

**THE EFFECT OF USING PROBLEM BASED LEARNING METHOD
ON STUDENTS' ABILITY IN LISTENING**

SKRIPSI

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

By

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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2018**



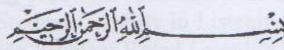
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ABSTRACT

Gultom, Juwita Sari 1202050372 "The Effect of Using Problem Based Learning Method Applying on Students' Ability in Listening". Skirpsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2018

This final project is an action research. In this study, I limit the discussion by stating the following problem: "The Effect of Using Problem Based Learning Method Applying on Students' Ability in Listening?" The aims of the research is to find out whether using Problem Based Learning Method is effective to improve the students' ability. It is expected that the result of the study can increasing the students' ability in using problem based learning method applying especially for Senior High school students'. The subject of the study was the students of SMA TARBIYAH in the Academic Year 2017/2018 which distribute into 2 classes. By using total sample technique all population with total number of 40 students was taken as the sample. An experimental research design was apply in this research. Experimental design aim to get the relation between cause effect clearly and between the cause factors with the problem of research

Based on the data analysis, it can be seen that there is significant difference in the result of the control & experimental the students' pre-test and post-test. The mean experimental group pre-test was 56,00 and 72,25 in the post-test meanwhile the mean control group pre-test was 53 and 63,75 in the post-test. The main factor affecting this improvement was the students' interest in this method.

Therefore, it can be suggested that the using problem based learning method can be alternative way to teach listening, especially to improve the students' ability in listening. This result hopefully would motivate language teachers to using problem based learning method in teaching English in the classroom, especially when teaching English listening to senior High School students'.

Keyword : Problem based learning, students' ability, listening.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT – The Beneficent and The Merciful. Praise to be Allah SWT firstly, I would like to thank and praise Allah SWT for blessing and guidance during the process of completing this Thesis to finish my study in English Department, Faculty of Teacher Training and Education – University of Muhammadiyah Sumatera Utara.

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Finally, as the writer I would like to admit that my thesis is maybe far from perfect. Therefore, I open my hands to constructive critics and suggestions.

Medan, March
2018
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. The Students who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

Based on the researcher's experience in the field teaching practicing program (PPL) at the X grade students of SMA TARBIYAH ISLAMIAH of the academic year 2017/2018, at Jl. Andansari Medan. The researcher found the students had low ability in listening the meaning of words and mentioning the detail information implied in the hortatory exposition listening. The Listening test will be given by the researcher, the students had difficulties in comprehension

Listening especially hortatory exposition Listening. They could not find the main idea which made them did not understand what the topic explained in the Listening.

Based on the problem above, the researcher decide to do the research entitled "*The Effect of Using Problem Based Learning Method Applying on Students' Ability in Listening*".

B. Identification of the Problem

1. The students had low ability in listening the meaning of words and mentioning the detail information implied in the hortatory exposition listening.
2. The students had difficulties in comprehension Listening especially hortatory exposition Listening

C. Scope and Limitation of the Study

In this study, the scope of the study focused on the Listening Comprehension. The limitation of focused on Listening Hortatory.

D. The Formulation of the problem

The Problems of this study are formulated as follow :

Is there any significant effect of applying based learning method?

E. The Objectives of the Study

The objective of study is expected as the following:

To find out the significant effect of Problem Based Learning Method Applying on Students' Ability in Listening.

F. Significance of Study

The researcher expects that his research has some significance. They are limit below :

a. Theoretically

1. This research are expect to be useful as a source to give further information to increase students listening skills.

b. Practically

2. For students, it can motivate students to increase their listening skills since they will find out that English listening material are not complicated, bored, and monotonous.
3. For teachers, it can show teachers that comic and other form of interesting materials can be use in teaching listening. This study also give motivation to the English teacher to create new ways or media in teaching learning procesess.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frameworks

The theoretical framework aimed to giving a clear concept of application of the study. The research was planed to investigate the effect of using communicative approach assisted audiovisual as media to improve the students listening achievement. It was important to elaborate theories dealing with this research in order to avoid the misunderstanding between the writer and reader. There were many points were discussed.

