the respondents' number.

[91]Alexei Dunayev. "Transcription Style Guide" *Confidential Property of Transcribeme*, (https://transcribeme.blob.core.windows.net/, Accessed on February 13, 2021)

[92]Suharismi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), 23.

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This model was just employed to calculate the number, so that the whole research is still qualitative.

G. Trustworthiness

It is critical to check the accuracy of data in qualitative research. It is possible to do so by evaluating the validity and dependability of the data (trustworthy). This stage is critical since it is one of qualitative research's strengths, as it seeks to repair the data that was obtained based on trust in whether the results were accurate or inaccurately estimated from the researcher's, participants', or general reader's perspective.

Source triangulation is one method of verifying data validity. It will be corrected and compared to data from many sources. The result is then classified according to whether it has the same opinions or not. The investigation can then lead to the conclusion.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter, which is arranged into two sections, describes the study's findings and discussion. The research findings are presented in the first section. It included an analysis of data from interviews and questionnaire. The discussion portion is the second component, and it explains the researcher's perspective on the findings and how it relates to the ideas. The information offered in this chapter relates to the first chapter's two research questions as well as to give the explanation of research problems in this study.

A. Research Findings

From March 15th to March 19th, 2021, the researcher conducted the study. The results of the research instrument are collected and separated into two components in this section, both of which are relevant to the study's research problem from chapter one. Those are: (1) the implementation of problem-based learning to develop students' English-speaking skills at SMP Islam Raden Paku Surabaya and, (2) students' response toward the use of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya. Each finding was described and provided with the supporting data from interviews and questionnaire described as follows.

1. The Implementation of Problem-based Learning to Develop Students' English-Speaking Skills at SMP Islam Raden Paku Surabaya

To answer first research question related with the implementation of problem-based learning, the researcher done interviews with one teacher and two students SMP Islam Raden Paku Surabaya from B class which recommended by the teacher. The interview guidelines for both teacher and students consisted of 11 questions which were divided into three stages in the process of teaching and learning. Pre-teaching is the first stage. In this part, the teacher was interviewed by the researcher as a result

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of the teacher's decision to use problem-based learning, supporting media, the teacher's way of using problem-based learning in closing the teaching and learning process and the teacher's way of giving instruction. The second is whilst-teaching. It has to do with both the teacher and the students' activities throughout problem-based learning, which is used in the process of teaching and learning. Post-teaching is the last stage. Here, the researcher interviewed the teacher's way when using problem-based learning in closing teaching and learning, the effect of utilizing the method, and the reflections after using the method. The results are described in the stages in which the teacher uses the problem-based learning method from pre-learning, during education and post-documentation. The results of the interviews are explained below.

a. Pre-teaching

Based on the interview section, the basis for using a problem-based learning strategy was discussed. Teacher used that method because it is efficient to reach the curriculum target. The teacher stated

> *"I use problem-based learning because the government recommends using this method in teaching and learning process to achieve the curriculum target,"*

The teacher also said that

"The problem-based learning method can get the students' attention,"

It is clear that the focus of students is increased when problem-based learning is applied by the teacher. Moreover, teacher mentioned that

> *"My students like an interesting method in teaching and learning process in order that I applied problem-based learning because there are various activities which will make students became an active learner,"*

Problem-based learning's activities require students to resolve a problem by talking to their partners, so that students can learn how to speak.

By employing a problem-based method of learning, the teacher can use media to support the process of learning. According to the

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interview section, the teacher usually uses pictures and videos. The teacher stated

> *"Picture and video are the media that I usually use which can be explored their knowledge easily,"*

In the beginning of lesson using problem-based learning, the teacher told and explained the subject matter that will be explored. Teacher said that

> *"To starts the lesson, I directly explained the material will be learned and related it with picture or video,"*

Student A said

> *"My teacher gave us the instruction clearly and told the material that will be learned,"*

Student B also said

> *"My teacher explained and asked us to open the book related to the material that will be learned,"*

In response to the way the teacher starts the lesson using problem-based learning, both student A and B said it helps them to follow the lesson easily. Student A stated

> *"I can follow the lesson easily because of my teacher described the material clearly,"*

Student B also mentioned

> *"It helps me to understand vocabularies associated with the material that will be learned and follow the teaching and learning process,"*

It is very useful to introduce the material clearly because the students are responsible for the success of the process of learning. Teacher must confirm that students understand what the teacher says.

In giving the instruction, the teacher gave some rules and questions as a basic framework for students analyzing the problem. Here, the teacher used group-work or pair-work to do the task. The teacher stated

> *"I usually use group-work or pair-work,"*

The teacher also told the students that they can use the internet as the source for analyzing problems and interpreting the solution. The teacher stated

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"For the source of analyzing problem and interpreting the solution, I ask my students to use internet,"

There are some questions provided by the teacher as a guide for analyzing the problem. According to interview section, teacher said

"Look at the picture! / Watch out the video that I had given!", "What can you learn from the picture or video?", "With your groups, please discuss the picture/video!"

By giving those questions as the direction will assist the learners in identifying the issue and solution.

