

**APPLYING PROBLEM BASED LEARNING STRATEGY TO MINIMIZE
STUDENTS' ANXIETY IN SPEAKING**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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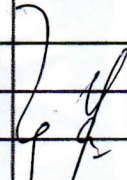
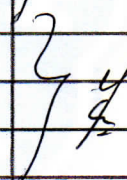
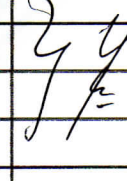
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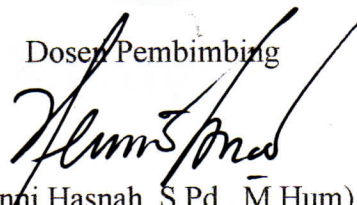
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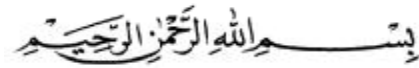
ABSTRACT

Amalia. 1502050328. “Applying Problem Based Learning Strategy To Minimize Students’ Anxiety In Speaking. Skripsi”. English Education Program Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2019.

This study deals with the implementation of PBL (Problem Based Learning) Strategy to minimize students’ anxiety in speaking. This study aimed to describe how Problem Based Learning Strategy minimize students’ anxiety in speaking. The subject of this research was the eight grade of students at SMP PAB 2 Helvetia of academic year 2019/2020 consisted of 34 students. This research had been conducted by applying Classroom Action Research (CAR) in two cycles. The instruments in collecting data were questionnaires and oral test. Then, those data were analyzed qualitatively and quantitatively. The results show that the mean of students score was 73.17 and the mean in the second cycle was 80.38. The percentage of students’ self anxiety in the first cycle was at 82.75% and it got 50.75% in the second cycle. Based on the research findings, it was concluded that students’ anxiety in speaking was decreased by applying Problem Based Learning Strategy.

Keywords: speaking, anxiety, problem based learning strategy

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Medan, September 2019
The researcher

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BAB I

INTRODUCTION

A. Background of the Study

Speaking is the process of making and sharing meaning by using the verbal and non-verbal sign in a different perspective to contribute in different contexts (Chaney, 1998). People need communication when they want to say something and transmit information when they are going to inform someone about something. In relation to language teaching, speaking is one of the skills that students need to master rather than reading, listening and writing. Because speaker should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension.

Speaking is important for language learners because it plays the role in communication and facilitates language acquisition and develops students' speaking performance and proves the success in learning language based on how well they have improved their spoken language and express their thoughts orally. Therefore, language speaker have more opportunities to find jobs in different organization and companies. The researcher believes if speaking is the fundamental skill to be mastered because it is supported by the regulation of the Minister of Education and Culture No. 68 in 2013 which explain the purpose of curriculum 2013 to prepare all potential learners to become a qualified human resources in order to have the ability to live as individuals and citizens who are

faithful, productive, creative, innovative, effective and capable contribute to the life of society, nation, state and world civilization.

However, learning speaking is not as easy as it seems. The ability to speak a foreign language is a complex skill. To become an expert in it, students need to fulfill several requirements. These requirements are in the form of language science along with basic knowledge, and speaking skills in a variety of situations and conditions, where students must have self-confidence, self-respect, and self-enthusiasm. Therefore, it was said that to mastery speaking, students are not only influenced by cognitive factors but also affective factors (Andres, 2003).

This is also supported by Krashen in Mason (www.timothyjpmason.com uploaded on December 1, 2013) which states that affective factors can help or slow down the process of mastering students' speaking ability in the process of learning English as a foreign language. Students with a low level of negative affective tend to get more language knowledge than those who have a high level of negative affective. Therefore, affective factors have a major influence on the success of students in learning.

The real condition above was found that the students have fear of using a foreign language. The researcher found several findings from Junior high school student anxiety in SMP PAB 2 Helvetia. This was found that most students experience anxiety in class. Male students were found to have higher anxiety in English classes than women. Apart from that, this thing It was also found that anxiety is a facilitator in language learners, especially anxiety about tests and English classes. Several factors can hinder students' anxiety in performance and

their achievements and reduce their willingness to participate in learning activities especially in speaking English. Anxiety has received the most attention as an important component of personality traits. That statement shows that students who experience anxiety tend to avoid such activities which requires them to talk for fear of making mistakes and risk when speak English.

Several factors can prevent students' anxiety in performance and their achievements and reduce their willingness to participate in learning activities especially in speaking English. Anxiety has received the most attention as an important component of personality traits (Savile-Troike, 2006). That statement shows that students who experience anxiety tend to avoid such activities which requires them to talk for fear of making mistakes and risk when speak English. Tseng (2012) states that there are four factors which are causes anxiety in speaking English: communication anxiety (self-perception), test anxiety, presentation in class and fear of making error. While fear of negative evaluations, fear of speaking in a manner accurate and public fear and shame are factors of language anxiety according to Zhiping & Paramasivam (2013).

Because there are many factors of language anxiety in-class activities, there is a strategy that students can use to overcome their anxiety in speaking English. The solution is needed to resolve the problem of students' speaking anxiety by applying Problem Based Learning (PBL) strategy. Problem Based Learning (PBL) is a learning strategy where the learners obtain and develop advanced level skills such as problem-solving and critical thinking while acquiring information from

personal real-life experiences and gain determinate knowledge about their own learning (Wadani, 2014).

The students were expected to do better in speak in English and the teachers was expected to reduce student anxiety in speaking English class with many reasons including; acquire subject matter knowledge, motivating students to learn, relating theory, perform, developing students thinking and problem-solving skill, encouraging students to integrate knowledge from the different subject matter, and discipline.

Based on the background above, the researcher was interested in conducting a study about students' speaking anxiety. It entitles "Applying Problem Based Learning Strategy to Minimize Students' Anxiety in Speaking".

B. Identification of the Problem

The problems of the study were identified clearly as the followings:

1. The students' speaking ability was still low.
2. The students were fearful to speak in the classroom.
3. The teacher had no appropriate strategy to motivate students interest in speaking.

C. The Scope and Limitation

The scope of this research was speaking skill. It was limited on students' speaking anxiety.

D. The Formulation of Problem

The problem of the study was how did Problem Based Learning Strategy minimize students' anxiety in speaking?

E. The Objective of the Study

The objective of the study was to describe how Problem Based Learning Strategy minimize students' anxiety in speaking.

F. The Significance of the Study

The findings of this study were expected to be useful theoretically and practically:

1. Theoretically

The result of this study was used as a reference for those who want to conduct a research in teaching English using Problem Based Learning Strategy, and the study gave a broader point of view for teaching speaking skill.

2. Practically

- a. The study helped the students' to be confident and courage to communicate with people by using a foreign language.
- b. The study helped the teacher teach a better way of teaching speaking skills and develop students' critical thinking by using problem-based learning.
- c. The result was used for English teachers in giving addition input of the teaching-learning process.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

In this chapter, theories are important to explain the concept of the research. The information that is given must be explicit to avoid misunderstanding between the researcher and the reader with the purpose to have the same perception of the study. The theories are classified in the following:

1. Speaking

Speaking has many differences definition according to its function.

Based on Burnkart (1998), He defines that speaking is a specific verbal communication for social purposes and in social settings. It includes three topics.

- a. The mechanical parts of the language (statement, accentuation, and vocabulary), which allows the speaker to use the right words in the correct progression and legitimate oration.
- b. The speaking limits (trade and correspondence), which enables the speaker to know when the clarity of the message is required (as in finishing the trade or in exchanging of information) and when a significant appreciation isn't basic (as in the improvement of relations).
- c. The sociocultural measures, (for instance, turn-taking, rate of talk, length of postponements between speakers, relative employment of individuals which enable an individual to comprehend the conversational situation, whom he is conversing with and what the reason of speaking is.

From the explanation above, the researcher concluded that speaking is a certain oral communication to express the feeling, ideas, sharing information and opinion which is done to interact each other by all of the people in the society. On the other hand, speaking cannot be separated from language. It is one of the skills in the English learning process which is a very important for the students to converse their ideas fluently and acceptable pronunciation.

1.1 The Function of Speaking

There are three comprehended procedures in the educating of speaking in a second or a remote: the indirect system, direct methodology and circumlocutory philosophy (Kroeker, 2009). The meandering system is in light of the likelihood that speaking inclination is confined through students' dynamic help in instinctive activities, for instance, trade, imagine, information gaps, and basic reasoning activities (Dornyei and Thurrell, 1994). This methodology is associated with some language appearing, for instance, the Audiolingual Procedure, Society Language Learning, and Open Language Training. It is acknowledged that if the joint efforts finished are significant, students speaking capacity will create (Darker, 2001).

By understanding these components, an individual will know when he takes a swing to talk and when to tune in, how rapidly he ought to talk, and how long he should stop. In connection to language educating, Applegate (1975) stresses that "correspondence must be successful when the understudy is touchy to the society also, social parts of language use and how these vary between his first and second language". Speaking classes must be guided by the components of discussion as recently referenced and the way to create authentic discussion. At

the end of the day, to succeed in speaking classes, the employment of the right approach, intriguing exercises, appropriate supplies, and high inspiration are essential.

From the explanation above, speaking has several functions that can be used as interaction, transaction and performance. Interaction means that it is used as interactive communication which is done to convey the message to the other person in social relationship. The transaction is more focus on how other people understand the meaning of the message clearly and accurately. Speaking as performance focusing on monologue than dialogue, such as speeches, public speaking, storytelling and so on. Speaking also as a priority to learn a foreign language in the classroom, because by practising the language the learners can be able to speak a foreign language better

1.2 Speaking Types

Brown and Abeywickrama (2010) propose five types of speaking as explained in the following:

a. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information and then reproduce it orally without

having to add an extra explanation. What comes out from them is solely the information they hear.

b. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond to certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

c. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

d. Interactive

The load and complexity of the sentences is the major difference between responsive and interactive speaking. The number of speakers also matter as sometimes it needs more than two people in the conversation.

e. Extensive

Extensive speaking involves a wide range of speech production. Also, the speakers need to interact with the counter speakers, which could be answering the question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components

1.2 The Elements of Speaking

Students' activity ought to be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately (Mazouzi, 2013). He classifies four characteristics of speaking, namely (a) fluency, (b) accuracy, (c) grammar and, (d) pronunciation.

a. Fluency

Fluency is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

b. Accuracy

Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

c. Grammar

The learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly (Thornbury, 2005).

d. pronunciation

Pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively (Thornbury, 2005)

1.3 Speaking Assessment

There are five components to give the score of students' answer based on the scoring speaking, namely comprehension, fluency, vocabulary, pronunciation and grammar. Each of speaking scoring component is elaborate in the following table below :

Table 2.1**Speaking Rubrics to Evaluate students' Speaking Ability****1. comprehension**

Score	Criteria	Indicator
89-99	Very Good	Understand everyday conversation and normal classroom discussions without difficulty.
78-88	Good	Understand nearly everything at normal speed, although occasional repetition may be necessary.
67-77	Fair	Understands most of what is said at slower-than-normal speed with repetitions.
56-66	Poor	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
0-55	Very poor	Cannot understand even simple conversation.

2. Fluency

Score	Criteria	Indicator
89-99	Very Good	Speech in everyday conversation and in classroom discussion is fluent and effortless, approximating that of a native speaker.
78-88	Good	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.
67-77	Fair	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.
56-66	Poor	Usually hesitant; often forced into silence by language limitations.
0-55	Very poor	Speech is so halting and fragmentary as to make conversation virtually impossible.

3. Vocabulary

Score	Criteria	Indicator
89-99	Very Good	Use of vocabulary and idioms approximates that of a native speaker.
78-88	Good	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.
67-77	Fair	Frequently uses the wrong words; conversation

		somewhat limited because of inadequate vocabulary.
56-66	Poor	Misuse of words and very limited vocabulary make comprehension quite difficult.
0-55	Very poor	Vocabulary limitations are so extreme as to make conversation virtually impossible.

