THE EFFECT OF PROBLEM BASED LEARNING (PBL) BY USING POWERPOINT MEDIA ON STUDENTS' ACHIEVEMENT IN SPEAKING

SKRIPSI

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

By :

VIVI TRI SLIANI
NPM: 1402050006

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAHSUMATERA UTARA
MEDAN
2018

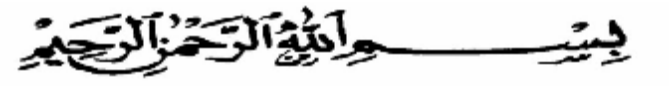
ABSTRACT

Vivi Tri Sliani, 1402050006 "The Effect of Problem Based Learning (PBL) By Using PowerPoint Media on Students' Achievement in Speaking". Skripsi English Department of Faculty of Training and Education University of Muhammadiyah Sumatera Utara. UMSU. Medan. 2018.

This research was intended to investigate The Effect of Problem Based Learning (PBL) by Using Powerpoint Media on Students' Achievement in Speaking. The objective of this research was to find out the significant effect of Problem Based Learning (PBL) By Using PowerPoint Media on Students' Achievement in Speaking. This research was conducted at MTs Islamiyah Medan, Jl. Suluh No.71d Kec. Medan Tembung. The population of this research was the VII grade students of the academic 2017/2018. There were 3 classes consisting 83 students. The sample of 40 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 20 students taught by using problem based learning with Powerpoint Media. The experimental research method was given dialog as the instrument. Each group was given a pre-test, treatment, and post-test. After analyzed the data by using t test formula, it was obtained that t-test was higher than t-table (2.10 > 1.68) with $\alpha = 0.05$ and the degree of freedom (df) 38. The final hypothesis showed that Ho was rejected and Ha was accepted. And there is no difficulty with students in learning to using problem based learning assisted by media. It means that there was a significant effect of using problem based learning with powerpoint media on students' achievement in speaking.

Keywords: Problem Based Learning (PBL), Powerpoint Media, Speaking.

ACKNOWLEDGEMENTS



Assalamu'alaikum Wr.Wb

In the name of Allah, the most beneficient and the most mericiful.

Firstly, the researcher would like to thanks to Allah SWT, the most Almighty and Most Gracious for the bless who has given me the opportunity in finishing and completing this skripsi. Secondly, Bless and peace is upon theprophet Muhammad SAW who has broke human being from the darkness into the brightness era. Thirdly, Thanks to her beloved parents Akur and Subandriah. For their support morally and materially during her academic years in completing her study at Faculty of Teachers' Training and Education, UMSU Medan and thanks to all families.

Furthemore, research intended to fulfill one of requirements in accomplishing S-1 degree at English Deparment of Teachers Training Education Faculty, University of Muhammadiyah Sumatera Utara. This skripsi is entitled "The Effect of Problem Based Learning (PBL) by Using PowerPoint Media on Students' Achievement in Speaking".In writing this skripsi, there were many difficulties and problem faced by her and without much help from the following people, it might be imposible for her to finish it.

Therefore, the researcher would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

1. Dr. H. Agussani, M.AP,the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nst, S.Pd., M.Pd, the Dekan of FKIP UMSU, who has given facilities, recommendation and permission to conduct this research.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum, as the Head and Secretary of English Department Program of FKIP UMSU for their administrative service and encouragement in finishing this research.
4. The Best Supervisor Hj. Darmawati., S.Pd., M.Pd, for his valuable advice, ideas,time, spirit, and suggestion during the process of finishing this research.
5. Her deep thanks to all lectures of FKIP UMSU who had given valuable thoughts in lecturing during the academic year in UMSU.
6. Rustam Hsb, S.Pd.I, the Headmaster of MTs Islamiyah Medan and all of his students in the first grade of MTs Islamiyah Medan who have participated in this study.
7. Her Dearest Boyfriend Rudi Lazuardi, who had given support, spirit, advice, helped her during do this skripsi and prayer during the process of finishing this study.
8. A lot of thanks to her friend more than family Sulisma, Ika Tri Septia, Siti Habibah, Nur Fadillah Selian, Octavia Pratiwi, Era Ramadhani, Tri Astuti, who have given support in her study.
9. Her Dearest classmate in A Morning of English Education Program for their supports and information.

10. Her Dearest all of PPL friends for support and helpful in completing the task PPL.

Finally, theresearcher realize that this studyis still far for being perfect, but she hopes that this study will be useful for the readres especially students of English Education Program. May Allah SWT bless all of us. Aamiin

Wassalamu'alaikum Wr.Wb

Medan, March 2018
The Researcher,

Vivi Tri Sliani
NPM. 1402050006

TABLE OF CONTENTS

LIST OF TABLE

Page

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of Study

Speaking is one of the four skills that should be mastered beside listening, reading, and writing. Speaking has an important role in daily life, especially in students who must able to speak so that learning can run smoothly. But many students do not dare to speak in front of the class, they prefer silence rather than express their opinions, because they does not have a wide vocabulary. And the students low critical thingking in problem solving, because the teaching and media make students passive in speaking and the impact of media utilization in learning process to students. Considering the importance of speaking skill, the Indonesia goverment states that students should master this skill fully, not only the theory of speaking it self but also the practice. The latest curriculum of 2013, recommends the use of scientific approach in its teaching learning process. One of the methods offered by 2013 curriculum is Problem Based Learning. Yew (2009:11) states that Problem Based Learning is a learning approach that seeks to create a learning environment where students learn in the context of meaningful problems. Another source mentions that problem based leraning (PBL) is focused experiential learning organized around the investigation and resolution of messy, real-word problems (IMSA 2008:1).