In the pre-teaching stage, the teacher stated that she used a problem-based learning method because it is recommended by the government. Furthermore, the teacher also tried to find a suitable method for students so she applied problem-based learning because there are some various activities that can make the students become active learners. Meanwhile, the information was introduced by the teacher when the class began. The teacher's opening remarks assisted learners in following the lesson and learning some vocabulary related to the content. Furthermore, the teacher in the pre-teaching also gave some rules related to the rules for doing the speaking task using problem-based learning. The teacher used group-work and the internet as the source for doing the task. She also gave some direction to guide them in doing the task.

b. Whilst-teaching

In the interview section, during analyzing and discussing problems given, the teacher guided and monitored the discussion. The teacher stated

"I guide them by giving the clue word related to the picture or video,"

She also said

"I always monitor and remind the students if they have difficulties, they can ask to me,"

Student A mentioned that

"In the process of discussion, my teacher always gives the explanation related to the problem so that I can give my opinion easily,"

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Student B also said

> *"My teacher always monitors us during discussing the problem,"*

In presenting the result, the teacher asked students in each group that was already chosen by her to present it. The teacher said

> *"After finishing the discussion, I usually choose the dominant students in each group to present it,"*

Students may make mistakes while speaking. According to the interview, teacher directly corrected words which were spelled in the wrong way. The teacher stated

> *"I will correct the spelling directly if there is any mistake during the speaking,"*

Student A said

> *"My teacher will remind us or show the wrong spelling part then give the right pronunciation,"*

Student B also mentioned

> *"My teacher explained that I was wrong when I was spoken the word in a wrong way then give right spell,"*

Students' responses to the teacher when a mistake was made by them, both of students A and B mentioned that it helps them to speak English in a good way, especially in vocabulary and pronunciation aspects. Student A argued

> *"It helps me to enhance my vocabularies. I also can know the way of word is pronounced,"*

Student B also said

> *"It makes me know exactly a way to speak English within right way,"*

In finishing the presentation, the teacher gave the students some rewards. The teacher said

> *"I always give reward to the students like giving applause and saying "Good job!"*

Student A mentioned that

> *"My teacher gave us some advice to always keep spirit in learning English. Besides, she also explained the results of presentation and showed the right parts if there is any group who make an error result,"*

Student B also said

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> *"My teacher gave score of the presentation and some advice,"*

In response to the teacher's act when students finished the presentation, both students A and B said they were eager to learn English since the teacher appreciated their job. Student A argued

> *"Because my teacher always appreciates my work although there are some wrong part so that I can be more confident to do the task,"*

Student A added

> *"I can also understand the material easily because my teacher always shows the right part when the students made a mistake,"*

While student B stated

> *"It can help me to learn English easily because my teacher shows the wrong part that I did,"*

In the whilst-teaching stage, it can be seen that the teacher has started to guide and monitor the discussion. The way the teacher has guided and monitored makes the students easy to understand the task because they can ask the teacher if they find any difficulty. While presenting the discussion's results, if students have made a mistake, the teacher directly gave the right word to them. It can make the students understand the way a word is pronounced. After presenting the results, the teacher gave a score and some motivation to them for doing a great job. The way the teacher has motivated the students can increase their confidence to speak English and learn English better.

c. Post-teaching

In the interview section, at the conclusion of the process in teaching and learning using problem-based learning, the teacher has concluded the lesson with students. The teacher has mentioned

> *"I always conclude the lesson together with students by combining the result of discussion that present by them,"*

It is very important to make sure that they also understand what they have learned. As a student A, she argued

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> *"We made the conclusion together of the material that has learned in the end of teaching. In addition, my teacher gave some advice to both the students who still have difficulties in speaking English or does not have any difficulty such as always practice speaking English at home,"*

Student B stated

> *"The teacher gave the conclusion of the material that has learned and reminded the students to take some notes of the main points,"*

In response to teacher's way of ending the lesson using problem-based learning, both students A and B said that it is useful for understanding the material clearly. Student A argued

> *"It helps me to understand the vocabulary aspect and can learn English easily,"*

Student B stated

> *"It makes me understand the material easily,"*

In relation to the impact using problem-based learning, the teacher stated the students became active in teaching and learning process. The teacher said

> *"I think students became more active in speaking and can learn to analyze some problems,"*

Furthermore, both students A and B said problem-based learning has a positive effect on learning English, especially speaking. Student A argued that problem-based learning is enjoyable and useful. In addition, student B also stated that using problem-based learning can help her understand the material easily and speak in a good way. Student A mentioned that

> *"Problem-based learning is very useful because it makes me easier to learn English, especially in speaking skills. I also enjoy when the teacher use problem-based learning because the activity is interesting in which we can learn to criticize something,"*

Student B said

> *"Problem-based learning can help me to speak in a good way and understand the material easily,"*

The students are asked to discuss with their friends to analyze problems by sharing their knowledge to solve the problem using

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problem-based learning methods. Thus, they become active learners since they have a lot of chances to speak while discussing problems and presenting the results.