4. Pronunciation

Score	Criteria	Indicator
89-99	Very Good	Pronunciation and intonation approximate a native speaker.
78-88	Good	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.
67-77	Fair	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.
56-66	Poor	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.
0-55	Very poor	Pronunciations problems so severe as to make speech virtually unintelligible.

5. Grammar

Score	Criteria	Indicator
89-99	Very Good	Grammatical usage and word order approximate a native speaker.
78-88	Good	Occasionally makes grammatical or word order errors which do not obscure meaning.
67-77	Fair	Makes frequent errors of grammar and word order which occasionally obscure meaning.
56-66	Poor	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns
0-55	Very poor	Errors in grammar and word order

1.4 Speaking Problem

Speaking is the methodology of imparting considerations and messages verbally. On the off chance that we need to help students speaking in English, we ought to apply the language in truthful explanation and ask them to do a similar practice. Richards and Rodgers (2001) expressed that there are a few problems of speaking that teacher can run over in helping students to be able to speak in the classroom. These are anxiety, Grumble, interest and capacity.

a. Anxiety

Anxiety is the main Problem that students experience in class. When they need to state something in the classroom they are some of the time restrained. They are stressed over committing errors and dreadful of analysis. They are embarrassed about the other students' consideration of themselves. Littlewood (2007) communicated that a language classroom can likewise make hindrances and worry for the students.

b. Grumble

The students grumble that they can't recall that anything to state and they don't have any inspiration to convey what is needed. This is bolstered by Waterways (1968) who feels that students frequently have nothing to state likely in light of the fact that their teachers had chosen a subject that isn't proper for them or they do have enough data about it Pastry specialist and Westrup (2003) additionally underpins the above thought and expressed that it is troublesome for students to answer when their educators request that they tell things in a foreign

language since they have little assessments about what to state, which vocabulary to apply or how to utilize language structure precisely.

c. Interest

The third problem in the speaking class is that the interest is exceptionally low in a class with a substantial number of students, every student will possess almost no energy for speaking on the grounds that only one student speaks at once and different students attempt to hear him/her. In the speaking class, a few students command the entire class while others speak next to no or never speak

d. Capacity

Capacity is that when a few students share a similar first language, they endeavour to utilize it in the speaking class since it is simple for them (Tuan and Mai, 2015). As indicated by Harmer (1991), there are a few reasons why students use the first language in their speaking classes. The primary reason is that when teachers get some information about a subject that they don't have enough learning, they will endeavour to utilize their language. The second reason is that the utilization of native language is very natural for students to utilize. In the event that teachers don't ask their students to speak in English, students will naturally utilize their first language to discuss something with their group.

Based the explanation above shows that there are lot factors that affect the students difficult to speak English because they are lack of enthusiast less confident and worry about the other students' perception about themselves, and have not enough time to learn in the classroom. The subject given by the teacher

is not proper for them, so they are difficult to understand what the teacher teaching about. It causes the students to be passive and a lack of interest to understand and respond to the teacher. The last is identified if the students are used to speak with their mother tongue, and the teacher does not get used to the learner to communicate with English in the classroom.

1. Concept of Anxiety

2.1 Anxiety

Horwitz et al. (1986) distinguished three assortments of foreign language anxiety. The primary assortment is open misgiving, which emerges from the failure to enough express contemplations and thoughts. The second is dread of negative assessment which is characterized as misgiving about others' assessments, evasion of evaluative circumstances, and the desires that others would assess one-self adversely. The third source is test anxiety or worries over scholarly assessment. These three sorts of anxiety can make students delay language ponder inconclusively or to stop adapting through and through. They are experienced by numerous language students and they present potential Problem s since they meddle with and control student's capacity and at last obstruct their capability in the foreign language.

Oxford (1999) distinguished four different sources connected to language anxiety: (1) character and culture stun, (2) educators and students convictions, (3) classroom exercises and techniques just as the teacher-student associations. The sentiment of the loss of character when learning a foreign language and the

manifestations which run with it (like distance, alarm, and so forth.) lead to anxiety.

In addition, a few teachers and students' convictions are likewise connected with anxiety. The manner in which students see their execution as far as speaking precisely and smoothly, with fantastic emphasize, and their conviction that dialects are hard to obtain. Additionally teachers' convictions and practices, for example, remedying each mistake made by students and displaying a legitimate job lead to anxiety. Moreover, Oxford (1999) sees that some classroom exercises like speaking assignments and oral introductions before the class trigger anxiety.

The researcher concludes that anxiety is an emotion that cannot be controlled when someone facing an uncomfortable situation that effect of worry, fear, trembling, depressed and any kinds of disturbance that is sure of someone especially students in the classroom. In this case, the teacher is the main factor that plays the rules or influence students to be more active, confident, and have an interest experience while having a teaching and learning process.

2.2 Types of Anxiety

Thomas (2013) divides the types of anxiety into two types, state anxiety and trait anxiety:

1. State anxiety

State anxiety is temporary feeling of anxiety elicited by a threatening situation. Another definition of state anxiety defined by Thomas which is “State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger”. It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

2. Trait anxiety

Trait anxiety is pattern of responding with anxiety even in nonthreatening situations. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In regard to this, Marwan argues that trait anxiety is a person’s tendency to feel anxious of the situations they are exposed.

Trait anxiety is a part of a person’s character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character. However, in certain cases, anxiety comes intense and lasted for long. This kind of anxiety is called trait anxiety. Based on the intensity, duration and situations, anxiety can be divided into two types: state anxiety, feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety: more intense anxiety that depends on one’s individual regardless of the situation.

2.3 Foreign Language Anxiety

Characteristic anxiety is believed to be an innate identity trademark, or a progressively changeless inclination to be restless. Circumstance explicit anxiety is a sort of anxiety that is brought about by a specific circumstance, such as giving an oral introduction before others or taking a test; and, state anxiety alludes to the manner by which the student feels at a specific minute in light of a circumstance. It is a mix of attribute and circumstance explicit anxiety.

According to Horwitz and cope (1986), the nature of foreign language anxiety is more circumstance explicit anxiety, and they imagine foreign language anxiety as a particular complex of self-observation, convictions, emotions and practices identified with classroom language getting the hang of emerging from the uniqueness of the language learning process. As per them, it is valuable to draw parallels between foreign language anxiety and three related execution nerves: 1) correspondence worry, 2) test anxiety and 3) dread of negative assessment.

They expound on these three related presentation anxiety. As indicated by them, correspondence trepidation is a kind of timidity portrayed by the dread of anxiety about speaking with individuals. Challenges in speaking in gatherings, or in tuning in or learning a verbally expressed message, are appearances of correspondence dread. Test anxiety alludes to sort of execution anxiety originating from a dread of disappointment. Test on edge students regularly feels that anything short of impeccable test execution is a disappointment. At long last, they

characterize dread of negative assessment as fear about others' assessment, evasion of evaluative circumstances and the desires that others would assess one-self adversely.

To diminish individual and relational of anxiety, Foss and Reitzel (1988) offer a few methods for diminishing language anxiety coming from students convictions, and these equivalent methods apply when managing individual and relational anxiety. They contend that if students can perceive their silly convictions of fears, they will most likely translate anxiety inciting circumstances in increasingly practical ways and in the long run to adjust to approach rather than maintain a strategic distance from an anxiety summoning circumstance.

To enable students to perceive their feelings of dread about language learning, Foss and Reitzel prescribe that the teacher request that students verbalize any feelings of trepidation and at that point to keep in touch with them on the board. Along these lines, students can see they are not the only one in their nerves. In light of what is said above, it appears that there is a connection between basic reasoning and foreign language anxiety. This is the thing that this examination attempts to investigate.

It is concluded that foreign language is a strange language for some of the people in Indonesia, there are still a lot of people do not understand how to use foreign language especially English as their second language, someone cannot deliver their opinions by using English because they do not know how to say the words in English, lack of knowledge and not getting used to practice it orally in

everyday life. This situation causes anxiety occurs when someone is charged to speak English.

2.4 Students' Speaking Anxiety in the Classroom

Speaking in a second language require to build up a few points of interest categories of correspondence aptitude. Oral speaking is conditions of preparations, the language in regular linguistic, lexical and speaks designs. Educators of English may encounter a similar circumstance in which the students are reluctant to speak. There are, obviously, numerous components causing this Problem. Students may feel the absence of certainty to speak as the consequence of not recognizing what to state. Some others may express that they are shy of words to state in the discussion. The rest may tell the educator that the theme of the discussion not interesting.

Anxiety experienced in English (EFL) classroom has frequently an inescapable impeding effect and impacts students' adjustment to their learning circumstance and at last the accomplishment of their instructive objectives. The full of feeling factors which impact EFL students, anxiety shows up as a standout amongst the most remarkable factor because of its inescapable impact on foreign language learning. (Idri, 2012). In the past two decades, there has been a lot of investigation into second or foreign language anxiety. This exploration uncovered that anxiety debilitatingly affects the language learning process. It is, as indicated by Dark coloured (1974), a full of feeling hinder that impedes and deflects compelling language gaining from happening. Besides, Oxford (1999) noticed that language anxiety positions high among elements of impacting learning.

Youthful (1991) perceived six potential wellsprings of language anxiety from three unique viewpoints: the student, the educator, and the instructional practice. He guaranteed that language anxiety is brought about by (a) individual and relational anxiety, (b) student convictions about language learning, (c) educator convictions about language educating (d) teacher-student connections, (e) classroom strategies, and (f) language testing. Further, as per what Young (1991) says about language anxiety, wrong student convictions about language learning can contribute enormously to making language anxiety in students. As announced by certain specialists, elocution is considered to be the most significant part of foreign language learning by a lot of students. Obviously, these farfetched convictions by students can prompt more noteworthy anxiety and disappointment.

Inside one investigation, Horwitz and her associates depicted the physiological and mental side effects of language anxiety, a significant number of which happen in restless states when all is said in done as strained quality, trembling, sweating, palpitations, and rest unsettling influences. Anxiety was additionally seen in language students in such manifestations as solidifying in class, going clear before tests, and feeling hesitance about entering the classroom.

The scientists noticed how these students experience anxiety, stress, even fear. As referenced by the analysts they experienced Problem s concentrating, ended up absent-minded, perspired, and had palpitations and they commonly displayed evasion conduct, for example, missing class and deferring homework. When you view the scholarly writing on language anxiety, you will run over a fairly confounding record of it. There is by all accounts no full agreement among

the scientists over the Problem of kind of impact anxiety has on language learning and execution.

A few researchers announced a negative connection between anxiety and achievement in the language class, for example, the higher the anxiety, the lower the execution, as asserted by Clement, Gardner, & Smythe (1980). Others announced that there is no relationship, or a positive relationship (Backman, 1976, Scovel, 1978). All the more as of late, Horwitz (2001) has asserted that the Problem of understanding the connection between anxiety and accomplishment is uncertain. As expressed by Philip (referred to in Shamas, 2006) the purpose behind these blended outcomes is possible that a correlation of the exploratory research analyzing the connection among anxiety and second language learning is, to a certain extent, confounding, showing some clashing proof and outlining that anxiety is a complex, multi-faceted develop. Horwitz et al. (1986) then again, portrayed parallels between language anxiety and three related execution anxiety: (a) correspondence worry; (b) test anxiety; and (c) dread of negative assessment. Since the spotlight in this investigation is on speaking aptitudes, the real part correspondence anxiety will be managed in the exploration.

The essential job of correspondence worry about making foreign language anxiety is verifiable. The individuals who normally experience difficulty speaking in the gathering are probably going to encounter much more prominent trouble speaking in a foreign language class where they feel less authority over the open circumstance and their execution is always watched. Likewise, Koch and Terrell (1991) contended that the greater part of their subjects considered oral

introductions before the class as the most anxiety creating exercises. Horwitz, Horwitz and Cope (1986) showed that students with abnormal amounts of anxiety feared to speak in the foreign language and they had a profound feeling of hesitance and saw foreign language generation in the classroom as a test circumstance as opposed to as an open door for correspondence.