Thus, the role of the teacher is very important in the learning process. The use of less precise learning strategi by the teacher in the teaching and learning process will make passive students to the lesson. Less-varied learning strategies

often make students feel bored and tend to just silence, listen, and record things that are important from the lesson. In addition, children are less encouraged to develop their thinking skills. So that children can not develop the creativity it has. One of the learning models that can be used to develop critical thinking skills in problem solving is a Problem Based Learning model. With PBL curriculum was develop in order to stimulate learners, assist them in seeing the relevance to learning to their future life, maintain the motivation towards learning in high level, and show the learners to be responsible.

Problem Based Learning with individual and group activitied in solving the real problem by using a strategy or knowledge that has been owned. This is in line with opinion of Arends (2013: 114) that the main purpose of the lesson is not to learn a lot of new information, but rather in vestigating important issues and becoming an independent learner. Future benefit, problem solving process has the effect of the formation of student skills in solving problems and able to think critically at once forming new knowledge (Kemdikbud RI, 2014: 11). The result of such habituation is expected to be useful for travels student life in the future.

With Problem Based Learning media also plays an important role to facilitate convey messages or related information in the problem. Because the use of media in the learning process will certainly bring a very positive impact on the process learning activity itself. Therefore, the researcher challenged to find out whether Problem Based Learning Method can be one of the alternatives to improved students' speaking ability or not. I hope this study will help the teacher as a tutor and educator to improve their students' ability in their speaking skill.

Based on the description, the author is doing research with the title **"The Effect of Problem Based Learning (PBL) by Using PowerPoint Media on Students' Achievement in Speaking".**

B. The Identifications of Problem

Based on the background of the problem above, could be identified some problems as follows:

1. The low ability students in speaking.
2. The Students difficulties in speaking by limited vocabulary.
3. The teaching and media make students passive in speaking.
4. The low critical thingking students in problem solving.
5. The impact of media utilization in learning process to students.

C. The Scope and Limitation

This scope of this study was focused on speaking skill and it was limited on teaching oral and written dialog to initiate expressing apology by Problem Based Learning with PowerPoint as media.

D. The Formulation of The Study

The formulation of the study were formulated as the following:

1. Is there any significant effect of Problem Based Learning (PBL) by using PowerPoint as media on students' achievement in speaking?

2. What are the students' difficulties in learning by using Problem Based Learning assisted by media?

E. The Objective of the Study

The objective of this study were:

1. To investigate the significant any effect of Problem Based Learning (PBL) by using PowerPoint media on students' achievement in speaking.

2. To describe the students' difficulties in learning speaking.

F. The Significance of the Study

This research has some types of significance. The first is the theoritical significance, and the second is the practical significance.

1. Theoretically
   a. The result of this study is expected to be able to widen the skill of teachers in using PowerPoint media in order to improve students' speaking ability an experimental and as a reference to other researcher who want to study PowerPoint media more intensively in teaching speaking
2. Practically

   The finding of the research are expected:

a. For the students

Students can improve students' achievement in speaking in teaching learning English through Problem Based Learning (PBL) by using PowerPoint.

b. For the teachers

Teachers can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students.

c. For researcher

The researcher can use the used techniques/media to teach in the future teaching-learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

d. For other researchers

Especially for language researchers, they can adapt the techniques/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example, the field note) as a source to make a consideration for the next teaching-learning.

s

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Speaking

speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts, speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

1.1 The Nature of Speaking

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contactin interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulateEnglish sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to be change of register or style necessitated bythe person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

1.2 Types of Spoken Language

Nunan in Brown (2001: 251) suggests types of spoken language shown in the following figure:

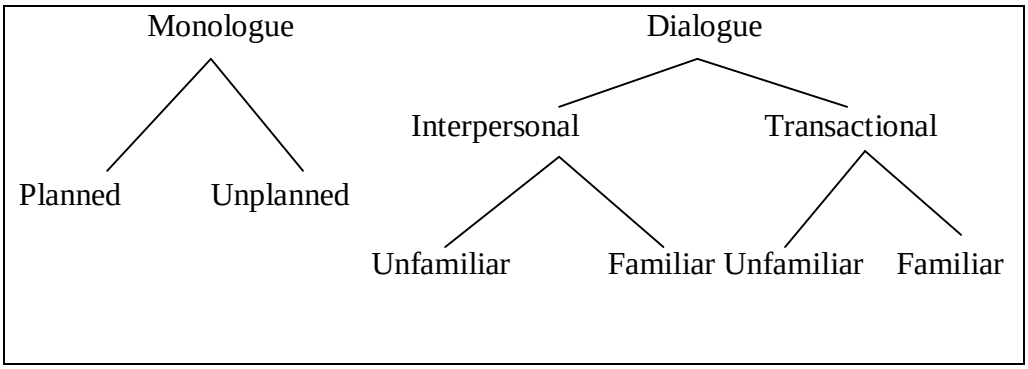


Figure 1: Types of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearermust process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed toun planned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an “eavesdropper”. In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarity, “familiar” participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between.