In reflecting on the use of problem-based learning methods, the teacher mentioned that she will encourage the students to practice English, especially speaking skills. The teacher said

> *"I will encourage the students to practice speaking English not only during teaching and learning process but also outside the class,"*

In the post-teaching stage, it can be seen that the teacher closed the lesson by concluding the materials and reminding the students to take some important notes that they have learned. The problem-based learning method gave a positive impact to both teacher and students. The teacher argued that problem-based learning makes the students more active in speaking English. Meanwhile, the students said that problem-based learning makes it easier to them understand materials and practice speaking in a good way. In reflecting the use of problem-based learning, the teacher always encourages the students to practice English-speaking skills not only at school but also outside the school.

2. Students' Response toward the Use of Problem-based Learning to Develop their English-Speaking Skills at SMP Islam Raden Paku Surabaya

The researcher used questionnaire as the instrument to collect data of second research question about the students' responses toward the use of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya. The questionnaire was distributed to 22 students from B class as the participants.

The researcher made the questionnaire in 10 statements and 5 answer choices. The first statement is related to the students' confidence in using problem-based learning methods. Second is the feeling of students in using problem-based learning methods. Third is the knowledge of problem-based learning. Fourth statement is students' response to problem-based

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learning method's stages. The fifth question concerns the students' reactions to problem-based learning as a strategy for teaching English-speaking skills. Then, sixth is about the students' responses when they are asked questions and involved in a dialog employing the problem-based learning method. Seventh statement is the learners' fear of expressing their opinions when implementing the problem-based learning technique. Eighth statement is about the response of students in learning English using problem-based learning related to the value. The students' response to problem-based learning makes them speak English actively is the ninth statement. Next, is last phrase refers to the learners' increased fluency in applying the problem-based learning method. The findings are described by the researcher as follows.

Table 4.1

The students' response related to cognitive aspects

No.	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	Problem-based learning method makes me more confidence to speak English	4,5%	13,6%	40,9%	31,8%	9,1%
2.	Problem-based learning method makes me confused	4,5%	36,4%	31,8%	27,3%	-
3.	Problem-based learning method gives me more ideas to speak	9,1%	9,1%	18,2%	40,9%	22,7%
4.	Problem-based learning method procedures are complicated	4,5%	36,4%	40,9%	13,6%	4,5%

Table 4.1 displays in the first statement most students (neutral = 40, 9%) cannot decide whether problem-based learning methods can help them speak English confidently. However, half of the respondents (strongly agree = 9, 1%, agree = 31, 8%) agreed that speaking English

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through the problem-based learning method can increase a quite confidence for them. The second statement indicated that many respondents answered that problem-based learning methods are easy to understand. It is shown by the high percentage of students' responses in choosing to disagree (36, 4%). In statement 3, most of the students (strongly agree = 40, 9%, agree = 22, 7%) agreed that they have more thoughts to discuss because of the problem-based learning style. Next is 4th statement in which most of the respondents (neutral = 40, 9%) cannot decide whether they thought problem-based learning method procedures are complicated. Even though the data presented showed that many students prefer to be neutral, the result of statement 4 showed that many students (strongly disagree = 4, 5%, disagree = 36, 4%) still prefer to choose that problem-based learning method is easy to practice. To an extent with, although many students chose neutral in statement 1 and 4, the percentage of agree is high in statement 2 and disagree is also quite high in statement 3. It indicates that using a problem-based learning approach can assist learners in giving them more ideas to speak confidently, also easily to practice and understand.

Table 4.2

The students' response related to affective aspects

No.	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
5.	I feel comfortable when the teacher teaching English-speaking skills using problem-based learning method	4,5%	13,6%	27,3%	31,8%	22,7%
6.	I like to discuss using problem-based learning method	4,5%	13,6%	18,2%	40,9%	22,7%
7.	I feel nervous in giving an opinion when using problem-based learning method	9,1%	31,8%	40,9%	13,6%	4,5%

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Table 4.2 shows that in the fifth statement, the majority of students (strongly agree = 22, 7%, agree = 31, 8%) in the study agreed that they felt comfortable when the teacher was teaching English-speaking skills using problem-based learning methods. The respondents (strongly agree = 22, 7%, agree = 40, 9%) in the sixth statement also said that they like to do discussion using problem-based learning methods. The seventh statement displayed that most of the respondents (neutral = 40, 9%) cannot decide whether they felt nervous in giving an opinion when using a problem-based learning method. Even though the data showed that many students prefer to be neutral, the result of statement 7 showed that many students (strongly disagree = 9, 1%, disagree = 31, 8%) are confident in giving an opinion when using problem-based learning methods. To conclude, there were high gaps between agree and neutral or disagree in statements 5 and 6. Those gaps identified students' positive attitude towards the use of problem-based learning methods in teaching English-speaking skills since they like and enjoy the teaching process.

