THESIS

THE IMPLEMENTATION OF PROBLEM BASED LEARNING IN

TEACHING SPEAKING AT THE ELEVENTH GRADE OF MA AL-

AMIRIYYAH IN ACADEMIC YEAR 2019/2020

BY

AGUNG KURNIANSAH
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BLOKAGUNG BANYUWANGI

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THESIS

Presented to the Faculty of Education and Teacher Training

in a Partial Fulfillment of the Requirement for the Degree of Strata 1

in English Education Department

BY

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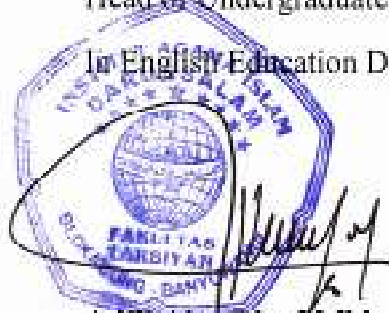ISLAMIC INSTITUTE OF DARUSSALAM

BLOKAGUNG BANYUWANGI

2020

APPROVAL SHEET

This is certifying that Sarjana's thesis of **Agung Kurniansah** has been approved

by thesis advisor for further approval by the board of examiners.

Banyuwangi, 30th July 2020

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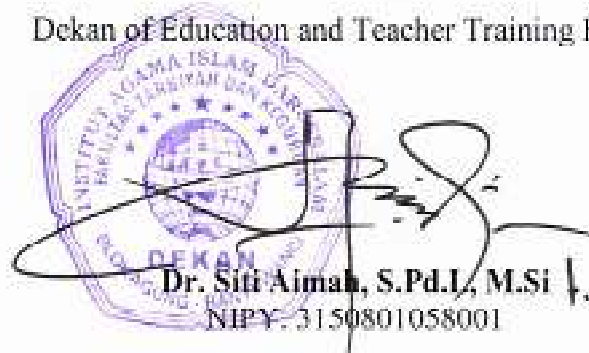**Dian Kurniasih Wahyusari, S.S., M.Hum**
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DECLARATION OF AUTHORSHIP

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Declare that:

1) This thesis has never submitted to any other tertiary education for any other academic degree.

2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

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Banyuwangi, 30th July 2020

Declator,

Agung Kurniansah

Big thanks and may Allah always give mercy and blessings for you all.I dedicate this thesis to people who always support to keep going, including my family

MOTTO

Birds Fly on Their Wings While Human Fly on Their Ideal

Allah First, Allah Again, Allah Continued

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish his 'Thesis' after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

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The Writer

ABSTRACT

Kurniansah, Agung. 2020. *The Implementation of Problem Based Learning in Teaching Speaking at Eleventh Grade of MA Al-Amiriyyah in Academic year 2019/2020.*

Key Word: Problem Based Learning, Speaking

Problem based learning solely is a learning concept that can help teachers relate the material they teach to the student's real world situation and encourage students to make connections between their own and natural experiences and their application in their lives as family members and communities. With the application of this learning students become more motivated and the increasing results of the student's learning success motivates the student is the teacher who is the major factor, and if the student is motivated then the automatic student's learning results will increase. Because students understanding and love the learning.

The purpose of this study is to find out the implementation of problem based learning acceptable English subject to the ability to speak English class XI MIA MA Al-Amiriyyah Blokagung. To achieve the above goal, a qualitative research approach with the kind of research used qualitatively descriptive. Researcher prefer qualitative type of descriptive research because he study of problem based learning subject learning is not only enough on the theory of the study model, but it needs to be proven by coming down to school live with observation, interviews and documentation in class XI MIA 2.

Research indicates that: application of the model of problem based earning according to MA Al-Amiriyyah, student's daily environment or life until students can more easily understand the materials applied. Teachers can make students more motivated by the learning taught, teacher can invite students through the intriguing questions surrounding their live to increase enthusiastic answer are definitely different personal answer. The feat of learning student increase because of students' understanding of learning, students' willingness to increase learning motivation and more importantly, because this learning model is required to understand rather than memorize so that students remember more from the process of understanding.

Teacher are expected for teaching in the education world to be more creative in delivering materials in the classroom, students are expected to be more active and creative and to have the will to be more informed by the active ways in the classroom, and to dig up and develop the potential within themselves both in school and in society.

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CHAPTER I

INTRODUCTION

A. Background of the Research

A language is a sign system of which the main function is communication among people. Speech is then the main instrument for human communication (Ferdinand dr Saussure 1959: 8-10). As an international language, English is very important and has many interrelationships with various aspects of life. In Indonesia, English is consedered as the first foreign language from elementary school up to the university level.

English language has acknowledged as one of widely-used languages for people in order to be able to communicate with other people from different countries because English is the common primary language in the world as international language (Ferdinand dr Saussure 1959: 11). It cannot be denied that in the competitive era of globalization, the ability to communicate in English is precious value because in international relationship, English speaking ability is very important to be able to participate in the wider world of work.

As international language, English language is also considered as an importance language to be learned. Most people claim that English is an important language that has to mastered in order to make them engaged in the modern life (Brown,2003:7). Nowdays English is also used in some aspects of life such as education, entertainment, sport, technology and so on. Therefore, mastering English is important. Considering the importance of English, most

people attempt to get the information through receptive skill namely listening and reading and also productive skill namely speaking and writing.

In English language teaching, there are four ability included: speaking, reading, writing and listening. Speaking is one of the important skill in language because speaking is an activity used by the people to communicate with other. According to bailey and savage (1994) stated that, speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many peoples. Speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly.

In the learning process speaking is one of the skill that student have to do. Therefore communication or speaking is the goal of English language teaching is to develop student ability in using English. Many people want to develop their speaking skill and make sure their children have good English speaking (Richard,2004:10). Absolutely, students have to produce and interact the language in any aspects of their daily communication. It is because not sufficient for students to learn only words, phrases and grammatical features if they want to improve their skill. This reality make a teacher thinks that speaking skill should be improved and be mastered by their students.

Hornby (1995) stated that, speaking as the skill that the students will be judged upon most in real-life situations. Is is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

As one of the basic skill of English, speaking has an important role in language learning process. Glenn fulcher (2003) said that speaking is the verbal use of language to communicate with others. Maxom (2009) said that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelinfs and desires to others. In school, the student learns how to speak English easier because there teachers and friends whocan be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

According to Jean Brewster (2002) there are two factors that increase students speaking skill, those are internal and external factors. Internal factors comes from the students, such as motivation, confident, as well as background knowledge. In internal factors comes from the teacher, such as method and environment. Up to now, most of the students still have difficulties in learning speaking. They always think speaking English is hard work and not enjoyable. So that, when the teachers ask them for practicing speaking in the class, they did not brave enough to speak up, especially in front of the class. Sometimes, they also feel anxious and less confident about their speaking, pronunciation or grammar.

In this case, the students must study hard to master it and the teacher should create a good atsmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having

lack of confidence in their ability. The students also think that learning English is not interesting, yhis is beacause the method or strategy that is used less attract students learning has focus on the teachers and put the listener.

From the reason , the researcher wants to improve the students' interest in speaking ability by using Problem Based Learning Strategy. Teachers can use many strategies in language teaching, there are many kinds of language teaching, one of them is Problem Based Learning (PBL). Problem Based Learning is the one of the change from teaching paradigm to the learning paradigm (Barr and Tagg, 1995:271). This strategy can make the students active in the class and this strategy focused on the students centered.

In the new curriculum, students should be active in the class, and the teacher only becomes a facilitator. So, this strategy is the appropriate strategy to improve the students' speaking ability. By the use of Problem Based Learning (PBL) Strategy, the researher hopes the students are able to involve the emotional power to find a new knowledge and the motivate them to be active in the class and improve their self-confidence on English language especially in speaking skill.

The reason why the researcher chose MA Al-AmiriyyahBlokagung as the place of conducting this research was because MA Al-Amiriyyah has the extention class which English is considered as an adaptive subject. The researcher focused on the eleven grades students of MA Al-Amiriyyah Blokagung since the students were considered ready for L2 learning and they already had higher level of language proficiency than other grades. In addition,

their cognitive development is ready to learn English actively especially in mastering English speaking skills.

From explanation above, the researcher decides to conduct a research entitled "the implementation of problem based learning in teaching speaking at the eleventh grade of MA Al-Amiriyyah Blokagung in the acdemic year 2019/2020".

B. Research Problem

Based on the background of the study, there are some statements of the problem is "How does the observation of Problem Based learning implementation in teaching speaking at eleventh grade of MA Al-Amiriyyah in academic year 2019/2020?"

C. Limitation of the Research

Considering the amount of time and available resources, the discussion in this study is only limited to the discussion of the progress on the students and the implementation of PBL to improve the student's speaking mastery. The participants of this study of this study would be the eleven grade students of MA Al-Amiriyyah Blokagung Banyuwangi.

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addition, their cognitive development is ready to learn English actively especially in mastering English speaking skills.

D. Objective of the Research

According to the statement of the problem, the objectives of the study are to know the teacher's implement PBL in teaching speaking skill at eleventh grade of MA Al-Amiriyyah in academic year 2019/2020.

E. Significances of the Research

Through this observation research, the researcher hopes that it can give advantages for improve the teacher's ability to teach the students with a better strategy, increase the teacher's professionalism in learning process. For students this method can make the students to active in the class, interest the students speaking up in the class, develop the students speaking ability and train the students' confidences.

It is hoped that this study will complement the English speaking skill learning process primarily with regard to the active learning strategy/method, in this case by using the Problem Based Learning to identify the students' initial and ultimate ability, between experimental groups and non- experimental groups. Knowing the extent of the power of influence is expected this can indicate how important the variable is affecting students' history.

And the result of this observation research can create the innovation for the other school to develop the interesting learning strategy to improve students' involvement in teaching learning process. Besides, it creates good quality for students' output.

