THE EFFECT OF USING PROBLEM BASED LEARNING (PBL) METHOD TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS AT AL-HUDA SENIOR HIGH SCHOOL PEKANBARU

UIN SUSKA RIAU

BY

SASMITA DASA SAFITRI
NIM. 10814001819

FACULTY OF EDUCATION AND TEACHER TRAINING
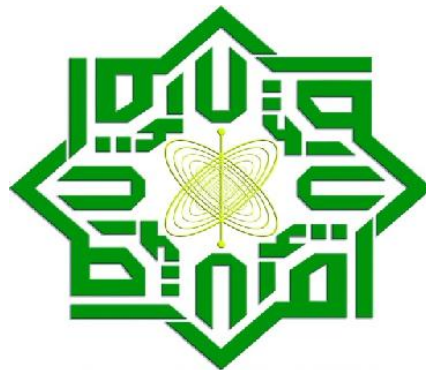**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**
PEKANBARU
1434 H/2013 M

THE EFFECT OF USING PROBLEM BASED LEARNING (PBL) METHOD TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS AT AL-HUDA SENIOR HIGH SCHOOL PEKANBARU

Thesis
Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd)

UIN SUSKA RIAU

By

SASMITA DASA SAFITRI
NIM. 10814001819

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M

Abstrak

Sasmita Dasa Safitri (2012) : Pengaruh Penggunaan Metode Problem Based Learning (PBL) Terhadap   Kemampuan Siswa Dalam Berbicara Kelas Dua SMA Al-Huda Pekanbaru

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa inggris yang harus di ajarkan dan dipelajari pada tingkat SMA. SMA Al-Huda Pekanbaru merupakan salah satu pengguna kurikulum tersebut sebagai dalam proses belajar mengajar. Setelah melakukan study pendahuluan di SMA Al-Huda Pekanbaru, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut di tunjukkan kurangnya percaya diri dalam mengexpresikan ide-ide mereka dalam bahasa inggris. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan metode problem based learning (PBL) terhadap kemampuan siswa dalam berbicara bahasa inggris kelas dua SMA Al-Huda Pekanbaru.

Jenis penelitian ini adalah penelitian kuasi. Focus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa inggris kelas dua SMA Al-Huda Pekanbaru antara siswa yang diajarkan dengan metode problem based learning (PBL) dan yang di ajarkan dengan reading method sebagai metode konvensionalnya. Subjek dalam penelitian ini adalah siswa SMA Al-Huda kelas dua. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan control dari 5 kelas yang terdiri dari 50 siswa sebagai sampel dari sejumlah populasi 140 secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes. Tes yang digunakan adalah oral presentasi. Dalam penganalisisan data, peneliti menggunakan SPSS 16.

Akhirnya, peneliti menemukan bahwa angka signifikan $0.000 < 0.5$. maksudnya masih ada prosedur yang belum terlaksana secara lengkap. berdasarkan hasil signifikansi tersebut, Ha diterima dan Ho di tolak. Selain itu, dapat pula dibuktikan dari nilai mean post-test kemampun berbicara siswa pada kelas experiment adalah 60.48, sedankan nilai mean post-test pada kelas control adalah 44.72. lebih jauh lagi, rata-rata-rata peningkatan kemampuan siswa berbicara pada kelas eksperimen adalah 16.4 sedangkan pada kelas control adalah 1.28 jadi, ada perbedaan penigkatan yang signifikan kemapuan siswa dalam berbicara behasa inggris antara siswa yang di ajar dengan metode problem based learning (PBL) dan siswa yang di ajarkan secara convensional; reading method. Perbedaan pada mean tersebut menunjukkan bahwa penggunaan metode problem based learning lebih bagus daripada reading method.

Abstract

Sasmita Dasa Safitri (2012) : "The Effect of Using Problem Based Learning (PBL) Method toward Speaking Ability of the Second Year Students at Al-Huda Senior High School Pekanbaru."

Based on school based curriculum (KTSP), speaking is as one of skills in mastering English that must be taught and learned in senior high school. SMA Al-Huda Pekanbaru is one of school that uses it as a guide in teaching learning process. After doing preliminary observation at SMA Al-Huda Pekanbaru, some of the students of the second year still have low ability in their speaking. The researcher interpret that they have low ability in speaking were indicated because they have lack of self confidence in expressing their ideas in English. The purpose of the research to know whether there is significance effect of using Problem Based Learning method toward speaking ability at the second year students of SMA Al-Huda Pekanbaru.

The type research was quasi-experimental research. The main focus of this research was to find out a significant effect of improvement of students' speaking ability at the second year of SMA Al-Huda Pekanbaru between students who were taught by using Problem Based Learning (PBL) method and who were taught by using lecturing method as the conventional way. The subject of this research was the second year students of SMA Al-Huda Pekanbaru. In this research, the researcher took two classes; experimental and control class from the five classes. It meant that 50 students as the sample from 140 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. The test used was oral presentation test. In analyzing the data, the researcher used SPSS16.

Finally, the research found that the significant number was 0.000<0.05, It means that there were still any missing item procedures. Based on the significance result above, Ha is accepted and Ho is rejected. Besides, it can be proved from mean score of students' speaking ability of post-test at experimental class was 60.48, while students' speaking ability of post-test at control class was 44.72. Furthermore, the mean score improvement of students' speaking at experimental class was 16.4 while in control class only 1.28. In conclusion, there is a significance effect of improvement of students' speaking ability between students who were taught by using Problem Based Learning (PBL) method and who were taught by using conventional way; lecturing method so, the difference on mean indicate that the use of problem based learning method is better than reading method.

سسميتا داسا سفطري (2012) : تأثير استخدام طريقة Problem Based Learning
(PBL) لمهارة الكلام لدى تلامذ الصف الثامن مدرسة
العالية الحكمية الهدى باكن بارو.

KTSP الكلام هو أحد من مهارات في استعاب للغة الإنجليزية الذى يعلم
في المدرسة العالية الحكمية. مدرسة العالية الحكمية الهدى باكن بارو هي أحد من المستجدام
هذا منهج في عملية التعليم.
بعض التلامذ ضعيف في الكلام. عند الرئي الباحثة عندهم المشكلة الأن ليس لها متفائل فى
التعبير أفكارهم في اللغة الإنجلجية. ولذالك قامت الباحثة هذا البحث تحت الموضوع تأثير
استخدام طريقة Problem Based Learning (PBL) لمهارة الكلام لدى تلامذ الصف
الثامن مدرسة العالية الحكمية الهدى باكن بارو.

نوع هذا البحث هو بحث القواسى. أما أهداف من هذا البحث لتعرف فرق بين
إستعاب التلاميذ الصف الثامن مدرسة العالية الحكمية الهدى باكن بارو في الكلام باللغة
الإنجلزية, بين تلاميذ يتعلم بالطريقة Problem Based Learning (PBL)وبين
التلاميذ يتعلم بالطريقة القرءة. فرض البحث من هذا البحث يعنى تلاميذ الصف الثامن
مدرسة العالية الحكمية الهدى باكن بارو. قامت الباحثة بحث فصلان يعنى فصل تجربى و
. من خمس الفصول فيها خمسون التلاميذ كالعينة البحث و 140 التلاميذ
oral presentasi ي مجتمع البيانات و إستخدم .
spss 16 في تحليل البيانات.

, 0,5>0,000.   ha   ho   .

ACKNOWLEDGMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

All praises belong to Allah Almighty, the Lord of Universe, who rewards the researcher time, opportunity, energy, financial, health and the most is belief so the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace be upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this chance and opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research:

1. Prof. Dr. H.M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.

2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau.

3. Dr. Hj. Zulhidah, M.Pd, the Chairperson Department of English Education for her guidance to complete this thesis.

Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin….

Pekanbaru, October 24th 2012

The researcher

SASMITA DASA SAFITRI
NIM: 10814001819

LIST OF CONTENTS

x

LIST OF TABLES

CHAPTER I

INTRODUCTION

A.   Background of the Problem

Speaking is one of the language skills that should be mastered by each student if he or she wants to be successful in term of communicative competence. In process of communication, speaking is a main component to interact between one and others. Speaking is the important thing for the second or foreign students, and the students should master the speaking skill. This statement is supported by Richards that the mastery of speaking skill in English is the priority for many second or foreign learners. Therefore, the mastery of speaking skill is very important.[1]

Dealing with Brown and Yule in Richard there are three functions of speaking; talk as interaction, and talk as transaction, talk as performance. Each of these speech activities has the different way in teaching and learning process.