Table 4.3

The students' response related to conative aspects

No.	**Statement**	**1 Strongly Disagree**	**2 Disagree**	**3 Neutral**	**4 Agree**	**5 Strongly Agree**
8.	Problem-based learning is useful for learning English	4,5%	13,6%	18,2%	31,8%	31,8%
9.	Problem-based learning method makes me more active to speak in the class	9,1%	22,7%	22,7%	36,4%	9,1%
10.	Problem-based learning method makes me more fluently to speak in English-speaking skills class	13,6%	13,6%	36,4%	27,3%	9,1%

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Table 4.3 presented that in the eighth statement most of the students (strongly agree = 31, 8%, agree = 31, 8%) in this study agreed that problem-based learning method is useful for learning English. Moreover, the respondents (strongly agree = 9, 1%, agree = 36, 4%) in the ninth statement mostly agreed that problem-based learning method makes them more active to speak. On the other hand, the tenth statement showed that the majority of the students (neutral = 36, 4%) cannot decide whether they can speak fluently when using problem-based learning methods. However, half of the respondents (strongly agree = 9, 1%, agree = 27, 3%) agreed that problem-based learning methods can help them to speak fluently. It can be concluded that the high gaps between agree and neutral or disagree in statement 5 and 6 indicated students' positive attitude towards the use of problem-based learning methods in teaching English-speaking skills since it can help them to learn English as well as to help them speak actively and fluently.

B. Research Discussions

This section contains a discussion based on the study's findings at SMP Islam Raden Paku Surabaya. The two research questions guide the organization of the section. The first section covers how problem-based learning is implemented, and the second section discusses how students respond to using problem-based learning to gain English-speaking abilities. The students agreed that problem-based learning can help them improve their speaking abilities, according to the data. Based on the interview and questionnaire, the speaking skills have improved. To put it another way, this study demonstrated that, according to the theories, problem-based learning aided collaborative learning and group work.

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This present study's findings are in accordance with Keong and Mohammed's findings.[93] In this study, students in Iraqi senior high school in Kuala Lumpur used problem-based learning to improve their English-speaking skills. This study intended to help students enhance their speaking abilities in the classroom. Two rounds of classroom action research were used. The results showed that, in the setting of this study, the problem-based learning method was effective to increase students' speaking skills, particularly their performance, and inspire them to improve their language achievement. As a result, the focus of this study was on the utilization of problem-based learning to develop students' speaking skills. On the other hand, this present study investigated problem-based learning to develop students' English-speaking skills in junior high school. This finding has the same result as Keong and Mohammed's research. The findings of this study revealed that students' English-speaking skills were increased. It is noticeable from the interview and the questionnaire that problem-based learning offered group discussion and presentation so that they have a chance to practice speaking a lot.

This research focused on the impact of problem-based learning on language learning methods. The Zuhra's study[94] was similar to those of the previous study. According to the researcher, problem-based learning through problem-solving assignments is beneficial in increasing students' abilities to speak. According to the study, the students responded in a questionnaire that they like to use problem-based learning to learn English. In addition, students mostly argue that the use of this method makes it easy for them to finish their exercise because in doing these activities, students express their ideas in the form of group presentations.

[93]Y.C. Keong and A.H. Mohammed. 2015. Improving Iraqi Secondary Students' Speaking Performance through Problem-based Learning Approach. *International Journal of Education and Research*, *3*(12), 87-96.
[94]Zuhra. 2016. The Application of Problem-based Learning in Improving Speaking Skill at Madrasah Aliyah Negeri 1 Palu. *Paedagogia: Jurnal Pendidikan*, *5*(1), 47-71.

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The results of this present study are in line with the research of Hairuddin et al.,[95] Their research had a positive impact on students, who believed that using the problem-based learning method oversimplified the truth that there is no single teaching method that is compatible with a variety of students, and that the problem-based learning method is one that is recommended in learning English. Furthermore, according to Lin's research,[96] the problem-based learning group had a considerably higher willingness to communicate with their peers. The problem-based learning approach group was encouraged to interact with one another both in and out of class. Same results were also conducted by this present study.

In reality, the purpose of this study was to see how successful problem-based learning is at SMP Islam Raden Paku Surabaya. There are two components to the discussion section: a review of previous research on problem-based learning and a comparison with theoretical framework to establish the similarities and contrasts between this study's findings and earlier research and theories. The following is a summary of the discussions.

1. The Implementation of Problem-based Learning to Develop Students' English-Speaking Skills at SMP Islam Raden Paku Surabaya

According to the findings, the teacher followed Rusmono theory[97] which is about stages of teaching and learning process with problem-based learning. The detailed explanation of implementation problem-based learning to teach English-speaking skills by a teacher which is related to Rusmono theory is as follow.

a. Pre-teaching

[95]N.H. Hairuddin, et al., 2018. The Use of Problem-based Learning (PBL) Method in Teaching English Writing. *Scope of English Language Teaching, Literature and Linguistics (SELTICS), 1*(1), 1-9.

[96]Lu-Fang Lin. 2017. The Application of the Problem-based Learning Approach to English Class: Chinese-speaking Learners' Willingness to Communicate. *International Journal of Education, 9*(3), 1-20.

[97]Rusmono. *Strategi Pembelajaran dengan Problem-based Learning itu Perlu untuk Meningkarkan Profesionalitas Guru.* Second Edition. (Bogor: Penerbit Ghalia Indonesia, 2014), 74-86.