F. Previous Study

In the study researcher conducted pre-research by conducting previous research surveys related to the title of the study. There are three research reports that have a theme in common with this research, as follows:

For the first thesis of Ratini Setyowati with a title the application of PBL learning to improve the student English communication competence in AKPARTA Mandala bakti Surakarta, the goal of the study was to adopt a method problem based learning at English subjects to improve student English communication competence in AKPARTA Mandala dedicatory Surakarta. The kind of research used in this study is qualitative. From this research it could conclude that PBL methods are more effective to improve communication skills in English or communicative competence. The differences from my research are in my research the goal English skill, the subject is students in school

Then for the thesis of Desita Pratiwi with the title improving speaking skills using the method of Problem based learning at SMA Negeri 2 sungai raya, this study aims to explain the improvements in speaking skills of class X C senior high schools using the methods of problem based learning. The kind of research used was qualitative research, from this research to suggest a methods problem based learning has been successful in improving speaking skill for class X C Senior High school Sungai Raya. From that research I take the differences in my research are subject is XI MIA 2 MA-Al-Amiriyyah

The last is thesis with the title application of problem based learning to improve English skill in XII MIA 1 SMA Dwijendra Denpasar by Putu ayu

arya windari. The purpose of this study is to determine the learning ability of students in the English language conducted in class XII MIA 1. The kind of this research used qualitative, based on these result it can be concluded that the application of Problem based learning can improve thinking ability and learning outcomes of students in class XII MIA 1 in dwijendra . the differences from that research are in her research every cycle consist 6 levels nd the subject is class XII.

CHAPTER II

THEORETICAL FRAMEWORK

There are various components that eventually lead to such a method like Problem Based Learning (PBL). This chapter is dedicated to give a deeper understanding of the study. A number of discussions on related points of the topic will therefore be clarified. In this level, the theory will be explained in relation with the research findings. How the theory is linked to the result of the research.

A. Theoretical Framework

This section discusses of the speaking and Problem Based Learning

1. Speaking

a. Definition of Speaking

Bailey (2005:2), "speaking consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is often spontaneous, open-ended and evolving.

Harmer (2007:284), "speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information".

Therefore, the researcher concludes that speaking is ability to produce the language and share their ideas.

b. Function of Speaking

According to Richards (2008:21) the functions of speaking are; talk as interaction, talk as transaction, talk as performance. They are as follows:

1) Talk as interaction

Talk as ininteraction refers to what we normally mean by "conversation" and describes interaction that serves a primally social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The massage and making someone understood clearly and accurately is the central focus, rather than the participants and how they interact social with each other.

3) Speaking as performance

This refers to public talk, that is, talk that transmits information before as audience, such as classroom presentations, public announcements and speeches.

c. Components of Speaking

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

1) Pronunciation

Pronunciation is the most important element in determining the success of communication. Without a good pronunciation the listener will difficult to understand and get the point of what the speaker says.

2) Vocabulary

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

3) Grammar

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

4) Fluency

Fluency can be defined as the ability to speak smoothly and readily. According to lambardi (1994) states that fluency

has the meaning as the way of someone speak with normal speed, like native speaker or they who own the language because the one who own the language can dispose the language skill.

5) Comprehension

Manser (1991) defines comprehension as the ability to understand something. In speaking, comprehension is certainly needed so that the speaker can initiate the communication and the listener can respond to it. Comprehension is important to avoid misunderstanding between a speaker and a listener so that communication can be achieved successfully.

d. Types of Speaking

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

1) Imitative

Imitative is the skill to imitate a words, a phrase or possibly a sentences. Imitative is not only part of phonetic level and oral production, but also includes a number of prosodic, lexical, and grammatical properties of language.

2) Intensive

Intensive is the production of short tense of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as,

prosodic elements-intonation, stress, rhythm, and juncture. For example, reading aloud sentence and dialogue completion.

3) Responsive

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

4) Interactive

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

5) Extensive (monologue)

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

2. Concept of Problem Based Learning (PBL)

This section discusses the definition, the characteristic and process of the PBL in teaching.

a. Definitions of PBL

Problem based learning is an approach to learning that has been constructed from a perspective that considers a whole range of theories. (Maggi, 2004:34)

According to Karen (2013:623) problem based learning is an active and engaging pedagogy to use for teaching information literacy concepts and ability at both the undergraduate and graduate level.

In consequence, the problem based learning is an approach can develop student's abilities in learning, students learn to find the information based on the real word problems, and learn from their experience to work in group and how to solves some problems.

b. Characteristics of PBL

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

1) The problem is the main point of learning

2) The problem is usually used the real-word problem that appears unstructured, it is meant to be as authentic as possible.

3) The problem of PBL promotes the solution by taking into consideration knowledge from several subject and topics.

4) The problem challenges students current knowledge, attitudes and competencies, the calling for identification of learning needs and new areas of learning

5) Self-directed learning is primary. Thus students assume major responsibility for the acquisition of information and knowledge.

6) Learning is collaborative, communicative and cooperative. Students work in small group with a high level of interaction for peer learning, peer teaching and group presentation.

7) Development of investigation and problem-solving skills is as important as content knowledge to solve the problem. The PBL tutor thus facilitates and trains through questioning and cognitive coaching.

8) Closure in the PBL process includes synthesis and integration of learning

9) PBL also includes with an evaluation and review of the learner's experience and the learning processes.

The goals of PBL are content learning, acquisition of discipline related heuristic and development of problem-solving skills. PBL also includes the life-wide learning goals of self directed learning, information-mining skills, collaborative and team learning, and reflective and evaluative thinking skills (Tan, 2002).

c. **The Process of PBL**

The process of problem based learning according to Barbara (2001:7) in Bound & Felitti (1997) as follows:

1) Students are presented with a problem (case, research paper). Students working in permanent groups organize their ideas and previous knowledge related to the problem and attempt to define the broad nature of the problem.

2) Throughout discussion, students pose questions called "learning issues" that delineate aspects of the problem that they do not understand. These learning issues are recorder by the group and help generate and focus discussion. Students are continually

encouraged to define what they know and more importantly what they don't know.

3) Student rank, in order of importance, the learning issues generated the session. They decide which questions will be followed up by the whole group and which issues can be assigned to individuals, who later teach the rest of the group. Students and intructor also discuss what resources will be needed to research the learning issues and where they could be found.

4) When students reconvene, they explore the previous learning issues, integrating their new knowledge into the context of the problem. Students are also encouraged to summarize their knowledge and connect new concepts to old ones. They continue to define new learning issues as they progress through the problem. Students soon see that learning is an ongoing process and that there will always be (even for the teacher) learning issues to be explored.

B. Conceptual Framework

A problem based learning model can be defined as a range of learning activities that emphasize to the problem solving processes that are scientifically faced in PBL processes, before the lesson begins, students will be given problems. The problems presented are those that have a context with the real world, the closer it gets to the real world, the better it will affect increased student skills.

There are three stages of Problem Based Learning models study carried out by a teacher of English at MA Al-Amiriyyah which is the planning,

execution phase, and assessment or evaluation stage. For the preparation for PBL, the preparation the teacher does is the drafting of a lesson plane (RPP). In the implementation stages of PBL learning there are three succinctly. *First*, a planner's job involves setting goals, designing appropriate problem situations, and organizing resources and logistics plans. *Second*, the interactive task is that there are student orientation on problems, organizing students to learn and assisting material and group inquiry. For the assessment or evaluation stage by measuring learners' activities in a way when the students present and teachers assess by observing them, the assessment alone is a measure of understanding and accessing the potential of learning.

CHAPTER III

RESEARCH METHODOLOGY

A. **Location of the Research**

This study took place in MA Alamiriyyah which was located in Blokagung Banyuwangi. There were four English teacher in the school. The research study was conducted at eleventh grade of MA Al-Amiriyyah Blokagung in academic year 2019/2020.

B. **Time of the Research**

The research was conducted in the second semester of the 2019/2020 school year and starts from September to December based on the academic calendar and class schedule. First observation 10 october 2019. 08: WIB until finished. Followed by the second observation on 12 October 2019 at 7.30 WIB. Third observation 17 October 2019 at 8.10 WIB. The fourth observation 19 October 2019 at 8.10 WIB.

The time used by the author to conduct research in a period of approximately 3 (three) months, which is divided into 2 cycles, each cycle consisting of 2 meetings so the total face-to-face with students becomes 4 meetings. The first and second month the researchers conducted the research and the third month the researchers carried out data processing which included the preparation of a thesis and the guidance process took place.

C. **Research Design**

There are many methods or designs used to solve some different problem, in order to be more systematic in conducting this study, the researcher

much work in a certain methods or design to get an accurate result of this discussion.

Concerning to the problem and the target of the research: sense of the researcher uses descriptive qualitative method to analyze the data, because the data presented in the form of words. Furthermore, when viewed from the problems studied the descriptive research. Descriptive research is a study of data collection to test research question or hypothesis related to current circumstances and events, report the state of the subject or subject studied in accordance with what it is (sukardi,2003:157). The researcher choose the methods because subject of study support qualitative then exen research or others, the researcher analyzed the problems speaking faces by eleventh grade of MA Al-Amiriyyah, after that the researcher described the problems that.

According to sugiyono (2015:2) research design is an orientation research activity to collecting data with the purpose and special useful. Sugiyono in his book metode penelitian pendidikan says collecting data through research method must be valid. So, before the researcher getting data the researcher must be examine, dreability and objectivity. Based on the statement research method is a scientific way to obtain valid data, with the aim to develop proven.

Talking about research method, Hadary Nawawi and Mimm Martini explained is sudikin and Mundir's artice that the research basically means a series of activities or processes reveal a secret something that has been known yet by using way of working or systematic method, directional and accountable. Research was one of reliable ways to obtain knowledge. It was an

exciting process of discovery but it requires many aspect such as, personal integrity, persistence, etc, as student or any ones who wants to conduct a research has many ways to obtain information through consulting to expert, reviewing literature and so on.

D. **Source of Data or Population and Sample**

The data source in the research is the subject where the data can be gained (arikunto, 2016:129). According to lofland principal data source in qualitative research are words and actions, the rest are additional data such as documents and others (meleong, 2005:157).

In the study at the stage of PBL learning planning using interview and documentation methods, the interview method included interviews with the headmaster, teacher of English and students while documenting school profiles, syllabus, RPP. In the execution phase of PBL learning using interview and documentation methods, the interview method included an interview with the teacher of English lesson and students, while documenting notes and pictures. Then at the evaluation stage use the interview method, the interview method covers with English teacher and students.