In Teaching and learning process of English in Indonesian schools especially in every education level, speaking skill is provided as language skill that should be mastered by all students. Speaking is not only a difficult skill for every student, but also it is a challenging activity, so that students are much more serious in speaking activities. The same idea is also pointed out by David Nunan "Teaching speaking is sometimes considered as a simple process. Commercial

---

[1] Richards. *Developing Classroom Activities; from Theory to Practice* Retrieved on March 24, 2011. (http://www.professorjackrichards.com/pdfs/Developing-Classroom-Speaking Activities.pdf).p 1

language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language, different from our own is anything but simple".[2]

SMA Al-Huda is one of the Islamic boarding schools in Pekanbaru. As formal education, MA Al-Huda also provides English to students, especially speaking skill. Based on the school Based Curriculum (KTSP) in 2011/2012 as their guidance in teaching and learning process. In speaking, the basic competence stated in the syllabus Al-Huda Senior High School for second year is that students will be able to express the information genre of the texts, such as monologue of report, narrative, spoof, hortatory and analytical exposition.[3]

Based on the writer's preliminary study at SMA Al-Huda Pekanbaru, English subject has been taught since the first year of English teaching period. It is taught twice a week with time duration 45 minutes for one hour of learning process. In teaching English at second year of SMA AL-Huda Pekanbaru the teacher teaches the students by using conventional method called lecturing method. It means that the teacher gives explanation to the students about the materials and then the teacher asks the students to questions and gives respond. This done by the teacher continously. Based on the explanation above, ideally the students should be able to speak English well. In the fact, the students are not able to communicate in English well. They are accustomed to using their mother tongue in their daily life rather than using English in the classroom, the students get difficulties to use English for communicative objectives, even in the simple form. The writer may

---

2 David Nunan. *Practical English Language Teaching.* (New York: Mc.Graw Hill. 2003). p. 48

3 *Syllabus of SMA Al-Huda Pekanbaru* 2011/2012. (2011). Unpublished

find the students who are able to point the answer of the question on a conversation, but they can not explain their reason in choosing the answer. Ur states that some problems that may prohibit the students to develop their speaking skill, are inhibition, lack of ideas to say, low participation, and students preference to use their mother tongue language".[4] Their speaking is still very far from the expectations of the Curriculum. The problems can be seen based on the following phenomena :

1. Some of the students are not able to express their ideas in speaking English

2. Some of the students can not to pronounce English well

3. Some of the students do not use part of speech in speaking English

4. Most of students do not have many vocabularies in speaking English

The statements above explain that the teacher has to be able to find out a good method in order that the students become active in the class. Based on those conditions, the writer tries to solve the problem by offering one teaching method for teaching speaking, called Problem based Learning. According to Hmelo and Evensen in Chalermsri Jogthong, The benefits of PBL in language learning are various.it is widely accepted that utilizing problem solving activity promotes construction of useful knowledge, develops reasoning strategies and effective self directed learning strategies, increases motivation for learning and becomes effective collaborators.[5] So Problem Based Learning (PBL) is one of the methods

---

[4] Penny Ur. *A Course in Language Learning:Practice and Theory.* (Cambridge: Cambridge University Press. 1996). p.121

[5] Chalermsri Jogthong. *Using Problem Based Learning Instruction to Activate Students' Participation in Speaking English.* (http://pbl.cqu_edu.au/Intro/Index). Nakhon Rachasima Rajabhat University. (2007). Retrieved on May 2, 2011

that can help students to improve their speaking in which they are focusing on solving problem and helping them to interact with peers.

Based on the phenomena above, the writer is interested in conducting a research entitled: "THE EFFECT OF USING PROBLEM BASED LEARNING (PBL) METHOD TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS AT AL-HUDA SENIOR HIGH SCHOOL PEKANBARU"

B. Definition of the Terms

1. Problem Based Learning

Problem based learning is a teaching and learning method which puts a problem first in which further learning is conducted in the context of that problem.[6] Problem Based Learning method means in this research is a method used by researcher to know its effect toward students' speaking ability.

2. Method

Method in language teaching is a way of teaching a language based on systematic principles and procedures, ie., which is an application of views on how a language is best taught and learned.[7]

3. Speaking ability

According to Manser, the definition of speaking is saying things or talking.[8] In this research, it means that the students talk in English.

---

[6] University of York. *Guide to Problem Based Learning.* (New York: York Law School. 2000). p. 5 (http://www.york.ac.uk/law/Ugrad/pbi_guide.pdf) Retrieved on March 30, 2011
[7] Jack C. Richards and John Platt. *Longman Dictionary of language Teaching and Applied Linguistics (Second Edition).* (London: Pearson Education. 1992). p. 228

According to dictionary Thesaurus, ability means that the students' ability in speaking English that refers to the quality of being able to say things or talking.[9]

C. Problem

1. Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

    a. Some of the students are not able to express their ideas in speaking English

    b. Some of the students can not to pronounce English well

    c. Some of the students do not use part of speech in speaking English

    d. Most of the students do not have many vocabularies in speaking English

2. Limitation of the Problem

Based on the identifications of the problem above, there are some problems involving in this research. As mentioned before, Some of the students are not able to express their ideas in speaking English, some of the students can not to pronounce English well. The problems could be caused from method that is used before. It demonstrates that application of the method that teachers use conventional method called lecturing method is less effective in students' ability in speaking. Therefore, the writer limit the problem on the teaching method used by the teacher. The writer would

---

[8] Manser, H. Martin. *Oxford Learner's Pocket Dictionary.* (Oxford: Oxford University Press. 1991).

[9] Dictionary Thesaurus. *The Free Dictionary.* (2010). Retrieved on May 27th, 2011 (http://www.thefreedictionary.com/ability).

try to use a new teaching method called problem based learning and to find how far problem based learning method can give significant effect toward students' ability in speaking English of the second year students at AL-Huda Senoir High School Pekanbaru.

3. **The Formulation of the Problem**

The problems faced by the students will be outlined in the following phenomena:

    a. How is the students' ability in speaking taught by using Problem Based Learning (PBL) method?

    b. How is students' ability in speaking taught by using Conventional method?

    c. Is there any significant effect of students' speaking ability between those who are taught by using Problem Based Learning (PBL) method and taught by using Conventional method at Al-Huda Senior High School Pekanbaru?

D. **The Objective and the Significance of the Research**

    1. **The Objective of the Research**

      a. To find out the information about the students' ability in speaking taught by using Problem Based Learning (PBL) method.

      b. To find out the information about the students' ability in speaking taught by using Conventional method.

c. To find out the information about the effect of using Problem Based Learning (PBL) method toward speaking ability of the second year students of Al-Huda Senior High School Pekanbaru.

2. The Significance of the Research

These research findings are expected to give valuable contributions:

a. To the writer as a researcher in term of learning how to conduct a research

b. This research findings are also expected to give positive contribution or information to the second year students of Al-Huda Senior High School Pekanbaru, and the teacher of English as a determiner of the success of teaching and learning process.

c. This research findings are also expected to justify the existing theory on teaching and learning English as L2 or L1 and for those who are concerned with the current issues on learning and teaching language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking

Speaking is the productive or oral skill.[1] The speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Harmer says, The ability to speak fluently pre supposes not only knowledge of language features, but also the ability to process information and language "on the spot".[2] Therefore, speaking process should pay attention to what and how to say as well as to whom appropriately.