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1. Give the purpose of learning/material and divide the students into some groups.

   The teacher told and described the topics that would be covered in the first lesson to the students. Teacher related material with pictures or videos as well as the problem. After explaining the material, the teacher explained the task. She gave a rule for doing the task in which the teacher used group-work or pair-work to do the task. This activity's goal is to increase students' knowledge of the lesson they will be learning. According to Rusmono, the teacher should tell the learners about the content to be learned so that they may retain and comprehend the process of teaching. To some extent, the teacher's way of implementing problem-based learning is related to Rusmono theory. As it stated, the teacher used media and pictures to explain the material.

   The way teacher in implementing problem-based learning is similar to what the government suggests in regulation of Ministry of Education and Culture (PERMENDIKBUD) year 2014 103rd number stating *"Standar Proses Pendidikan Dasar dan Menengah"* (The Education Standard of Primary and Secondary School). [98] It stated the teacher can do activity to investigate the student's prior knowledge in pre-teaching. The activities are such as discussing or giving a few issues that are relevant to the subject.

   The teacher in this study implemented discussion sessions of the material with the students using media. In response to the way the teacher starts the lesson using problem-based learning, both student A and B said it help us to follow the material easily. The finding is in line with the study of Fakhrurrazi.[99] It stated that the process of teaching could go smoothly if the teacher has learning outcomes based on the material that will be learned. Thus, students

[98]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 103 Tahun 2014.
[99]Fakhrurrazi. 2018. Hakikat Pembelajaran yang Efektif. *At-Tafkir*, *1*(11), 85-99.

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can use the steps below to assist them in the process of learning. Furthermore, teachers should design the learning objective properly.

b. Whilst-teaching

2. Orientate the problem.

The teacher provided some questions as a guide for students analyzing the problem. Based on the findings, the teacher said "Look at the picture! / Watch out the video that I had given!", "What can you learn from the picture or video?", "With your groups, please discuss the picture/video!" According to Rusmono, the process of teaching starts with orienting a problem to students. For instance, the teacher should describe what students will do and give the students some motivation. To an extent with, the way the teacher implements problem-based learning is related to Rusmono theory.

The teacher described students' activity by giving some questions in order for the students to identify the problem. As Memolo[100] stated that the effectiveness of asking is the most important thing during the process of teaching using problem-based learning methods. With the technique of asking effectively, the students will be able to relate their existing knowledge with non-existent knowledge. Furthermore, Joni in his paper said that giving a question during teaching and learning will give the students a chance to practice giving an opinion.[101] Thus, those questions will help the students to identify the problem and solution.

3. Guide individual and group investigation.

[100]Tundung Memolo. 2016. Bertanya Efektif dalam Pembelajaran Matematika Materi Peluang. *Prosiding Seminar Matematika dan Pendidikan Matematika*, 796-801.
[101]J.T. Raka. 2003. *Keterampilan Bertanya dan Lanjut Panduan Pengajaran Mikro 1*. Jakarta: Departemen dan Kebudayaan. 80.

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According to the section of the interview, while students are discussing and analyzing problems given, the teacher guided and monitored the discussion. In Rusmono theory, he said that teachers facilitate the learning process for the students. The teacher assists the learners in identifying and organizing the problem's solution. To conclude, the way the teacher implements problem-based learning is in relation with Rusmono theory. It is shown that the teacher not only monitored the students but also guided students in the discussion process of. The teacher's guide role can affect the students' learning achievement well.[102] So, it is necessary to guide students through the process of completing an assignment because it will help the students to achieve the learning outcome.

4. Develop and present the results of discussion.

In presenting the result, the teacher asked students in each group that was already chosen by her to present it. Students may make mistakes while speaking. In the interview, the teacher directly corrected the word which was spelled in the wrong way. On the Rusmono theory, he stated that the teacher should help students in presenting results. To an extent with, the way the teacher implements problem-based learning is related to Rusmono theory.

The teacher gave some corrections of speech when they made a mistake. Providing appropriate feedback and correction can help the students to learn and grow.[103] The teacher should allow them to analyze their mistakes because the students will understand which part should be fixed. In response to the teacher's act when students made a mistake, both of students A and B mentioned that it helps them to speak English in a good way, especially in vocabulary and

[102]W.A. Purnomo, et al., 2014. Pengaruh Peran Guru dalam Membimbing Siswa pada Mata Pelajaran Praktikum Pemeliharaan dan Perbaikan Sistem Refrigerasi dengan Hasil Belajar Siswa. *Journal of Mechanical Engineering Education*, *1*(1), 175.
[103]Brown, Op. Cit., 268-269.

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pronunciation aspects. It is in line with Sakale's journal which stated the importance of teachers' feedback in the classroom can push students to learn speaking better than before.[104] To an extent with, making a mistake does not always mean to be a bad thing. By the teacher's feedback, students will be eager to learn from their mistakes.