E. **Technique of Collecting Data**

a. Observation

Sutrisno adi (1986) suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are process of observation and memory by Sugiono (2011:145). In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation,

the researcher make the observation notes about situation in the class, covers teachers performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar and their braveries to speak) and take photograph.

Observations made in this study are observations of the learning process, including teacher and student activities during the learning process. According to Arikunto (2010: 145), at least four things are included as observation points, namely: a), students, regarding their interests, enthusiasm for learning, activeness, seriousness, cooperation, and others, b) the expected learning atmosphere is conducive. , c) smooth learning, and d) student achievement or learning outcomes. Based on the above opinion, the observation points can be developed into the observed aspects of the observation of teacher and student activities in the learning process of listening to short stories.

The aspects observed in the observation of teacher activities are preparing teaching equipment and learning media, checking student readiness, making presence, conveying perceptions, conveying the scope of the material being studied and learning objectives, providing motivation to students, conducting questions and answers to students, mastering the material learning, doing two-way communication when explaining learning material, giving students the opportunity to ask questions, using learning media, guiding students to conclude learning material, providing reflection and follow-up and the accuracy of the completion of the learning process.

Table 3. 1 Teacher Activity Observation Sheet

	Aspects	yes		Explanation
	Prepare equipment teaching and media learning			
	Checking student readiness			
	Delivering apersepsi			
	Convey coverage material studied and learning objectives			
	Doing questions and answers to students			
	Mastering the material Learning			
	Communicating two-way when explain the material learning			
	Give it a chance students to ask			
	Using media Learning			
	Guiding students to write down the points important short story			
	guide students to conclude the material learning			
	Provide reflection as well follow-up			
	Provide motivation to students			
	The accuracy of completion learning process			

b. Interview

Before implementing the reserch, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea.

Therefore, researchers need to use this technique to see information about what methods, or what media are used in listening, and how much influence student achievement in learning English using movie learning techniques. In other words, interviewing is a method used to obtain data by making face-to-face interactions with informants. With regard to research, interviews are used to obtain supporting data for the English subjects of MTs Al Amiriyyah Blokagung. Implementation of movie learning in English, and the process of teachers and students in class. The questions used in the interview are as follows:

1. What the difficulty of English learning and what background it?
2. What the reaction of students when they don't understand with lesson?
3. Is the method in teaching effectively ?
4. What the method usually miss lia used in learning?
5. Is the methods very influence in teaching learning?

c. Documentation

Documenting methods are a technique for data collection by using documents or documenting all the activities carried out during research whether records, videos, and all written notes relating to events in the teaching process. This harmonizes with Guba and Lincoln's (2008) explanation of the document as any written material or film done by researcher.

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

F. **Technique of Analysis Data**

This study is a descriptive study, with more description of interviews and more documentary studies. The data already obtained will be qualitative and descriptive form. According patton, data analysis is the process of organizing data sequence, organizing them into a basic pattern, category and description. That definition illustrates how important data analysis positions are viewed in terms of research's purpose. The important principle of qualitative research is to find the theory from data.

The textual data analysis used in this study is to use steps such as burhan burgin, which is the following:

1. Data collection

    Data slinging drops an integral part of the data analysis activies. Data collection activities on this research are using interviews and documentations.

2. Data reduction

    The reduction of data, which is defined as selection process, centralized treatment of simplification and crude data transformation emerging from the written field. The reductions are done as data collections begin creating summaries, coding, examining themes, working suit groups, writing memos, and so on in order to select irrelevant data/information.

3. Conclusion drawing and verification

    Is the ultimate activity of data analysis. A deduction of interpretation activity, that is to find data that has been printed out. Between the data

display and the deduction there is the activity of the data analysis that exists. In this sense qualitative data analysis is an ongoing, repeated and continuous effort. The problem of the data reduction, the deduction/verification drawing data becomes the sequential pictures of cleanliness as the corresponding sequence of analysis activities. Further the data which has been analyzed, described, and amplified in words to describe the fact that there is a field, a use or to answer questions that researcher have onl the gist of.

Based on the above information, each step in the process is dedicated to gaining a verification of the data by examining the data available from different sources in the field and personal documents, official documents, images, and so forth through the methods of interviews supported by the documentary study.

G. **Research procedure**

In this study researcher conducted the data collection process by observing the learning process through the problem based learning model of learning, in order to improve the speaking skills of eleventh grade of MA Al-Amiriyyah Blokagung. In this study data is gathered using a technique 1) observation 2) interview 3) documentation.

As the following steps:

1. Teacher entered the first class to be used as an experiment using problem based learning models.

2. The Teacher began teaching the curriculum English lesson to match and syllabus and lesson plan.

3. Teacher also prepared a piece of paper HVS, PPT and problems that will be considered subjects of discussion (the problem of based electronic)

4. Teacher display a problem then sudents are required to think and solve the problem and to write on the HVS paper that researcher has provided.

5. And the last one researcher collected answer sheets completed by each student.

H. **Objectivity and Validity of Data**

The validity of data, an integral part of qualitative research, required an examination of the validity of the data. To establish the validity of the data required examination techniques. Implementation of inspection techniques is based on a number of specific criteria. There are four criteria used, the degree of trust, reliability, dependence and certainty (meleong,2014:324).

The data validity criteria used in this study is credibility (degree of trust). As for the authentication technique of data, namely the extension of participation and diligence of observation. Extension of researchers was decisive in data collection. Such participation is not limited to a short time but requires considerable time in the study.

Extension of participation is also intended to build the subjects' trust in researcher as well as their own. So intended of merely applying a guaranteed technique for coping. Apart, the subject's belief and self-confidence in the researcher is a daily development process that is a means of preventing trial and error on the subject. Efforts to build confidence and subject trust take

considerable time, so researcher must estimate the time required in research completion.

Diligence in observation means looking for influences that are to be reckoned with and that are not to be reckoned with. Endurance of observation to find the characteristics and elements in the very situation. Relevant to the question or issue being sought out and then focusing on these matters in detail. In other words, if extension of participation provides scope, then diligence observation provides depth.

CHAPTER IV

RESEARCH FINDING

Based on the results of observation and interview with the subject of the study, the researcher presents the finding of the study. The data were also taken from the documentation. The subsequent researcher presents the findings of the study that is divided into several findings

A. Observation 1

Miss Lia uswatun Hasanah began the study with greetings and prayer reading, and continued to record students/fill out student absentees. At the time class XI MIA 2 there were two people who were sick. In this new study, miss Lia used lecture study models to enable researcher to find the difference between class situations and student enthusiasm in the lecture model study. First, miss Lia explains competence.

By the time miss Lia explained, researcher noticed that not all the students were paying attention. There were the students whispering to a friend next door, skipping class with getting the bathroom, some lost in thought. The average student who paid attention was the one on the front seat up to three benches from the front, the rest of the students didn't notice. After an hour of study has passed and palk miss Lia explained the materials about the earth, miss Lia ruled wrong student to speak in front of the class talking about earth.

When the student speaking English in front of class, the average student talked heavily with his seatmate and nobody attention. But when the student ask to some her friend all of friends direct pay attention her. This causes

learning to run slowly because of the student factors that are inconsistent in learning and are not following the teacher's command. Until the is over, the students still pay no attention to the lesson even with the teacher in front of the class, preferable to having a conversation with their seatmate rather than receiving the lesson being presented but not all students are like that, there are students who actually pay attention from the beginning of the lesson to the end of the lesson, miss Lia tell the students that for her next meeting will be applying a different learning model and students are asked to be enthusiastic inside practice.

B. Observation 2

The October 13,2019, he study has been completed, and researcher continuous on Monday September 17, 2018 showing up at 07:45 WIB and going to class XI with miss Lia is at 10 a.m. in recent studies, researcher offer only pre-test and post-tests without performing the study of the Problem based learning but before researcher give them pre-test and post-test, researcher repeating the matter before. The research ran very well and there are no constraints.

C. Observation 3

The following study on Tuesday, October 20,2019 before researcher entered class XI with application of study of the problem based learning, the researcher entered the observation of some students to knowing what preparations miss Lia has ordered both students and student initiatives in personal preparation to follow the next study using the learning models. The

question that researcher have asked some student is : "what preparations will you make for the English lesson at the next meeting that miss Lia described?"

Researchers begin by looking at the pictures of earth, after which they promote discussion with the question "what do you know about earth now?" after it the researcher asked several students to tell what is earth and the condition now around which student lives. And researcher add extra credit to students who dare to come to the front of the class to explain the question students who are advanced to explain it was called rani was commonly called rani.

After Dea finished answering the question, the class XI MIA 2 applauded for her courage. Researcher have added credit to the authorities for miss Lia approval in appreciation for his courage. Continue to inform researcher the purpose of today's learning on class XI MIA 2 and explain PBL earning procedure that students should follow, students are silent and eager to listen to the researcher commands because if students do not listen they will be left behind the execution.

The researcher asked the students to change their position of seating to grouped, with the condition of class of 26 students divide to 5 builders. For each group of five or six members of the study group. After the researcher instructed the move, the students immediately moved from their seats and shifted their positions into study groups. After the students sat back in their seats, the researchers explained what duties learners in the PPT had to discuss the picture and the videos.

D. Observation 4

Researcher return to MA Al-Amiriyyah at the meeting next on October 04th,2019 at 07:30 am and researcher with miss Lia attended the class XI MIA 2 at 10:40 am. On to go with conducting a question and answer with students about last week's learning models, as the students have done the tasks and discovered new problems that they had not previously noticed, when researcher asked questions, they were eager to answer. Even students who would normally be passive in the class became active.

In turn the researcher responded well to all the student's answers and corrected the students' incorrect answers. Afterward the researcher invite students to conclude on their discussion, inviting the students to conclude on both the material and the real-life understanding, because Problem Based Learning models trust requires understanding rather than memorizing, then teachers should be able to brainwash students in order to understand what is learned and found is not just memorization. The researcher invite the students to reflect on what students learned by either the arts or modules and are linked to real life, with the results of discussions they have taken and it turns out that students are better able to explain in their own language of understanding and can distinguish social changes, social transition and culture without seeing or reading book.