The successful speaking of people can be characterized by talking a lot. Participation is event, motivation is high, and language is one of the acceptable levels. There are five basics types of speaking or oral production. They are:[3]

---

[1] David Nunan. *Loc.cit.*
[2] Jeremy Harmer. *The Practice English Language Teaching (Third Edition Completely Revised and Updated).* (Cambridge: Wadsworth Publishing Company, inc. 2000). p. 269
[3] H. Douglas Brown. *Language Assesment: Principle and Classroom Practice.* (California: Pearson Education. 2004). p. 141

a. Imitative

It is someone interested only what is labeled by "Pronounciation" She or he imitates a native speaker's pronounciation.

b. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

d. Interactive

Interaction consists of two forms. They are transactional language which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose maintaining social relationship. It is more complex than responsive.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

All of them components which can sign how far students' speaking proficiency is. As a speaker people use their speech to create an image of themselves to the others. By using speed and pausing, and variations and in pitch, volume and intonation, they also create a texture for their talk and that

support and enhances what they are saying. The sound people's speech is meaningful, and that is why this is important for assessing speaking.[4] It can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form.

2. Speaking Ability

Littlewood states that speaking ability is a combination of structural and functional aspect of language.[5] And then many english students regard speaking abilty as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language.

Students' speaking ability can be seen through their communication orally and their skill in spoken language activities directly. Hasibuan stated that speaking involves three areas of knowledge:[6]

1) Mechanics

In this case, mechanics are divided into three categories: pronunciation, grammar, and vocabulary. The speaker should use the right words in the right order with the right pronunciation.

2) Functions

---

[4] Luoma Sari. *Assessing Speaking.* (Cambridge: Cambridge University Press. 2003). p. 10

[5] Littlewood. *Communicative Language Teaching.* (Cambridge: Cambridge University Press. 1981). p. 1

[6] Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL).* (Pekanbaru: Alaf Riau Graha UNRI Press. 2007). p. 110

Function involves transaction and interaction in speaking. The speaker should know when the clarity of message is important and when it is not needed.

3) Social and cultural rules and norms

Knowing about who is speaking to whom, in what environment or circumstances, about what the people speak, and for what reason.

In this study, the writer applies the purposes of speaking as expected in School Based Curriculum (KTSP), namely: the students are able to understand the meaning of formal transctional or interpersonal conversation in daily concept and then the students can express the meaning of formal transactional text accurately, fluently, and contextually in order to access knowledge. English in Indonesia is to make student able to use English for any topics and expressions.

In addition Brown states there are many microskills of oral Communication:[7]

Microskills and Macroskills

a. Produce chunks of language of different lengths.

b. Orally produce differences among the English phenomenes and allophonic variants.

c. Produce English stress patterns, words in stressed and unstressed positions, rhytmic, structure and intonational contours.

d. Produce reduce forms of words and phrases.

e. Use an adequate numberr of lexical units (words) in order to accomplish pragmatic purposes.

---

[7] H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (San Fransisco: Prentice Hall Regents. 1994). pp. 257-258

f. Produce fluent speech at different rates of delivery.

g. Monitor your own oral production and use various strategic devices pauses, fillers, self correction, backtracking, to enhance the clarify of the message.

h. Use grammatical word classes (noun, verbs, etc) systems, word order, patterns, rules, and elliptical forms.

i. Produce speech in natural constituents.

j. Express a particular meaning.

k. Use cohesive devices in spoken discourse.

l. Appropriately accomplish comunicative functions.

m. Use appropriate registers, implicature, pragmatic conventions, and other.

n. Convey links and connections between events and communicate.

o. Use facial features like body language

p. Develop and use a battery of speaking strategies.

3. Teaching Speaking

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.[8]

---

[8] Grace Stoval Burnkart. *Spoken language: What It Is and How to Teach It.* (1998). Retrieved on April 28, 2011 (http://www.nclrc.org/essentials/speaking/goalsspeak.html)

According to Kayi in Nunan means by "teaching speaking" is to teach ESL learners to:[9]

1) Produce the English speech sounds and sound patterns

2) Use word and sentence stress, intonation patterns and the rhythm of the second language.

3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4) Organize their thoughts in a meaningful and logical sequence.

5) Use language as a means of expressing values and judgments.

6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Speaking skill is also one of the aspects that is involved in curriculum of language teaching that has to be taught by teachers. According to Hughes the purpose of teaching spoken language is to develop students' ability in interacting successfully on the language that involves comprehension as well as production.[10]

In addition Penny Ur states that there are four characteristics of successful speaking activity:[11]

1. *Learners talk a lot.* As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

---

[9] Kayi, Hayriye. Teaching Speaking: Activities to Promote Speaking in a Second Language, *The Internet TESL Journal,* Vol. XII, No. 11. (2006). Retrieved Tuesday, April 20, 2011 (http://itesjl.org/Articles/Kayi-TeachingSpeaking.html)
[10] Arthur Hughes. 2003. *Op.Cit.* p 113
[11] Penny Ur. 1996. *Op.Cit.* p.120

2. *Participation is even.* Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. *Motivation is high.* Learners are eager to speak: because they are interested in the topic and have something new to stay about it, or because they want to contribute to achieving a task objective.

4. *Language is of an acceptable level.* Learners express themselves in utterances that are relevant, easily comprehensible to teach other, and of an acceptable level of language accuracy.

Besides that there are some characteristics of spoken language that can make oral performance easy as well as:[12]

a. Clustering: Fluent speech is phrasal, not word by word.

b. Redundancy: The speaker has an opportunity to make meaning clearer throughthe redundancy of language.

c. Reduced forms: Contactions, elisions, reduced vowels, etc. All form special problems in teaching spoken English.

d. Performance variables: one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and correction.

---

[12] H. Douglas Brown. 1994. *Op. Cit.* p. 256

e. Colloquial language: Make sure your students are reasonably well acquainted with the words and idioms and pharasesof colloquial language.

f. Rate of delivery: Another salient characteristic of fluency is rate of delivery.

g. Stress, rhythm and intonation: The stress timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction: Learning to produce waves of language in a vacuumwithout interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

4. **Starategies for Developing Speaking skills**

Students often think that the ability to speak a language is the product of language learning, but speaking is also crucial part of the language learning process. Effective instructors teach students speaking strategies—using minimal responses, recognizing scripts, and using language to talk about language—taht they can use to help themselves expand their knowledge the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

5. **The Concept of Problem Based Learning (PBL) Method**

According to Kalayo Hasibuan "In the communicative model of language teaching, instructors help their students develop the body of knowledge

by providing authentic practice that prepares students for real-life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context, and use acceptable pronunciation." [13]

The are seven steps of performing task. The students were divided into three groups, with seven to eight students and an English native speaker in each group. Then, each group is assigned to a problem based on the use of teaching material designs.[14]

a. Definition of Problem Based learning (PBL) Method

According to Barrows Problem Based Learning is an active learning on the use of ill-strutured problems as a stimulus for learning.[15] Besides that in Guide to Problem Based Learning defining PBL "A teaching and learning methods which puts a problem first, and in which further learning is conducted in the context of that problem"[16] In PBL, the discussion and analysis of a problem starts the process of learning, rather than acting as the end point. So based on the opinion above, the writer concludes that Problem Based Learning is the method which solves the problem based on the current issues. Problem Based Learning is effective to activate prompt speaking of students as they are focusing on solving the problem and to help them to interact with peers.

---

[13] Kalayo, Hasibuan. *Op. Cit.* p. 101

[14] Chalermsri Jogthong. *Op. Cit.* p. 7

[15] Howard S. Barrows. Goals and Strategies of a Problem Based Learning Facilitator. *Interdisciplinary Journal of Problem based Learning:* Vol. 1: Iss. 1, Article 4. (2006) (http://docs.lib.purdue.edu/ijpbl/voll/issl/4). Retrieved on May 2, 2011

[16] University of york. *Loc. cit*

b. Procedures or Steps of Problem Based Learning (PBL) Method

The action plan for each step is outlined as in the following:[17]

<u>Getting Start</u>

1. Students are randomly divided into 3 groups, with 7-8 students in each group.

2. Two members of the group are assigned with special roles, one as a leader and the other as a secretary.

3. Teacher explains the steps of class activities as in the attached handout.

<u>Problem Based Learning Procedures</u>

1. The students clarify unknown terms and concepts in the problem description.

2. The students define the problem. That is list the phenomena to be explained.

3. The students analyse the problem: brainstorm, try to produce as many different explanations for the phenomenon as you can. Use prior knowledge and common sense.

4. The students criticise the explanations proposed and try to produce coherent description of the process that, according to what they think, underlie the phenomena.