1. Listening

Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994). As such, it forms an integral part of the communication process and should not be separated from the other language arts. Listening comprehension complements reading comprehension. Verbally clarifying the spoken message before, during, and after a presentation enhances listening comprehension. Writing, in turn, clarifies and documents the spoken message.

Teachers can help students become effective listeners by making them aware of the different kinds of listening, the different purposes for listening, and the qualities of good listeners. Wolvin and Coakley (1992) identify four different kinds of listening:

1.1. Types of Listening

There are some types of listening as follows :

1. Intensive Listening

Intensive listening refers to listening precise sound, words, phrases, grammatical units and pragmatics units. Although listening intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session.

The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening, vocabulary, grammar and ability to make inferences from context. However, the administration and scoring of dictation can be time consuming and maybe best for self study outside of classroom time.

2. Selective listening

Selective listening is a prerequisite for more complex and more extended listening. For extended texts, a popular and useful form of selective listening is note taking. Note taking is widely viewed as an important macro skill in the lecture listening comprehension process, a skill that often interacts with reading (when integrated with reading material accompanying the lecture), writing (the actual writing of the notes or writing based on the notes), and speaking (oral reconstruction of the notes or discussion based on the notes).

Task of selective listening encourage learn to approach genuine speak text by adapting a method of focusing of specific information rather than trying to understand and recall everything. Reconstruction of speak material base on selective listening tasks can help students link selective listening to global listening.

3. Responsive Listening

Responsive listening is to relatively short stretch or language (a greeting question, command, comprehension check,etc) in order to make an equally short response.

4. Extensive Listening

Extensive listening is to develop a top-down, global understanding of spoken language. Extensive performance ranger from listening to lengthy lectures to pose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening

5. Comprehension listening

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel. Comprehension listening is also known as *content listening*, *informative listening* and *full listening*.

6. Critical listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

7. Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the *stereotypes* and other biases that they have. Such biased listening is often very evaluative in nature.

8. Evaluative Listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our *values*, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change

our *beliefs*. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us.

Evaluative listening is also called critical, judgmental or interpretive listening.

9. Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our *needs* and *goals*. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

10. Relationship listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

1.2. Process of Listening

Six Stages Of Listening Process :

1. Hearing - it refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention)

2. Attention - brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening; *strong stimuli* like bright lights, sudden noise...are attention getters; attention to more commonplace or less striking stimuli requires special effort; *postural adjustments* are aided by physical changes in sensory receptor organs; *receptor adjustments* might include tensing of the ear's tympanic muscle for better response to weak sounds
3. Understanding - to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
4. Remembering - it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
5. Evaluating - it is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ;

beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

6. Responding - this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message

1.3. Barriers in Listening

The following list of what makes listening difficult.

1. Clustering : attending to appropriate "chunks" of language-phrases, clauses, constituents
2. Redundancy : recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains and benefiting from that recognition.
3. Reduced forms : Understanding the reduced forms that may not have been a part of an English learner's past learning experiences in classes where only formal "textbook" language has been presented.
4. Performances variable : being able to "weed out" hesitations, false starts, pauses, and correction in natural speech.
5. Colloquial language : comprehending idioms, slang, reduced forms, shared cultural knowledge.

6. Rate of delivery : keeping up with the speed of delivery, processing automatically as the speaker continues.
7. Stress, rhythm and intonation : correctly understanding prosodic elements spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces
8. Interaction: managing the interactive flow of language from listening to speaking to listening etc.
9. Communication Approach

2. Text

According to Merriam Webster the text is the original words and form of a written or printed work, an edited or emended copy of an original work, a work containing such text.

According to Oxford Dictionary text is A book or other written or printed work, regarded in terms of its content rather than its physical form.

2.1. Types of Text

Furthermore, Gerrot & Wignel (2001:190-219) there were eleven types of genre.