Researcher assign students the task of "writing down the types of condition of earth", which is to evaluate the student's understanding. The students begin writing in their notebooks as instructed by the teacher. After the student completes the study, researcher ask each student to read the answer

from roll call number 1 through 26. At the time researcher listened firsthand to the result of the student's and the average student's answer already understand this material, although the student's answer are similar but they continue to speak their materials use English.

The researcher asked the students in the class "is the study these days fun?" and the students answered: it is fun miss normally. To continue with the second question do you like the study model I implement this time?". The students answered: miss is not like the normal kind of reading, listening and recording only. Next time researcher give some theme to exercises to students score at measuring individual student understanding given time until the hour of the lesson ends.

To strengthen the result of the study in class XI MIA 2, researcher conducted a direct inquiry of some students in the XI MIA 2 class on the implementations of Problem based Learning that has been carried out with same question. "what do you think of methods the practice of Problem Based Learning performed on condition of earth?" and some student answer is this:

E. Interview

O   : what the difficulty of English learning and what background it?

ET   : they find difficulty for English learning, because of their knowledge about English vocabularies are not enough. They can also seldom practice to translate into English language continently. They seldom communicate by using English language, in other that, they are not usually speak English. The difficulty that they

find in English learning is combination or connecting vocabularies to be good sentences.

O   : what the reaction of students when they don't understand with lesson

ET   : confuse, look for dictionary find the meaning and discussion with their friends, asking about the meaning of sentences to their teacher.

O   : is the method in teaching effectively ?

ET   : depend on the teacher, explain the matter, most of them enjoy with learning process

O   : what the method usually miss lia used in learning?

ET   : discovery learning, problem based learning. I have implemented problem based learning in the class, I take the conclusion that PBL is less effective, because we must manage the time duration for speaking practice for every student. Before that, students must arrange their problem, teacher need long process for formulating of problem.

O   : what the casus?

ET   : they practice for making conversation, about asking suggestion and offering matter. Beside that, they find difficulty to respond the conversation between two person

O   : is the methods very influence in teaching learning?

ET   : very influences, yes of course

O   : when the students don't understand with the matter, how to solve it?

ET   : teacher must explain clearly, student must prepare the support of learning such as; dictionary, students worksheet, paper, etc. teacher must select the best method for easy learning process, in other students can be able to understand the matter.

CHAPTER V

DISCUSSION OF FINDING

A. Description of the results of observations 1

1. The objective of teaching speaking by PBL method

The eleventh grade of MA Al-Amiriyyah Blokagung are expected to have great competence in spoken language. The students are facilitated to be aware with environment and capable of facing the challenging language in the real word. The goal of this grade is to make students speak up directly and freely in all of situations. The teacher helps them to make a group of speaking and divides the class into five groups.

2. The material of teaching speaking by PBL method

Material is that the facilities of teaching-learning process that such reasonably of media to achieve purposes. The material should see to the framework that is syllabus. In teaching speaking, the goal is to form students aware and practice English directly when and everywhere. The material should facilitate students to grasp the goal of teaching speaking and to precise ideas, feeling, and opinion using English. The researcher uses the text narrative which is still telling about the earth as the material used to retell.

3. The technique of teaching speaking

a. Technique of teaching speaking

The data related to the teacher's ways of using the strategies in teaching speaking by retelling story were taken from conducting an interview with the subject and having observation. The presentation of findings, in this part, covers five kinds of teaching speaking strategies, they

are listening to the story from the teacher while reading text, then translation, making a note, practicing to retell the story.

The teacher as the interviewed adopted communicative approach. And it chooses a certain technique in designing the lesson plan in one semester. The technique chosen is discussion. In this subchapter, the writer explains the implementation of retelling story in teaching speaking at the eleventh grade of MA Al-Amiriyyah. Teaching speaking by retelling story can be taught with the following procedure:

1. Teacher greets the students.

2. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.

3. Teacher gives a chance for students to share their ideas.

4. Teacher informs the student what they should do.

5. Teacher asks students to listen the story that is being told by the teacher.

6. Teacher tells the story to the students by narrative story.

7. Teacher asks some question related to the activities that they should do after listening to the story.

8. Teacher retells the story once again so that the students will be able to retell.

9. Teacher asks the students to retell the story that has been talk by the teacher.

10. Teacher asks some students to come in front of to retell the story that the students have listened from their friend.

11. Teacher gives comment and explains necessary things such as correction and how to do a monologue.

12. Teacher gives a chance to students to ask question about the material.

13. Teacher asks students about the lesson and the problem during the lesson.

14. Teacher closes the class by greeting.

b. The media for teaching speaking

Media are used to help the teaching learning process in order to deliver material easily and interestingly. In this class the use of media is the use of paper sheet and video in delivering material. Based on the observation the media that are often used are paper sheet; it is used to make a clear explanation in launching the theme.

The presentation contains text of story that makes the students easy to catch the theme. Other medium is white board. This medium is used to note the new vocabulary that asked by students. The arrangement of class is one of medium to facilitate the students to have comfort discussion. The writer can draw conclusion that the media are paper sheet, laptop, white board, article and the arrangement of class. All of media are useful in helping the students to understand the material given.

4. Teacher's role in teaching

The teacher in the classroom has some roles in guiding the classroom. The teacher observes the students' has to determine and plan the technique used. The needs of the students as a basis of the teacher to form her own lesson plan that associated with the syllabus. Supported the observation,

there are several roles in teaching speaking such as a motivator, facilitator, model, organizer and observer.

5. Students role

In speaking, students have big roles because speaking is an active and energetic skill. It requires the activeness of the students to show and sharpen their ability in speaking English. Besides the teacher has many roles within the class, the students even have some roles, they are as follows:

a. Students as subject

Student and teacher are partner in teaching -learning process. The teacher can decide the role of the student by choosing the technique in teaching-learning process. Student as subject means the students because the doer of teaching-learning process. They are planning of their learning program and ultimately assume responsibility for what they do within the classroom especially in English class.

b. Students as negotiator

The students as a negotiator mean that they discuss what they learn with the other students and therefore the teacher. In discussion they become negotiator. They build their knowledge along with their friends in discussion time. About 15 minutes they do discussion and share what they thought and what they need to present. After they find difficulties in translate Indonesian language to English, the students will share and ask the teacher.

c. Students as monitor and evaluator

Directly or indirectly the students know their progress by seeing their understanding within the evaluation that is presentation. In Speaking,

students can know their competence by measuring their activeness in an exceeding discussion. They can know their learning progress by seeing their or their friends activeness within the discussion. They can measure well or not in producing spoken directly when the response to their friend's opinion within the presentation. An interview with the students some students said that they feel petrified of and fewer confident once they want to speak. And that they said that building sentences in English is difficult because they have need little vocabulary.

d. Students as tutor of other learners

Student as the tutor of other learners is sharing knowledge with others so as to urge a clear understanding of the material. During this class students always do discussion to gain their opinion within the theme. The researcher observed that some students feel frightened about getting a teacher. They feel lighter by asking their friends.

e. Students as participator

In this class, the student is as an energetic participator. They became the object of the teaching-learning process. The students participate in discussion, presentation and reflection. They provide their opinion freely and feedback to each other. During this observation, the students are center or subject and that they play their role within the frame that is made by the teacher. The teacher gives a discussion to facilitate the students' participation in delivering their opinion by discussion.

B. Description of the results of observations 2

The second meeting was held on Tuesday, October 12 2019. Learning English starts at the 1st hour or at 7.30 WIB. When compared with previous meetings, this second meeting was better seen from the readiness of students in receiving lessons. When the author entered the classroom, all the students were sitting neatly in their chairs, having prepared English textbooks and writing instruments on the table without being instructed by the teacher. Teaching equipment such as laptops, projectors, LCDs, and speakers are ready for use. The seating arrangement for students is still facing the teacher. The learning process is followed by 26 (twenty six).

The initial activity of the teacher's learning begins the learning activity by asking students to pay attention by asking whether the lesson is ready to start or not. The teacher performs apperception activities after the students simultaneously answer that the lesson is ready to start. Apperception questions about the short story with the main character. In this learning process, the teacher has not conveyed the scope of the material being studied and the learning objectives. The teacher has given advice to students so that this lesson must be paid attention and listened to well, so that they can answer test questions and all students can complete it.

Then the teacher has not written the main material to be studied, but the teacher has directed the material to be studied by asking "Today we are still learning like yesterday, remember what we learned yesterday?". Students answer the teacher's questions simultaneously. Core learning activities The core activities

begin with a two-way question and answer activity between the teacher and students. The teacher seems to have mastered the learning material, marked by the teacher explaining the subject matter in detail, coherently, using simple language and not being fixated on textbooks. The teacher gave several questions to students to remind them of the teacher's explanation on Monday. Students answer the teacher's questions about the elements of the story to be studied, namely the characters and characterizations, themes, settings, plot and messages or moral messages contained in the story. There are some students who already understand the elements of the story in the movie. There were 3 (three) students who had raised their hands first before answering the teacher's question, but the majority of students answered simultaneously without raising their hands first. All students seemed to be active in answering the teacher's questions.

The learning activity was continued by showing animated cartoon movies. Before the animated movie was shown, the teacher gave a brief introduction about the rules for listening to animated cartoon movies. The teacher reminds the students by saying that students must concentrate while listening, pay attention well so that later they get good grades. After the students understood, the teacher began showing a cartoon animated movie entitled "moblization" with a duration of 23 (twenty-three) minutes and 20 (twenty) seconds. In this case, the teacher can use learning media properly and smoothly. The students listened carefully, without the slightest sound and the students seemed enthusiastic about the short videos that was being shown.

The teacher asks several questions related to the elements of the story after the animated movie has finished showing. Questions asked by the teacher such as

"Do you remember the title of the short story earlier? Who are the characters? Who are the protagonists and antagonists? Where did the story take place? What time? What was the tense atmosphere at what time? What is the type of groove? What mandate can be taken? After listening to the story earlier, what theme is suitable?". Students are active and enthusiastic in responding to teacher questions. There is even a student who rebutted the teacher's answer. The teacher has also confirmed the student's rebuttal, corrected the wrong answers and praised the students who answered correctly. But just like the first meeting, the teacher has not guided students to note the important points of the stories they have listened to. The main points of the story are only discussed orally. Because there were no students who asked further questions, the teacher continued to explain the test questions related to the animated movie that had been shown and had to be done on time in 20 (twenty) minutes.