5. The students formulate learning issues for self directed learning.

---

[17] Barrett, T., Mac Labhrainn, I., Fallon, H. (Eds). *Handbook of Enquiry & Problem Based Learning*. (Galway: CELT. 2005). Released under Creative Commons licence. (http://www.nuigalway.ie/celt/pblbook/). Retrieved on April 5, 2011

6. The students fill in the gaps in their knowledge through self study.

7. The students share their findings with their group and try to integrate the knowledge acquired into a comprehensive explanation of the phenomena.

Based on procdures above there are four main steps of PBL process for students which are being introduced to the problem, exploring what they do and do not know about the problem, generating possible solutions to the problem and considering the consequences of each solution and selection the most viable solution.

c. The advantages of Problem Based Learning (PBL) Method

The benefits of PBL in language learning are various. It is widely accepted that utilizing problem solving activity promotes construction of useful knowledge, develops reasoning strategies and effective self directed learning strategies increase motivation for learning, and become effective collaborators. PBL promotes meaningful interaction in the classroom. The interactions that occur while students are dealing with real world issues and problems are more meaningful and authentic than interactions produced during activities such as assigned role plays or repetition of dialogues.

Since PBL shifts the emphasis on learning method from teacher to students, it can also help students become more autonomous learners who will tarnsfer the skils learned in the classroom to their lives outside of the classroom. It activate learners to interact with each other in speaking, PBL can be powerful.

Based on the explanation above, it is clear that using PBL method while students are focusing on the problem to be solved, they will try to

overcome the linguistic hindrance, retrieve prior knowledge of the language to be used.

B. The Relevant Research

1. The Research from Surya Satyawati (2011) is about *The Effect of the Problem-Based Learning Strategy on Students' Reading Comprehension as Evidenced from the Students' Selected Personality Traits.* Thesis. Graduate Program in English Language Teaching in State University of Malang. She found that the PBL strategy was worth and effective considering in the teaching of reading. This research revealed the finding there was the difference in reading comprehension of students taught by using the PBL strategy and the conventional way between-Column F-ratio is higher than F distribution (15.878 > 4.04) and P value (sig.) is lower than (sig,) 0.05 (0.001 < 0.05). The students taught by using the PBL strategy got higher scores than taught by using the conventional way. Similarity of this research in X variable the writer use Problem Based Learning strategy and difference is found in Y variable is reading comprehension.[18]

2. The Research from Mathews Aydinli (2007) is about *The Using Problem Based Learning Instruction to Activate Stedents' Participation in Speaking*

---

[18] Surya Satyawati. *The Effect of the Problem-Based Learning Strategy on Students' Reading Comprehension as Evidenced from the Students' Selected Personality Traits.* (Malang: Unpublished Thesis. 2011)

English, He found that PBL is effective to activate prompt speaking in students as they are focusing on solving the problem, It was proved based on the result that t_o is higher than t_{table} 5% and 1 % (2.8<7.80>2.10). Similarity of this research in Y variable is students participation in speaking english and X variable the writer use Problem Based Learning Method.[19]

C. The Operational Concept

In Order to clarify the theory used in this research, the researcher would like to explain briefly about variable of this research. This research is an Experimental research which focuses on the effect of Problem Based Learning method toward Speaking ability of the second year students at Al-Huda Senior High School Pekanbaru. Therefore, in analyzing the problem in this research, there are two variables will be used. The first is the effect of Problem Based Learning method in teaching and learning process. The second is students' ability in speaking. Problem Based Learning method is an independent variable and students' ability in speaking is a dependent variable. To operate the investigation on the variable, the researcher will work based on the following indicators:

---

[19] Mathews Aydinli. *The Using Problem Based Learning Instruction to Activate Students' Participation in Speaking English.* (Mumbai: Unpublished. 2007)

1. The Indicators of Problem Based Learning Method (X) are:

   a. Teacher divided students are randomly into some groups and two members of the group are assigned special roles one as a leader and the other as asecretary.

   b. Teacher explains the steps of class activities as in the attached handout.

   c. Teacher explains the competence what the goals and mention the media needed.

   d. Teacher giving motivation to students for participation in problem solving activities have choosen.

   e. Teacher help the students to define and organize learning assessment related with the problem.

   f. Teacher giving support to students for collect the suitable information to get explanation and problem solving, collect the data, hypotheses and problem solving.

   g. Teacher help the students to making report about the topic

   h. Teacher help the students to do reflection or evaluation toward the process students used.

2. The Indicators Conventional Method:

   a. Teachers explains about the definition, purpose, and example of the text that will be continued to the question and answer section.

b. Teachers asks students to answer the reading exercise and comprehend the text.

c. Teachers asks students to answer the question available in their textbook.

3. The Indicators of Students' Ability in Speaking (Y) are:

a. The students are able to express their ideas fluency

b. The students are able to speak English grammatically

c. The students have good pronunciation in speaking

d. The students are able to speak English by using proper vocabularies

e. The students are able to comprehend speaking easily.

D. The Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that (a) the students' ability in speaking is various, (b) the students' speaking ability can be influenced by many factors and (c) method in teaching can influence students' ability in speaking.

2. Hypotheses

a. Ho: there is no significant effect of students' speaking ability between those who are taught by using Problem Based Learning method of the second year students at Al-Huda Senior High School Pekanbaru and those who are not.

b. Ha: there is significant effect of students' speaking ability between those who are taught by using Problem Based Learning method of

the second year students at Al-Huda Senior High School Pekanbaru and those who are not.

CHAPTER III

METHOD OF THE RESEARCH

A. The Design of the Research

The type of this research is experimental research. According to Gay and Peter, experimental research is the only type of the research that can test hypotheses to establish cause-and–effect relationship.[1] It means that experimental research dealing with content and participants in which it can produce cause effect result. The design of this research is quasi-experiment design, which uses the nonequivalent control group design.

According to Creswell, quasi-experiment designs are experimental situations in which the researcher assigns, but randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.[2] Meanwhile, nonequivalent control group design is one of the most widespread experimental designs in educational research that involves an experimental group and a control group in which both are given pre test and post test. The control group and the experimental group do not have pre-experimental sampling equivalence.

In conducting this research, two classes of the second year students of Al-Huda Senior High School Pekanbaru had been participated. The first class was used as control class and another class was used as experimental class. In the

---

[1] L. R. Gay and Peter Airaisian. *Educational Research Competencies for Anaysis and Application Six Ed.* (New Jersey: Prentice Hall, Inc. 2000). p. 367
[2] Jonh W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research.* (New Jersey: Pearson Eduaction. 2008). p.645

experimental class, students had been taught by using Problem Based Learning Method and in the control class had been taught by using Conventional Method.

B. The Location and Time of the Research

The location of this study was at Al-Huda Senior High School Pekanbaru. This research had been conducted from July to August 2012.

C. The Subject and Object of the Research

The subject of this research was the second year students of Al-Huda Senior High School Pekanbaru and the object of the research was the effect of using Problem Based Learning method toward speaking ability.

D. The Population and Sample of the Research

The population of this research was the students at the second year of Al-Huda Senior High School Pekanbaru in 2011-2012 academic year. Al-Huda Senior High School consisted of 5 classes, three classes of social sciences XI IPS^1 (30 students), IPS^2 (30 students), IPS^3 (30 students) and two classes of natural sciences; XI IPA^1 (25 students), XI IPA^2 (25 students). Two classes of natural sciences; XI IPA^1 (25 students), XI IPA^2 (25 students) were taken to be the sample of the research. One was grouped to be the experimental class (XI IPA^2) and another was the control class (XI IPA^1). The technique used was cluster sampling. According to Gay cluster sampling is randomly selects

groups not individual and have similar characteristics,[3] also same with Hartono state cluster sampling is technique to take the sample consists of member groups that collected at groups or cluster.[4]

TABLE III.1

The Population of the Research

No	Class	Population
1	XI IPA	50
2	XI IPS	90
TOTAL		140

TABLE III.2

The Sample of the Research

No	Class	Sample	Function
1	XI IPA 1	25	Experimental class
2	XI IPA 3	25	Control class

E. The Technique of Data Collection

In getting the data in this research, the writer used the test. In this case, in order to find out the effect of using PBL toward students' speaking ability, the writer gave the test. The test was consisting of pre test and post test. The pre test was given to the students in the experimental and control class to know the students' speaking ability. Before giving post test to the students, the writer give the treatment based on the method in PBL. The treatment was only given to the

---

[3] Gay. *Op. Cit.* p. 129
[4] Hartono. *Metodologi Penelitian.* (Pekanbaru: Zanafa Publishing. 2011). p.52

students in the experimental class to find out the effect of using PBL toward students' speaking ability. Then, the post test was given after conducting eight meetings in both experimental and control class.

