

**THE EFFECT OF PROBLEM-BASED LEARNING MODEL  
TO THE SECOND GRADE STUDENTS' SPEAKING ABILITY  
OF SMA PAWYATAN DAHA KEDIRI  
IN ACADEMIC YEAR 2014/2015**

**THESIS**



**By:**  
**YUSUF IRO HUSODO**  
NPM: 11.1.01.08.0231

**ENGLISH DEPARTMENT  
FACULTY OF TEACHING TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2015**



APPROVAL PAGE

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ENTITLED:

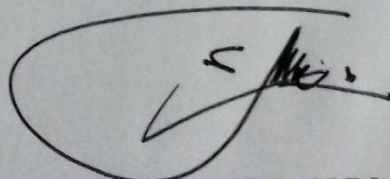
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Approved by the Advisors to be proposed to  
the English Education Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, August 31<sup>st</sup>, 2015

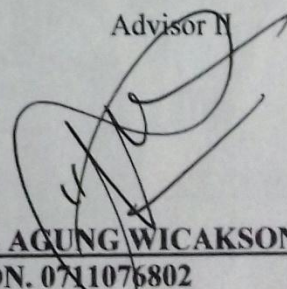
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**APPROVAL SHEET**

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Approved and Accepted by all its qualification  
by the Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, August 31<sup>st</sup>, 2015

**Board of Examiners,**

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## THE EFFECT OF PROBLEM-BASED LEARNING MODEL TO THE SECOND GRADE STUDENTS' SPEAKING ABILITY OF SMA PAWYATAN DAHA KEDIRI IN ACADEMIC YEAR 2014/2015

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### ABSTRACT

This research is about the effect of problem-based learning to the second grade students speaking ability of SMA Pawyatan Daha Kediri in academic year 2014/2015. The purpose of this research is to know whether or not there is any effect of problem-based learning model and to know the students' responses when problem-based learning model applied to the second grade students' speaking ability of SMA Pawyatan Daha Kediri in academic year 2014/2015.

This research used an experimental method and quantitative approach to do the research. There were two variables such problem-based learning model as independent variable and students' speaking ability as dependent variable. There were 200 students as population of the research and the researcher took one class as sample of the research which consists of 38 students with 17 females and 21 males. The instruments that used to get the data were interview and questionnaire. There were two kinds of test. They were pre-test that was given to the student before they were taught using problem-based learning model and post-test that was given after they were taught using problem-based learning model for teaching speaking in hortatory exposition.

In addition, the result of the research showed that the total score that was gotten by the students was increasing after they were being taught by using problem-based learning model in which the total of post-test (2648) was higher than pre-test (2384). Furthermore, problem-based learning model gave significant effect to the students' speaking ability of SMA Pawyatan Daha Kediri. It caused that t-score (11,06) was higher than t-table (2,434) at the level significance of 1%. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Also the total of positive responses was more than negative responses, so it can be concluded that the students' responses when problem-based learning model is applied in teaching speaking of hortatory exposition was positive.

Based on the statistical procedure, the researcher concluded that there is significant effect of problem-based learning model the second grade students' speaking ability of SMA Pawyatan Daha Kediri in academic year 2014/2015. By using problem based learning model, the classroom atmosphere was more alive and enjoyable for learning. So the students' motivation to learn also improved. The researcher concluded that problem-based learning model is recommended in teaching speaking.

Finally, this research is hopefully able to use as an inspiration or reference when they do the same or similar research that is about teaching speaking hortatory exposition using problem-based learning model.

**Key Words:** Speaking and Problem-Based Learning Model

## I. INTRODUCTION

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing the information” Brown (2001:8). As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulties in speaking. This problem also appears to the second grade students’ of SMA Pawyatan Daha Kediri.

Based on the researcher observation to 40 students of the second grade students of SMA Pawyatan Daha Kediri, the researcher found out that the most students having limitation in mastering the component of language. Secondly, they were rarely to practice their English. Furthermore, they felt that English was very difficult. Finally, they still had low motivation in learning English.

So that’s why, it can be concluded that teaching speaking in this school needs to be concerned. English teacher have to aware of innovative ways and well selected model of teaching especially in teaching speaking skill. One of model is a problem-based learning (PBL) model. According to Hmelo (2004:235), PBL uses real life problem to gain students critical thinking.

Based on the background above, the researcher decided to carry out the research entitled **“The Effect of Problem-Based Learning Model to the Second Grade Students’ Speaking Ability of SMA Pawyatan Daha Kediri in Academic Year 2014/2015”**

## II. RESEARCH METHOD

This research, consist of two variables namely problem-based learning model as independent variable and students speaking ability as dependent one. Based on the problem that has been stated previously, this research is an experimental research because it is done to get the accurate data that can be calculated and also to prove the research hypothesis.

According to these statement above, the writer uses one-group pretest-posttest design to get the data by giving the students

a pretest, treatment, and then post-test and compare the result and take conclusion. This research was held on May, 2015 and carried out at SMA Pawyatan Daha Kediri located at Jalan Balowerti II/37-A, Telp (0358) 687065 Kediri. The subject of the study was the eleventh grade students of SMA Pawyatan Daha Kediri.

The total number of the population is 200 students. In briefly, to make this research effective, the writer decides that the sample of the research is students from XI IIS 2. The total samples of this research are 40 students. This research, the researcher uses a test and questionnaire as the instruments. The technique of collecting data that the writer used is by using pre-test, treatment and post-test. Also in this research the writer will use questionnaire in getting the data that the researcher focuses on the students’ opinion. From this process, the researcher will know whether this research is significant impact or not by looking at the result of pre-test and post-test analyzed. The formulations are as follow:

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

There are some main components in the proces of analyzing the data should be comprehended, as: reducing the data, data display, and making conclusion as well as verification. In addition, after data display the researcher is making conclusion. And the last technique of analyzing the data is making verification. To verify the result of the research, the researcher present the notes that are related to research.

## III. RESEARCH FINDING AND CONCLUSION

Based on the finding and discussion above it could be concluded that the effect of problem-based learning model in teaching speaking of hortatory exposition was effective when applied in the second grade of SMA Pawyatan Daha Kediri.

From the data analysis above the



researcher shows that there is significant effect of problem-based learning model in teaching speaking of hortatory exposition at the second grade students of SMA Pawyatan Daha Kediri. Before the students are taught using problem-based learning model in pre-test, the total score is 2384 and the mean of pre-test is 64, 43 after they are taught using problem-based learning model and doing post-test, the score is 2648 and the mean of post-test is 71, 57 it can be concluded that students score is increasing after they are taught using problem-based learning model. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 11, 06 at the degree of freedom of 36 and t-table is 2,434 at the level of significant of 1% (0,01) and 1,688 at the level of significant 5% (0,05). It means that t-score (11, 06) > t-table at the level significance of 1% (2,434). So, the null hypothesis (ho) was rejected and the alternative hypothesis (ha) was accepted. Based on the result, the researcher signified that using problem-based learning model in teaching speaking of hortatory exposition give better result in students speaking ability.

Furthermore, from the diagram of students' questionnaire above, the reader can see that there is difference between students' positive and negative responses. The average of the students responses that absolutely agree are 37, 5% and 56, 42% are agree with problem-based learning model in teaching speaking. So, the total average of percentage students positive responses are 93, 92%, and it is very high responses for this questionnaire. While, the averages of students' negative responses are 6, 08 %. It can be seen from the students that disagree are 6, 08% and the students that absolutely disagree are 0%.

Because the total of positive responses is more than negative responses, so it can be concluded that the students' responses when problem-based learning model is applied in teaching speaking of hortatory exposition is positive.

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