In this case, like the previous meetings the teacher had not informed him that the test questions had to be done alone, they were not allowed to ask questions and discuss them with anyone. In the early minutes all students looked serious and calm in doing the test questions. But after 5 (five) minutes of walking, when the teacher left the classroom for a while, whispers began to be heard, there were students discussing and chatting with their classmates. There are 2 (two) students walking around the classroom while doing the test questions. There were 7 (seven) students who chatted with each other and played guessing words while the time for solving the test questions was still running.

When the teacher returns to the classroom, the teacher asks "It's all over?" and also reminded that there is still approximately 4 (four) minutes for students

who have not finished. When 20 (twenty) minutes have run and the time is up, the teacher asks students to stop working. Then the teacher gives a signal with a count to exchange the test questions with the friend beside him. The teacher provides confirmation by discussing one by one the test questions with the students. There were 2 (two) students who asked questions because their answers were different from the teacher's answers and students explained the reasons in language that was easy for students to understand. After the discussion is over, the teacher also checks the students' completeness by asking "How many students have a total of 18 (eighteen) and over?" The student then responded by raising his hand.

The teacher provides the opportunity to ask again about today's lesson that may not be understood, but no students ask. The core activity ends with all students collecting test questions to the teacher. List of short story listening skill scores in the first cycle is presented. The final activity of teacher learning guides students to conclude learning material in language that is easy to understand. Just like the previous meetings, the teacher has not reflected by asking students about their opinions or feelings about today's learning process. At this second meeting the teacher has not provided motivation to students. The learning process for 2 (two) hours of lessons ends on time, marked by the sound of the hour shift bell.

C. Description of the results of observations 3

The first meeting of the second cycle was held on sunday, 17 October 2019. Learning English lasts 2 x 45 minutes or for two hours of lessons. The learning process starts at the 2nd hour or at 8.10 WIB and ends at 09.20 WIB. When the researcher enters the class, the teacher and the writer help prepare the

laptop, LCD, projector and speakers properly and are ready for use. Teaching equipment such as English books and lesson plans are ready on the table. The teacher told the students that the learning this time was carried out like the previous meeting, namely speaking to short videos. Students then looked very enthusiastic when they heard it. Arrangement of student seating facing the teacher. The classroom atmosphere is calm and conducive when the teacher starts learning English.

Early learning activities. Learning activities begin with classroom conditioning. The teacher conditions the class by asking students to pay attention by asking whether the lesson is ready to start or not. All students are ready to start the lesson by sitting in their chairs and have prepared English books and stationery on the table without being instructed by the teacher. The teacher repeats the attendance activity briefly, asking who is not attending today. There is 1 (one) student who does not attend school because of illness so that the learning process is only followed by 25 (twenty five) students.

After briefly making a presence, the teacher continues by asking homework and conducting apperception activities to explore students' initial knowledge through question and answer activities. The teacher asked, "Has the homework been done?" All students answered simultaneously that they had done it even though one of the students forgot to do it. The teacher actively provides feedback in responding to student answers well. Armed with student answers, the teacher then explains the main material to be studied orally. Next, students listen to the teacher's explanation regarding the learning objectives and the scope of the

material to be studied. The teacher conveys the learning objectives and material coverage well and uses simple language so that it is easily understood by students.

Core learning activities The core activities begin with speaking activities. Students listen to the teacher's explanation of the elements of the story to be studied, namely the characters and characterizations, themes, settings, lines and messages or moral messages contained in the story. The teacher has mastered the learning material, marked by the teacher explaining the subject matter in detail, coherently, using simple language and not being stuck in textbooks. When explaining the learning material, the teacher often interacts both ways with students, the teacher often asks students to provoke students to be active. Students seem to be active in answering the teacher's questions simultaneously, when several times the teacher asks about the meaning of one element of the story. But there are some students who have raised their hands to answer the teacher's question. This indirectly reminded his friend that when he wanted to respond to a question, the teacher had to raise his hand first.

Learning activities were continued by speaking to short stories. The teacher affirms that if listening to short stories using audio-visual media animated cartoon movies, students must concentrate and focus only on the short stories that are broadcast, so that they can understand the story and all students get a complete score above the KKM. After the teacher gave a brief introduction to listening to a cartoon animated short story, the teacher began showing a short videos entitled "Earth" with a duration of exactly 7 (seven) minutes.

In this case, the teacher can use learning media properly and smoothly. The students listened carefully and were very enthusiastic about the cartoon animated movie that was shown. Although some students spoke briefly at the beginning of the screening of a cartoon animated short story, the classroom atmosphere was still conducive because it didn't last long. The teacher asks several questions related to the elements of the story after the short videos has finished showing. The questions asked by the teacher were, "Is there any homework like the version that was shown earlier? What was the title of the short story? Who are the characters? What are the main characters?? Where is the story set? What plot did this story use? What mandate can be taken? What are the suitable themes? ".

Then while asking and answering orally, the teacher also guides and reminds students to note the important points of the stories they have listened to. In between oral discussions, the teacher again reminded students to write what had been discussed in their respective notebooks. Students actively answer the teacher's questions by raising their hands first, because the teacher only appoints students who want to raise their hands first. Some students had the courage to raise their hands to argue about the arguments in the short stories that were broadcast, the plot and setting used and the mandate of the short stories that had been broadcast. Almost all students are active in responding to teacher questions correctly.

The teacher also confirms by correcting incorrect answers and praising students who answered correctly. The teacher again reminds the students to get in the habit of raising their hands if they want to answer or ask questions, if other

students want their opinions to be heard. The next learning activity is that the teacher provides the opportunity to ask again if there are students who do not understand the learning material. Since none of the students asked questions, the teacher continued by explaining the rules for doing the test questions. The teacher notifies that there are 25 (twenty five) test questions that must be done to test students' listening skills. The time to do the test questions is for 20 (twenty) minutes. The teacher also added that the test questions had to be done individually with honesty, no cheating and had to be serious because the scores would be included in the list of scores. The teacher also said that he would take firm action against students who were not serious and dishonest in doing test questions. Therefore, almost all students take the test questions seriously and honestly. There were only 3 (three) students who then chatted because they felt they had finished working on the test questions. The teacher admonishes the three students.

Then ask students to collect their test questions and remind them to stay calm waiting for the others to finish. Teachers are very disciplined when it comes to timing. The teacher has also reminded the remaining time to do the test questions so that students have a target. When the classroom atmosphere became a little rowdy, the teacher then asked, "It's all over? there's still 6 (six) minutes left! " When the time runs out, the teacher consistently says the time is up and simultaneously asks all students to stop working. The teacher did not forget to give the test questions that had been collected to be held by each student.

Then the students are given the signal to exchange their test questions with the friend beside them. The teacher provides confirmation by discussing one by one the test questions with the students. The teacher opens a discussion room for

students who want to express their opinion about the correct answer or express their disagreement with their friend's opinion. The teacher also asks students to write down the number of true and false scores on the corrected student work. After the discussion is over, the teacher also monitors the number of students who completed by asking "how many students total 25 (fifty)?" and students respond to the teacher's question by raising their hands.

Final activity of learning The teacher guides students to conclude learning material in English that is easy to understand. The teacher reflects by asking students about their opinions following the learning process today. All students answered in unison that all students were happy and it was easier to understand the story. There are students who think that English lessons are not boring and feel like they are finished quickly. It is intended that students already have an overview of the contents of the short story as a provision for listening activities at the next meeting. The teacher also informed him that the short story would be shown at the next meeting. The teacher provides motivation so that students always study hard at home and don't forget to do homework. The activity ended at 9.20 WIB with the sound of the recess bell and after getting permission from the teacher the students left the classroom to rest.

D. **Description of the results of observations 4**

The second meeting of the second cycle was held on Monday, 19 October 2019. Learning English lasts 2 x 45 minutes or for two hours of lessons. The learning process starts at the 2nd hour or at 8.10 WIB and ends at 09.20 WIB. When the author enters the class, the teacher has prepared a laptop, LCD,

projector, and speakers properly and is ready for use. Teaching equipment such as English textbooks and lesson plans are ready on the table. The seating arrangement for students is in a row facing the front. The classroom atmosphere is calm and conducive when the teacher starts learning English.

Early learning activities. Learning activities begin with classroom conditioning. The teacher conditions the class by asking students to pay attention by asking whether the lesson is ready to start or not. All students are ready to start the lesson sitting in their respective chairs and have prepared English books and stationery on the table without being ordered by the teacher. The teacher repeats the attendance activity briefly, asking who is not coming today. This lesson was followed by 25 (twenty five) students.

After briefly making a presence, the teacher continues by asking homework and conducting apperception activities to explore students' initial knowledge through question and answer activities. The teacher asked, "Has the homework been done?" All students simultaneously answered that they had done their homework. Then the teacher continued by asking, "means that all students have read the short story entitled" EARTH "in various versions? What is the character or nature of the main character? ". Students answer teacher questions with pleasure and enthusiasm. All students answered while telling their own stories about the short stories the students had read in various versions. There were also students who seemed busy telling stories with their classmates. This made the class atmosphere noisy, because all the students wanted to show that they had watched the "EARTH" story.

Then the teacher offers to all students that one student is asked to briefly tell a short story that he has seen yesterday, and the other friends are asked to listen while waiting for time to add or correct. It can slowly make the classroom atmosphere conducive again. the teacher actively provides feedback in responding to student answers well. Armed with student answers, the teacher then explains the main material to be studied orally. Next, students speak to the teacher's explanation regarding the learning objectives and the scope of the material to be studied. The teacher conveys the learning objectives and material coverage well and uses simple language so that it is easily understood by students.

Core learning activities The core activities begin with speaking activities. Students listen to the teacher's explanation of the elements of the story to be studied, namely the characters and characterizations, themes, settings, lines and messages or moral messages contained in the story. The teacher has mastered the learning material, marked by the teacher explaining the subject matter in detail, coherently, using simple language and not being stuck in textbooks. When explaining learning materials, teachers often interact in two directions with students. Teachers often ask students to provoke students to be active. Students seem to be active in answering the teacher's questions by quickly raising their hands, when several times the teacher asks about the meaning of one element of the story. This caused the class atmosphere to be a little rowdy, so the teacher had to remind students to stay orderly in responding to the teacher's questions.