There are some components that influence the students' speaking ability in which the more they can master the components, the better they speak. There are some proficiency descriptions of speaking in which speaking skill is assessed based on the components of speaking as Arthur Hughes, explanation as in the following.[5]

a. **Accent**
   1) Pronounciation frequently unintelligible.
   2) Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
   3) "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding apparent errors in grammar of vocabulary.
   4) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
   5) No conspicuous, mispronunciations, but would not be taken for a native speaker.
   6) Native pronunciation, with no trace of "foreign accent".

b. **Grammar**
   1) Grammar almost entirely inaccurate except in stock phrases.
   2) Constant errors showing control of view major patterns and frequently preventing communication.
   3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
   4) Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
   5) Few errors, with no patterns of failure.
   6) No more than two errors during the interview.

c. **Vocabulary**
   1) Vocabulary inadequate for even the simple conversation.

---

[5] Arthur Hughes. *Testing for Language Teacher (Second Edition).* (Cambridge: Cambridge University Press. 2003). p.131

2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).

3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

1) Speech is so halting and fragmentary that conversation is virtually impossible.

2) Speech is very slow and uneven except for short or routin sentences.

3) Speech is frequently hesitant and jerky; sentence may be left uncompleted.

4) Speech is occasionally hesitant, with some unevennesss caused by rephrasing and grouping for words.

5) Speech is effortless and smooth, but perceptively non-native in speed and evenness.

6) Speech on all professional and general topics as effortless and smooth as native speaker's.

e. Comprehension

1) Understand too title for the simplest types of conversation.

2) Understands only show, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

3) Undrstands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

4) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

5) Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

6) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Pertaining to the theory of speaking skill aspects above, it can be concluded that there are five aspects assessed in speaking skill accent, grammar, vocabulary, fluency and comprehension. Those were determine the students'

speaking ability. The better the students master the aspects, the better their
speaking skill it will be.

TABLE III.3

The Specification of the Test

No	Speaking components	The high score
1	Accent	20
2	Grammar	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

TABLE III.4

Score and Rating

Rating	Score
0+	16-25
1	26-32
1+	33-42
2	43-52
2+	53-62
3	63-72
3+	72-82
4	83-92
4+	93-99

TABLE III.5

The Classification of Speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very Good
3	Level 3	41-60	Good
4	Level 2	21-41	Fair
5	Level 1	0-21	Bad

F. Technique of Data Analysis

In order to to find out whether there was a significant effect of using problem based learning method toward students' speaking ability, the data were statistically analyzed. In analyzing the data, the writer used score of post-test of experimental and control class. These scores were analyzed statiscally by using indpendent sample T-test from SPSS 16 version. The difference mean was analyzed by using T-test formula.[6]

The t–table was employed to see whether there was a significant difference between the mean score of both experiment and control group.

The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = (N1+N2) – 2 statically hypothesis:

Ha   : $t_o > t$ – table

Ho   : $t_o < t$ – table

Ha is accepted if $t_o > t$ – table or there is effect of using problem based learning method toward students' speaking ability.

Ho is accepted if $t_o < t$ – table or there is no effect of using problem based learning method toward students' speaking ability.

---

[6] Hartono. *Statistik Untuk Penelitian.* (Jogjakarta: Pustaka Belajar. 2008). p.178

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to obtain the significant effect of improvement of students' speaking ability between those who were taught by using Problem Based Learning Method and those who were not. The data of the score of the improvement of students' speaking ability were taken from pre-test and post-test for both experimental and control classes. In giving test; pre-test and post-test, the students were asked to speak spontaneously without any specific preparation by giving certain topic that had been explained by the teacher. The sequence of students' speaking was obtained about 3 (three) minutes. The speaking test was dealt with report text, analytical exposition text and narrative text. It was the topic being taught at the time and was evaluated by concerning five components of students' speaking ability; accent, grammar, vocabulary, fluency, and comprehension. Each component had its score.

B. The Data Presentation

The data of this research were oral presentation test for testing students' speaking. The data of this speaking test were the score of the students' improvement from pre-test to post-test for both experimental and control classes. The data were collected through the following procedures:

31

1. The researcher asked the students either experimental or control class to speak orally in the spur of the moment (spontaneously speaking).

2. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension.

3. The students' speaking results were evaluated by two raters.

4. The researcher added the scores from the raters and divided it.

Actually, the numbers of students either experimental or control class had 27 each, but here there were only 25 students for experimental class and 25 students for control class who always came and followed learning activities. In this case, there were five other students; two students from experimental class and control class for the rest, who did not get enough treatment even some of them never had it at all. It was caused by many reasons, they were sick, absent, unmotivated; outside when studying English began, and stopped studying, but those factors did not influence the validity of the data because there were the same data from the beginning until the end. So, the data were only taken from the students who always came to school and followed the treatment given. To make clearer, the students' speaking test result can be seen on the Appendix 1 (Students' pre-test score of experimental class), Appendix 2 (Students' pre-test score of control class), Appendix 3 (Students' post-test score of experimental class), and Appendix 4 (Students' post-test score of control class).

TABLE IV.1

Pre Test of Experimental Class

No	S	Accent		T	S	Grammar		T	S	Voc.		T	S	Fluency		T	S	Comp.		T	S	TS
		Rater				Rater				Rater				Rater				Rater				
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	50
2	S2	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	48
3	S3	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	2	2	80	40	48
4	S4	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	2	2	80	40	50
5	S5	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
6	S6	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44
7	S7	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
8	S8	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
9	S9	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
10	S10	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	2	2	80	40	50
11	S11	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
12	S12	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
13	S13	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	48
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
16	S16	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	2	100	50	54
17	S17	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	3	100	50	44
18	S18	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
19	S19	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
20	S20	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
21	S21	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
22	S22	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
23	S23	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
24	S24	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	2	2	80	40	52
25	S25	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
MEAN					40				44.4				48.4				45.2				42.4		44.08

Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; 40 and the highest mean score was vocabulary 48.4 while students' grammar was 44.4 comprehension was 42.4 and fluency was 45.2. So these indicated that the students had low ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at experiment pre-test was 44.08.

TABLE IV.2
The Description of Frequency Students' Pre-Test Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	10	40.0	40.0	40.0
	42	3	12.0	12.0	52.0
	44	4	16.0	16.0	68.0
	48	3	12.0	12.0	80.0
	50	3	12.0	12.0	92.0
	52	1	4.0	4.0	96.0
	54	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table it could be seen that there were 10 students who obtained 40 (40.0%), 3 students obtained 42 (12.0%), 4 students obtained

44 (16.0%), 3 students obtained 48 (12.0%), 3 students obtained 50 (12.0%), 1 student obtained 52 (4.0%), and 1 student obtained 54 (4.0%).