Among different wellsprings of language anxiety, one can consider the 'job of educators' or teachers' ideas of language anxiety. Brandl (1987: referred to in Onwuegbuzie et al., 1999) proclaimed that "teachers' conviction that their job is to address instead of to encourage students when they commit errors compounds second/foreign language anxiety in students".

The conclusion is that anxiety gives a negative impact on the students' learning activity in the classroom because they have not enough encouragement to develop their thought and opinions. They don't know how to use the language because there is no one who directs them to be more active to speak in the classroom, the teacher only focuses on conveying the materials based on the textbook. in fact, they are fearful of their teacher and be passive learners. In this case, the teacher must be responsible with their students to escape from this zone and creating an interesting and enjoyable atmosphere that cause the students able to express their thought by using foreign language confidently.

2.5 Foreign Language Classroom Anxiety Scale (FLCAS)

Since anxiety affects many aspects of foreign language learning, it is important to be able to identify students who are anxious in foreign language class. Howirtz developed Foreign Language Classroom anxiety Scale (FLCAS) to

measure students' anxiety. This scale has been widely used by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. The FLCAS consists of 33 statements divided into communication anxiety, fear of negative evaluation, test anxiety, and anxiety of English classes. The respondents are asked to rate each item on four-point like rate scale ranging from 1 'strongly disagree' to 4 'strongly agree'.

Table 2.2

Table of Foreign Language Classroom Anxiety Scale (FLCAS) Items

No	Indicators	Items
1	Communication Anxiety	1,9, 14, 18, 24, 27, 29, 32
2	Fear of Negative Evaluation	3, 7, 13, 15, 20, 23, 25, 31, 33
3	Test Anxiety	2, 8, 10, 19, 21
4	Anxiety of English Class	4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30

2. Problem Based Learning

Problem Based Learning (PBL) is a learning strategy that the learners gain and develop upper skills such as problem-solving and critical thinking while eliciting information from personal real-life experiences. Savin-Baden (2008) and Major (2011) offer an educational programs configuration model of Problem Based Learning made out of eight methods of educational programs practice for Problem Based Learning. There are six esteemed useful for usage inside a conventional address based educational modules (Savin-Baden, 2008).

- a. The single module approach where a solitary Problem Based Learning module is executed in a solitary year in the educational modules.

- b. The problem put together learning with respect to a shoestring where Problems are executed in disengagement inside a solitary subject course. The channel approach is the third type where students start in address-based courses, move to some critical thinking learning in their second year, and take an interest in Problem based picking up amid their last year of study.
- c. Some primary learning is important preceding having the capacity to take care of Problems. Consequently, the essential methodology is like the good times-a new approach where students learn through address based courses prior in their instruction and move to Problem-based getting the hang of amid later years.
- d. The two-strand approach where Problem Based Learning and conventional courses are taken by students simultaneously.
- e. In interwoven Problem Based Learning, the whole curriculum is comprised of simultaneous Problem Based Learning modules.
- f. The incorporates methodology. In this case, the educational programs are completely coordinated, Problems are sequential, and students work in groups to make multidisciplinary learning. The last mode is known as the multifaceted nature model. In this mode, students make learning outside of the confines the branch of knowledge inside a super-complexity model. Savin-Baden (2008) and Major (2011) point out that this mode is just conceivable in postgraduate projects.

While this model takes into consideration classification of whole educational programs, it doesn't fit the estimation of the measure of PBL inside

that educational module or an examination of the Problem s utilized inside the PBL system. As the most basic kind of PBL execution is in a mixture design (Savin-Baden and Majors, 2011), including both address and an upgraded open-finished venture to make a balance between aptitude advancement and substance learning

Because of the varieties in PBL, Barrows (1986) proposed a scientific categorization to help employees in picking the variant of the strategy most proper for their necessities. Through the scientific categorization, four conceivable instructive goals are presented: critical thinking, self-coordinated learning, and motivation. Also, six varieties in the plan of PBL are additionally introduced: (1) address based cases, (2) case-based addresses, (3) case strategy,(4) altered case-based, (5) problem based, (6) and group-based. In an address based case, the course content is introduced by means of address pursued by a contextual investigation used to exhibit the relevance of the substance.

The researcher concludes that Problem Based Learning is a strategy that affects teaching and learning process to be more active and have fun because this approach tells how the teacher solving the anxiety that is often happening to the students in the classroom. By using this strategy each learner is charged to discuss and directly involved in the learning process.

3.1 The Advantages of Problem Based Learning

PBL is a strategy that helps students become active learners by placing the learners in real life problem and making students responsible for their learning (Barrows & Tamblyn, 1980). There are some of the advantages of PBL can be described, namely:

a. Develop Critical Thinking Skill

Critical thinking is a significant component in PBL and it is required for the development of adaptable learning (Salomon and Perkins, 1989). This reflection should enable students to comprehend the connection between their learning and critical thinking objectives. Therefore, critical thinking task is not an end in itself but instead a way to accomplish a self-characterized learning objective (Bereiter and Scardamalia, 1989). It can make students able to relate new learning and understanding the lesson. They can see how their learning and critical thinking techniques may be utilized.

b. Creating Self- Direct Learning (SDL) Abilities

One of the advantages of PBL is its case to enable the students to upgrade self-Direct learning (SDL). Turning into a self-coordinated student is a multifaceted procedure. The learners in PBL educational programs become increasingly independent. As per Blumberg and Michael (1992), PBL students utilize progressively self-chose learning assets rather than the assets chosen by the staff. PBL students are bound to report their very own determination of the

material to think about, while ordinary educational programs students announced perusing explicit educator created assignments.

c. Collaborative Learning in PBL

Collaborative critical thinking bunches are key to PBL. As it is, through the little gathering structure, the intellectual burden is decreased among the individuals from the gathering and the entire gathering tackles problems that are excessively hard to adapt to alone (Pea, 1993; Salomon, 1993). The idea of conveying skill is especially pertinent in PBL on the grounds that as the students separate up the learning problems they become specialists specifically themes.

Explore proposes that the little gathering exchanges and discussion in PBL sessions upgrade critical thinking and higher request considering and advances shared learning development (Blumenfeld et al., 1996; Darker, 1995; Vye et al., 1997). Working in gathering is important in light of the fact that it upgrades the learning results and inherent inspiration (Schmidt and Moust, 2000).

d. Motivation

Improving students' inspiration is indicated to be a noteworthy preferred standpoint of PBL. Lamentably there is little research that bears straightforwardly on this problem. The greater part of the examination has rather analyzed students fulfilment or certainty (Derry et al., 2000). A few students truly appreciate the class however others oppose changing their method for learning or don't care for working cooperatively. In meetings with veterinary students, Ertmer et al. (1996) found the proof of natural inspiration related with PBL however the idea of

students' inspiration in PBL may rely upon their scholarly or proficient discipline (Abrandt Dahlgren and Dahlgren, 2002).

e. Educator's as the Facilitator

In PBL, the educator is a facilitator who is a specialist student and exhibits great techniques for learning and considering. The facilitator platforms and helps students' learning through displaying and the utilization of addressing techniques (Hmelo-Silver and Pushcarts, 2003; Hmelo and Ferrari, 1997). Facilitators decline their platform when students become more experienced with PBL and embrace the greater part of the facilitators' jobs. The facilitator is in charge of directing the students in the phases of PBL and controlling the gathering procedure. Through checking, every one of the students is included and empowered to vocalize their very own reasoning and remark on one another's (Hmelo-Silver, 2000, 2002; Koschmann, 1999; Koschmann et al., 1994, 1999). The PBL facilitator enables the students to upgrade higher request considering, urges them to legitimize their reasoning, and creates self-reflection by suggesting suitable conversation starters.

By conducting Problem Based Learning strategy, the teacher can improve students' ability by implementing an appropriate technique, and motivate them to get to know more and learn to speak, because they feel convert and enjoy while having teaching and learning process in the classroom.

3.3 The Procedure for Applying PBL

There are some experts explained the structures to apply Problem Based Learning Strategy as follow:

- a. Problem Based Learning strategy let the students being the centre of the teaching and learning process. The learning objective is not the reproduction, recall and learning of passively received learning the material but the active and creative engagement of students in group work and in the individual study thus transferring the skills and knowledge (Gallagher, 1997).
- b. Self-directed learning gives the freedom to the learner to decide individually and consciously on the learning strategy and on the time scale s/he wants to follow. Within PBL students 'identify their learning goals, lead discussion and conduct self- and peer assessment. Students must be known what they want to learn and what learning strategy they want to apply. As a result, the learning process becomes more interesting, more efficient and the students will become more motivated and self-directed learners. Students will actively participate in the learning process as well as actively take part in order to gain knowledge (Reynolds, 1997).
- c. Learning becomes reflective learning that is the students with the help of the teacher discuss the theory through the problem during the evaluation lecture that follows the seminar or as it can be called the teacher group. The theoretical part of the learning material is covered during the evaluation process.

B. Relevant Study

There were some studies had been done previously regarding this current research. First, the study done by Rohim (2014) entitles “ Improving Students’ Speaking Skill through Problem- Based Learning (PBL) Strategy”. The finding of the research found that the strategy is able to improve the students’ speaking skill in terms of proficiency in producing English sentences. Problem-solving case stimulates students in expressing his/ her ideas and opinion independently.

The second study was done by Azarfam (2012) entitles “ Exploring Language Anxiety Regarding Speaking Skill in Iranian EFL Learners in an Academic Site in Malaysia". The result of the study showed that language anxiety can affect the speaking skills of learners by lowering the quality of oral performance as anxiety increases.

Based on the relevant study above, it was seen that there were similarity and the differences with this present study. The similarity is focused on using the same strategy. While the difference is the two previous studies are scoped on improving students’ speaking skill but this current study deals with minimizing anxiety in speaking.

C. Conceptual Framework

Speaking generally is a communication process where the speaker and the listener exchange roles in it. Speaking skill will be easy to develop if the student is given an opportunity to communicate naturally to others, to build up this capacity students need a specific contextual meaning, for example, speaking to the teacher, telling the story, playing roles and others.

Discussion activities such as expressing opinions, maintaining opinion, accept other people's opinions and respond other are required for the students to be brave, gentle, with a loud voice when speaking, with the right structure and vocabulary, and able to master the topic of the problem, the teacher are expected to be able to improve the ability of the students to conduct the discussion properly. An effort that can be done by the teacher to improve students discussion skill and critical thinking by applying an appropriate learning method, so that the learners can be more active and confident.

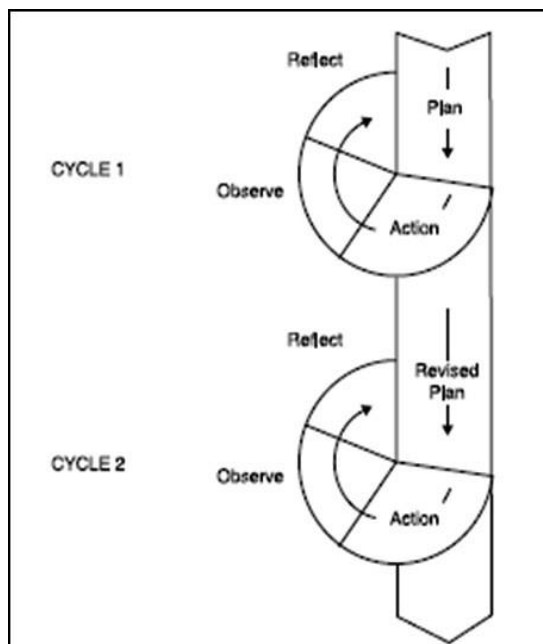
Problem Based Learning was one of the techniques that were expected to have the capacity to influence the learner to communicate in English without dread. It can make them express their thought through speaking movement. In request to encourage speaking, the researcher assumes that Problem Based Learning was compelling for instructing speaking.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using Classroom Action Research (CAR) design. The design of the research was described in detail as the following chart.