The learning activity was continued by listening to short stories animated cartoon movies. The teacher affirms that if watching to short stories using audio-visual media, short video, students must concentrate and focus only on the short

stories that are broadcast, so that they can understand the story and all students get a complete score above KKM. After the teacher gave a brief introduction to listening to the short story of an animated movie, the teacher began showing an animated cartoon movie entitled "EARTH" with a duration of 5 (five) minutes 51 (fifty one) seconds. In this case, the teacher can use and operate learning media properly and smoothly. A short story entitled "EARTH" is a short story that is relatively new for students, regardless of students. This made the students listen carefully and be very enthusiastic about the short stories that were broadcast.

The teacher asks several questions related to the elements of the story after the animated cartoon short story is finished showing. Questions posed by the teacher such as "Is there any homework like the version we just saw? What was the title of the short story? Who are the characters? What are the main characters? Does anyone play the protagonist? Where is the story set? What plot did this story use? What mandate can be taken? What are the suitable themes? ". While asking and answering orally, the teacher also guides and reminds students to note the important points of the stories they have listened to.

In between oral discussions, the teacher again reminded students to write what had been discussed in their respective notebooks. Students actively answer the teacher's questions by raising their hands first, because the teacher only appoints students who want to raise their hands first. Some students seemed brave enough to raise their hands to argue about the characters and characterizations in the short stories that were aired, the plot and setting used and the mandate of the short stories that were broadcast. Almost all students are active in responding to

teacher questions correctly. The teacher also confirms by correcting incorrect answers and praising students who answered correctly.

The next learning activity is that the teacher provides the opportunity to ask again if there are students who do not understand the learning material. Since none of the students asked questions, the teacher continued by explaining the rules for doing the test questions. The teacher notifies that there are 25 (twenty five) test questions that must be done to test students' listening skills. The time to do the test questions is for 20 (twenty) minutes. The teacher also added that the test questions had to be done individually with honesty, no cheating and had to be serious because the scores would be included in the list of scores. The teacher also said that he would take firm action against students who were not serious and dishonest in doing test questions. Therefore, all students then took the test questions seriously and honestly. The teacher goes around monitoring students working on the test questions while reminding students who have finished working on them to stay calm waiting for the other students to finish.

The teacher also suggests that students who have finished correcting again while strengthening their answers. Teachers are very disciplined when it comes to timing. The teacher always reminds the remaining time to do the test questions so that students have a target. When the 102nd class atmosphere became a little rowdy, the teacher then asked, "Are you all done? there's still 5 (five) minutes left! " When the time runs out, the teacher consistently says the time is up and simultaneously asks all students to stop working. Then the students are given the signal to exchange their test questions with the friend beside them. The teacher

provides confirmation by discussing one by one the test questions with the students.

Then the teacher opens a discussion room for students who want to express their opinion about the correct answer or express their disagreement with their friend's opinion. The teacher also asks students to write down the number of true and false scores on the corrected student work. After the discussion is over, the teacher also monitors the number of students who completed by asking "how many students total 25 (fivety five) and above?" and students respond to the teacher's question by raising their hands. After that the test questions were collected to the teacher.

Final activity of learning The teacher guides students to conclude learning material in language that is easy to understand. The teacher reflects by asking students about their opinions following the learning process today. All students answered in unison that all students were happy and it was easier to understand the story.

Furthermore, the teacher gives homework as a follow-up so that students read the next Indonesian language subject matter. It is intended that students already have a description of the material for the next meeting. The teacher provides motivation so that students always study hard at home, do not forget to do homework, and always practice speaking independently. The activity ended at 9.20 WIB with a recess bell. After asking for time to take pictures with all the students, students are allowed to leave the classroom.

E. Description of Interview

Based on the results of the interview, in general the teacher had carried out the learning according to the lesson plan. Problems found have been resolved. The teacher has also prepared and used method to teach the students because by that students can be understand with the matter. During the action, the teacher has conveyed the scope of the material studied along with the learning objectives and provided reflection and follow-up on the learning material.

The teacher conveys the scope of the material being studied along with the learning objectives in simple language so that it is easily understood by students.. The teacher is also very good at learning material so that the teacher can explain it properly. detailed, coherent, using simple language so that it is easy for students to understand and is not stuck in textbooks. Although the learning approach is teacher-centered, the teacher does not dominate the learning process but is able to make two-way communication to students when explaining material, discussing test questions, and responding to questions and objections from students.

The position of teachers and students in every meeting is balanced. It makes the learning process look alive and students become active. At every meeting, when the short story animation cartoon movie was shown, there was no noise because the speaker sound was not loud enough. before the animated short story is actually shown, the teacher and the students have done a sound check to make sure the speaker sound is heard throughout the classroom.

After the listening activity is complete, the teacher has been active in guiding students to record the important points of the story in their notebooks.

While asking and answering questions about the elements of the story that had just been broadcast, the teacher had always reminded students to write them down in their respective books so that students might forget and be confused. The teacher has clearly told you the rules for doing the test questions. When all students do the test questions the teacher goes around monitoring student work. The teacher has also reprimanded and warned students who acted cheatingly and made noise in class. As a reflection material, the teacher has asked students' opinions about the ongoing learning process. From students' answers, the teacher can know that the learning that has just been received has its own impression on students.

The teacher has also provided follow-up to the learning material, namely giving homework so that students continue to study at home. The teacher has also motivated students so that students are excited when studying at school and continue to study hard at home and do not forget to do homework. The teacher can also estimate and use the best possible time, so that the learning process becomes effective, efficient and can end on time.

Based on the results of the interview, the teacher's opinion about learning English speaking skills using problem based learning method and before using that method. The learning process using the problem based learning method can increase students' motivation and enthusiasm in English lessons, especially in speaking skills, speaking skills are one of the problems faced by students today, because students tend to really dislike listening lessons, this is very helpful with the use of media learning movies in the classroom.

Class conditions can be conducive and students find it easier to direct, because speaking activities require a focus on understanding the native speaker's meaning. Not only that, class facilities and conditions can also affect the learning process, so that class conditions that are always clean and complete facilities are a supporting factor for success in learning activities in the classroom, however, there are still some problems that still take quite a long time. long time. the time is over.

The problem is that students have difficulty understanding the meaning of native speakers, due to the lack of vocabulary that is mastered by students, because vocabulary mastery is a very important component to support the success of the learning process. In today's learning where a student is required to improve his listening ability, therefore a method is needed in which children practice their speaking skills properly and correctly.

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the discussion described in the previous chapter of interviews, observations and documentaries in class XI MIA 2 English subjects, the class XI MIA teacher therefore the study of the Problem Based Learning (PBL) to improve student's speaking skills at XI MIA of MA Al-Amiriyyah. The performance of Problem Based Learning in integrated English speaking skill class XI MIA MA Al-Amiriyyah Blokagung can be withdrawn the conclusion that in doing so, teachers should be able to determine learning materials suitable for this model of problem based learning. The teacher guideline of lesson plan can help smooth the learning process in the class so that students are more active in learning. Not only is the main matting of the material but also the situations and conditions of the learner who will receive the learning performance directly and in the performance of the teacher must be able to implement the appropriate step by step according to the existing lesson plan for the study to run smoothly in the performance of this learning must be able to condition students in the class in order to follow through implement good learning steps.

The learning result of the Problem Based Learning in class XI MIA MA Al-Amiriyyah Blokagung can be retracted the conclusion that in their evaluation of the way a teacher gives a verbal question to the student and accompanied by an enrichment training helps a teacher to know the success of

failure of the applied learning model. An evaluation can be seen from a student's assessment that has increased compared with the verbal questions posed by teachers such as "what activities do you engage in your discussions with your friends in class?" and written questions such as "what do you know about mobilization?" from the results of the enrichment the teacher has been able to suggest that there is an improvement after the performance of the learning and that the students also better understand the material

B. Suggestion

The rise in research observation that has been conducted requires follow-up to future developments, especially for teachers and students of the research that has been conducted is expected to include the sies:

1. Teachers, expected teachers in the educational world should be more creative in delivering materials in the classroom. The teachers must also master material and an advanced model of PBL learning that will be applied by viewing the circumstances and conditions of the students and class, thus students does not accept the tedious and students are more active in class and nurture students' morale not bored.

2. Students, it is expected to be more active and creative and to have the will to be more curious by active means in the class and more digging in and developing the potential within himself is both used in school environments and in the community.

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APPENDIX 1

1. Profile of MA Al-Amiriyyah

a. Identity of School

NPSN   : 20579391

NSM   : 131235100016

Name of School   : Al Amiriyyah

Address   : Jl. PP. Darussalam Blokagung

    Village   : karangdoro

    Sub-District   : Tegalsari

    District   : Banyuwangi

    Phone   : (0333) 845973

    Posmark   : 68584

Distance from Madrasah

    To the village   : 01 KM

    To the sub-district : 06 KM

    To the district   : 45 KM

    To the province   : 305 KM

Cranes   : MA

Status (Negri/Swasta)   : Swasta

Accredited Result   : A

Founding Date   : April 7th, 1976

Founder   : Yayasan Pondok Pesantren Darussalam

Learning Time   : Morning

The curriculum Used   : Departement of Religion & Foundation

Become a member of KKM

    MAN Banyuwangi   : Beginning in 1983/1984 s/d 1994/1995

    MAN Genteng   : Beginning in 1995/1996 s/d Today

b. Identity Headmaster

    Name   : Abdul Wahid Amiruddin, S.H

    Born   : Banyuwangi, 06 juni 1965

    Clerk   : Swasta/Foundation Teacher

    NIPY   : 31205970070023

    Highest Education   : S 1 Hukum

    Address   : Karangmulyo-Tegalsari-Banyuwangi

    Phone Number   : 081559889009

c. Identity of Foundation

    Name of Foundation   : Pondok Pesantren Darussalam Blokagung

    Address   : Blokagung Pos Box 201 Tegalsari

          Banyuwangi 68485 Jawa Timur

          Tlp. (0333) 846100

    Notary   : SK. KEMENKUMHAM

    Numbers and Dates   : AHU-4237.AH.01.04.Tahun 2010

    Chairman's Name   : KH. Ahmad Hisyam Syafa'at, S.Sos.I, MH.