1.3 Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

a. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect (correct pronunciation), or simply the way a particular individual speaks a word or language.

b. Fluency

Language fluency is one of a variety of terms used to characterize or measure a person's language ability, often used in conjunction with accuracy and complexity. Although there are no widely agreed-upon definitions or measures of language fluency, someone is typically said to be fluent if their use of the language appears ***fluid***, or natural, coherent, and easy as opposed to slow, halting use[1]. In other words, fluency is often described as the ability to produce language on demand and be understood.

c. Vocabulary

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

d. Accurately

Accuracy is an ability to produce sentences or utterance with correct grammar . the speaker need to follow the rules of language such as as grammar and structure to be able speak accurately.

1.4 Problem in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficultas follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize theiroutput both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions cansometimes develop a stilted, bookish quality of speaking that in turn stigmatizesthem.

4. Performance Variables

One of the advantages of spoken language is that the process of thinking asyou speak allows you to manifest a certain number of performance hesitation,pauses, backtracking, and corrections. Learners can actually be taught how topause and hesitate. For example, in English our 'thinking time' is not silent; weinsert certain "fillers" such as *ub*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of themost salient differences between native and nonnative speakers of a language is intheir hesitation phenomena.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producingthese forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speedalong with other attributes of fluency.

7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum – without interlocutors– would rob speaking skill of its richest component: the creativity ofconversational negotiation.

2. Problem Based Learning

Problem-based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted

with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations.

Problem Based Learningbegins with the activities of students individually or in groups in solving real problems by using strategies or knowledge that has been owned. This is in line with the opinion of Arends (2013: 114) that the main purpose of the lesson is not to learn a lot of new information, but to investigate important issues and become independent learners.

a. Advantages of Problem Based Learning

1. Development of Long-Term Knowledge Retention

   Students who participate in problem based learning activities can improve their abilities to retain and recall information.

2. Use of Diverse Instruction Types

   Problem Based Learning activities to the meet the diverse learning needs and style of the students, effectively engaging a diverse classroom in the process.

3. Continuous Engagement

   Providing a problem based learning challenge can engage students by acting as a break from normal lessons and common exercises.

4. Development of Transferable Skills

   Problem based learning can help students develop skills they can transfer to real-word scenarios.

5. Improvement of Teamwork and Interpersonal Skills

   Successful completion on a problem based learning challenge hinges on interaction and communication, meaning students should also build transferable skills based on teamwork and collaboration.

b. Disadvantages of Problem Based Learning

1. Potentially Poorer Performance on Tests

   Devoting too much time to problem based learning can cause issues when students take standardized tests, as they may not have the breadth of knowledge needed to achieve high score

2. Student Unpreparedness

   Problem based learning exercises can engage many of your kids, but others may fell disengaged as a result of not being ready to handle this type of exercise for a number of reasons.

3. Teacher Unpreparedness

   If supervising a problem based learning activity is a new experience, you may have to prepare to adjust some teaching habits.

4. Time-Consuming Assessment

   If you choose to give marks, assessing a students performance throughout a problem based learning exercise demands constant monitoring and note-taking.

5. Varying Degrees of Relevancy and Applicability

It can be difficult to identify a tangible problem that students can solve with content they're studying and skills they're mastering.

2.1 Problem Based Learning in Speaking

One of the biggest problems for students is to speak fluently and correctly, because to master speaking skill the students must speak and think at the same time. It means that being fluent and correct in speaking need critical thingking competence. In learning English, motivation and opportunities are important because the teacher can motivate the students to speak by giving them opportunity to speak. Talking about motivation, sometimes in teaching learning process the teacher does not use an appropriate method to encourage the students to communicate actively.

Problem based learning is a method to engage the students to communicate, share each other in order to solve their learning problem, automatically, the day by day their speaking ability would improved. If the students are obedient to practice their speaking, it is has the significant effect of problem based learning to improving their speaking ability.

2.2 Teaching Speaking

There are three theories about language learning (Thornbury, 2005:38) that can be applied in teaching speaking, that are behaviorist, cognitivist and sociocultural theory. Behaviourist theory emphasizes its modeling. While cognitive theory sees that learning is a movement from controlled to

automatic processing which applied the conscious attention to the learning of individual stages through reated aviation. The last and more perfect than the previous is socioculture theory, all learning is mediated through social and cultural activity whereby the teacher interacts with the learners to provide a supportive framework within the learners, so that they can extend their present competence that is called by assisted performance (Thornbury, 2005: 38).

Teaching (Brown, 2007:7) is showing or helping someone to learn how to something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The learn of teaching is the same of how to teach or to instruct. Thus teaching is defined as the act of learning (by learners or students) and the result of reinforced practice.

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity. After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the

positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

2.3 Curriculum

a. Junior High School Curriculum

The purposes of English language teaching in junior high school are to develop communicative competence in spoken and written language to reach functional literacy, generate awareness about the nature and importance of English to improve nation's competitiveness in global society and develop students' understanding about the relationship between language and culture (Hartoyo, 2011:75-76). Further, he states that there are three scopes of English language teaching in junior high school.