**Chart 3.1 Classroom Action Research Model by Kemmwas and Mc. Taggart
in Arikunto (2013)**

This research was applied in two cycles. There were four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

1. Planning, the researcher and the teacher made the plans regarding to the implementation of the research related to this strategy.
2. Action, the teacher applied the strategy to the students in the classroom and the researcher observed.
3. Observation, the researcher was observed the process of implementing learning in the classroom to get the data.
4. Reflection, the researcher along with the teacher collaborator reflected on the implementation of the learning process.

B. Subject of the Research

The subjects of this research were the teacher and the students of VIII-1 SMP PAB 2 Helvetia located on jalan Veteran Pasar IV Helvetia of 2019/2020 academic year. It was amounted to 34 students, consisted of 17 males and 17 females. This subject was chosen as a place of study because it was experienced by the researcher based on the consideration that the class was the weakest in speaking.

The position of the researcher was as an observer while the implementation of learning process done by the teacher. She was collaborated with the Engwash teacher in applying the strategy.

C. Instrument of the Research

The instruments that was used by the researcher to collect the research data were: (1)Test and (2) questionnaire.

1. Test

The test was given to know the speaking ability of the students. The test was used when the teacher finished to explain the materials by using Problem Based Learning Strategy.

2. Questionnaire

Questionnaire was a list of questions used by the researcher in order to know the students speaking anxiety and the researcher find out the speaking anxiety in learning English process.

D. Procedure of Research

The procedures of the research were described as the followings:

1. Cycle 1

a. Planning

The activities in the planning were:

- 1) Making the lesson plan about Text Transactional/ Interpersonal.
- 2) Designing the steps in Problem Based Learning Strategy.
- 3) Preparing the material, that was Text Transactional/ Interpersonal.
- 4) Preparing a speaking test.

b. Action

Teacher's activities:

- 1) The teacher opened the class by greeting the students.
- 2) The teacher asked the students what topic they were going to learn, that was about Text Transactional/ Interpersonal.
- 3) The teacher told the students about the advantages of Text Transactional/ Interpersonal.
- 4) The teacher introduced Problem Based Learning Strategy in learning Text Transactional/ Interpersonal.
- 5) The teacher asked the students' about Text Transactional/ Interpersonal.
- 6) The teacher gave the definition about Text Transactional/ Interpersonal.
- 7) The teacher divided the students into pairs or small group.
- 8) The teacher asked the students' to retell the story by themselves.
- 9) The teacher and students made conclusion based on the materials.
- 10) The teacher ended the class by closing.

c. Observation

Observation was used to collect data namely, teacher and students activities during teaching and learning process. In this case the researcher was observed by using observation sheet namely: students observation in learning activities.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection was used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycle II if the result in cycle I still needed to decrease students' anxiety. In cycle II also applied four stages; planning, action, observation, and reflection. Every weakness in cycle I was revwased in cycle II.

E. The Technique of Data Analyswas

There were two kinds of research data namely: quantitative and qualitative data. Quantitative data involve students' learning achievement that was analyzed by using a formula as follows:

$$\bar{x} = \frac{\sum x}{N} \quad (\text{Arikunto, 2013})$$

The formula :

\bar{x} : The mean of average score from the subjects.

$\sum x$: The total score of students

N : The number of students

Next, to categorize the number of students who pass the test successfully, the researcher applies the following formula:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013})$$

Where:

P: The percentage of those who got the score

R: The number of students getting the score

T: The total number of students

After getting the percentage the results of the score, then the results was used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.2
Criteria of Success Level of Students' Learning

Level of Success (%)	Categories
81 - 100 %	High
61 - 80%	Moderate
41 - 60 %	Low
0 - 40%	Very Low

F. Success Indicator

This Classroom Action Research (CAR) was judged to succeed if $\geq 75\%$ of the total students reached the minimum score at 80 (Good), then the students activities in learning activities was categorized well if the average percentage showed that it had reached 75% of the number of students.

BAB IV

DATA AND DATA ANALYSIS

A. Data

The data of this research consisted of two kinds, namely quantitative and qualitative data. Quantitative data were taken from students' score of speaking test in cycle I and cycle II, while the qualitative data were gotten from the questionnaire sheet.

B. Data Analysis

After giving pre-test to the students, the researcher got the data from 34 students who still had not gotten the score with successful category. These data indicated that the students were still not able to master speaking. In other words, the percentage of the students' achievement was 0%. So the percentage of the level students' achievement in speaking were still low and the students' anxiety still high. Based on the result of the pre-test, the researcher conducted Cycle I to improve students learning outcomes in speaking test.

4.1 Cycle I

In the cycle I, there were many activities done. All activities were elaborated by researcher as follows:

a. Planning

Before implementing the action, the first was planning. Its were designed based on the result of the test and initial observation, namely (a) arranging a list of questionnaire (b) designing lesson plan about Teks Transaksional/ Interpersonal as the material, (c) made the observation sheet to see the students' learning mastery, (d) preparing the research instruments to see the students' achivement in speaking.

b. Acting

The implementation of the first cycle done in 2 session (2x40 minutes/meeting). Learning activity in Cycle I were implemented in accordance with a plan designed at the planning stage action. In the early stages, the teacher should be first explained about the steps that would be applied in learning process. Then the students were divided into 7 discussion groups. Each discussion groups consisted of five or more students with different abilities. After a discussion group formed researcher explained about the learning materials and how the implementation of PBL strategy in learning Text Transactional/ Interpersonal.

In applying the strategy, the researcher collaborated with the English teacher. The teacher only as facilitator to explain about the the materials, then the students independently identify the name of things, animals and public space. Then, the students were asked to made a short conversation that mention before with the members of the group as the result of their discussion.

c. Observing and Evaluating

The students' speaking ability score were presented briefly in the table 4.1 while the students' self- anxiety was displayed in the table 4.2 as followed:

Table 4.1
The Students' Score in Cycle I

No	Students' Initial	Cycle I	Criteria Of Pass ≥ 75
1	AZR	60	Unable
2	AR	66	Unable
3	AK	58	Unable
4	ASA	59	Unable
5	AR	55	Unable
6	AA	64	Unable
7	AZZ	57	Unable
8	APL	64	Unable
9	ANG	65	Unable
10	AP	58	Unable
11	AK	67	Unable
12	ANMS	61	Unable
13	AS	56	Unable
14	ASL	74	Unable
15	AW	64	Unable
16	AAS	77	Able
17	AA	68	Unable
18	AAS	80	Able
19	AJG	65	Unable
20	AFS	64	Unable
21	AV	83	Able
22	ADL	71	Unable
23	AP	75	Able
24	AAP	68	Unable
25	AGP	75	Able
26	AR	65	Unable
27	ATP	77	Able
28	ANP	71	Unable
29	AAS	65	Unable
30	AA	60	Unable
31	AZ	67	Unable
32	AP	62	Unable

33	ADP	78	Able
34	SP	76	Able
Total		2.488	
Mean		73.17	
Category		Moderate	

From the result of the speaking test in the table 4.1 above showed that the total score of the students was 2.488 and the number of the students were 34. The mean of the score from the students was 73.17 with moderate category in the first cycle. It mean that the students still had not been able to master speaking. Factors that influence students' speaking ability would be explainde in table 4.2 bellow:

Table 4.2
The Percentage of Students' Self Anxiety in Cycle I

No.	Aspects	Score
1.	Communication Anxiety	89%
2.	Fear of Negative Evaluation	84%
3.	Test Anxiety	78%
4.	Anxiety of English Class	80%
Mean		82.75%
Category		High

Based on the Table 4.2 above showed that the students' anxiety in speaking was in the highest category. It was seen from the average mean score of students' communication anxiety at 89%. It was related with the score of students' speaking performance where the students were not able to deliver their thought orally in English. The percentage of the students fear of negative evaluation at 75%. The students were afraid in learning English and caused other symptoms of anxiety, this situation made the students insecure when they learned English in the classroom, they were afraid with any possibility of their friends laugh at them or

they did not respond to the teacher by using English. It was seen from their average value from their Anxiety of English class, where 63% of students felt anxious in learning English in the classroom, then followed by Test anxiety in 63% which means the students' a bit worry if they got low score in English.

Through the results of the data in Table 4.1 and Table 4.2 above concluded that the correlation between factors self anxiety and speaking ability is quite strong. It was seen from the mean of the students speaking test at 73.17% which is lower than the average mean of anxiety levels of students with the percentage score 82.75%. It means that the higher self anxiety of students the lower their ability to speak.

d. Reflecting

Based on the data obtained from the observation and evaluation were found as a reflection of students' ability in speaking was still low in moderate category, because the teacher still taught the students' with conventional strategy, which was the teacher being the centre of learning process. It caused the implementation of Problem Based Learning strategy had not been achieved the success category to improve students' ability in speaking by minimizing their anxiety. So, the researcher conducted cycle II.

4.2 Cycle II

Based on the reflection done in the cycle I, the researcher considered to continue the next cycle. That was cycle II, this cycle was conducted to minimize the constraints encountered in cycle I.

a. Planning

In the second cycle, the action plan follow up of the problems or obstacles encountered in the implementation of the first cycle. The main problem contained in the first cycle concerning the learning experience by using Problem Based Learning Strategy. Learning on the second action aimed to minimize students speaking anxiety. The Implementation of cycle II was substantially similar to the execution in cycle I.

b. Acting

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a thecnical description of Problem Based Learning Strategy in teaching Text Transactiona/ Interpersonal still be given to students in order to improve students' ability to take the advantage of the strategy. Then, the next learning process was similar with the previous meeting, but with the diffrent learning materials.

c. Observing and Evaluating

The students' speaking ability score in cycle II was presented briefly in the table 4.3 while the students' self- anxiety was displayed in the table 4.4 as followed:

Table 4.3
The Students' Score in Cycle II

No	Students' Initial	Cycle II	Criteria Of Pass ≥ 75
1	AZR	77	Able
2	AR	73	Unable
3	AK	73	Unable
4	ASA	78	Able
5	AR	80	Able
6	AA	77	Able
7	AZZ	76	Able
8	APL	81	Able
9	ANG	82	Able
10	AP	79	Able
11	AK	77	Able
12	ANMS	78	Able
13	AS	85	Able
14	ASL	83	Able
15	AW	75	Able
16	AAS	80	Able
17	AA	76	Able
18	AAS	87	Able
19	AJG	75	Able
20	AFS	77	Able
21	AV	95	Able
22	ADL	83	Able
23	AP	85	Able
24	AAP	83	Able
25	AGP	80	Able
26	AR	89	Able
27	ATP	81	Able
28	ANP	85	Able
29	AAS	79	Able
30	AA	78	Able
31	AZ	81	Able
32	AP	77	Able
33	ADP	83	Able
34	SP	85	Able
Total		$\sum X$ 2.733	
Mean		\bar{X} 80.38%	
Category		High	

From the data analysis in Cycle II, the students ability in speaking were improved. It was seen from the mean of the students' score was at 80.38 and it was categorized able and improved. So, the researcher stopped in this Cycle. By the improvement of the students' speaking ability. The students' self anxiety also decreased. It was showed in the following table bellow:

Table 4.6
The Percentage of Students' Self Anxiety in Cycle II

No.	Aspect	Score
1.	Communication Anxiety	54%
2.	Fear of Negative Evaluation	46%
3.	Test Anxiety	45%
4.	Anxiety Of English Class	58%
Mean		50.75%

From the table 4.6 above showed that the percentage of students anxiety decreased. The students' anxiety in communication had been minimized at 54% in line with their fear of negative evaluation at 46%, then followed with Anxiety of English class with the value at 58% and test anxiety at 45%. The implementation of PBL made the students able to control their anxious because they motivated to learn and tried to confident to speak in the learning process.