5. Examining and assessing the issue's procedure.

   Teacher provided the students a conclusion at the end of the presentation about the presentation and some rewards. According to Rusmono theory, it said that the teacher must help students reflect on their performance. In this stage, the teacher concluded the result by showing the right and wrong parts and appreciated the students' work. The conclusion is that how the teacher implements problem-based learning is associated with Rusmono theory.

   When students finish the presentation in response to the teacher's act, both students A and B said they are eager to learn English since the teacher appreciates their job. It is in line with Raihan's journal[105] which explained that giving rewards motivated the students to follow the teaching and learning process. Students were found to pay more attention to the lesson, believe in their abilities to complete the learning objectives, be more satisfied with the learning process, and choose what actions should be taken. Thus, it is crucial for the teacher to show appreciation to students. Not only if they do a big and great job, but also when the students do a little thing because they will have motivation to do the task well.

c. Post-teaching

[104]Sakale Sana. 2019. The Important Role of Teachers' Feedback during Speaking Activities in Moroccan Classes. *Arab World English Journal*. 10, 344-351.

[105]Raihan. 2019. Penerapan Reward dan Punishment dalam Peningkatan Prestasi Belajar Pendidikan Agama Islam terhadap Siswa SMA di Kabupaten Pidie. *DAYAH: Journal of Islamic Education, 2*(1), 115-130.

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6. Conclude the material that has been learned.

The teacher concluded the lesson with students at the end of teaching. The activity's goal is to help students improve their knowledge about the lesson. According to Rusmono, the process of teaching using problem-based learning ends by concluding the material that has been learned. To conclude with, the way the teacher implements problem-based learning is related to Rusmono theory.

The teacher's way in implementing problem-based learning is as stated by government in regulation of Ministry of Education and Culture (PERMENDIKBUD) year 2014 number 103 stating *"Standar Proses Pendidikan Dasar dan Menengah"* (The Education Standard of Primary and Secondary School).[106] It stated that in this stage, the teacher can summarize together with the students about the lesson that they have learned. So, there is not any misunderstanding between the students and teacher. Responding to the teacher's way of ending the lesson by using problem-based learning, both students A and B said it is useful in understanding the material clearly. It has similarity with Sani in her journal[107] indicated that the activity of closing lessons by teacher can assist the students in comprehending what they have studied. Thus, the teacher must conclude the lesson by describing the key aspects so that learners will be able to comprehend the topic easily.

The teacher claimed that when problem-based learning is applied, students become more excited in learning English. Furthermore, both A and B students said problem-based learning has a positive effect on learning English, especially speaking. Student A argued problem-based learning is enjoyable and useful. Student B also stated problem-based learning can help her understand material easily and speak in a good way.

[106]Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 103 Tahun 2014.
[107]Martina Sani. 2016. Kegiatan Menutup Pembelajaran. *JABE (Journal of Accounting and Business Education, 1*(3).

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The researchers supported Ula et al.'s findings[108] according to their previous study related to this study in her journal entitled "The Implementation of Problem-based Learning with Mind Mapping to Improve the Students' Understanding of Concept". This article has similarity with present study. It was found that the article implements Rusmono theory as the stages of problem-based learning. However, the discussion's topics between past studies and this study were different.

The previous study conducted to investigate problem-based mind mapping learning's implementation to enhance students' conceptual understanding, and students' analysis of conceptual understanding improvement when problem-based mind mapping learning is used. On other hand, this present study investigated application of problem-based learning and students' responses toward the implementation of problem-based learning in developing English-speaking skills. Even though the topics are different, results of previous study said problem-based learning's implementation on mind mapping had increased the students' concept understanding. In addition, the present study's result also has a positive impact in the process of teaching. By implementing Rusmono theory as problem-based learning's stages, the students can follow and understand material clearly. It also gave them chances to speak a lot. So, this study is recommended for the teacher to use problem-based learning in developing students' English-speaking skills.

2. Students' Response toward the Use of Problem-based Learning to Develop their English-Speaking Skills at SMP Islam Raden Paku Surabaya

The data revealed that respondents to the study gave a variety of responses regarding the application of problem-based learning in English-speaking skills, according to the research findings. The utilization of problem-based learning, on the other hand, was seen positively by the

[108]W.R.R. Ula, et al., 2018. The Implementation of Problem-based Learning with Mind Mapping to Improve the Students' Understanding of Concept. *JPE (Journal of Primary Education)*, *7*(2), 163-171.

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majority of students. There were 63,6% students stating problem-based learning is useful for learning English, especially in speaking skills. The findings are supported by Sutrisna and Artini in their journal entitled "Does Problem-based Affect Students' Speaking Skill and Attitude toward ELL?"[109] The goal of this research was to explore how problem-based learning affected students' speaking abilities and attitudes. The findings were found that this article was conducted to look at the effects of PBL on students' communicative competence abilities and attitudes. The findings were that the impact on students' English speaking abilities is considerable. Problems were identified to elicit significant discussion and engagement among students in order to determine and solve the assigned problem. They were indirectly practicing and developing their spoken communication abilities while conversing with one another.