Based on the table of Pre-experiment, it can be seen that the total number of students was 25 students. The highest score was 54 and the lowest score was 40. The highest frequency was 10 at the score of 40. While, the statistical result of these data is in the following table:

TABLE IV.3
STATISTICS

N	Valid	25
	Missing	0
Mean		44.08
Std. Error of Mean		.905
Median		42.00
Mode		40
Std. Deviation		4.527
Variance		20.493
Range		14
Minimum		40
Maximum		54
Sum		1102

DIAGRAM IV.1

Pre_Experiment

TABLE IV.4
Pre Test of Control Class

No	S	Accent Rater 1	2	T	S	Grammar Rater 1	2	T	S	Voc. Rater 1	2	T	S	Fluency Rater 1	2	T	S	Comp. Rater 1	2	T	S	TS
1	S1	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	44
2	S2	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
3	S3	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
4	S4	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44
5	S5	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	2	2	80	40	42
6	S6	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
7	S7	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	50
8	S8	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
9	S9	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	46
10	S10	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
11	S11	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
12	S12	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	2	2	80	40	46
13	S13	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
16	S16	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
17	S17	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	2	3	100	50	46
18	S18	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	44
19	S19	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	48
20	S20	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	44
21	S21	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
22	S22	2	2	80	40	2	3	100	50	3	2	100	50	3	2	100	50	3	2	100	50	48
23	S23	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
24	S24	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
25	S25	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
MEAN					40.4				43.6				46.8				43.2				40	42.8

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was comprehension; 40 and the highest mean score was vocabulary 46.8 while students' grammar was 43.6 accent was 40.4 and fluency was 43.2. So these indicated that the students had low ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at control pre-test was 42.8.

TABLE IV.5
The Description of Frequency of Students' Pre-Test Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	8	32.0	32.0	32.0
	42	4	16.0	16.0	48.0
	44	4	16.0	16.0	64.0
	46	6	24.0	24.0	88.0
	48	2	8.0	8.0	96.0
	50	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table, it could be seen that there were 8 students who obtained 40 (32.0%), 4 students obtained 42 (16.0%), 4 students obtained 44 (16.0%), 6

students obtained 46 (24.0%), 2 students obtained 48 (8.0%), and 1 student
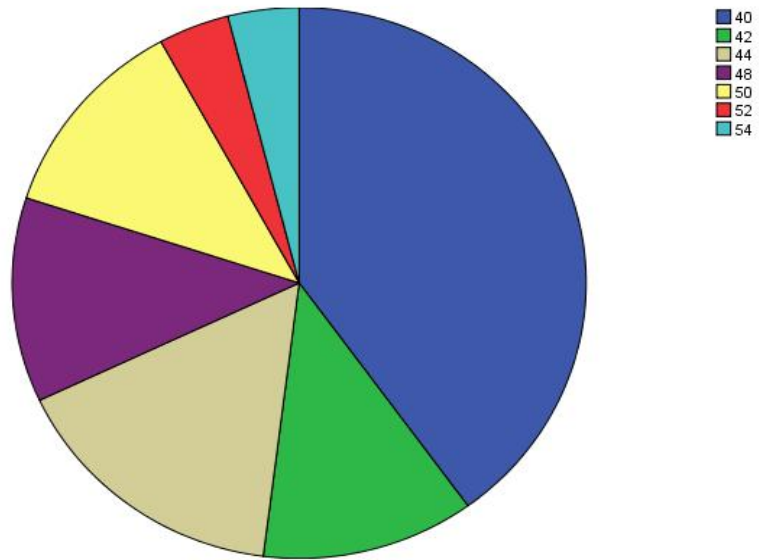
obtained 50 (4.0%).

Based on the table of pre-control, it was found that the total number of the

students was 25 students. The highest score was 50, and the lowest score was 40.

The highest frequency was 8 at score 40. The statistical of result of these data is in

the following table:

TABLE IV.6
STATISTICS

N	Valid	25
	Missing	0
Mean		43.44
Std. Error of Mean		.617
Median		44.00
Mode		40
Std. Deviation		3.083
Variance		9.507
Range		10
Minimum		40
Maximum		50
Sum		1086

DIAGRAM IV.2

Pre_Control
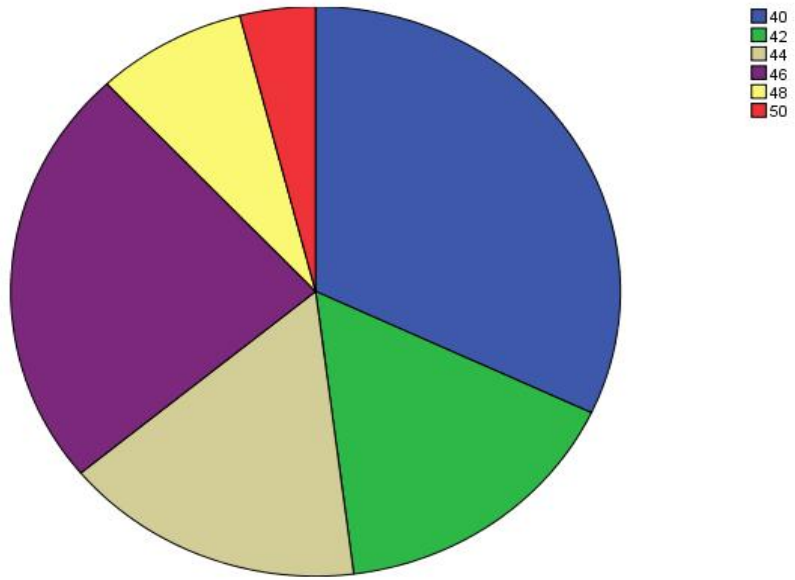
TABLE IV.7
Post Test of Experimental Class

No	S	Accent		T	S	Grammar		T	S	Voc.		T	S	Fluency		T	S	Comp.		T	S	TS
		Rater				Rater				Rater				Rater				Rater				
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	58
2	S2	3	3	120	60	3	4	140	70	3	3	120	60	4	3	140	70	3	3	120	60	64
3	S3	3	3	120	60	4	4	160	80	4	3	140	70	4	3	140	70	4	3	140	70	70
4	S4	2	3	100	50	4	3	140	70	4	3	140	70	4	3	140	70	4	3	140	70	66
5	S5	3	2	100	50	3	3	120	60	3	3	120	60	3	2	100	50	4	2	120	60	56
6	S6	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	66
7	S7	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
8	S8	3	3	120	60	3	4	140	70	3	3	120	60	3	3	120	60	3	4	140	70	64
9	S9	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	62
10	S10	3	2	100	50	3	3	120	60	4	3	140	70	3	3	120	60	4	3	140	70	62
11	S11	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	56
12	S12	2	2	80	40	3	3	120	60	4	3	140	70	4	3	140	70	4	2	120	60	60
13	S13	3	2	100	50	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	64
14	S14	3	3	120	60	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	58
15	S15	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	2	100	50	52
16	S16	2	3	100	50	4	3	140	70	4	4	160	80	4	3	140	70	4	3	140	70	68
17	S17	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
18	S18	3	2	100	50	3	2	100	50	4	2	120	60	3	2	100	50	3	2	100	50	52
19	S19	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	2	100	50	54
20	S20	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
21	S21	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
22	S22	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
23	S23	3	2	100	50	3	3	120	60	4	3	140	70	3	3	120	60	4	3	140	70	62
24	S24	3	3	120	60	3	3	120	60	4	4	160	80	3	3	120	60	4	3	140	70	66
25	S25	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
MEAN					51.2				62				64.4				61.6				63.2		60.48

Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; 51.2 and the highest mean score was vocabulary 64.4 while students' grammar was 62 comprehension was 63.2 and fluency was 61.6. So these indicated that the students had enough ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at experiment post-test was 60.48.