C. Research Findings

Based on the data analysis above, it showed that students' anxiety in speaking had been diminished by applying Problem Based Learning Strategy. It was indicated from several findings of the research that students anxiety decreased from cycle I to cycle II. The mean of students' anxiety in cycle I at 82.75% and the mean of students' anxiety at 50.75% in the cycle II. In line with the students'

anxiety decreased towards the students, then their speaking ability increased. It was shown from the data from cycle I that the mean of students' speaking score were 73.17% and 80.38% in the cycle II.

D. Discussion

Related to research findings of this study, there were some points to discuss. Based on the result of the findings, the data showed that the students' anxiety in cycle II decreased. It was indicated that by applying PBL Strategy in learning process, students would be more confident, so their anxiety in speaking decreased. Referring to the students' speaking anxiety, the students mean in speaking at 73.17% and the students' mean of anxiety at 82.75% in the first cycle. In line with the students' mean in the cycle I, the mean of students speaking ability in cycle II had an improvement at 80.38% and the students' self anxiety decreased at 51.45%. It was concluded that the students' speaking anxiety was decreased by applying Problem Based Learning Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, it was concluded that the students' anxiety in speaking were able to minimize by implementing Problem Based Learning Strategy. If the level of students' anxiety decreased, it meant that the students' ability in speaking increased. In this case, the category of students' speaking score and anxiety opposite.

B. Suggestion

Suggestions were staged as follows:

1. It was suggested for English teacher to use the strategy to overcome the students' anxiety, so that the students' speaking ability had an improvement.
2. Students needed to practice more to apply the strategy to improve their ability in speaking.
3. This research can be used as one of references for the next researcher.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Cycle I

Nama Sekolah : SMP PAB Helvetia
Mata Pelajaran : Bahasa Inggris
Aspek/Skill : *Speaking* (berbicara)
Kelas/Semester : VII/Ganjil
Alokasi Waktu : 2x 40 menit
Jenis Teks : Teks Transaksional/ Interpersonal
Tema : *This Is My world*

A. Kompetensi Inti :

- KI. 1 Menghargai dan menghayati ajaran agama yang di anutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3 Memahami pengetahuan (faktuan, konseptual dan procedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata
- KI.4 Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar :

- 3.6** Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai dengan konteks.

C. Indikator

1. Mengidentifikasi nama benda, binatang, dan tempat publik.
2. Menirukan ungkapan untuk menyebutkan nama benda yang letaknya dekat dengan kehidupan siswa sehari-hari.
3. Membuat percakapan pendek yang menggunakan ungkapan nama benda yang letaknya dekat dengan kehidupan siswa sehari-hari.
4. Melakukan percakapan untuk menyebutkan nama benda yang letaknya dekat dengan kehidupan siswa sehari-hari.

5. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan :

1. Melalui langkah-langkah dalam indikator peserta didik dapat mengidentifikasi nama benda, binatang, dan tempat publik
2. Siswa mampu Menirukan ungkapan untuk menyebutkan nama benda yang letaknya dekat dengan kehidupan siswa sehari-hari.
3. Melalui langkah-langkah dalam indicator siswa mampu membuat percakapan pendek yang menggunakan ungkapan nama benda yang letaknya dekat dengan kehidupan siswa sehari-hari.
4. Melalui langkah-langkah dalam indikator siswa mampu melakukan percakapan untuk menyebutkan nama benda yang letaknya dekat dengan kehidupan siswa sehari-hari.

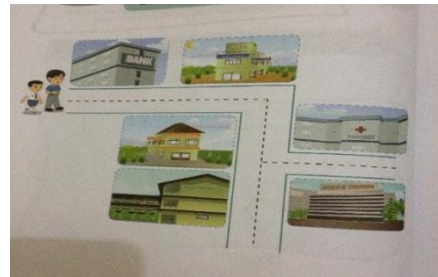
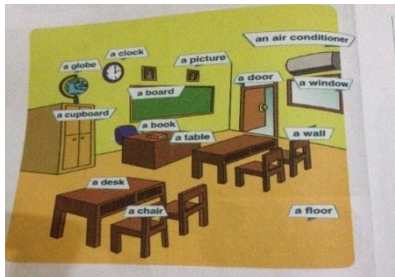
E. Materi Pembelajaran

Unsur kebahasaan:

Nama benda dan di sekitar siswa : a clock, table, chair, a picture, a door, a window, a wall and a floor.

Nama binatang di sekitar siswa : dog, cat, chicken, fish, mouse, frog, rabbit, monkey and pig

Nama tempat umum : hospital, school, post office, the bank.



F. Langkah-langkah Kegiatan

Uraian Kegiatan	Alokasi waktu
Kegiatan awal	15 menit
<p>Guru</p> <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - Guru mengawali proses pembelajaran dengan salam. - Guru bersama dengan siswa memulai pembelajaran dengan berdoa, dan kemudian guru memeriksa kehadiran siswa. 2. Apersepsi <ul style="list-style-type: none"> - Guru memberi stimulus kepada siswa dengan bertanya jawab. 3. Motivasi <ul style="list-style-type: none"> - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. - Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung 4. Pemberian acuan <ul style="list-style-type: none"> - Memberitahu materi yang akan di bahas pada pertemuan yang sedang berlangsung. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran, 	
Kegiatan Inti	60 Menit
5. Mengamati	

<ul style="list-style-type: none"> - Siswa mengamati video yang di sediakan guru . <p>6. Menanya</p> <ul style="list-style-type: none"> - Siswa dan guru melakukan tanya jawab tentang <i>nama benda, binatang dan tempat publik</i> berdasarkan gambar yang terdapat di video tersebut. - Siswa di tunjukkan slide yang berisi bebrapa gambar, dan siswa diminta untuk mengidentifikasi gambar tersebut. <p>7. Mengumpulkan data</p> <ul style="list-style-type: none"> - Guru meminta siswa secara acak menyebutkanbeberapa nama binatang, nama benda dan nama tempat publik di sekitar. <p>8. Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa diminta berpasangan untuk melakukan diskusi. - Dilanjutkan dengan guru memberikan tugas kepada siswa untuk membuat dialog singkat tentang benda, binatang atau tempat sesuai dengan clue yang di dapatkan. . - Perwakilan kelompok diminta maju kedepan kelas untuk memilih clue tema dari dialog yang akan di buat. - Siswa kembali ke kelompoknya dan berdiskusi dengan pasangan nya untuk membuat dialog. <p>9. Mengkomunikasikan.</p> <ul style="list-style-type: none"> - Secara acak guru memanggil siswa untuk mebacakan hasil diskusinya. - Siswa membacakan dialog singkat yang telah di diskusikan mengenai nama benda, binatang atau tempat tersebut. - Guru memberi apresiasi terhadap siswa. - Guru melakukan penilaian pada saat siswa mengkomunikasikan hasil diskusi. 	
Kegiatan penutup	15 enit
<ul style="list-style-type: none"> - Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. - Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. - Guru memberikan tugas kepada peserta didik untuk menuliskan nama-nama benda di rumah - Guru menjelaskan rencana kegiatan pembelajaran 	

yang akan datang. 10. Menutup kegiatan pembelajaran dengan berdoa bersama.	
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G. Media, Alat dan Sumber Pembelajaran

1. Media

Video, Slide power point

2. Alat : Laptop, proyektor dan kertas

3. Sumber Pembelajaran

- Wachidah, Siti, Gunawan, Asep, Diyantri, Khatimah, Yuli Rulani. . 2016. *Bahasa Inggris, When English Rings a Bell for SMP/MTs Class VII*halaman 59. Jakarta:Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
- https://m.youtube.com/watch?v=5x_AOuG0Sys

H. Penilaian

Teknik Penilaian : Tes Lisan

Bentuk Instrumen : Hasil diskusi berpasangan

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

2. Rubrik penilaian pengetahuan

Aspek yang dinilai	S k o r					Nilai
	1	2	3	4	5	
1. Fluency						

2. Accuracy						
3. Pronunciation						
4. Vocabulary						
5. Grammar						

Diketahui

Medan

Kepala Sekolah

Guru mapel

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Cycle II

Sekolah	: SMP PAB 2 Helvetia
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Aspek/ Skill	: Speaking
Alokasi Waktu	: 2 x 40 menit
Jenis Teks	: Transactional/Interpersonal
Tema	: Friendship

A. Kompetensi Inti :

- KI. 1 Menghargai dan menghayati ajaran agama yang di anutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3 Memahami pengetahuan (faktuan, konseptual dan procedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata
- KI.4 Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
- 3.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

C. Indikator

Merespon ungkapan-ungkapan:

- meminta, memberi, menolak jasa.
- Meminta memberi menolak barang
- Mengakui, mengingkari fakta
- Meminta dan memberi pendapat
- Mengungkapkan secara lisan ungkapan-ungkapan:
- Meminta memberi menolak jasa
- meminta, memberi, menolak barang.
- Mengakui, mengingkari fakta
- Meminta dan memberi pendapat

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. Merespon ungkapan meminta, memberi, menolak jasa
- b. Merespon ungkapan meminta, memberi, menolak barang
- c. Merespon ungkapan mengakui, mengingkari fakta
- d. Merespon ungkapan meminta dan memberi pendapat
- e. Mengungkapkan ungkapan meminta, memberi, menolak jasa
- f. Mengungkapkan ungkapan meminta, memberi, menolak barang.
- g. Mengungkapkan ungkapan mengakui, mengingkari fakta
- h. Mengungkapkan ungkapan meminta dan memberi pendapat

D. Materi Pembelajaran

Percakapan singkat yang memuat ungkapan-ungkapan berikut:

1. meminta, memberi, menolak jasa.

A: Let me help you.

B. Thank you so much.

2. Meminta memberi menolak barang

A. Can I have a bit?

B. Sure, here you are.

3. Mengakui, mengingkari fakta

A. Did you break the glass?

B. Yes, I did./No, I didn't.

4. Meminta dan memberi pendapat

A. What do you think of this?

B. Not bad.

5. Kosakata terkait tema / jenis teks.

a bit, break, let, dsb

6. Verbs : break, let had, help.

7. Modal: can

8. Ungkapan Baku : - Thank you, sure.

E. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- Salam tegur sapa
- Mengabsen siswa.
- Memberi motivasi siswa dengan bertanya jawab tentang *current issues*.

2. Kegiatan Inti

- Membahas kata sulit yang digunakan dalam percakapan.

- Mendengarkan kalimat/ungkapan yang diucapkan guru.
- Mengidentifikasi makna dan fungsi ungkapan yang didengar.
- Menirukan kalimat-kalimat yang diucapkan guru
- Mendengarkan percakapan tentang:
 - a. meminta, memberi, menolak jasa.
 - b. meminta memberi menolak barang
 - c. mengakui, mengingkari fakta
 - d. meminta dan memberi pendapat
- Menjawab pertanyaan tentang isi percakapan.
- Merespon dan mengungkapkan ungkapan:
 - a. meminta, memberi, menolak jasa.
 - b. meminta memberi menolak barang
 - c. mengakui, mengingkari fakta
 - d. meminta dan memberi pendapat

- Melakukan percakapan tentang:
 - a. meminta, memberi, menolak jasa.
 - b. meminta memberi menolak barang
 - c. mengakui, mengingkari fakta
 - d. meminta dan memberi pendapat

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama kegiatan belajar mengajar.
- Menyimpulkan materi pembelajaran.
- Menugaskan siswa menggunakan ungkapan yang telah dipelajari di luar kelas.

5. Sumber Belajar

Buku teks yang relevan : .Let's Talk, Pakar Raya Jakarta 2005.
Script percakapan atau rekaman percakapan (terlampir)

6. Penilaian

Bentuk : - Pertanyaan lisan.

Instrumen :

In pairs, make a conversation based on the situation and perform it in front of the class.