The first is discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level. The second is the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report. The last is supporting competencies, such as linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome problems in communication to ensure

the process of communication), and discourse competence (ability to use discourse instruments).

b. Curriculum of 2013

This curriculum was made based on the national education purpose, thinking pattern arrangement founded on students' necessities, developing and intensifying material, reinforcing the teaching learning process, and adjusting students' and teacher' task. The expectations of this curriculum are developing students' critical thinking, cooperativeness, awareness towards their surroundings, responsibility of their task, and developing students-centred learning.

Related to curriculum change, various parties analyze and see the need to apply character-based curriculum. Character-based curriculum is expected to solve various problems of the nation, especially in the field of education. Character education in the curriculum 2013 aims to improve the quality of education processes and outcomes, which leads to the formation of noble character and noble learners intact, integrated and balanced. Character education can be integrated in all learning in every field of study contained in the curriculum related to the context of everyday life.

The center of teaching learning it self is the students not a tecaher anymore. One of the methods offered by 2013 curriculum is Problem Based Learning. Yew (2009:11) states that Problem Based Learning is a learning approach that seeks to create a learning environment where

students learn in the context of meaningful problems, actively contructing mental models in the process, coconstructing ideas with peers in a collaborative fashion and developing self-directed learning skills in the process.

3. Improving Students in Process Problem Based Learning

Interest in something is the key to determining whether it was continue to be done or not done by someone. Hurlock (2009: 38) statesthat interest is one of the motivators of psychology and sources of motivation someone to achieve the desired goals.

In the process of achieving learning outcomes towards positive change, learning interest is one of the important factors to be considered in the learning process. The reason is supported by the opinion of Slameto (2013: 57), that interest is very influential on learning outcomes. This is because if students are not interested in the subject matter then the students will not learn optimally, and vice versa. A learning process will run as planned if accompanied by interest in learning (Sardiman, 2007: 95).

Such an important interest in learning in the learning process to achieve a learning outcome, teachers must always arouse interest in student learning. According to Sardiman (2007: 95) interest in student learning can be raised through several ways, namely:

1. Generating a need.
2. Deactivate past experiences.

3. Provide an opportunity to get better learning outcomes.

4. Using various forms of learning strategies and models.

3.1 Media

Media is one way to facilitate convey messages and information. Related media teriminologi in the context of learning, Smaldino, et al. (2011: 7) argues that media is the plural of the medium (medium), is a means of communication. The meaning of the notion that the media refers to anything that can bring information and facilitate the message in the learning process.

Utilization of media in the learning process will certainly bring a very positive impact on the process of learning itself. The statement is based on the argument of the functionality of the media. Media has functions:

1. Avoidance of verbalism.

2. Enabling students and arousing students' interest in learning.

3. Can attract students' attention in the learning process.

One aspect of the superior media can improve learning outcomes is multimedia. Rusman, et al. (2013: 295) defines multimedia media is a combination of various elements of the media, such as text, images, animation, and video. One form of media format that supports multimedia learning is PowerPoint. PowerPoint program is one of the software specially designed to be able to display multimedia program with

interesting, easy in making, easy to use and relatively cheap, because it does not require raw materials other than tool for delivery of data.

3.2 PowerPoint

PowerPoint is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide show to complex presentations. PowerPoint is often used to create business presentations, but can also be used for educational or informal purposes. The presentation are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation.

PowerPoint excellence can be seen in applications that can integrate various multimedia elements. The multimedia elements that can be integrated via PowerPoint, as shown in Figure 1 below:

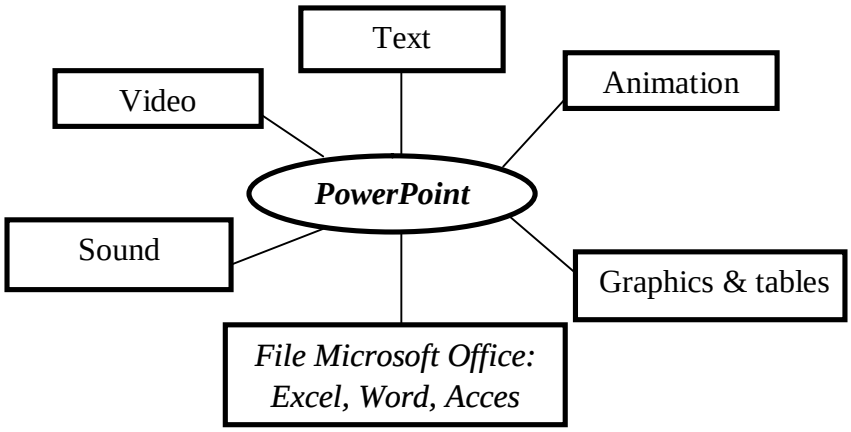


Figure 1. Multimedia Integration in PowerPoint
(Source: Rusman, et el., 2013:296)

One purpose of using these media in addition to facilitate the delivery of messages / information, but also to attract student interest in the learning process. As Smaldino,et el. (2011: 194) related to level of interest and engagement, PowerPoint provides features, such as inserting graphics and sounds, personalizing backgrounds and colors that increase the level of interest and engagement of students.