They were :

1. Recount has a function to retell or inform an event activity in the past.
2. Report has a function to describe the way things are, with the references to arrange of natural or non-natural phenomenon or things in the world.
3. Exposition has a function to persuade the reader that something in case or not.
4. News item has a function to inform the readers about events of a day.
5. Anecdote has a function to share with others an account of a usual or amusing story.

6. Narrative has a function to amuse, entertain actual or vicarious experience a different way.
7. Procedure has a function to explain how something through a sequence of action or steps is done.
8. Description has a function to describe a certain person, place or things.
9. Explanation has a function to explain the process involved in the information of natural or socio cultural phenomena.
10. Discussion has a function to present (at least) two points of view about an issue.
11. Review has a function to give critique about an art or event for a public audience.

2.3. Hortatory Text

According to Pradiyono (2007:215), hortatory exposition text is like as suggestive arguments. To respond the other conflict in human life, the people should be convey their argument in effectively, then the reader get the message from the speaker. By hortatory exposition text speaker try to persuade the audiences to do something and invite the reader that is should be or ought to be like this or not.

According to Pradiyono (2007:228) hortatory exposition text includes of three stages, they are:

- a. Thesis: it contains a writer's statement that it will be a certain topic or problem.
- b. Argument: that can be argument of description of fact to support the

statement in the thesis.

c. Recommendation: it presents the statement of what ought not to happen.

3. Problem Based Learning Method

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication. The PBL process was developed for medical education and has since been broadened in applications for other programs of learning. The process allows for learners to develop skills used for their future practice. It enhances critical appraisal, literature retrieval and encourages ongoing learning in a team environment.

3.1. The Procedure of Problem Based Learning

Inquiry Based Learning

Inquiry-based learning (IBL) is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are learning stimulated by inquiry, a student-centred approach, a move to self-directed learning, and an active approach to learning. Students should develop research skills and become life-long learners. There is strong educational theoretical support for the use of inquiry approaches and IBL is being adopted across the full spectrum of disciplines at all levels from within-class activities,

through to inquiry courses and even inquiry degree programmes. Evidence is gradually accumulating that shows IBL can enhance student engagement, academic achievement and higher order learning outcomes. Benefits can also accrue for teachers through the integration of teaching and research, increased enjoyment and interaction with students and the rewards gained from enhanced learning outcomes for students.

3.2. The Advantages and Disadvantages

Advantages :

- a. Active process
- b. The way we make decisions anyway
- c. Increases tolerance of uncertainty
- d. Stimulates self-learning naturally
- e. Positively aids modelling
- f. Trainee-directed/trainer-monitored
- g. Increases motivation
- h. Encourages "experience" > "intuition"

Disadvantages :

- a. Other teaching methods are useful too!
- b. Need good tutorial skills
- c. Takes longer
- d. Needs planning

3.3. The Application of Problem on Learning Hortatory Text

Hortatory : Hortatory is a word used to describe a behavior or action that is encouraging. In the face of great economic crisis, the president's speech takes on a hortatory or encouraging tone, at a time when people most need the reassurance.

Text : According to Merriam Webster the text is the original words and form of a written or printed work, an edited or emended copy of an original work, a work containing such text.

According to Oxford Dictionary text is A book or other written or printed work, regarded in terms of its content rather than its physical form.

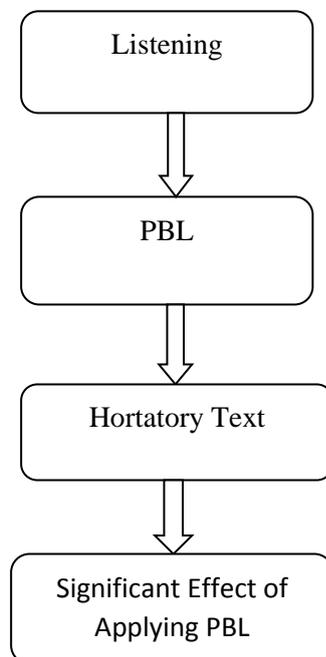
B. Previously Related Study

The relevant studies based on the similarities in variables of study even in wdependent variable although independent variable. Some of the relevants of the study with the research that will be done as follows :