1. A. (you offer help to your friend, Fred).
B. (you accept the offer)
2. A. (you ask for some flowers to your friend)
B. (your friend agrees to give)
3. A. (ask your friend whether he/she takes your pen)
B. (you deny it)
4. A. (ask your friend's opinion about your new dress)
B. (your friend compliment it)

Pedoman Penilaian:

Setiap aspek diberi skor maksimal 5.

1. Jumlah skor maksimal $5 \times 5 = 25$
2. Nilai Maksimal = 10
skor perolehan
3. Nilai siswa = ----- = 10
skor maksimal

b. Menggunakan rubrik Penilaian

Aspek yang dinilai	S k o r					Nilai
	1	2	3	4	5	
1. Fluency						
2. Accuracy						
3. Pronunciation						

4. Vocabulary						
5. Grammar						

Medan, September 2019

Mengetahui :

Kepala Sekolah

Guru Mata Pelajaran

APPENDIX 3

Questionnaire of Students' Self Anxiety

I. Student's Identity

a. Name :

b. Sex : ☐ Male ☐ Female

c. Class :

II. Statement List

Read the statement on the following table. Then, give your response toward the statement by checklist (✓) in the response column. SA= Strongly Agree, A= Agree, D= Dissagree, and SD= Strongly Dissagree

No	Statement	SA	A	D	SD
1.	Saya tidak merasa percaya diri ketika berbicara bahasa Inggris di kelas.				
2.	Saya tidak pernah kahwatir membuat kesalahan ketika belajar bahasa Inggris.				
3.	Saya gemetar ketika tahu nama saya akan dipanggil saat belajar bahasa Inggris.				
4.	Saya takut ketika saya tidak mengerti apa yang guru saya katakan menggunakan bahasa Inggris.				
5.	Tidak masalah bagi saya untuk mengikuti berbagai kelas bahasa asing.				
6.	Di kelas bahasa Inggris, saya sering memikirkan hal lain yang tidak berkaitan dengan pelajaran.				
7.	Saya selalu berfikir kalau kemampuan teman bahasa Inggris teman dikelas saya lebih baik dari saya.				
8.	Saya biasanya tidak merasa kesulitan ketika mengerjakan ulangan bahasa Inggris.				
9.	Saya mulai panik ketika harus berbicara dikelas bahasa Inggris tanpa persiapan sebelumnya.				

10.	Saya kahwatir dengan konsekuensi yang saya dapatkan jika saya mendapatkan nilai jelek di mata pelajaran bahasa Inggris.				
11.	Saya tidak mengerti kenapa sebagian orang tidak suka dengan pelajaran bahasa Inggris.				
12.	Saya sangat gugup ketika saya lupa hal yang saya tahu sebelumnya.				
13.	Saya malu mengajukan pertanyaan dari guru bahasa Inggris.				
14.	Saya tidak akan gugup ketika ketika berbicara bahasa Inggris dengan <i>native speaker</i> (penutur asli bahasa).				
15.	Saya kesal ketika saya tidak mengerti apa yang guru saya maksud ketika mengoreksi kesalahan saya.				
16.	Meskipun saya sudah menyiapkannya dengan baik saya tetap merasa cemas.				
17.	Saya sering berfikir untuk membolos pelajaran Bahasa Inggris				
18.	Saya merasa percaya diri ketika berbicara bahasa Inggris di kelas.				
19.	Saya takut apabila guru saya siap mengoreksi setiap kesalahan yang saya buat.				
20.	Saya bisa merasakan jantung saya berdekat kencang ketika nama saya dipanggil saat pelajaran bahasa Inggris.				
21.	Semakin sering saya belajar untuk ujian bahasa Inggris, saya semakin bingung.				
22.	Saya tidak pernah merasa terpaksa menyiapkan hal-hal yang diperlukan untuk mata pelajaran bahasa Inggris.				
23.	Saya selalu menganggap teman saya berbicara bahasa Inggris lebih baik dari saya.				
24.	Saya merasa sangat canggung ketika berbicara bahasa Inggris didepan teman saya.				
25.	Kelas bahasa berlangsung sangat cepat saya kahwatir ketinggalan materi.				
26.	Saya merasa lebih tegang dan gugup ketika belajar bahasa Inggris dari pada pelajaran lain.				
27.	Saya menjadi gugup dan bingung ketika berbicara bahasa Inggris didepan kelas.				
28.	Saya merasa sangat yakin dan tenang ketika memasuki pelajaran bahasa Inggris.				
29.	Saya menjadi gugup ketika saya tidak				

	menegrti apa yang guru bahasa Inggris saya katakan.				
30.	Saya merasa kewalahan dengan sejumlah peraturan yang harus dipelajari untuk bisa berbicara bahasa inggris.				
31.	Saya takut ditertwakan teman saya ketika berbicara bahasa Inggris.				
32.	Saya mungkin akan merasa nyaman berada disekitar <i>native speaker</i> (penutur asli bahasa).				
33.	Saya merasa gugup ketika guru bahasa inggris saya menanyakan pertanyaan yang belum saya pelajari sebelumnya.				

APPENDIX 4

Students' Speaking Score in Cycle I

No .	Students Initial	Speaking Criteria					
		C	F	V	P	G	Score
1.	AZR	60	58	67	60	56	60
2.	AR	58	60	68	67	78	66
3.	AK	56	55	64	56	60	58
4.	ASA	60	57	58	57	65	59
5.	AR	55	55	57	56	55	55
6.	AA	63	64	66	60	67	64
7.	AZZ	56	56	58	58	59	57
8.	APL	66	60	60	65	70	64
9.	ANG	67	60	65	70	68	65
10.	AP	58	56	60	59	60	58
11.	AK	72	62	70	65	70	67
12.	ANMS	60	58	68	60	70	61
13.	AS	56	55	55	57	57	56
14.	ASL	70	74	78	75	75	74
15.	AW	65	60	65	68	65	64
16.	AAS	75	75	79	80	78	77
17.	AA	60	65	70	75	70	68
18.	AAS	78	80	80	83	80	80
19.	AJG	62	65	65	70	64	65
20.	AFS	65	60	68	65	64	64
21.	AV	82	80	85	84	84	83
22.	ADL	72	72	75	75	65	71
23.	AP	75	75	75	75	75	75
24.	AAP	64	64	65	74	75	68
25.	AGP	75	80	75	78	70	75
26.	AR	65	65	65	65	65	65
27.	ATP	75	82	71	85	72	77
28.	ANP	75	60	70	75	75	71
29.	AAS	74	65	65	65	65	65
30.	AA	60	60	60	60	60	60
31.	AZ	65	65	70	70	65	67
32.	AA	62	62	62	62	62	62
33.	ADP	80	77	80	70	75	78
34.	SP	77	74	77	78	75	76
Total		2.263	2.216	2.316	2.322	2.314	2.488
Mean		73.17					
Category		Moderate					

APPENDIX 5

Students' Speaking Score in Cycle II

No.	Students Initial	Speaking Criteria					
		C	F	V	P	G	Score
1.	AZR	75	77	80	75	75	77
2.	AR	70	70	75	75	75	73
3.	AK	73	72	75	72	75	73
4.	ASA	76	76	85	76	76	78
5.	AR	80	77	83	80	80	80
6.	AA	77	77	80	77	77	77
7.	AZZ	76	76	78	78	72	76
8.	APL	83	80	83	80	83	81
9.	ANG	85	75	85	84	84	82
10.	AP	80	80	80	80	77	79
11.	AK	78	75	80	75	78	77
12.	ANMS	80	76	80	80	75	78
13.	AS	85	85	88	88	77	85
14.	ASL	85	82	84	82	84	83
15.	AW	75	75	75	75	75	75
16.	AAS	80	80	82	82	80	80
17.	AA	78	75	78	76	74	76
18.	AAS	84	85	90	86	90	87
19.	AJG	76	73	78	74	75	75
20.	AFS	78	77	80	76	75	77
21.	AV	88	88	97	97	97	95
22.	ADL	85	78	85	85	85	83
23.	AP	85	85	88	88	77	85
24.	AAP	84	84	86	84	80	83
25.	AGP	80	80	80	80	77	80
26.	AR	89	89	95	89	89	89
27.	ATP	80	80	83	83	80	81
28.	ANP	85	85	85	85	85	85
29.	AAS	81	76	85	78	78	79
30.	AA	80	76	80	76	78	78
31.	AZ	84	80	85	80	80	81
32.	AA	78	78	82	74	74	77
33.	ADP	84	83	86	80	84	83
34.	SP	86	84	86	86	86	85
Total		2,743	2,689	2,822	2,737	2,707	2,733
Mean		80.38					
Category		High					

APPENDIX 6

Students' Self Anxiety in Cycle I

No.	Students' Initial	Anxiety Aspect: Communication Anxiety							
		1	9	14	18	24	27	29	32
1.	AZR	4	3	3	3	4	3	4	3
2.	AR	4	4	3	4	4	3	4	3
3.	AK	4	4	3	3	4	3	3	4
4.	ASA	3	3	4	3	3	4	3	4
5.	AR	3	2	3	4	3	4	2	3
6.	AA	3	3	4	4	4	4	3	4
7.	AZZ	4	3	4	3	4	4	3	4
8.	APL	4	3	3	4	4	3	3	3
9.	ANG	3	3	3	4	4	3	4	3
10.	AP	4	2	3	3	3	4	4	3
11.	AK	4	4	3	4	3	3	3	3
12.	ANMS	3	4	4	4	3	3	3	3
13.	AS	4	3	4	4	4	3	2	4
14.	ASL	4	4	3	4	4	3	3	3
15.	AW	4	4	3	4	4	4	3	3
16.	AAS	4	3	4	3	3	4	4	4
17.	AA	4	3	3	4	4	4	4	4
18.	AAS	3	3	4	3	4	4	3	4
19.	AJG	4	3	3	4	3	3	4	3
20.	AFS	4	2	4	4	3	3	4	3
21.	AV	4	2	3	3	3	3	3	3
22.	ADL	4	3	3	3	4	3	3	4
23.	AP	3	3	3	4	4	4	3	3
24.	AAP	3	4	3	4	4	4	4	4
25.	AGP	4	3	4	3	4	3	4	3
26.	AR	4	3	4	4	3	4	4	3
27.	ATP	4	2	3	2	4	4	3	3
28.	ANP	3	3	3	3	4	4	3	3
29.	AAS	3	4	4	4	3	3	4	4
30.	AA	4	2	4	3	4	4	4	4
31.	AZ	3	3	4	4	4	3	4	4
32.	AA	4	3	3	3	3	3	3	3
33.	ADP	4	2	3	4	4	4	3	3
34.	SP	4	4	4	4	4	4	3	3
Total		125	104	116	121	124	119	114	115
Mean		89%							
Category		High							

APPENDIX 7

Students' Self Anxiety in Cycle I

No.	Students' Initial	Anxiety Aspect: Fear of Negative Evaluation								
		3	7	13	15	20	23	25	31	33
1.	AZR	3	3	4	4	4	3	3	3	4
2.	AR	4	3	3	4	3	3	3	3	3
3.	AK	4	4	3	3	4	3	3	3	3
4.	ASA	3	3	4	3	2	4	3	3	2
5.	AR	4	2	3	3	3	3	2	2	3
6.	AA	3	3	4	4	4	4	3	4	3
7.	AZZ	4	3	4	3	4	2	3	3	3
8.	APL	4	3	3	4	4	3	3	3	4
9.	ANG	3	3	3	4	4	3	4	3	3
10.	AP	2	2	3	3	3	4	4	3	3
11.	AK	3	3	3	4	3	3	3	3	3
12.	ANMS	3	4	4	4	3	3	3	3	3
13.	AS	3	3	4	3	4	3	2	4	4
14.	ASL	3	3	3	4	4	3	3	3	4
15.	AW	2	4	3	4	4	4	3	3	4
16.	AAS	3	3	4	3	3	4	4	4	3
17.	AA	3	3	3	4	4	4	4	4	4
18.	AAS	3	2	4	3	4	4	3	4	4
19.	AJG	3	3	3	4	3	3	4	3	4
20.	AFS	3	2	4	4	3	3	3	3	3
21.	AV	4	2	3	3	3	3	3	3	4
22.	ADL	4	3	3	3	4	3	3	4	3
23.	AP	3	3	3	4	3	4	2	3	3
24.	AAP	3	4	3	4	4	3	4	4	3
25.	AGP	4	3	4	3	4	3	4	3	4
26.	AR	4	3	4	4	3	3	4	3	4
27.	ATP	4	2	3	2	4	4	3	3	3
28.	ANP	3	3	3	3	3	3	3	3	4
29.	AAS	3	4	4	4	3	3	4	4	4
30.	AA	4	2	4	3	4	4	4	4	4
31.	AZ	3	3	3	4	3	3	4	4	3
32.	AA	3	3	3	3	2	3	3	3	4
33.	ADP	3	3	3	4	4	4	3	3	3
34.	SP	2	3	3	4	4		4	3	4
Total		118	97	110	114	115	105	107	98	128
Mean		84%								
Category		High								