The use of PowerPoint as a medium of learning, in line with the development of today's technology. So the information or the message of knowledge, should not be done directly by the teacher through the lecture. PowerPoint is an application program for creating presentations in form of text, tables, graphs, diagrams, and so on (Gumawang, 2011).

The use of PowerPoint media in the learning process is expected to be one way to improve learning outcomes. Based on the results of research Tirtiana (2013) on the influence of the use of PowerPoint learning media, proved to have a positive effect on learning outcomes.

However, in reality, there are still many teachers in schools who have not used it. States that there are still many teachers in schools who are reluctant to use technology, both for learning and teaching process. With the advantages, simplicity, and simple technology PowerPoint is expected to evoke the spirit of teachers in integrating technology in a learning process.

3.3 Applying Powerpoint by Using Problem Based Learning Approach

The combination of PowerPoint media and Problem Based Learning model can be seen from the use of PowerPoint media to support teaching and learning process as follows:

1. The teacher proposes a phenomenon or demonstration or story to raise the problem through the PowerPoint media view, motivating the learner to be directly involved in the selected issue.
2. Teachers help learners to define and organize learning tasks related to the problem through the PowerPoint media view.
3. Teachers encourage learners to gather appropriate information, carry out examination findings to get explanations and problem solving.
4. Teacher helps learners in planning and preparing findings that are appropriate to the findings report and helping them to share the task. Group reporting is presented with PowerPoint media.
5. Teacher helps learners to reflect or evaluate their inquiry and the processes they are taking.

Based on the description above, it can be concluded that Problem Based Learning media-aided PowerPoint is a model of learning by presenting a real-world problem. The problem is poured through the student activity sheet, using PowerPoint as a learning medium. Problem Based Learning learning includes student orientation to problems, organizing students for learning, guiding individual and group investigations, and analyzing and evaluating problem-solving processes with facilitated PowerPoint media.

B. Relevant Studies

The relevant studies based on the similaritas in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that was done as follows:

First, Rahmawati (2012) finds that the implementation of using board games improves the students' speaking skills. She used the kind of the game as a mediain teaching and learning process to improve the students' speaking skills. Theresearch findings show that there are improvements of students' speaking skillsafter using board games.

Second, Klafrina (2013) also finds some significant differences before and after using communicative games in a vocational school to improve the students' speaking skills. She used communicative games as a technique to teach speaking. And finally, she found improvement of students' speaking skills after using communicative games.

Third, Warastuti (2013) finds the improvement of senior high students' speakingskills through communication games. There are significant differences before andafter using communication games in the teaching and learning process.Warastuti (2013) finds the improvement of senior high students' speakingskills through communication games. There are significant differences before andafter using communication games in the teaching and learning process.

C. Conceptual Framework

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking achievement. Therefore, the researcher had to improve the students' achievement in speaking. The researcher tried to use Problem Based Learning by using PowerPoint media to teach speaking. The researcher would implement the use ofProblem Based Learning by using PowerPoint media in the teaching and learning process at the stage of production. Using Problem Based Learning by using PowerPoint media in teaching speaking provides some activities that encourage and support the students to speak and to express their ideas through critical thinking with Problem Based Learning.

The researcher was also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions.By implementing the action, that is using Problem Based Learning by using PowerPoint media to teach speaking, the researcher hopes that here are some improvements of the students' achievement in speaking. The researcher was give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication.

D. Hypothesis

This resarch is to answer the question about whether yes or no the effect of problem based learning (PBL) by using powerpoint as media on students' achievement in speaking. To get the answer of question, the researcher was purpose alternative hypothesis $H_a$and null hypothesis (Ho) as below:

H_a : There is Significant Effect of Problem Based Learning (PBL) By Using Powerpoint as Media on Students' Achievement in Speaking.

Ho : There is No Significant Effect of Problem Based Learning (PBL) By Using Powerpoint as Media on Students' Achievement in Speaking.

Hypothesis test :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^{\ 2}}{N_1} + \frac{S_2^{\ 2}}{N_2} - 2R\left(\frac{S_1}{\sqrt{N1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

In which :

t = t-test

X_1 = Mean of variable 1 (experimental group)

X_2 = Mean of variable 2 (control group)

S_1 = standard deviation of sample 1 (experimental group)

S_2 = standard deviation of sample 2 (control group)

n = total sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

r = correlation of product moment between X_1 and X_2

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of Research

This research was conducted at the MTs Islamiyah Medan of 2017/2018 academic year. The reason for choosing this school because the researcher found the weakness in school, the school facilities here does not have a language lab to learn English. And this research activity is conducted in the even semester of academic year 2017/2018.

B. Population and Sample

1. Population

Population in this study is the entire class VII MTs Islamiyah Medan academic year 2017/2018 which amounted to 83 comprises of three classes, with details as follows:

Table 3.1
Population Research

No	Classes	Population
1	VII-1	33
2	VII-2	33
3	VII-3	17
Total		83

2. Sample

In taking the sample, the researcher was use Sample Random Sampling. According to Sugiyono (2011:64), reseacher was taken sample random is 40 sample. Based on the explanation above, the researcher was take the sample by choosing the students who have even number in the students' attendance book. Continuosly, the sample of the research list in the table below.

