

**THE USE OF PROBLEM-BASED LEARNING TO IMPROVE SPEAKING
ABILITY OF THE CLASS X AT SMK MUHAMMADIYAH JEMBER
IN THE 2019 / 2020 ACADEMIC YEAR.**

THESIS

By

DWI WIJAYA

NIM : 1410231048



**UNIVERSITAS MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2020**

**THE USE OF PROBLEM-BASED LEARNING TO IMPROVE SPEAKING
ABILITY OF THE CLASS X AT SMK MUHAMMADIYAH JEMBER
IN THE 2019 / 2020 ACADEMIC YEAR.**

THESIS

Presented to
University of Muhammadiyah Jember
in partial fulfillment on the requirements for
The Degree of Sarjana in English Language Education

By

DWI WIJAYA

NIM : 1410231048

**UNIVERSITAS MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2020**



MOTTO

“ If you surrender to the temporary reality, there wil no changing in your life time.”

(KH. Abdurrahman Wahid)



AGREEMENT SHEET

This is to certify that the *Sarjana* thesis of Dwi Wijaya has been approved by the thesis advisors for further approval by Board of Examiners.

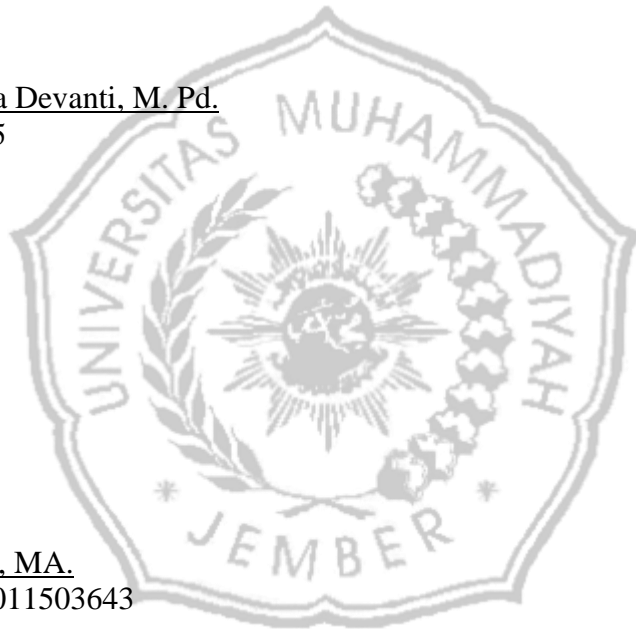
Jember, April 20th, 2020

Advisor I

Yeni Mardiyana Devanti, M. Pd.
NPK. 04 08 455

Advisor II

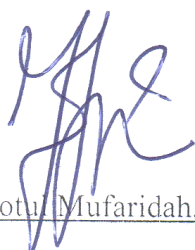
Widya Oktarini, MA.
NPK. 1986101011503643



APPROVAL SHEET

This is to certify that the Sarjana thesis of Dwi Wijaya has been
Approved by the Board of Examiners as the requirement for degree of Sarjana
in English Language Education in Jember, April 20th, 2020

Board of Examiners,



Fitrotul Mufaridah, M. Pd.

NPK. 03 12 446

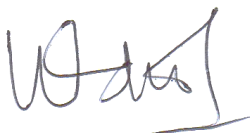
Chair



Yeni Mardiyana Devanti, M. Pd.

NPK. 04 08 455

Member



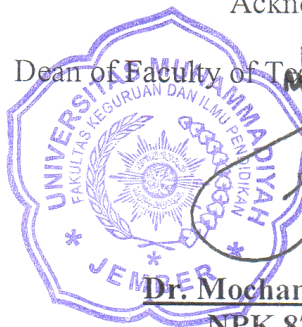
Widya Oktarini, MA.

NPK. 1986101011503643

Member

Acknowledged by

Dean of Faculty of Teacher Training and Education



Dr. Mochamad Hatip, M. Pd.

NPK.87 02 165

PREFACE

Thanks to Allah for all His blessing and loves. He gives me power to finish my thesis. My thesis focuses on speaking ability. This thesis is written to make the readers understand about the use of Problem-based Learning to improve speaking ability. Speaking through the available teaching method, in this case the researcher used Problem-based Learning.

Besides, one of the reasons to conduct this research is intend to know “How can Problem-based Learning improve speaking ability of the class X of SMK Muhammadiyah Jember in academic year 2019/2020?”

There are six chapter in this research : the first chapter about introduction, second about chapter review related literature and action hypothesis, chapter about third research design, chapter about fourth result of the research, chapter about fifth discussion and chapter six about conclusions and suggestion.

It will hopefully give the information of using Problem-based Learning to improve students’ speaking ability. This thesis will also become consideration for the English teacher to use Problem-based Learning in teaching and learning process at the school. I realize that this thesis has weakness and the correction is hoped.