    Start to Operation   : January,15th, 1951

d. Land of the Building

    Land Area   : 9,908 M2

    Ground Situation

        Position   : East Campus Pondok Pesantren

        Rainy Season   : Not Flooded

        Property Right   : Darussalam Foundation

e. Other Things

    Lighting   : PLN

    Communication   : Phone

    Water   : Wells/pools

2. History of MA Al-Amiriyyah

Madrasah Aliyah Al-Amiriyyah Blokagung Banyuwangi fragrance begins to stand April 07, 1976 under the shelled pondok pesantren Darussalam with ma'arif's mother educational society. Madrasah aliyah Al-Amiriyyah was originally named madrasah tsanawiyyah Al-Amiriyyah 6 years old it's founded on decree. The ma'arif institute of education in the banyuwangi branch.

Based on the Darussalam foundation congregation on June 20, 1978, which looked at the letter of the director of the ministry of religious affairs Banyuwangi district, madrasah originally turned to 3 year is madrasah aliyah Al-Amiriyyah and also opened up the program religion. The madrasah aliyah Al-Amiriyyah status is registered on the 24th March 1994 to 2006 remains "recognized" status on the date August 24, 2006 madrasah aliyah Al-Amiriyyah accredited with value B (good). And since November 19, 2012, turned into an accredited with value A.

The madrasa aliyah Al-Amiriyyah population is also in the background of the thought of opening up an education characterized by islam for the long the upper middle-class rise in the karangdoro district with the consideration

that madrasah aliyah Al-amiriyyah is inside the shade of a pondok pesantren Darussalam foundation is synonymous ith education.

3. Vision and Mission

VISION

Realizing Madrasah Aliyah Al-Amiriyyah as an institution Islamic education, superior and ideal.

MISSION

Prioritizing the five pillars, namely:

1. Akhlaqul Karimah

2. Discipline

3. Acceptance

4. Science

5. Skills

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**MA AL-AMIRIYYAH**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**XI / 1**
Alokasi Waktu	:	**8 x 45 menit (4x pertemuan)**
Topik Pembelajaran	:	**Monolog (Report)**
Pertemuan Ke	:	

A.   Standar Kompetensi

Mendengarkan

2.   Memahami makna teks fungsional pendek dan **monolog berbentuk reports**, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

Berbicara

4.   Mengungkapkan makna dalam teks fungsional pendek dan **monolog yang berbentuk report**, narrative dan analytical exposition dalam konteks kehidupan sehari-hari

B.   Kompetensi Dasar

2.1.   Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

4.1   Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C.   Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
• Merespon isi teks fungsional pendek dengan benar	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta

• Membaca nyaring teks fungsional pendek secara berterima	tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *report*

2. Melakukan monolog berbentuk *report*

E. Materi Pokok

a. Teks monolog berbentuk *report*
b. Kosa kata terkait tema/Jenis teks.
Misalnya   : Live, structures scatter

c. Tenses
Misalnya   : Present tense. They <u>have </u>large heavy bodies

d. The use of relating verbs
Misalnya   : - their skins <u>are</u> very thick.

F. Metode Pembelajaran/Teknik:

Three – phase technique
- Pre listening
- Whilst listening
- Post Listening

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
• Bertanya jawab tentang isi cerita (karakter, setting, plot) yang	• Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-	• Siswa melakukan berbagai kegiatan terkait dengan wacana

sudah dibaca, ditonton, dan/atau didengar. ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok atau kelas (monolog). ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film. ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok (monolog). ▪ Menceritakan kembali cerita kepada kelompok (monolog).	berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi monolog berbentuk *report*.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai monolog berbentuk *report.*
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai monolog berbentuk *report.*
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai monolog berbentuk *report.*

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat monolog berbentuk *report.*
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi monolog berbentuk *report.*

2 **Kegiatan Akhir (10')**

- Siswa diminta membuat rangkuman dari materi mengenai monolog berbentuk *report.*
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi monolog berbentuk *report.*
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
- Transkrip percakapan atau rekaman percakapan/ kaset
- Gambar yang relevan
- Script monolog berbentuk banner, poster atau pamplet

I.   Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon wacana monolog report	Tes Tulis	Pilihan Ganda	Listen to the monolog and choose the best answer
2.	Melakukan monolog berbentuk report	Unjuk Kerja	Presentasi Lisan	Describe the general facts of the following animal.

II. Instrumen Penilaian

Task 1

Listen to the monolog and choose the best answer

Listening text for number 1 to 5

1. What is the text about?
   - a. Shark
   - d. Whale
   - b. Dholphin
   - e. Pirranha
   - c. Fish
2. What does the text intend to?
   - a. to describe
   - d. to persuade
   - b. to entertain
   - e. to review
   - c. to amuse
3. What is the largest creature lived on earth ?
   It is ....   .
   - a.   an elephant
   - c. blue whale
   - e. giraffe
   - b.   a rhinoceroses
   - d. shark

4. What is blubber ?
   Blubber is .... .
   - a.   the hole on the head
   - d. the fins of the fish
   - b.   the paddle of the tails
   - e. the layer of fats
   - c.   the skin of the fish

5. Where is the nostril to spray the sea water ?
   - a. in the fin
   - d. on top of broad head
   - b. in the tail
   - e. in the skin
   - c. in the paddle

Listening text for number 6 and 10

6. The second paragraph tells us about the .....of black bears.
   a. size
   b. height
   c. length
   d. definition
   e. description

7. Which one of the following statement is true?
   a. In the western most of these bears have shiny black fur
   b. in the east they grow brown, red or even yellow coats
   c. Black bears are the biggest of all American bears
   d. Their eyes and ears are big
   e. their eyesight and hearing are not as good as their sense of smell

8. In the condition of being scared, black bears can make their enemy feel .... and lose confidence.
   a. wild
   b. crazy
   c. rude
   d. dangerous
   e. intimidated

9. What is the aim of the text?
   a. to describe
   b. to entertain
   c. to amuse
   d. to persuade
   e. to review

10. Are all American Black Bears black?

    a. Yes, They are
    b. No, they aren't
    c. Not clear
    d. Yes, they do
    e. No, they don't

Text script.

Text 1

Whales are sea-living mammals.

They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30 m in length, is the large animal to have live on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shinny and beneath it lies a layer of fat (blubber). This is up to 30 cm in thickness and serves to conserve heat and body fluids.

Text 2

American black bears appear in a variety of colours despite their name. In the eastern part of their range, most of these bears have shiny black fur, but in the west they grow brown, red or even yellow coats. To

the north, the black bear is actually gray or white in colour. Even in the same littler, both brown and black furred bears may be born.

Black bears are the smallest of all American bears, ranging in length from five to six feet, weighing from three hundred to five hundred pounds. Their eyes and ears are small and their eyesight and hearing are not as good as their sense of smell.

Like all bears, the black bear is timid, clumsy and rarely dangerous, but if attacked, most can climb trees and cover ground at great speeds. When angry or frightened, it is a formidable enemy.

Activity 2

Find and object about animals, plants, or others. It must be a representative of their class. Make a report about it.

III. Pedoman Penilaian

a. Untuk nomor   1, tiap jawaban benar diberi skor 5

b. Untuk nomor   2, mengikuti rubrik penilaian berikut ini:

No.	Uraian	Skor
1.	Isi, langkah retorika dan tata bahasa benar	81 – 100
2.	Isi,langkah retorika dan tata bahasa kurang tepat	61 - 80
3.	Isi, langkah retorika dan tata bahasa tidak tepat	0 - 60

Jumlah skor maksimal   1. 10 X 5   = 50

2. Jika skor maksimal diraih   = 50

Jumlah   = 100

Mengetahui

………….…

……, ……

Kepala Sekolah   **Guru Mata Pelajaran**

———————————   ———————————

NIP.   **NIP.**

APPENDIX 3

STUDENTS' ATTENDANCE LIST DURING RESEARCH

NO	NAME	MEETING I	MEETING II	MEETING III	MEETING IV
1	S1	√	√	√	√
2	S2	√	√	√	√
3	S3	√	√	√	√
4	S4	X	√	√	√
5	S5	√	√	√	√
6	S6	√	√	√	√
7	S7	√	√	√	√
8	S8	√	√	√	√
9	S9	√	√	√	√
10	S10	√	√	√	√
11	S11	√	√	√	√
12	S12	√	√	√	√
13	S13	√	√	√	√
14	S14	√	√	√	√
15	S15	√	√	√	√
16	S16	√	√	√	√
17	S17	√	√	√	√
18	S18	√	√	√	√
19	S19	√	√	√	√
20	S20	√	√	√	√
21	S21	√	√	√	√
22	S22	√	√	√	√
23	S23	√	√	√	√
24	S24	√	√	√	√
25	S25	√	√	√	√
26	S26	√	√	√	√

APPENDIX 4

Table 3. 1 Teacher Activity Observation Sheet

	Aspects	Yes	No	Explanation
	Prepare equipment teaching and media learning			
	Checking student readiness			
	Delivering apersepsi			
	Convey coverage material studied and learning objectives			
	Doing questions and answers to students			
	Mastering the material Learning			
	Communicating two-way when explain the material learning			
	Give it a chance students to ask			
	Using media Learning			
	Guiding students to write down the points important short story			
	Guide students to conclude the materiallearning			
	Provide reflection as well follow-up			
	Provide motivation to students			
	The accuracy of completion learning process			

Table 3. 1 Students Activity Observation Sheet

No	Aspects	Yes	No	Explanation
1	Readiness of students to start Lesson			
2	Listen to the introduction delivered the teacher			
3	Answering a question given the teacher			
4	Pay attention to the material Learning			
5	Listen to the short story with thorought			
6	Student activeness during the process learning takes place			
7	The seriousness of students whendo the test questions			
8	Student discipline during the process learning takes place			