Table 3.2
Sample of the Research

No	Classes	Sample
1	VII-1	16
2	VII-2	16
3	VII-3	8
Total		40

C. Research Design

The research design was applied by using experimental quantitative design to investigate the effect of problem based learning (PBL) by using powerpoint as media on students' achievement in speaking. There are two groups of students namely the experimental group and control group. The experimental group using Problem Based Learning by using powerpoint media and control group using conventional method. The design of this research can bee seen as follows:

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	ü	Using PBL by using PowerPoint as media.	ü
Control	ü	Using by Conventional Method.	ü

In this research, there are three procedures done to collect the data. They are sequenced as follow:

1. Pre-Test

A pre-test was conducted to find out the students' ability in speaking before the treatment. The pre-test was given to the experimental group and control group and their works are scored. The results of the pre-test was considered as the preliminary data.

2. Treatment

The treatment was given to the experimental group by using PBL by PowerPoint as media.

Table 3.4
Treatment in Experimental

Activity of The Researcher	Activity of The Students
1. The reseacher was showed the problem. a. The reseacher explained the learning objectives, explained the logistics required and motivated	Students heard or listened to the reseacher spoke.

the students involved in problem solving.	
2. The researcher was organized students in learning. a. The researcher divided students into groups. b. The researcher helped students in defining and organized learning tasks related to problems.	a.Students created a group with their friends. b.Students defined and organized problem-related tasks.
3. The reseacher was guided the investigation (inquiry) individually or in groups. a. The researcher encouraged students to gather appropriate information, carry out experiments and investigations to get explanations and problem solving.	Students looked for information.
4. The reseacher helped the students developed and presented the work. a. Appropriated worked such as reports, videos, models and help them share the task with their friends.	Students presented.
5. The reseacher analyzed and evaluated the problem-solving process. a. The researcherwas helped students to do reflection or evaluation of their investigations and processes used.	Students evaluated their presentation.

3. Post-test

After conducting the treatment, a post-test was given to the students. The post-test functions to know whether the treatment give the effect or not on the students' achievement in speaking. It is administrated to experimental group and control group. The administrating of the post-test means to find the dufferences scores of both experimental and control groups.

D. The Instrument of Collecting the Data

This study collects data by giving oral test and observation sheet. The instrument of this research is make a short dialogue with show a picture in PowerPoint. Then students presenting to the front of the class.

The indicator of the success of this research was based on oral proficiency scoring categories proposed by Brown (2001: 173). The research is considered as successful if the students make a significant improvement on their grammar, vocabulary, comprehension, fluency, and pronunciation. For the clearer image, you can see the table below:

Table 3.5

Scoring Rubric

a. Grammar

Score	Aspect
	Grammar
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner.

2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.s
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

b. Vocabulary

Score	**Aspect**
	Vocabulary
1	Speakingvocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.

c. Comprehension

Score	**Aspect**
	Comprehension
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.
2	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation withinthe range of his experience.
5	Equivalent to that of an educated native speaker.

d. Fluency

Score	Aspect
	Fluency
1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

e. Pronunciation

Score	Aspect
	Pronunciation
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

So, the total score was calculated by using formula:

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

S = Scoring of the test

R = Number of correct answer

N = Number of item

E. The Technique of Collecting Data

In collecting the data, some steps were applied as follows:

1. Giving the pre-test to both of the groups.
2. Applying the treatment with Problem Based Learning by using PowerPoint as media to the experimental group.
3. Giving the post-test to both of the groups.
4. Collecting the students' work sheets.

F. Technique of Analyzing the Data

After collecting the data from the test, the data will be analyzed by using the following procedure:

1. Identifying the errors from the students'.
2. Classifying the errors, they are:
    a. Grammar
    b. Vocabulary
    c. Comprehension
    d. Fluency
    e. Pronunciation
3. Measuring the different scores betwen Pre-test and Post-test from the experimental group and control group.
4. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.

5. Calculating the total score pre-test and post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2017):

   a. Calculating Mean Scores:

      x□ = $\frac{x_i}{n}$ (Sugiyono, 2017)

      Note : x□ = Mean

      x_i = The total of students' value

      N = The number of students

   b. Standard Deviation by Formula

      $SD_1 = \sqrt{\frac{N\,x^{2\,-(x)\,^2}}{(N)(N-1)}}$ (Sugiyono, 2017)

   c. Calculating correlation Product Moment between X and Y

      $r_{xy} = \frac{nX_{iY_i} - (X_i)(Y_i)}{\sqrt{\{n\sum X_i 2 - (X_i)\ ^2\}\{n\sum y_i 2 - (y_i)\ ^2\}}}$ (Sugiyono, 2017)

   d. Hypothesis test (t-test)

      $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1\ ^2}{N_1} + \frac{S_2\ ^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$ (Sugiyono, 2017)

      In which :

      t = t-test

      X_1 = Mean of variable 1 (experimental group)

      X_2 = Mean of variable 2 (control group)

      S_1 = standard deviation of sample 1 (expetimental group)

      S_2 = standard deviation of sample 2 (control group)

S_2^1 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = total sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

r = correlation of product moment between X_1 and X_2

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

The data of the study were obtained from the writing test score. There are two kinds of test for each group, there are pre-test and post-test. The cumulative score of each students from each group based on five indicators. Grammar, vocabulary, comprehension, fluency, and pronunciation.