Jember, April 20th, 2020

The Writer

Dwi Wijaya

ACKNOWLEDGMENT

Glory to Allah SWT, Most Merciful, Most Compassionate that blessed me with health and tremendous power to finish this research as a partial requirement for getting Sarjana Degree of English Language Education Program of University of Muhammadiyah Jember.

I would like to express appreciation to those who have helped,

Namely:

1. Dr. M. Hatip. M.Pd.as the Dean of Teacher Training and Education Faculty Muhammadiyah University of Jember.
2. Anita Fatimatul Laili, M.Pd. as The Head of English Language Education Program of Faculty of Teacher Training and Education Muhammadiyah University of Jember.
3. Yeni Mardiyana Devanti, M. Pd as my first advisor, who has patiently guided me in writing my thesis.
4. Widya Oktarini, MA. as my second advisor, who has patiently guided me in writing my thesis.
5. All lectures of Teacher Training and Education Muhammadiyah University of Jember who taught me and given me valuable knowledge.
6. Staff of FKIP. Thank you for best service and your kindness.
7. My students of Class X thank you for participation in my research.

Jember, April 20th, 2020

DEDICATION

My thesis is honorably dedicated to :

1. My parents who gave me all their love and support. There is no words can represent my praise and love to both of you. You are my inspiration to do the best in my life, your difficulties and your tears are spirits for me to do the best.
2. My friends thank you so much for helping me do in my thesis.
3. All my friends of English Education 2014, especially class B. I will be missing you guys.
4. All my friends at Boarding House at Semeru street, who gave me support for my thesis.
5. My beloved almamater Muhammadiyah University of Jember.