1. The results of research conducted by Mahardiyanto (2007) applying Model Problem Based learning to improve learning outcomes Geography students X grade students of SMA TARBIYAH ISLAMIYAH of the academic year 2017/2018, at Jl. Andansari Medan shows an increase in the average score of student learning outcomes.
2. The results of research conducted by Rihardani Woro Trisnani (2007) that the application of problem-based learning model can improve student activity in IPS lesson. Activities include asking questions, discussing, answering questions, asking opinions, and carrying out tasks.

3. The results of research conducted by Nutri Artansi (2008) on the implementation of Problem Based Learning on IPS learning. IPS learning process with Problem Based Learning method can improve student learning outcomes, as evidenced by the increase in student activity and the average score of student test increases.

C. Conceptual Framework



D. Hypothesis

Ha : There is a significant effect of using The teacher asked the student about Problem based learning in the students' listening achievement.

Ho : There is not significant effect of used Problem Based Learning Strategy in the students' listening achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted X grade students of SMA TARBIYAH ISLAMIYAH of the academic year 2017/2018, at Jl. Andansari Medan. The reason for choosing this school because based on the researcher's experience in the field practice teaching in this school, the students had low achievement in listening comprehension and not interested in learning English especially listening because they did not understand what the teacher had explained and the teacher only gave them text and played the record when the listening material was given. It made the students became confused and not interested. They did not know what they should do.

B. Population and Sample

1. Population

The population is totally of research subject (Arikunto, 2013: 38). The Population of this research was the tenth grade of SMA TARBIYAH Medan 2017/2018 academic year which distributed into 2 class, with 40 total numbers of students.

Table 3.1

The Population of The research

Class	Population
X-A	20
X-B	20
Total	40

2. Sample

By using total sample technique all population with total number of 40 students were taken as the sample.

Table 3.2

The Sample of the Research

Class	Group	Sample
X-A	Experimental group	20
X-B	Control group	20
	Total	40

C. Research Design

The object of this research is applying experimental group and the control group. In this term, the researcher was described the student to used problem based learning method applying on students' ability in listening.

This research was conducted by using experimental research. Experimental research was used to carry out this research. It has to different group, experimental and control group. The experimental group was taught by

PBL (Problem Based Learning). The control group was taught by teacher dictation.

Table 3.3

Research Design for Experimental Group and Control Group

Group	Pre-test	Treatment	Post-test
Experimental	✓	PBL	✓
Control	✓	Teacher Dictation	✓

1. Pre test

Both groups, the experimental group and control group were given pre-test before the treatment. The pre-test was administrated to both groups with the same test. The pre-test was useful to know the mean score of experimental and control group.

2. Teaching Presenting (Treatment)

The experimental and control group were taught by different material. It meant that in the experimental group was taught by using Problem Based Learning, while in the control group was taught by teacher dictation.

.Table 3.3

Treatments in experimental and control group

No	Experimental group	Control group
1	Teacher greet the students to open the class.	Teacher greet the students to open the class.
2	The teacher motivated the students by explaining that listening is a key to understand spoken language.	The teacher motivated the students by explaining that listening is a key to understand spoken language.

3	The teacher gave a brainstorming	The teacher gave a brainstorming
4	The teachers explained the material	The teacher explain material from teacher dictation
5	The teacher selected the material and using PBL strategy	The teacher teach listening material from teacher dictation
6	The teacher spread the sheet as a test	The teacher spread the sheet as a test
7	The teacher collected the answer sheet and correct them	The teacher collected the answer sheet and correct them

D. The Instrument of Research

The instrument for collecting the data was written test in form multiple choice test. The students has given 10 pre-test and 10 post-test.