The following data were the students score on the pre-test and post-test of experimental and control group.

Table 4.1
The Score of Pre-test in the Experimental Group

No.	Students' Initial	Indicators					Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	
1	AA	2	2	3	1	2	50
2	AB	2	2	2	2	2	50
3	ATM	3	2	2	2	2	55
4	DPP	2	1	2	1	1	35
5	DPA	3	2	2	2	2	55
6	DA	1	2	2	1	1	35
7	FKH	2	2	2	1	1	40
8	IF	2	2	2	1	1	40
9	IS	2	2	2	1	1	40
10	LR	2	2	2	1	2	45
11	MNR	2	2	1	1	1	35
12	MD	3	2	2	2	2	55
13	NZ	2	1	1	1	1	30
14	NAS	3	2	2	2	2	55
15	NA	1	1	1	1	1	25
16	NW	1	1	2	1	1	30
17	RH	3	2	2	2	2	55

18	RR	1	1	2	1	1	30
19	SNP	3	2	2	2	2	55
20	SA	2	1	1	1	1	30
SUM							845
MEAN							42,25

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test of the experimental group can be seen in the table 4.1 showed that the highest score pre-test in experimental group was 55 and the lowest was 25. Grammar was 42, vocabulary was 34, comprehension was 37, fluency was 22 and pronunciation was 29. So the total score pre-test in experimental class was 845. The mean of the pre-test in experimental class was 42,25.

Table 4.2
The Score of Post-test in the Experimental Group

No.	Students' Initial	Indicators					Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	
1	AA	2	2	3	2	2	60
2	AB	3	2	3	4	4	80
3	ATM	3	3	4	3	3	80
4	DPP	3	2	4	3	2	70
5	DPA	3	2	4	2	2	65
6	DA	2	2	3	2	3	60
7	FKH	2	2	3	2	3	60
8	IF	3	3	3	3	3	75
9	IS	3	2	4	2	2	65
10	LR	3	3	2	2	2	60
11	MNR	3	3	3	3	3	75
12	MD	2	3	3	2	3	65
13	NZ	3	3	3	2	3	70
14	NAS	3	3	4	3	3	80
15	NA	2	3	1	3	3	60

16	NW	2	2	4	2	2	60
17	RH	2	3	2	2	3	60
18	RR	3	3	2	2	2	60
19	SNP	3	3	2	3	3	70
20	SA	3	2	2	2	3	60
SUM							1340
MEAN							67

The data this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of post-test was 80 and the lowest was 60. Grammar was 53, vocabulary was 51, comprehension was 59, fluency was 49 and pronunciation was 53. So, the total of post-test in experimental class was 1340. The mean of post-test in experimental class was 67. So the scores of indicators pre-test was 164 and the score of indicators post-test was 265.

Table 4.3
The Score of Pre-test in the Control Group

No.	Students' Initial	Indicators					Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	
1	AAS	2	2	1	1	2	40
2	ADR	2	2	1	1	1	35
3	AH	2	1	1	1	1	30
4	BR	2	1	1	1	2	35
5	CC	1	2	2	2	2	45
6	DA	2	1	1	1	1	30
7	ESY	2	2	2	2	2	50
8	FA	1	1	1	1	1	30
9	FFA	2	2	2	2	2	50

10	KW	2	2	2	1	1	40
11	LH	2	2	2	2	2	50
12	MNS	2	2	1	1	2	40
13	MRS	2	1	1	1	2	35
14	NA	2	1	1	1	2	35
15	NN	2	2	1	1	2	40
16	NS	3	2	2	1	1	45
17	RUE	2	1	1	1	2	35
18	RF	2	2	2	1	1	40
19	SP	2	1	1	1	2	40
20	SYP	2	2	1	1	2	60
SUM							775
MEAN							38,75

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test of the control group can be seen in the table 4.3 showed that the highest score pre-test in control group was 50 and the lowest was 25. So, the total score pre-test in control group was 775. The mean of the pre-test in control group was 38,75.

Table 4.4
The Score of Post-test in the Control Group

No.	Students' Initial	Indicators					Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	
1	AAS	3	2	3	2	2	60
2	ADR	1	2	2	2	1	40
3	AH	2	1	2	2	1	40
4	BR	2	2	2	2	2	50
5	CC	1	1	2	2	1	35
6	DA	3	2	2	2	2	60
7	ESY	2	1	2	2	1	40
8	FA	2	3	2	2	2	60
9	FFA	2	1	2	2	1	40
10	KW	2	2	3	2	2	55

11	LH	2	2	2	2	2	50
12	MNS	2	1	2	2	2	45
13	MRS	2	3	3	2	2	60
14	NA	2	1	2	2	2	45
15	NN	2	2	3	2	2	55
16	NS	3	3	3	2	2	65
17	RUE	2	2	2	2	2	50
18	RF	3	3	3	2	3	70
19	SP	3	2	3	2	2	60
20	SYP	2	1	2	2	1	40
SUM							1020
MEAN							51

The table above shown the data of this research consist of the students' initial (sample) and the students' score in post-test of the control group can be seen in the table 4.4 showed that the highest score pre-test in control group was 70 and the lowest was 40. So, the total score post-test in control group was 1020. The mean of the post-test in control group was 51.