TABLE IV.8
The Description of Frequency of Students' Post-Test Score of
Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	8.0	8.0	8.0
	54	1	4.0	4.0	12.0
	56	2	8.0	8.0	20.0
	58	6	24.0	24.0	44.0
	60	3	12.0	12.0	56.0
	62	3	12.0	12.0	68.0
	64	3	12.0	12.0	80.0
	66	3	12.0	12.0	92.0
	68	1	4.0	4.0	96.0
	70	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table, it could be seen that there were 2 students who obtained 52 (8.0%), 1 student obtained 54 (4.0%), 2 students obtained 56 (8.0%), 6 students obtained 58 (24.0%), 3 students obtained 60 (12.0%), 3 student obtained 62 (12.0%), 3 students obtained 64 (12.0%), 3 students obtained 66 (12.0%), 1 student obtained 68 (4.0%), and 1 student obtained 70 (4.0%)

Based on the table of Post-experiment, it was found that the total number of the students was 25 students. The highest score was 70, and the lowest score was 52. The highest frequency was 6 at score 58. The statistical of result of these data is in the following table:

TABLE IV.9
STATISTICS

N	Valid	25
	Missing	0
Mean		60.48
Std. Error of Mean		.954
Median		60.00
Mode		58
Std. Deviation		4.771
Variance		22.760
Range		18
Minimum		52
Maximum		70
Sum		1512

DIAGRAM IV.3

Post_Experiment
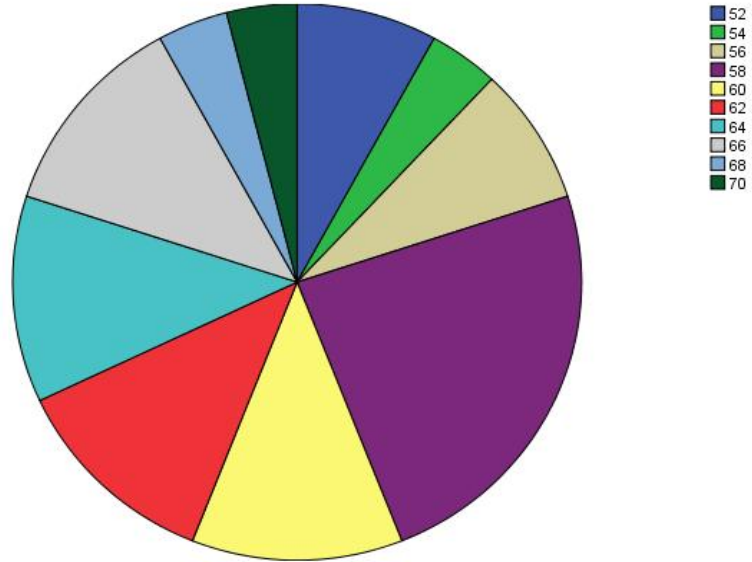
TABLE IV.10
Post Test of Control Class

No	S	Accent Rater		T	S	Grammar Rater		T	S	Voc. Rater		T	S	Fluency Rater		T	S	Comp. Rater		T	S	TS
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	44
2	S2	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	44
3	S3	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	48
4	S4	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
5	S5	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	2	2	80	40	46
6	S6	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	50
7	S7	2	2	80	40	2	3	100	50	4	3	140	70	3	2	100	50	2	2	80	40	50
8	S8	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
9	S9	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	46
10	S10	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	48
11	S11	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	4	2	120	60	50
12	S12	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
13	S13	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	3	2	100	50	44
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
16	S16	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
17	S17	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	2	3	100	50	48
18	S18	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
19	S19	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	48
20	S20	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
21	S21	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	2	2	80	40	46
22	S22	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
23	S23	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
24	S24	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
25	S25	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
MEAN					40.4				46				48.8				43.2				45.2	44.72

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; 40.4 and the highest mean score was vocabulary 48.8 while students' grammar was 46 comprehension was 45.2 and fluency was 43.2. So these indicated that the students had low ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at control post-test was 44.72.

TABLE IV.11
The Description of Frequency of Students' Post-Test Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	24.0	24.0	24.0
	42	2	8.0	8.0	32.0
	44	4	16.0	16.0	48.0
	46	6	24.0	24.0	72.0
	48	4	16.0	16.0	88.0
	50	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Based on the table, it could be seen that there were 6 students who obtained 40 (24.0%), 2 students obtained 42 (8.0%), 4 students obtained 44 (16.0%), 6

students obtained 46 (24.0%), 4 students obtained 48 (16.0%), and 3 students obtained 50 (12.0%).

Based on the table of Post-control, it was found that the total number of students was 25 students. The highest score was 50, and the lowest score was 40. The highest frequency was 6 at score 40 and 46. The statistical of result of these data is in the following table:

TABLE IV.12
STATISTICS

N	Valid	25
	Missing	0
Mean		44.72
Std. Error of Mean		.692
Median		46.00
Mode		40[a]
Std. Deviation		3.458
Variance		11.960
Range		10
Minimum		40
Maximum		50
Sum		1118

a. Multiple modes exist. The smallest value is shown

DIAGRAM IV.4

Post_Control

	40
	42
	44
	46
	48
	50
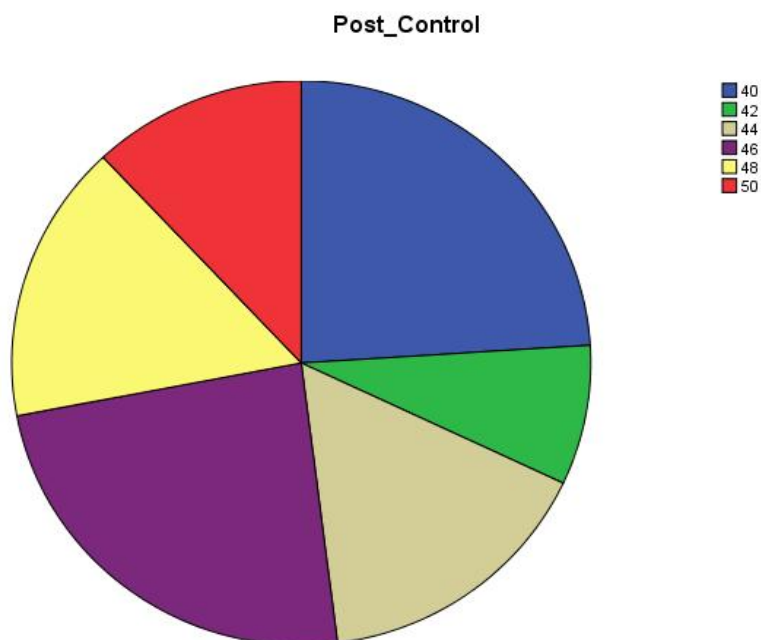
TABLE IV.13
Overall Statistics

		Pre_Experiment	Post_Experiment	Pre_Control	Post_Control
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		44.08	60.48	43.44	44.72
Std. Error of Mean		.905	.954	.617	.692
Median		42.00	60.00	44.00	46.00
Mode		40	58	40	40[a]
Std. Deviation		4.527	4.771	3.083	3.458
Variance		20.493	22.760	9.507	11.960
Range		14	18	10	10
Minimum		40	52	40	40
Maximum		54	70	50	50
Sum		1102	1512	1086	1118

Based on the statistical description of table above, it showed the detail description of all the data. It could be seen the differences of mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control classes.

1. The Reliability and Validity of the Test

The following table describes the correlation between score of rater 1 and score of rater 2 by using Pearson product moment correlation formula through SPSS 16.0 Version:

TABLE IV.14
Descriptive Statistics Reliability Score of Rater 1 and Rater 2

	Mean	Std. Deviation	N
Rater_1	22.08	2.676	25
Rater_2	22.00	2.082	25

TABLE IV.15
Correlation Score of Rater 1 and Rater 2

		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	.808[**]
	Sig. (2-tailed)		.000
	N	25	25
Rater_2	Pearson Correlation	.808[**]	1
	Sig. (2-tailed)	.000	
	N	25	25

[**]. Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that r calculation was correlated to r table, df=48. The researcher took df=50 to be correlated either at level 5% or 1% because df=48 was not found from the r table. At level 5% r table was 0.273, while at level 1% r table was 0.354. Thus, the $r_{calculated} > r_{table}$ either at level 5% or 1%, so the researcher concluded that there was significant correlation between score of rater 1and rater 2. In other words, the speaking test was reliable. The reliability of speaking test was high.

To know the validity of the test, the researcher used content validity. The materials of the test had been taught at the second year students of SMA Al-Huda Pekanbaru. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were provided on students' hand book and other related resources.