The researcher categorized the students' response toward the implementation of problem-based learning in developing their English-speaking skills into three categories based on the Rosenberg and Hovlandas theory as cited in Azwar. It said in the book that "There are three components of attitudes that are called tripartite model".[110] Cognitive is the first category, in which a person's views about something are identified. In this aspect, students had given four statements by the researcher to identify students' cognitive response.

The students participating in this study agree that problem-based learning methods can gain more ideas to speak English confidently. It is because problem-based learning's concept, which was stated by Mayer in Anderson and Krathwohl, says that problem-based learning is a teaching method that allows students to participate actively in the learning process.[111] Moreover, the students also agree that problem-based learning

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[110]Saifuddin Azwar. *Sikap Manusia Teori dan Pengukurannya.* Second Edition. (Yogyakarta: Pustaka Pelajar, 2012), 20.

[111]L.W. Anderson and D.R. Krathwohl. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objective*. (New York: Addison Wesley Longman, 2001), 63.

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methods are easy to acquire. It is in line with the interview result with one of the students. Student A stated “My teacher tells us the material and gives very clear instruction”. This finding is also in accordance with what Gardner and Felicity say that students should be introduced to the use of English from the first class in order they can acquire a topic.[112] The students will therefore not only understand the material but also means of communication. To an extent with, the importance of giving clear instruction in the process of teaching is important because it enables students to follow stages.

Affective is the second aspect. Affective is a word that describes how you feel about something. Sympathetic nerve perception is a common affective component. There are three statements based on the questionnaire to examine the students' affective responses. As a result, the problem-based learning style is preferred by the vast majority of students. Students agree that they enjoy having discussions using problem-based learning methods to learn English-speaking skills. The students also felt confident in giving an opinion using problem-based learning methods. It is because problem-based learning methods can give students more ideas in speaking so that they can speak confidently. This finding is related with Kelly and Arden who states one reason we feel confident in some situations is that we know the skill to perform the behaviors that are important in the situations.[113] So, if the students understand what to do as well as they have knowledge about the lesson, they likely feel confident.

The last component is conative in which this element also relates to learners' desire to act in certain ways. Three assumptions about the conative response are made by the researcher. The result is many students strongly agree that learning English using problem-based learning methods is useful for them. The students in this study agree that problem-based

[112]Bryan Gardner and Felicity Gardner. *Classroom English*. (New York: Oxford University Press, 2000), 68.
[113]Kelly Lynne and A.K. Watson. *Speaking with Confidence and Skills*. (New York: University Press of America, 1989), 44.

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learning methods can assist them to speak more actively and fluently. This discovery corresponds to the findings of the teacher's interview session. Teacher stated “The materials that I use in problem-based learning are pictures and videos. I relate the material with daily life so that the students can explore their knowledge easily”. The findings are also supported by Hmelo-Silver who states that problem-based learning methods help students become active learners as they learn to solve problems in the real world.[114] A student-centered approach to learning is problem-based learning whereas during teaching and learning process, the students participate such as collaborating with their colleague to discover a solution to the issue. During finding the solution, a communication occurred between one student and others. Therefore, it has the potential to encourage students to communicate more actively.

From the explanation above, cognitive is the highest aspect among others. It is because the cognitive aspect relates to the students’ belief which includes the students’ way of thinking, students’ knowledge and information that students have before (background knowledge). As Belch and Michael said, cognitive response is thought to happen to the receiver’s message when they are reading, seeing, and hearing in the communication.[115] Greenwald added that cognitive response is the reaction communicator to the information that came to him.[116] Thus, it can be said that almost all students gave a positive response on cognitive aspects because they have experienced using problem-based learning methods. Even the students’ English speaking skills are not really good; they believe that the method can give a good impact in the learning process.

[114]C.E. Hmelo-Silver. 2004. Problem-based Learning: What and How Do Students Learn? *Educational Psychology Review*. 16, 235-237.
[115]G.E. Belch and M.A. Belch. *Advertising and Promotion: An Integrated Marketing Communications Perspective.* Sixth Edition. (Boston: Mc Graw Hill, 2003), 31.
[116]A.G. Greenwald. “Cognitive Learning, Cognitive Response to Persuasion and Attitude Change”. In A.G. Greenwald, T.C. Brock, & T.M. Ostrom (Eds.). *Psychological Foundations of Attitudes*. (New York: Academic Press, 1968), 147-170.

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Second high point is conative (behavioral) aspect. The answers here are related to the habit, characteristics, way of learning, attitude, etc. Bloom said the conative response is the same with the psychomotor response that related with the result, students' achievement by creativity and skill of manipulation, physic and muscle.[117] This theory can be related to habit, what students do after problem-based learning is implemented. It is also related to the phenomenon of students' English speaking skills being developed after problem-based learning is applied. It can be the second highest aspect because the cognitive aspect influenced the conative. The students gave positive responses although they are not good enough at English speaking skills but the students believe problem-based learning methods influenced the learning process. So, they act in a positive way while using a problem-based learning method because they believe (in cognitive aspect) the method gives positive influence in the teaching and learning process.