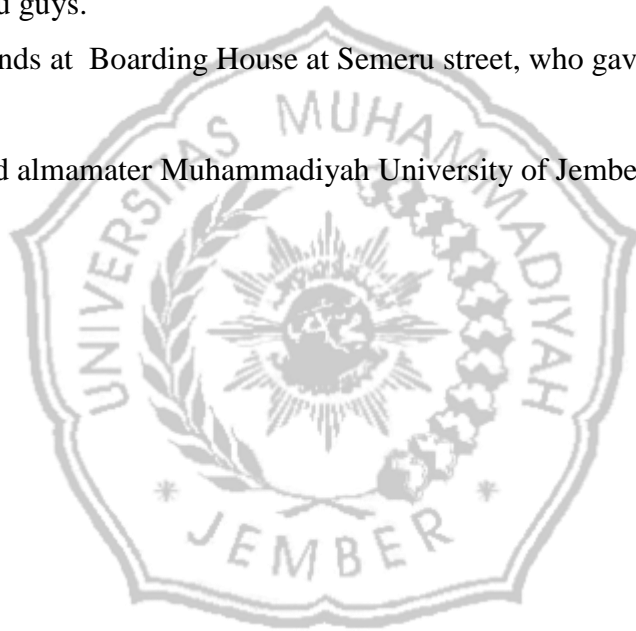


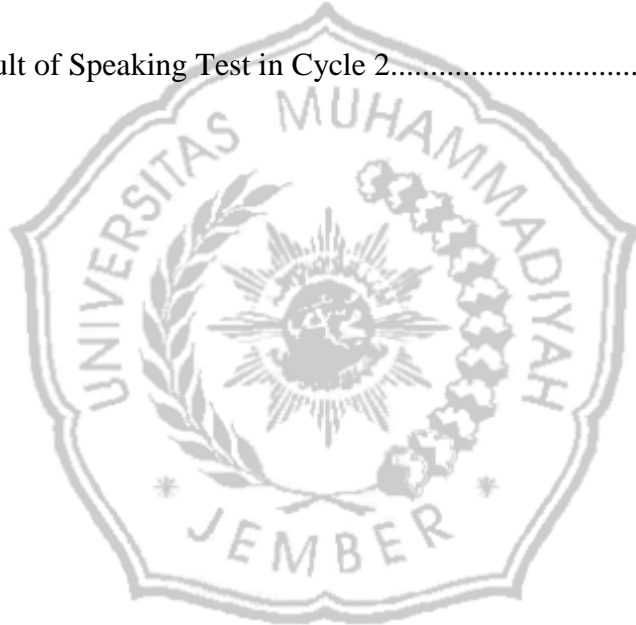
TABLE OF CONTENTS

| | page |
|--|------|
| COVER | I |
| TITLE SHEET | ii |
| LOGO | iii |
| MOTTO..... | iv |
| AGREEMENT | v |
| APPROVAL SHEET | vi |
| PREFACE | vii |
| ACKNOWLEDGEMENT | viii |
| DEDICATION | ix |
| TABLE OF CONTENTS | x |
| LIST OF THE TABLE | xii |
| LIST OF DIAGRAM | xiii |
| LIST OF APPENDICES | xiv |
| ABSTRACT | xvi |
| CHAPTER I INTRODUCTION | |
| 1.1 Background of the Research | 1 |
| 1.2 The Problem of the Research | 4 |
| 1.3 The Objectives of the Research | 4 |
| 1.4 The Operational Definition of the Terms | 4 |
| 1.5 The Significances of the Research | 5 |
| 1.6 The Scope of the Research | 5 |
| CHAPTER II REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS | |
| 2.1. Review of Related Literature | 6 |
| 2.1.1. Speaking Ability..... | 6 |
| 2.1.2. Component of Speaking..... | 7 |
| 2.1.3. Problem based Learning..... | 9 |
| 2.1.3.1. The Advantage of Problem based Learning..... | 11 |
| 2.1.3.2. The Use of Problem based Learning in teaching speaking..... | 12 |
| 2.1.3.3. The Step of Problem based Learning..... | 14 |
| 2.2 Action Hypothesis..... | 15 |
| CHAPTER III RESEARCH METHOD | |
| 3.1 Kind of Research | 16 |
| 3.2 Research Design..... | 17 |
| 3.3 Research Subject | 18 |
| 3.4 Area Research | 18 |
| 3.5 Research Procedure..... | 18 |
| 3.5.1 Preliminary Study | 18 |
| 3.5.2 Planing | 19 |

| | |
|---|----|
| 3.5.3 Implementing | 20 |
| 3.5.4 Observing | 20 |
| 3.5.5 Reflecting | 20 |
| 3.6 Criteria of Success..... | 22 |
| 3.7 Instrument of The Research | 22 |
| 3.7.1 Speaking test | 22 |
| 3.7.2 Checklist..... | 23 |
| 3.7.3 Developing of the Research Instrument | 24 |
| 1. Validity of the Test..... | 24 |
| 2. Reliability of the Test..... | 25 |
| CHAPTER IV THE RESULT OF RESEARCH | |
| 4.1 Description of the Research Action | 26 |
| 4.1.1 Description of Action in Cycle 1 | 26 |
| 4.1.1.1 Planning | 29 |
| 4.1.1.2 Implementing | 29 |
| 4.1.1.3 Observing | 30 |
| 4.1.1.4 Reflecting | 31 |
| 4.1.2 Description of Action in Cycle 2 | 31 |
| 4.1.2.1 Planning | 32 |
| 4.1.2.2 Implementing | 32 |
| 4.1.2.3 Observing | 34 |
| 4.1.2.4 Reflecting | 34 |
| 4.2 Research Result..... | 35 |
| 4.2.1 Result of Observing Checklist Cycle 1 | 35 |
| 4.2.2 Result of Speaking Test Cycle 1 | 35 |
| 4.2.3 Result of Reflecting Cycle 1..... | 36 |
| 4.2.4 Result of Observing checklist Cycle 2 | 37 |
| 4.2.5 Result of Speaking Test Cycle 2 | 37 |
| 4.2.6 Result of Reflecting Cycle 2..... | 38 |
| CHAPTER V DISCUSSION | |
| 5.1 Discussion..... | 40 |
| CHAPTER VI CONCLUSION AND SUGGESTION | |
| 6.1 Conclusion..... | 43 |
| 6.2 Suggestions..... | 44 |
| Reference..... | 45 |

LIST OF THE TABLES

| | |
|---|------|
| Appendix | Page |
| 3.7. 2 Oral proficiency | 51 |
| 3.7.2.1 Observation Checklist..... | 23 |
| 3.7.3.1 The speaking test based on curriculum..... | 25 |
| 4.2.2.1 The Result of Speaking Test in Cycle 1..... | 35 |
| 4.2.5.1The Result of Speaking Test in Cycle 2..... | 37 |



LIST OF DIAGRAM

| Appendix | Page |
|-------------------|------|
| 3.2.1Diagram..... | 29 |



LIST OF APPENDICES

| Appendix | page |
|--|------|
| 1. Research Matrix | 46 |
| 2. The of Interview | 47 |
| 3. The participant of the class | 48 |
| 4. The Pre-test Score | 49 |
| 5. aspect of evaluation..... | 51 |
| 6. Checklist | 52 |
| 7. Try out test | 53 |
| 8. Score try out | 54 |
| 9. The Variant and Reliability..... | 56 |
| 10. Attendance..... | 59 |
| 11. RPP..... | 61 |
| 12. Topic of the lesson | 81 |
| 13. check list 1..... | 85 |
| 14. Checklist 2..... | 86 |
| 15. Checklist 3..... | 87 |
| 16. Checklist 4..... | 88 |
| 17. the result of checklist..... | 89 |
| 18. Cycle 1 test..... | 90 |
| 19. The Result score of cycle 1 | 91 |
| 20. The Avarage score of cycle 1 | 92 |
| 21. Cycle 2 test | 93 |
| 22. Result score of cycle 2 | 94 |
| 23. The Avarage score of cycle 2..... | 95 |
| 24. The statement of original of sarjana thesis..... | 96 |
| 25. Curriculum Vita | 97 |