Scoring of pre-test and post-test used this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = Score

R = The number of the correct answer

N = The number of the test item

E. Technique for collecting data

To collect the data of the research, the researcher used some steps:

1. Giving pre-test to both of the groups.
2. Giving treatment:

- A. Experimental group (Class X-A) : Using PBL strategy
 - B. Control group (Class X-B) : Teacher dictation
3. Giving pos-test with the similar test to both of the groups.
 4. Collecting the students' answer sheet.
 5. Scoring the student's answer sheet test

F. Technique of Analyzing the Data

After collecting the data from the test, the data was calculated by using t-test. The following procedures were implemented to analyze the data :

1. Scoring the students' answer for the correct answer.
2. Listing their score in two tables, first for the experimental group scores and second for the control group scores.
3. Normality Test

Normality test was done to know whether the data that got from the sample had a normal distribution or not. In this research , the normality test was done by using Lilifors test. After getting L_o , it was compared to L_t $\alpha =0,05$. The characteristic of Lilifors test is :

- a. If $L_o < L_t$ = data is normal
- b. If $L_o > L_t$ = data is not normal

4. Homogeneity Test,

Homogeneity test was done to know whether the sample was homogeneous or not. Homogeneity test that was done in this research was Fisher test. Here was the formula :

$$F = \frac{S^2_1}{S^2_2}$$

Note :

S^2_1 = the biggest variant

S^2_2 = the smallest variant.

After getting the F_o , it would be compared to F_t $\alpha=0,05$. The characteristic of Fisher test is :

a. If $F_o < F_t$ = the data is not homogenous

b. If $F_o > F_t$ = the data is homogeneous.

5. Measuring the different scores between Pre-test and Post test from the experimental group and control group.

6. Calculating the mean scores of experimental and control group by using the following formula :

$$\overline{Mx} = \frac{\sum x}{n_1}$$

$$\overline{My} = \frac{\sum y}{n_2}$$

Note :

\overline{Mx} = Mean of experimental group

\overline{My} = Mean of control group

$\sum x$ = The score of experimental group

$\sum y$ = The score of control group

n_1 = The sample of experimental group

n_2 = The sample of control group

7. Measuring the standard deviation variable X (PBL) and Y (Teacher dictation) by using Sudijono's formula (2011)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \text{ for variable X}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} \text{ for variable Y}$$

Note :

SD_x = The standard deviation of variable X (Experimental Group)

SD_y = The standard deviation of variable Y (Control Group)

$\sum x^2$ = The Total Deviation (X_1-X)²

$\sum y^2$ = The Total Deviation (Y_1-Y)²

N = Number of sample

8. Measuring the standard error between both variable by using Sudijono's formula (2011)

$$SE_{MX} = \frac{SD_x}{\sqrt{N_1-1}}$$

$$SE_{MY} = \frac{SD_y}{\sqrt{N_2-1}}$$

Note :

SE_{MX} = the standard error mean of Variable X

SE_{MY} = the standard error mean of variable Y

SD = standard deviation of the sample

N = number of sample

9. Finding out the differences of error standard deviation between M_x and M_y

by using Sudijono's formula (2011) :

$$SE_{M_x-M_y} = \sqrt{SE_{M_x} + SE_{M_y}}$$

Note :

$SE_{M_x-M_y}$ = the error of standard deviation

SE_{M_x} = the standard error of X

SE_{M_y} = the standard error of Y

10. Testing hypothesis by applying T-test by using Sudijono's formula (2011) :

$$t_o = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

$$t_{table} = t \left(1 - \frac{1}{2} \alpha \right)^{(df)}$$

$$df = (N_1 - N_2 - 2)$$

Note :

M_1 = mean of variable X

M_2 = mean of variable Y

$SE_{M_1-M_2}$ = standard Error

t_o = test observation

df = degree of freedom

N_1 = total sample of experimental group

N_2 = total sample of control group.

11. To figure out the students' achievement, standard of minimum completeness will be used in this research.

G. Statistical Hypothesis

This Hypothesis of this research was the usage of PBL (problem based learning) method applying on student's ability in listening was more significant than the those using teacher dictation.