APPENDIX 8

Students' Self Anxiety in Cycle I

No .	Students' Initial	Anxiety Aspect: Test Anxiety				
		2	8	10	19	21
1.	AZR	3	3	4	3	3
2.	AR	3	4	3	3	3
3.	AK	2	3	3	4	3
4.	ASA	4	4	4	3	2
5.	AR	3	3	3	3	4
6.	AA	2	3	4	4	2
7.	AZZ	4	3	4	3	3
8.	APL	3	4	3	3	2
9.	ANG	3	4	3	3	4
10.	AP	2	4	3	4	3
11.	AK	3	4	3	4	2
12.	ANMS	3	3	4	4	3
13.	AS	2	3	4	2	2
14.	ASL	3	3	3	3	3
15.	AW	4	3	3	2	4
16.	AAS	3	3	4	3	3
17.	AA	3	4	3	3	4
18.	AAS	2	2	4	3	4
19.	AJG	3	3	3	2	3
20.	AFS	3	3	4	3	3
21.	AV	4	4	4	2	3
22.	ADL	2	3	3	3	4
23.	AP	3	2	2	2	3
24.	AAP	3	4	3	4	4
25.	AGP	3	3	2	4	4
26.	AR	3	2	4	2	3
27.	ATP	3	3	3	4	4
28.	ANP	4	3	3	3	3
29.	AAS	3	4	3	3	3
30.	AA	2	2	3	2	4
31.	AZ	4	4	2	4	2
32.	AA	3	4	4	2	2
33.	ADP	3	3	2	3	3
34.	SP	3	4	3	2	2
Total		108	101	103	99	91
Mean		78%				
Category		High				

Appendix 9

Students' Self Anxiety in Cycle I

No .	Students' Initial	Anxiety Aspect: Anxiety of English Class										
		4	5	6	11	12	16	17	22	26	28	30
1.	AZR	3	3	4	3	4	3	3	3	4	3	3
2.	AR	3	3	3	3	3	3	3	3	3	3	3
3.	AK	2	4	3	4	4	3	3	3	3	4	2
4.	ASA	3	3	4	4	2	4	3	3	2	4	3
5.	AR	4	2	3	3	3	3	2	2	3	4	3
6.	AA	3	3	4	4	4	4	3	4	3	3	4
7.	AZZ	2	3	4	3	4	2	3	3	3	3	3
8.	APL	3	3	3	3	4	3	3	3	4	3	3
9.	ANG	4	3	3	4	4	3	4	3	3	2	4
10.	AP	2	2	3	3	3	4	4	3	3	3	4
11.	AK	3	3	3	3	3	3	3	3	3	3	3
12.	ANMS	3	4	4	4	3	3	3	3	3	4	3
13.	AS	2	3	4	3	4	3	2	4	4	3	2
14.	ASL	3	3	3	3	4	3	3	3	4	3	4
15.	AW	2	4	3	4	4	4	3	3	4	3	3
16.	AAS	2	3	4	3	3	4	4	4	3	3	3
17.	AA	3	3	3	4	4	4	4	4	4	4	3
18.	AAS	2	2	4	3	4	4	3	4	4	2	2
19.	AJG	3	3	3	4	3	3	4	3	4	3	3
20.	AFS	2	2	4	4	3	3	3	3	3	3	3
21.	AV	2	2	3	3	3	3	3	3	4	3	4
22.	ADL	3	3	3	3	4	3	3	4	3	3	4
23.	AP	3	3	3	4	3	4	2	3	3	4	3
24.	AAP	3	4	3	4	4	3	4	4	3	4	3
25.	AGP	4	3	4	3	4	3	4	3	4	4	3
26.	AR	3	3	4	4	3	3	4	3	4	3	3
27.	ATP	3	2	3	2	4	4	3	3	3	3	2
28.	ANP	3	3	3	3	3	3	3	3	4	2	2
29.	AAS	3	3	4	3	3	3	4	4	4	3	4
30.	AA	4	2	4	3	4	4	4	4	4	3	4
31.	AZ	4	3	3	4	3	2	4	4	3	3	2
32.	AA	4	3	3	3	2	3	3	3	4	4	3
33.	ADP	3	3	3	4	4	3	3	3	3	4	3
34.	SP	4	3	3	3	4	3	4	3	4	2	3
Total		102	110	106	115	105	99	104	95	112	96	101
Mean		80%										
Category		High										

APPENDIX 10

Students' Self Anxiety in Cycle II

No.	Students' Initial	Anxiety Aspect: Communication Anxiety							
		1	9	14	18	24	27	29	32
1.	AZR	2	1	1	2	2	2	1	1
2.	AR	1	1	2	1	2	1	2	1
3.	AK	1	2	2	1	1	2	2	3
4.	ASA	2	2	1	1	1	2	1	2
5.	AR	3	2	1	3	1	2	1	2
6.	AA	2	2	1	2	2	2	3	1
7.	AZZ	2	1	1	2	2	1	2	1
8.	APL	3	1	2	1	3	1	2	1
9.	ANG	2	1	2	2	1	2	2	2
10.	AP	1	1	2	1	2	2	2	2
11.	AK	1	2	2	1	3	1	1	2
12.	ANMS	2	2	1	2	2	3	2	2
13.	AS	2	2	3	2	1	2	3	1
14.	ASL	3	2	1	1	2	2	1	1
15.	AW	1	1	2	2	3	2	2	2
16.	AAS	3	2	2	1	1	2	1	2
17.	AA	3	2	2	2	2	1	1	1
18.	AAS	2	2	2	2	2	1	2	2
19.	AJG	2	2	1	2	2	1	1	2
20.	AFS	2	3	2	1	1	1	1	2
21.	AV	2	1	2	2	2	1	1	1
22.	ADL	1	1	2	1	3	3	2	2
23.	AP	2	1	2	2	2	2	2	2
24.	AAP	3	3	3	2	1	3	2	1
25.	AGP	2	2	2	3	2	2	2	2
26.	AR	3	2	2	2	2	2	1	2
27.	ATP	1	1	3	1	3	2	2	3
28.	ANP	2	2	1	1	3	1	2	2
29.	AAS	2	1	2	1	2	3	3	1
30.	AA	1	1	3	2	1	2	1	1
31.	AZ	1	2	2	1	2	2	2	1
32.	AA	3	1	2	1	2	2	2	3
33.	ADP	2	1	2	2	1	1	2	1
34.	SP	1	2	1	2	2	1	1	3
Total		72	60	75	68	78	69	66	70
Mean		54%							
Category		Low							

APPENDIX 11

Students' Self Anxiety in Cycle II

No .	Students' Initial	Anxiety Aspect: Fear of Negative Evaluation								
		3	7	13	15	20	23	25	31	33
1.	AZR	1	2	1	2	1	1	2	1	2
2.	AR	1	1	2	2	2	1	2	1	1
3.	AK	1	2	1	1	2	2	2	2	2
4.	ASA	1	1	1	1	2	2	1	2	1
5.	AR	2	1	1	1	1	1	2	2	1
6.	AA	1	1	3	2	1	1	1	1	1
7.	AZZ	1	1	1	2	1	1	1	1	1
8.	APL	1	1	1	2	1	2	1	1	2
9.	ANG	2	1	2	2	2	1	2	1	1
10.	AP	1	2	1	1	2	1	2	2	2
11.	AK	1	2	1	1	2	1	2	2	1
12.	ANMS	1	1	1	2	2	1	1	1	2
13.	AS	1	1	1	1	2	1	2	1	2
14.	ASL	2	1	1	2	1	2	1	2	1
15.	AW	1	1	1	1	1	2	1	2	2
16.	AAS	1	1	1	2	1	1	2	2	1
17.	AA	2	2	1	1	2	1	2	2	2
18.	AAS	1	1	2	1	1	1	1	1	2
19.	AJG	2	1	2	1	1	3	1	1	2
20.	AFS	1	1	1	1	1	2	2	1	1
21.	AV	1	1	2	1	2	1	2	2	1
22.	ADL	1	2	1	2	1	1	1	2	2
23.	AP	1	1	2	2	1	2	2	2	2
24.	AAP	1	1	2	2	1	2	1	2	1
25.	AGP	2	2	1	2	2	1	2	1	1
26.	AR	1	1	2	1	2	1	2	1	3
27.	ATP	2	1	1	2	2	1	1	1	3
28.	ANP	1	1	1	1	2	1	2	1	1
29.	AAS	1	2	2	1	2	1	1	1	2
30.	AA	1	2	2	1	1	1	2	1	1
31.	AZ	1	2	1	1	2	2	2	2	2
32.	AA	2	2	1	2	1	2	2	3	2
33.	ADP	1	1	1	1	1	1	1	1	2
34.	SP	2	2	1	1	4	1	1	2	1
Total		68	58	60	59	64	55	54	63	52
Mean		46%								
Category		Low								

APPENDIX 12

Students' Self Anxiety in Cycle II

No .	Students' Initial	Anxiety Aspect: Test Anxiety				
		2	8	10	19	21
1.	AZR	1	2	1	1	2
2.	AR	2	2	2	1	1
3.	AK	1	1	1	1	1
4.	ASA	1	1	2	1	1
5.	AR	1	1	1	1	2
6.	AA	1	1	1	1	1
7.	AZZ	1	2	1	1	1
8.	APL	2	2	2	2	1
9.	ANG	1	2	1	2	2
10.	AP	1	1	1	2	2
11.	AK	1	2	2	1	1
12.	ANMS	1	1	1	1	2
13.	AS	1	1	1	1	1
14.	ASL	2	2	1	1	1
15.	AW	2	2	1	2	2
16.	AAS	1	2	1	2	1
17.	AA	1	1	1	1	2
18.	AAS	1	2	2	1	1
19.	AJG	1	2	2	2	1
20.	AFS	1	1	2	2	2
21.	AV	2	1	1	1	1
22.	ADL	2	1	1	1	1
23.	AP	1	1	1	1	3
24.	AAP	1	1	1	1	1
25.	AGP	2	2	1	1	1
26.	AR	1	1	1	1	2
27.	ATP	2	1	1	3	1
28.	ANP	1	2	2	2	1
29.	AAS	1	1	2	2	1
30.	AA	1	2	2	2	2
31.	AZ	3	1	2	1	1
32.	AA	1	1	3	1	2
33.	ADP	1	1	1	1	1
34.	SP	1	1	1	1	2
Total		54	61	52	68	49
Mean		45%				
Category		Low				