APPENDIX 5

Rubrics score for speaking

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1	Vocabulary			
	a. unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. good	Sometimes uses inappropriate terms about language because of inadequate vocabulry	13-18	
	d. very good	Rarely has trouble	19-25	
2	Pronunciation			
	a. unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. fair	Error of basic pronunciation	7-12	
	c. good	Few noticeable errors	13-18	
	d. very good	understandable	19-25	
3	accurancy			
	a. unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase contruction or restrict himself to basic structure	1-6	
	b. fair	Error of the basic structure, meaning occasionally	7-12	

		obscured by grammatical error		
	c. good	Ocasional grammatical errors which do not obscure meaning	13-18	
	d. very good	No more than two errors is generally natural	19-25	
4	fluency			
	a. unsatisfactory	Speed of speech and length of utterences are below normal, long pause, utterence left unfinished	1-6	
	b. fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. good	Speech is generally natural	13-18	
	d. very good	understandable	19-25	
	Total score		100	

APPENDIX 6

NO	NAMA	NILAI	
		pretest	posttest
1	S 1	56	88
2	S 2	36	78
3	S 3	48	86
4	S 4	44	79
5	S 5	48	76
6	S 6	28	74
7	S 7	68	88
8	S 8	60	79
9	S 9	28	80
10	S 10	52	82
11	S 11	56	86
12	S 12	32	84
13	S 13	24	86
14	S 14	52	76
15	S 15	64	82
16	S 16	43	88
17	S 17	52	78
18	S 18	40	86
19	S 19	24	76
20	S 20	52	82
21	S 21	56	72
22	S 22	66	76
23	S 23	56	80
24	S 24	46	90
25	S 25	43	78

APPENDIX 7

Interview with miss Lia Uswatun Hasanah (English teacher at MA Al Amiriyyah)

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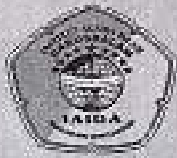
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Yang bertanda tangan di bawah ini, mohon untuk di daftar sebagai peserta Skripsi Fakultas Tarbiyah dan Keguruan IAIDA Blokagung Tahun 2020, dengan keterangan sebagai berikut :

1. N a m a : AGUNG KURNIANSAH
2. N I M : 16112210034
3. Tempat & Tanggal Lahir : KAMPAR, 12 JANUARI 1997
4. Jurusan / Prodi : TBIG
5. Alamat Asal : JL. SRIWIJAYA
   Rt. 05 Rw. 02 Ds. TADUNG MAKMUR
   Kab. KAMPAR Prop. RIAU
   HP. (harap di isi yang aktif)
7. Alamat Domisili : PON. PES. DARUSSALAM

Sanggup memenuhi semua persyaratan yang telah ditetapkan oleh Fakultas Tarbiyah dan Keguruan IAIDA Blokagung, serta sanggup menaati segala peraturan yang ditetapkan panitia.

Bukti kelengkapan persyaratan:

Paraf **Stempel**

1. Lunas semua biaya perkuliahan dan tanggungan lainnya
   (Kepada Ibu. **Mamlukhah, M.Pd.I**)

2. Lunas biaya Skripsi Rp.950.000,-
   (Kepada Ibu. **Mamlukhah, M.Pd.I**)

3. Mengumpulkan Transkip sementara dan Ijazah berlegalisir rangkap 3
   Kepada   : Ibu. Istianatul Imamah, S.Pd. (Staff MPI)
                    Bpk. Soni Miftahul Fauzi (Staff PBA)
                    Bpk. Iqbal Hija Andista, A.Md. (Staff TBIN, TBIG)

4. Mengumpulkan Revisi Laporan PLP dan PPL
   Kepada   : Bpk. Moh. Harun Al Rosid, M.Pd.I. (Kaprodi MPI)
                    Bpk. Ilham Nur Kholiq, M.Pd.I. (Kaprodi PBA)
                    Bpk. Ali Manshur, M.Pd. (Kaprodi TBIN)
                    Bpk. Adib Ahmada, M.Pd. (Kaprodi TBIG)

Demikian, atas perhatiannya saya ucapkan terima kasih.

Blokagung, 09 Maret 2020

Ketua Prodi

(ADIB AHMADA, M. Pd)

Peserta Skripsi

(AGUNG KURNIANSAH)

INSTITUT AGAMA ISLAM DARUSSALAM
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Nomor : 31.5/166.26 /FTK/IAIDA/C.3/VII/2020
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala MA Al Amiriyyah
Blokagung, Tegalsari, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **AGUNG KURNIANSAH**
TTL : Tapung Makmur, 12 Januari 1997
NIM / NIMKO : 16112210034 / 2016.4.071.0147.1.000026
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Tapung Makmur - Tapung Hilir - Kampar - Riau
HP : 0812-5960-8791
Dosen Pembimbing : Ahmad Faruq, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

"Improving Student's speaking Skill Through Problrm Based Learning at Eleventh Grade of MA AL-Amiriyyah In Academic Year 2019/2020"

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 22 Juli 2020

Dekan

Dr. Siti Aimah, S.Pd.I, M.Si.
NIPY. 3150801058001

المدرسة العالية الاميرية البلاغي

MADRASAH ALIYAH AL AMIRIYYAH
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NPSN : 20579091

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SURAT KETERANGAN
Nomor : 31.1/MAA/P.6/ 015/VII/2020

Yang bertanda tangan di bawah ini kepala Madrasah Aliyah Al Amiriyyah Blokagung Tegalsari Banyuwangi menerangkan dengan sebenarnya bahwa :

N a m a	:	**Agung Kurniansah**
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Status	:	MAHASISWA
NIM / NIMKO	:	2016.4.071.0147.1.000026 / 16112210034
Fakultas	:	Tarbiyah dan Keguruan (FTK)
Program	:	Tadris Bahasa Inggris (TBIG)
Lembaga	:	INSTITUT AGAMA ISLAM DARUSSALAM

Yang bersangkutan benar-benar telah melaksanakan Kegiatan Penelitian, di Madrasah Aliyah Al Amiriyyah Blokagung Tegalsari Banyuwangi.

Tanggal Penelitian : 28 April s.d 28 Juli 2020
Judul Penelitian : **Improving Student's Speaking Skill Trough Problem Based Learning at Eleventh Grade of MA AL-Amiriyyah In Academic Year 2019/2020**

Penelitian Tersebut Berlangsung baik dan tidak mengganggu pelaksanaan proses belajar mengajar di sekolah kami.

Demikian surat keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Blokagung, 28 Juli 2020
Kepala Madrasah

AHMAD FAUZAN, S.Pd.
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PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20192
JUDUL	Improving the Students' Speaking Ability Through Problem Based Learning Strategy at the Eleventh Grade of MA Al-Amiriyyah in Academic Year 20192020.

No	Periode	Tanggal Mulai	Tanggal Selesai	Bahan Masukan	Bimbingan
1	20192	28 Juli 2020	28 Juli 2020	Revisi pasca Proposal	Revisi
2	20192	24 Juli 2020	24 Juli 2020	Submit Revisi BAB 1 - 5	ACC Daftar Ujian Skripsi
3	20192	20 Juli 2020	20 Juli 2020	Submit BAB 5	Revisi
4	20192	13 Juli 2020	13 Juli 2020	Submit BAB 4	Revisi
5	20192	12 Juli 2020	12 Juli 2020	Konsultasi BAB 4	Revisi
6	20192	30 Juni 2020	30 Juni 2020	Submit BAB 1 ; 2 dan 3	Ujian Proposal
7	20192	28 Juni 2020	28 Juni 2020	Submit BAB 3	Revisi
8	20192	20 Juni 2020	20 Juni 2020	Submit BAB 1 dan 2	Revisi
9	20192	15 Juni 2020	15 Juni 2020	Konsultasi BAB 2	Revisi
10	20192	10 Mei 2020	10 Mei 2020	Submit BAB 1	Revisi
11	20192	26 April 2020	26 April 2020	Submit Abstrack	Revisi Abstrack
12	20192	20 April 2020	20 April 2020	Submit Judul Skripsi	Revisi

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Program Studi : TBIG

Angkatan : 2016

Alamat : TAPUNG MAKMUR TAPUNG HILIR KAMPAR RIAU

Judul : IMProving students' Speaking Ability Through Problem Based Learning at Elevent Grade of MA AL Amiriyyah in academic year 2019/2020

Mahasiswa tersebut telah memenuhi syarat untuk mengikuti ujian Skripsi dan telah melunasi seluruh pembayaran perkuliahan sampai dengan semester 8 termasuk pembayaran Kegiatan Insidental (KKN, PPL, Praktikum dan SKRIPSI)

Demikian atas perhatiannya kami ucapkan banyak terima kasih.

Blokagung, ...2020

BAUK

Ketua Prodi

Adib Ahmada, M.Pd.
NUPN 115930068601

Catatan:
Formulir ujian Skripsi ini harap dikumpulkan kepada Ketua Prodi masing-masing jurusan, untuk mendapatkan Berita Acara Ujian Skripsi dan Lembar Penilaian

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CHAPTER I INTRODUCTION Background of the Research A language is a sign system of which the main function is communication among people. Speech is then the main instrument for human communication (Ferdinand dr Saussure 1959: 8-10). As an international language, English is very important and has many interrelationships with various aspects of life.

In Indonesia, English is consedered as the first foreign language from elementary school up to the university level. English language has acknowledged as one of widely-used languages for people in order to be able to communicate with other people from different countries because English is the common primary language in the world as international language.

It cannot be denied that in the competitive era of globalization, the ability to communicate in English is precious value because in international relationship, English speaking ability is very important to be able to participate in the wider world of work. As international language, English language is also considered as an importance language to be learned.

Most people claim that English is an important language that has to mastered in order to make them engaged in the modern life. Nowdays English is also used in some aspects of life such as education, entertainment, sport, technology and so on. Therefore, mastering English is important. Considering the importance of English, most people attempt to get the information through receptive skill namely listening and reading and also productive skill namely speaking and writing. In English language teaching, there are four ability included: speaking, reading, writing and listening.

BIOGRAPHY

Name   : Agung Kurniansah

NIM   : 16112210034

Born   : Tapung Makmur, January 12th 1997

Faith   : Islam

Gender   : Male

Address   : Tapung Makmur-Tapung Hilir-Kampar-Riau

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2. SDN 012 Tapung Makmur (2002-2009)
3. MTs Al Amiriyyah (2009-2012)
4. SMA Darussalam (2012-2015)
5. IAI Darussalam (2016-2020)