TABLE IV.16
Gain of Experimental Class and Control Class

EXPERIMENTAL CLASS					CONTROL CLASS				
No	Students	Pre	Post	Gain	No	Students	Pre	Post	Gain
1	S1	50	58	8	1	S1	44	44	0
2	S2	48	64	16	2	S2	42	44	2
3	S3	48	70	22	3	S3	42	48	6
4	S4	50	66	16	4	S4	44	40	-4
5	S5	42	56	14	5	S5	42	46	4
6	S6	44	66	22	6	S6	46	50	4
7	S7	44	58	14	7	S7	50	50	0
8	S8	40	64	24	8	S8	40	42	2
9	S9	40	62	22	9	S9	46	46	0
10	S10	50	62	12	10	S10	42	48	6
11	S11	40	56	16	11	S11	46	50	4
12	S12	42	60	18	12	S12	46	44	-2
13	S13	48	64	16	13	S13	40	44	4
14	S14	40	58	18	14	S14	40	40	0
15	S15	42	52	10	15	S15	40	40	0
16	S16	54	68	14	16	S16	46	46	0
17	S17	44	60	16	17	S17	46	48	2
18	S18	40	52	12	18	S18	44	46	2
19	S19	40	54	14	19	S19	48	48	0
20	S20	40	60	20	20	S20	44	40	-4
21	S21	44	58	14	21	S21	40	46	6
22	S22	40	58	18	22	S22	48	46	-2
23	S23	40	62	22	23	S23	40	40	0
24	S24	52	66	14	24	S24	40	42	2
25	S25	40	58	18	25	S25	40	40	0
	Mean	44.08	60.48	16,4		Mean	42.8	44.72	1.28

Normal-gain (N-Gain) was calculated by using Microsoft Excel program by dividing the difference of post-test score and pre-test score with the difference of ideal score and pre-test scores.

2. The Data Analysis of the Improvement of Students' Speaking Ability by Using Independent Sample T-test

TABLE IV.17
Statistic of Gain Experimental and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Gain	1	25	16.40	4.041	.808
	2	25	1.28	2.821	.564

Based on the table above, it can be seen that the total students' from each class, the experimental class consisted of 25 students and for the control class consisted of 25 students also. The mean of Experimental class improvement was 16.40 and mean of control class improvement was 1.28. Standard deviation from experimental class was 4.041, while standard deviation from control class was 2.821. Standard error mean from experimental class was 0.808 and control class was 0.564.

TABLE IV.18
Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain	Equal variances assumed	2.531	.118	15.338	48	.000	15.120	.986	13.138	17.102
	Equal variances not assumed			15.338	42.903	.000	15.120	.986	13.132	17.108

Based on the output above, it answered the hypothesis of the research that Ho was rejected and Ha was accepted because $0.000 < 0.05$. The next standard for analysis based on *Equal variant assumed.* Based on the output SPSS above, Independent-Sample T-test shows Levene's Test to know the same varience.[1]

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, Ho is accepted.

If probabilities < 0.05, Ho is rejected.

Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because $0.000<0.05$. It means that Ho is rejected.

From the output above, it could be seen that score t-test was 15.338 with df = 48, because df = 48 was not found from the "t" table (t_t), so the researcher took

---

[1] Hartono. SPSS 16.0 *Analisis Data Statistika dan Penelitian.* (Pekanbaru: Pustaka Pelajar, 2008), p.159

df = 50. Mean difference was 15.120 and standard error difference was 0.986. Lower interval of the difference was 13.138 and upper confidence difference was 17.102. If t_o (t calculated) = 15.338 compared with t_t (t table) with df = 50, the t_o was higher than t_t in significance 5% (2.01) and 1% (2.68) .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes that:

1. The students' ability in speaking taught by using Problem Based Learning method at the second year students of SMA Al-Huda Pekanbaru is Good.

2. The students' ability in speaking taught by using Conventional method at the second year students of SMA Al-Huda Pekanbaru is less.

3. There is significant effect of students' ability in speaking taught by using Problem Based Learning method, and taught by using Conventional method at the second year students of SMA Al-Huda Pekanbaru.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestion, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using Problem Based Learning method can give significant difference toward students' ability in speaking. The suggestion is as follows:

1. It is hoped that the teacher at SMA A-Huda Pekanbaru can implement this method in teaching speaking because this method can make the improvement of students' ability in speaking.

2. The teacher needs to make students understand the goals and benefits of a problem based learning for speaking and emphasizes the importance of using English in problem solving activities.

3. The teacher may use pictures, video, or texts to introduce the problem to students.

4. The teacher provides students with opportunities to present and share the result of their work.

5. For the students, they also need to be prepared for vocabulary related to the problem.

BIBLIOGRAPHY

Barret, T., Mac Labhrainn, I., Fallon, H. (Eds). *Handbook of Enquiry & Problem Based Learning* (Galway: CELT. 2005).

(http://www.nuigalway.ie/celt/pblbook/). Retrieved on April 5, 2011

Burnkart, Grace Stoval. *Spoken Language: What It Is and How to Teach It.* (1998).(http://www.nclrc.org/essentials/speaking/goalsspeak.htm) Retrieved on April 28, 2011

Dictionary Thesaurus. *The Free Dictionary.* (2010). Retrieved on May 27th,2011

(http://www.thefreedictionary.com/ability).

Douglas, H. Brown. *Language Assessment: Principle and Classroom Practice.* (California: Pearson Education. 2004).

_____ *Teaching by Principles; An Interactive Approach to Language Pedagogy.* (San Fransisco: Pearson Education Inc. 1994).

Gay, L.R. and Peter Airasian. *Educational Research Competencies for Analysis and Application.* (New Jersey: Merril Publishing Company. 2000).

Harmer, Jeremy. *The Practice English Language Teaching (Third Edition Completely Revised and updated).* (Cambridge: Wadsworth Publishing Company, inc. 2000).

Hartono. *Statistik untuk Penelitian.* (Yogyakarta: Pustaka Pelajar. 2009).

_____ SPSS 16.0 *Analisis Data Statistika dan Penelitian.* (Pekanbaru: Pustaka Pelajar. 2008).

_____ *Metodologi Penelitian.* (Pekanbaru: Zanafa publishing. 2011).

Hayriye, Kayi. Teaching Speaking: Activities to Promote Speaking in a Second Language, *The Internet TESL Journal,* Vol. XII, No. 11, (2006). (http://itesjl.org/Articles/Kayi-TeachingSpeaking.html). Retrieved on April 20, 2011

Howard S. Barrows. Goals and Strategies of a Problem based Learning Facilitator. *Interdisciplinary Journal of Problem based Learning:* Vol. 1: Iss. 1, Article 4. (2006). (http://docs.lib.purdue.edu/ijpbl/voll/issl/4) Retrieved on May 2, 2011

Hughes, Arthur. *Testing for Language Teacher (Second Edition).* (Cambridge: Cambridge University Press. 2003).

Jogthong, Chalermsri. *Using Problem Based Learning Instruction to Activate Students' Participation in Speaking English.* (http://pbl.cqu_edu.au/Intro/Index). Nakhon Rachasima Rajabhat University. (2007). Retrieved on May 2, 2011

John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research.* (New Jersey: Pearson Eduaction. 2008).

Kalayo, Hasibuan. *Teaching English as a Foreign Language (TEFL).* (Pekanbaru: Alaf Riau Graha UNRI Press. 2007).

Littlewood, W. *Communicative Language Teaching: An Introduction.* (Cambridge: Cambridge University Press. 1981).

Manser, H. Martin. *Oxford Learner's Pocket Dictionary.* (Oxford: Oxford University Press. 1991).

Mathews Aydinli. "The Using Problem Based Learning Instruction to Activate Students' Participation in Speaking English." (2007). Mumbai: Unpublished

Nunan, David. *Practical English Language Teaching.* (New York: Mc.Graw Hill. 2003).

Richards, C. Jack., John Platt. *Longman Dictionary of language Teaching and Applied Linguistics (Second Edition).* (London: Pearson Education. 1992).

Richards, C. Jack. *Developing Classroom Activities; from Theory to Practice* Retrieved on March 24, 2011. (http://www.professorjackrichards.com/pdfs/developing-classroom-speaking activities.pdf)

Sari, Luoma. *Assessing Speaking.* (Cambridge: Cambridge university press. 2005).

Surya Satyawati. "The Effect of the Problem-Based Learning Strategy on Students' Reading Comprehension as Evidenced from the Students' Selected Personality Traits." (2011). Malang: Unpublished Thesis

Syllabus of SMA Al-Huda Pekanbaru 2010/2011. (2010). Unpublished

The University of York. *Guide to Problem Based Learning.* (New York: York Law School. 2000). (http://www.york.ac.uk/law/Ugrad/pbi_guide.pdf) Retrieved on March 30, 2011

Ur, Penny. *A Course in Language Teaching.* (Cambridge: Cambridge University Press. 1996).