APPENDIX 13

Students' Self Anxiety in Cycle II

No.	Students' Initial	Anxiety Aspect: Anxiety of English Class										
		4	5	6	11	12	16	17	22	26	28	30
1.	AZR	1	2	2	2	2	1	2	2	2	1	1
2.	AR	2	1	1	2	2	2	2	3	2	2	2
3.	AK	2	3	2	1	1	3	1	2	1	2	3
4.	ASA	2	1	1	1	3	1	3	2	2	1	2
5.	AR	3	3	2	3	2	2	2	2	1	2	2
6.	AA	2	1	1	1	3	2	2	1	2	3	2
7.	AZZ	4	1	3	2	2	3	2	2	3	1	3
8.	APL	1	2	2	3	1	1	3	2	2	2	2
9.	ANG	3	1	3	2	2	2	2	2	3	2	2
10.	AP	2	2	1	1	3	1	2	1	2	1	2
11.	AK	1	1	2	2	2	2	2	1	3	3	1
12.	ANMS	1	3	3	1	1	2	1	2	3	2	2
13.	AS	2	1	1	2	2	1	2	2	2	2	1
14.	ASL	1	2	2	2	2	3	2	3	2	1	3
15.	AW	2	1	2	1	3	2	2	3	1	3	2
16.	AAS	2	2	2	2	1	1	3	2	3	2	1
17.	AA	1	1	1	2	2	2	2	2	2	2	2
18.	AAS	3	2	2	3	3	1	2	4	2	2	1
19.	AJG	1	1	1	1	1	2	3	2	2	3	3
20.	AFS	4	2	3	2	2	3	2	1	1	3	3
21.	AV	1	1	2	2	3	3	3	2	2	2	2
22.	ADL	2	3	1	2	3	4	2	3	3	1	2
23.	AP	1	1	3	1	2	1	1	2	3	2	1
24.	AAP	1	1	1	2	1	3	3	1	1	2	2
25.	AGP	1	2	2	1	1	4	2	2	2	2	3
26.	AR	2	1	2	2	2	4	2	3	2	1	2
27.	ATP	2	2	3	1	2	1	3	2	1	2	2
28.	ANP	3	1	1	3	1	3	2	2	2	3	2
29.	AAS	1	2	2	2	2	2	2	1	1	2	2
30.	AA	3	1	2	2	1	1	2	2	2	3	1
31.	AZ	2	2	1	4	3	2	3	2	1	3	2
32.	AA	1	1	3	2	3	2	1	2	2	2	3
33.	ADP	1	2	1	1	1	3	2	3	2	2	3
34.	SP	2	1	2	2	3	2	2	2	1	2	2
Total												
Mean		58%										
Category		Low										

APPENDIX 13

APPENDIX 14

RESEARCH DOCUMENTATION



Picture 1. The Students did Pre- Test



Picture 2. The Learning Situation in cycle I



Picture 3. The students Did Test in Cycle I



Picture 4. The Students Did Test in Cycle II



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Amalia
NPM : 1502050328
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Applying Problem Based Learning Strategy to Minimize Student Anxiety in Speaking	<i>ace</i> 17/03 F 2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Yenni Hasnah, S.Pd., M.Hum.

Medan, 17 Maret 2019
Hormat Pemohon,

Amalia

Form : K - 1

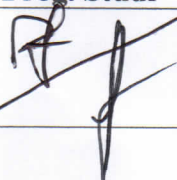

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

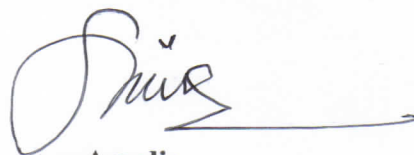
Nama Mahasiswa : Amalia
NPM : 1502050328
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,42

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Applying Problem Based Learning Strategy to Minimize Student Anxiety in Speaking	
	The Implementation of "Flashcards" Technique to Improve Students Ability in Writing for Junior High School	
	Improve Student's Ability in Write Drama Script Using Deixis Approach	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 17 Mei 2019
Hormat Pemohon,



Amalia

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Amalia
NPM : 1502050328
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Applying Problem Based Learning Strategy to Minimize Student Anxiety in Speaking

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Yenni Hasnah, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 17 Mei 2019

Hormat Pemohon,

Amalia

Keterangan

Dibuat rangkap 3 ;

- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2310 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Amalia
N P M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Applying Problem Based Learning Strategy to Minimize student anxiety in Speaking.

Pembimbing : Yenni Hasnah, S.Pd, M.Hum

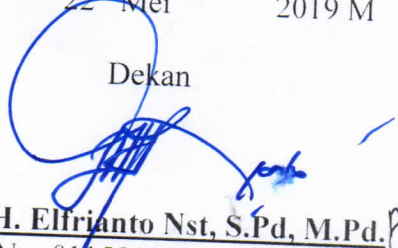
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 17 Ramadhan 1440 H
22 Mei 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302











Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

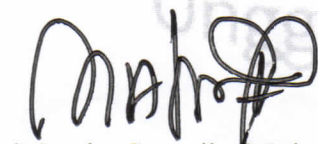


BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Amalia
N.P.M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Applying Problem Based Learning Strategy to Minimize Student Anxiety in Speaking

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
5/03/2019	Consulting the research title	
17/03/2019	Give agreement on the research title	
30/04/2019	Chapter I - Chapter III References	
13/05/2019	Chapter I - Chapter III References	
	Table of Contents	
17/05/2019	Chapter I - Chapter III References	
	Table of Contents	
22/05/2019	Chapter - Chapter III References	
	Table of Contents	
23/05/2019	Acc to Seminar	

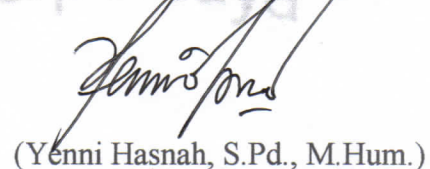
Diketahui oleh:
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Medan, 23 Mei 2019

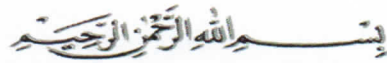
Dosen Pembimbing



(Yenni Hasnah, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Amalia
NPM :1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Applying Problem Based Learning Strategy to Minimize Students' Anxiety in Speaking

Sudah layak diseminarkan.

Medan, 23 Mei 2019

Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

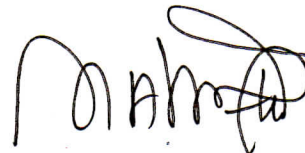
Nama Lengkap : Amalia
N.P.M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Applying Problem Based Learning Strategy to Minimize Students'
Anxiety in Speaking

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei,
Tahun 2019.

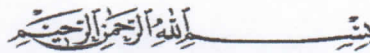
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, September 2019

Ketua,



Mandra Saragih, S.Pd, M.Hum



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

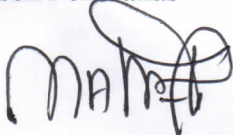
Nama Lengkap : Amalia
N.P.M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Applying Problem Based Learning Strategy to Minimize Students' Anxiety in Speaking

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

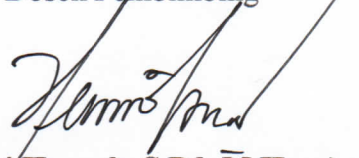
Disetujui oleh:

Dosen Pembahas



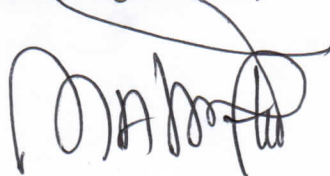
(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing



(Yenni Hasnah, S.Pd, M.Hum)

Diketahui oleh
Ketua Program Studi,



(Mandra Saragih, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

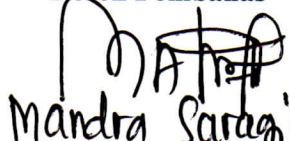
BERITA ACARA SEMINAR PROPOSAL

Pada hari tanggal Bulan 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Amalia
NPM : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Applying Problem Based Learning Strategy to Minimize Students' Anxiety in Speaking

No.	Argument/Komentar/Saran
Judul	
Bab I	Revise !
Bab II	Revise !
Bab III	Revise !
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


Mandra Saragih

Dosen Pembimbing


Yenni Hasnah, S.Pd, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 5446 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 04 Muharram 1441 H
04 September 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP PAB 2 Helvetia Medan
di-
Tempat

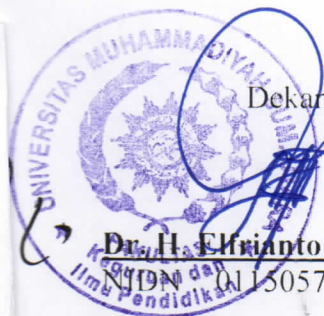
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Amalia
N P M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Applying Problem Based Learning Strategy to Minimize Students' Anxiety in Speaking.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 0115057302



SEKOLAH MENENGAH PERTAMA SMP SWASTA PAB 2 HELVETIA

N.S.S : 204070102068
IZIN : 421/3994/PDM/2014
NPSN : 10213918

N.D.S : 2007010016
TANGGAL : 22 April 2014

STATUS :

A

Alamat : Jln. Veteran Psr IV Helvetia Lab.Deli Kab. Deli Serdang Telp. (061) 8457394

SURAT KETERANGAN

Nomor : P2 / 945.J / PAB / IX / 2019

Yang bertanda tangan di bawah ini :

Nama : **RAHMAN HADI, SP.**
Jabatan : Kepala SMP PAB 2 Helvetia

Menerangkan dengan sesungguhnya , bahwa :

Nama : **AMALIA**
N P M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi/Penelitian : **“Applying Problem Based Learning Strategy to Minimize Students’ Anxiety in Speaking”**

Benar nama tersebut di atas diberikan izin dan telah mengadakan Riset/Penelitian di SMP PAB 2 Helvetia, Kecamatan Labuhan Deli Kabupaten Deli Serdang dari tanggal 05 September 2019 sampai dengan tanggal 26 September 2019 sesuai dengan Surat Permohonan izin dari Universitas Muhammadiyah Sumatera Utara Medan Fakultas Keguruan Dan Ilmu Pendidikan Nomor: 5446/II.3/UMSU-02/F/2019 tanggal 04 September 2019.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Labuhan Deli, 26 September 2019
Kepala
SMP PAB 2 Helvetia

RAHMAN HADI, SP.



LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

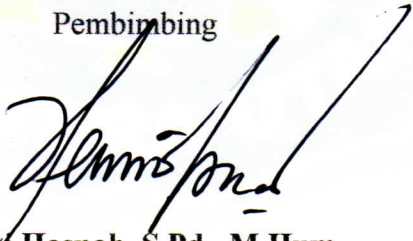
Nama Lengkap : Amalia
N.P.M : 1502050328
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Applying Problem Based Learning Strategy to Minimize Students' Anxiety in Speaking

sudah layak disidangkan.

Medan, September 2019

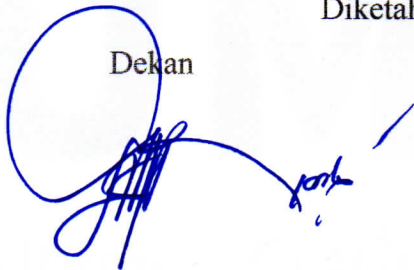
Disetujui oleh:

Pembimbing

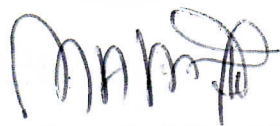

Yenni Hasnah, S.Pd., M.Hum

Diketahui oleh:

Dekan


Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi


Mandra Saragih, S.Pd., M.Hum.

CURRICULUM VITAE

Name : Amalia

Npm : 1502050328

Sex : Female

Place/Date Of Birth : Mariah Padang/ 13 April 1997

Address : Jl. Bukit Barisan I No.12

Religion : Islam

Status : Single

Hobby : Thinking and Singing

Parents : (Father) Sukiman
(Mother) Sugiyem

Education :

1. Elementary School : SD Negeri 105859 Sigambiri (2003-2009)
2. Junior High School : SMP Negeri 5 Tebing Tinggi (2009-2012)
3. Senior High School : SMK Dipanegara T. Tinggi (2012-2015)
4. Students Of English Department Of FKIP University Of Muhammadiyah North Sumatera (2015-2019)