CHAPTER IV

Data Analysis

A. Data Collection

The data of this research was the students' answer which was collected by giving the students a test consisting of twenty items. There were 40 students as samples involved in this research. Samples were divided into two groups namely experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following table :

Table 4.1
The score of Pre-test and Post-test in Experimental Group

No	Students' Initial	Score		
		Pre-test (T_1)	Post-Test (T_2)	Gained
1	NZ	50	70	20
2	NB	65	80	15
3	QN	60	75	15
4	YP	55	70	15
5	RY	65	80	15
6	HR	65	85	20
7	IB	55	80	25
8	IPW	60	85	25
9	LAA	55	70	15
10	LS	50	75	25
11	MA	65	65	0
12	NSP	50	60	10
13	NA	55	75	20
14	PDG	45	70	25

15	PS	60	60	0
16	RAS	50	65	15
17	RAP	55	70	15
18	SF	45	65	20
19	WA	55	60	5
20	YS	60	85	25
Σ		1120	1445	325
Mean		56,00	72,25	16,25

Table 4.2
The score of Pre-test and Post-test in Control Group

No	Students' Initial	Score		
		Pre-test (T1)	Post-Test (T2)	Gained
1	ZK	45	60	15
2	YY	50	60	10
3	DW	55	65	10
4	MZR	60	65	5
5	SI	50	70	20
6	CP	55	65	10
7	DF	50	65	15
8	FR	60	60	0
9	HVS	55	60	5
10	HS	45	60	15
11	KJP	50	65	15
12	MSA	60	65	5
13	MU	50	60	10
14	MBS	55	70	15
15	PA	55	65	10

16	RA	55	55	0
17	RSP	50	75	25
18	SSR	45	60	15
19	TA	60	70	10
20	WOH	55	60	5
Σ		1060	1275	215
Mean		53		10,75

Based on the data in the table above, the initial students (sample) and the students' score in the pre-test and post test of two groups could be seen in the table 4.1 and 4.2. In pre-test the highest score of pre-test in experimental group was 65 and the lowest was 45 with the total score of pre-test was 1120. While the highest score of post-test was 85 and the lowest was 60 with the total score of post-test was 1445.

For the control group the highest score of pre-test was 60 and the lowest was 45 with the total score of pre-test was 1060. While the highest score of post-test was 75 and the lowest was 55 with the total score of post-test was 1275.

From all the data of the pre-test and post-test of the experimental group and control group obtained, Then the researcher analyzed the data into statistic calculation to find out the differences of samples' score between pre-test and post-test in the experimental group. Based on the table above, the following tables 4-3 showed the calculation to find out the mean, the standard deviation, and the standard error between both experimental and control groups.

Table 4.3
The Result Calculation of Gain Score
Both Experimental and Control Groups

No	X	Y	X	y	x^2	y^2
1	20	15	3,75	4,25	14,06	18,06
2	15	10	-1,25	-0,75	1,56	0,56
3	15	10	-1,25	-0,75	1,56	0,56
4	15	5	-1,25	-5,75	1,56	33,06
5	15	20	-1,25	9,25	1,56	85,56
6	20	10	3,75	-0,75	14,06	0,56
7	25	15	8,75	4,25	76,56	18,06
8	25	0	8,75	-10,75	76,56	115,56
9	15	5	-1,25	-5,75	1,56	33,06
10	25	15	8,75	4,25	76,56	18,06
11	0	15	-16,25	4,25	264,06	18,06
12	10	5	-6,25	-5,75	39,06	33,06
13	20	10	3,75	-0,75	14,06	0,56
14	25	15	8,75	4,25	76,56	18,06
15	0	10	-16,25	-0,75	264,06	0,56
16	15	0	-1,25	-10,75	1,56	115,56
17	15	25	-1,25	14,25	1,56	203,06
18	20	15	3,75	4,25	14,06	18,06
19	5	10	-11,25	-0,75	126,56	0,56
20	25	5	8,75	-5,75	76,56	33,06
	325	215	0	0	1143,75	763,75
Mean	16,25	10,75				
N1=20	N2=20					