The affective is the lowest aspect in this study. It is because each student perceived their opinion in a different way. Bloom said affective aspect is all responses or feedbacks that are related to emotion.[118] So, the students can feel nervous, happy, hate, etc. with the use of problem-based learning. Therefore, although the use of problem-based learning can have a positive impact on the learning process, students may still feel nervous in giving opinion toward the use of problem-based learning methods. This is not a big deal because they have a different response to good feedback or not feedback.

This study stated that problem-based learning methods can enhance them to be more active and fluent in speaking. Most of the students participating in this study agreed that problem-based learning methods can give more ideas to speak English confidently. The researchers supported

[117]B.S. Bloom. *Taxonomy of Educational Objectives: The Classification of Educational Goals.* (New York: Longman, 1979), 23.
[118]B.S. Bloom. (Ed.). *The Taxonomy of Educational Objective, The Classification Educational Goals, Handbook 1: Cognitive Domain.* (New York: David Mc Kay Company, 1956), 13.

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Khotimah findings[119] according to their previous study related to this study in her journal entitled “The Use of Problem-based Learning to Improve Students’ Speaking Ability”. This article is similar to current research. Both previous and present studies conducted to investigate the use of problem-based learning for improving students’ communicative competence abilities. However, there was also a difference in which both the previous and present studies were not only investigating problem-based learning’s implementation.

For the previous study, the researcher also investigated students’ achievement in speaking English. Besides, the present study also investigated the students' responses on implementation of problem-based learning in increasing English-speaking skills. Although there is a difference between the previous and present studies, the findings of the previous study found that by discussion, collaboration and communication with friends, students enjoyed the classroom activities. The students also expressed their good impression, reaction and desire to engage in using a problem-based learning. In the present study, problem-based learning gave some positive impact to the students. It proved that students are more confident to talk in English and understand the material clearly. Therefore, problem-based learning’s application can increase learners’ English-speaking abilities. So, this study is recommended for teachers to implement problem-based learning to enhance students’ English-speaking skills.

[119]Siti Khotimah. 2014. The Use of Problem-based Learning to Improve Students’ Speaking Ability. *Journal of English Language Teaching*, *4*(1), 50-56.

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CHAPTER V
CONCLUSION AND SUGGESTION

This final chapter gives the result based on the information that examined in the preceding sections, as well as recommendations for instructors, learners, and future studies in order to improve the overall study of English-speaking skills in using problem-based learning, especially on the topic concerning days, months and years.

A. Conclusion

Based on the findings of the research and the discussions that have taken place, to answer research questions on "The implementation of problem-based learning to develop students' English-speaking skills at SMP Islam Raden Paku Surabaya" and, "Students' response toward the use of problem-based learning to develop their English-speaking skills at SMP Islam Raden Paku Surabaya", the researcher drew some conclusions in the following section.

The first part is related to the first question about problem-based learning's implementation to develop students' English-speaking skills. This study has found that teacher use Rusmono theory which are (1) giving the purpose of learning/material and dividing the students into some groups, (2) orientating the problem, (3) directing interpersonal and intergroup research, (4) developing and present results of discussion, (5) examining and assessing the issue's procedure, (6) concluding material that has learned. The findings revealed that the teacher's actions affected the learners' English-speaking skills. The teacher stated the students became active in the process of teaching and learning. Furthermore, both students A and B said problem-based learning has a positive effect on learning English, especially speaking. Problem-based learning, according to Student A, is interesting and useful. In addition, student B also stated that using problem-based learning can assist her in comprehending the content and speaking clearly.

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Second conclusion related with students' response toward the implementation of problem-based learning to develop their English-speaking skills. The students' response categorized into three parts based on the Rosenberg and Hovlandas theory which are cognitive, affective and behavior. The learners' reaction was that they accepted problem-based learning and gave it a positive influence on the teaching process. There were 63,6% students stating problem-based learning is useful for learning English, especially in speaking skills. In fact, the students believe that using a problem-based learning approach will benefit them, such as being more active and fluent in speaking. Most of the students participating in this study agreed that using a problem-based learning approach gives more ideas to speak English confidently.

B. Suggestion

Based on the findings and the researcher's limitations, the researcher wants to make the following recommendations for instructors, learners, and future study.

1. Teacher

   The teacher has done a good job with problem-based learning in this study. Nevertheless, in order for the teaching and learning process to run smoothly, the teacher should review this strategy. In addition, the most important one is always asking the students to practice not only at school but also at home. This activity can develop their English-speaking skills well.

2. Students

   According to the findings of the study, some learners have problems developing English-speaking skills such as confidence. So, the students should practice their speaking ability. The more they continue to practice their public speaking abilities, the more confident they will become. Besides, to support the confidence in speaking, throughout the teaching

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and learning activities, learners ought to have a large vocabulary. So, they can start to make a target memorizing vocabulary each day.

3. Other researcher

   In teaching English-speaking, the researcher concentrates on the seventh class of application problem-based learning. So, if another researcher wishes to work within the same issue as this one, it's a good idea to raise the learners' ability or focus on a certain component, such as literacy, learning to write, or listening.

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