Note : $x = X - M_x$

$y = Y - M_Y$
 N1 = students of experiment class
 N2 = students of control class

Based on the table above, then the researcher calculated the data to find out the mean, standard deviation, variant, and standard error of both of groups. The formulation as followed :

1. The statistic calculation of the data of variable X :

a. Mean of variable X (M_X)

$$M_1 = \frac{\sum X}{N_1} = \frac{325}{20} = 16,25$$

b. Standard of deviation of variable X, (SD_X)

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{1143,75}{20}} = \sqrt{57,19} = 7,56$$

c. Variant of variable X, S^2

$$S^2 = 7,56^2 = 57,19$$

d. Standard Error of M_x

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{7,56}{\sqrt{20-1}} = \frac{7,56}{4,36} = 1,42$$

2. The statistic calculation of the data of variable Y :

a. Mean of variable Y (M_Y)

$$M_2 = \frac{\sum Y}{N_2} = \frac{215}{20} = 10,75$$

b. Standard of deviation of variable Y (SD_Y)

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} = \sqrt{\frac{763,75}{40}} = \sqrt{38,19} = 6,18$$

c. Variant of Variable Y, or S^2

$$S^2 = 6,18^2 = 38,19$$

d. Standard Error of M_y

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{6,18}{\sqrt{20-1}} = \frac{6,18}{4,36} = 1,42$$

3. After getting, the SE_{M_1} and SE_{M_2} , the next step is calculate the $SE_{M_1-M_2}$.

$$\begin{aligned} SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\ &= \sqrt{1,73^2 + 1,42^2} \\ &= \sqrt{2,99 + 2,02} \\ &= \sqrt{5,01} \\ &= 2,23 \end{aligned}$$

B. Data Analysis

1. Normality Test

Normality test was done by using Liliefors test. To accept or reject the hypothesis, we compared L_o (L observation) with L_t (L table) from Lilifors table α 0,05.

- a. If $L_o < L_t$ = Data has normal distribution (accepted)
- b. If $L_o > L_t$ = Data does not have normal distribution (rejected)

Here was some steps done in the calculation of Normality test :

1. Made a frequency table. Fill column X with the data, column F with the amount of frequency, column Fc with the cumulative frequency.
2. Column Zi was filled by

$$Z_i = \frac{X-M}{SD}$$

Example for x_1 from experiment class :

$$Z_i = \frac{10-27,38}{10,36} = -1,678$$

3. F (Zi) table was filled by looking the coefficient in table of curve normality (appendix). Example $-1,678 = 0,0475$

4. $S(Z_i) = \frac{F_{cum}}{N} = \frac{10}{40} = 0,025$

5. $|F(Z_i) - S(Z_i)| = 0,0475 - 0,025 = 0,0225$ (Coefficient in column $|F(Z_i) - S(Z_i)|$ be positive)

6. The highest coefficient in $|F(Z_i) - S(Z_i)|$ column was as L_o (L observation)

The next table was the worktable of normality test of experiment and control class.

Table 4.4
Worktable of Normality Test of Experiment Group

X	F	FC	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
0	2	2	-2,149	0,0162	0,1	0,0838
5	1	3	-1,488	0,0694	0,15	0,0806
10	1	4	-0,827	0,2061	0,2	0,0061
15	7	11	-0,165	0,4364	0,55	0,1136
20	4	15	0,496	0,6879	0,75	0,0621
25	5	20	1,157	0,8749	1	0,1251

Based on the table above, it was found the L observation was 0,1251 and the L table on the Lilifirs table α 0,05 N = 20 was 0,190. It meant that $L_o < L_t$ and the data in experiment group had normal distribution.

Table 4.5
Worktable of Normality Test of Control Group

Y	F	FC	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
0	2	2	-1,579	0,0582	0,1	0,0418
5	4	6	-0,844	0,2005	0,3	0,0995
10	6	12	-0,110	0,4562	0,6	0,1438
15	6	18	0,624	0,7324	0,9	0,1676
20	1	19	1,358	0,9115	0,95	0,0385
25	1	20	2,093	0,9817	1	0,0183

Based on the table above, it was found the L observation was 0,1676 and the L table on the Lilifirs table α 0,05 N >30 is 0,190. It meant that $L_o < L_t$ and the data in control group had normal distribution.

2. Homogeneity Test

Homogeneity test was done by doing Fisher test. It was aimed to know whether the samples that used in the research were homogenous or not. The formula was as follows :

$$F = \frac{S_1^2}{S_2^2}$$

Note :

s_1^2 = The biggest variant of both variable

s_2^2 = The smallest variant of both variable

Then, the homogeneity of the samples could be decided based on this following hypothesis:

- a. If $F_0 < F_t$ = data is homogeny
- b. If $F_0 > F_t$ = data is not homogeny

From the analysis data of experiment and control class gained the variant of experiment class was 57,19 and the variant of control group was 38,19.

$$F_0 = \frac{57,19}{38,19} = 1,49$$

The coefficient of F_t from the table of F distribution $\alpha = 0,05$ with numerator degree of freedoms = 20 ($N-1=20-1$), and denominator degree of freedom = 20 ($N-1= 20-1$) was 2,15. It meant $F_0 < F_t$. It could be concluded that the samples used in this research were homogeny.

C. Hypothesis Test

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used :

- a. The hypothesis was accepted if $t_0 > t_{table}$

b. The hypothesis was rejected if $t_0 < t_{table}$

The previous calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the t_o as follow:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$
$$t_o = \frac{16,25 - 10,75}{2,23} = 2,47$$

Based on the calculation of t-test, it was found that t-test was 2,47 and based on the t-table level of significant of 0.05 degree of freedom 38 ($N_x + N_y - 2$) t-table was 2,024.

Based on the calculation of t-test, where t_0 (2,47) was higher than t_{table} at the level significant of 0.05 (2,024), therefore, the hypothesis was accepted because $t_0 > t_{table}$ or $2,47 > 2,024$. It was concluded that using Communication Approach Assisted Audio Visual Media had significantly increase the students' listening achievement at 10th grade students of SMA Swasta Imelda Medan, academic year 2015/2016.

D. Findings

The result of this research showed that there was a significant effect of using Problem Based Learning achievement in listening achievement. It was proven by the result of t_{test} that $t_o > t_t = 2,47 > 2,024$ ($\alpha = 0,05$, $df = 38$).

It showed from the value side, using Communication Approach Assisted Audio Visual Media in teaching listening achievement could increase the

students' achievement. Which the mean of experimental group was higher than the mean of control group. Eventhough they were given by the same material and test.

Thereby , it could be concluded that giving the different treatment to both of samples caused a significant difference on the students' achievement in listening achievement. The higher score of experiment class was caused by the treatment that applied in this class, that was using Communication Approach Assisted Audio Visual Media. Using Communication Approach Assisted Audio Visual Media influenced the students to be more active in the learning process. While the control class that taught by using discussion method were not given chance to the students to be more participative.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis it can be concluded that there was a significant effects of using Problem based learning method applying on students' ability in listening can motivated the students' to gether information and to develop it into students' ability in listening.. It was shown from the calculation of t-test where t observed was higher than t table ($2,47 > 2,024$) at the level of significant 0.05 and df 38. Based on these result, hypothesis alternative (h_a) is accepted and hypothesis observed (h_o) is rejected. These effect also seen from the students' mean score in experimental which is higher than in control class ($56,00 > 72,25$).

B. Suggestions

From the conclusions above, the suggestions were presented as following:

1. It was suggested to the next researcher to found difficulties this approach in doing the same research in order to increase the students' achievement in listening.
2. It was suggested that English teachers should teach more intensively in listening. Because it was one of the skill in language should be mastered by the students.
3. Teacher was facilitator in communicative language teaching, should facilitate communication in the classroom.

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