Table 4.5
The score of pre-test and post-test of experimental group

No.	Students' Initial	Pre-test (X_1)	Post-test (X_2)
1	AA	50	60
2	AB	50	80
3	ATM	55	80
4	DPP	35	70
5	DPA	55	65
6	DA	35	60
7	FKH	40	60
8	IF	40	75
9	IS	40	65
10	LR	45	60
11	MNR	35	75
12	MD	55	65
13	NZ	30	70
14	NAS	55	80
15	NA	25	60
16	NW	30	60

17	RH	55	60
18	RR	30	60
19	SNP	55	70
20	SA	30	60
Total		**X_1 = 845**	**X_2 =1340**

The data in the table above showed that the highest score of pre-test in experimental group was 55 and the the lowest was 25. While the highest of score of post-test was 80 and the lowest was was 60.

Table 4.6
The score of pre-test and post-test of control group

No.	Students' Initial	Pre-test (Y_1)	Post-test (Y_2)
1	AAS	40	60
2	ADR	35	80
3	AH	30	80
4	BR	35	70
5	CC	45	65
6	DA	30	60
7	ESY	50	60
8	FA	25	75
9	FFA	50	65
10	KW	40	60
11	LH	50	75
12	MNS	40	65
13	MRS	35	70
14	NA	35	80
15	NN	40	60
16	NS	45	60
17	RUE	35	60
18	RF	40	60
19	SP	35	70
20	SYP	40	60
Total		**Y_1 = 775**	**Y_2 =1020**

The data in the table above showed that the highest score of pre-test in control group was 50 and the the lowest was 25. While the highest of score of post-test was 70 and the lowest was was 35.

B. Data Analysis

The effect of problem based learning (PBL) by using powerpoint media on students' achievement in speaking. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of experimental group and control group.

Table 4.7
The differences between pre-test and post-test of experimental group

No.	Students' Initial	Pre-test (X_1)	Post-test (X_2)	$\sum X_i^2$	$\sum X_i^2$
1	AA	50	70	2.500	4.900
2	AB	50	80	2.500	6.400
3	ATM	55	80	3.025	6.400
4	DPP	35	70	1.225	4.900
5	DPA	55	70	3.025	4.900
6	DA	35	60	1.225	3.600
7	FKH	40	60	1.600	3.600
8	IF	40	65	1.600	4.225
9	IS	40	65	1.600	4.225
10	LR	45	65	2.025	4.225
11	MNR	35	75	1.225	5.625
12	MD	55	60	3.025	3.600
13	NZ	30	70	900	4.900
14	NAS	55	80	3.025	6.400
15	NA	25	60	625	3.600
16	NW	30	60	900	3.600
17	RH	55	70	3.025	4.900
18	RR	30	60	900	3.600
19	SNP	55	60	3.025	3.600
20	SA	30	60	900	3.600
Total		**X_1 = 845**	**X_2 =1340**	**$\sum X_i^2$=37875**	**$\sum X_i^2$=94400**

Based on the table 4.7 above it can seen that was differences between pre-test and post-test score of experimental class. Aftesr calculated the data for the experimental group above the score for pre-test was 845 and the total score

post-test was 1340. It means the score for post-test was higher than pre-test. The mean score was calculated as follow:

The average (Mean)

$$\overline{\boldsymbol{x}} = \frac{\sum \boldsymbol{x}}{\boldsymbol{n_x}} = \frac{1340}{20} = 67$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_{1(n_1-1)}}}$$

$$= \sqrt{\frac{20(94400) - (1340)^2}{20(20-1)}}$$

$$= \sqrt{\frac{1888000 - 1795600}{20(19)}}$$

$$= \sqrt{\frac{92400}{380}}$$

$$= \sqrt{24{,}31}$$

$$= 4.93$$

Table 4.8
The differences between pre-test and post-test of control group

No.	Students' Initial	Pre-test (Y_1)	Post-test (Y_2)	$\sum Y_1^2$	$\sum Y_2^2$
1	AAS	40	60	1.600	3.600
2	ADR	35	60	1.225	3.600
3	AH	30	40	900	1.600
4	BR	35	50	1.225	2.500
5	CC	45	35	2.025	1.225
6	DA	30	60	900	3.600
7	ESY	50	40	2.500	1.600
8	FA	25	60	625	3.600
9	FFA	50	40	2.500	1.600
10	KW	40	55	1.600	3.025
11	LH	50	50	2.500	2.500

12	MNS	40	45	1.600	2.025
13	MRS	35	60	1.225	3.600
14	NA	35	45	1.225	2.025
15	NN	40	55	1.600	3.025
16	NS	45	65	2.025	4.225
17	RUE	35	50	1.225	2.500
18	RF	40	70	1.600	4.900
19	SP	35	60	1.225	3.600
20	SYP	40	40	1.600	1.600
Total		**Y_1 = 775**	**Y_2 =1020**	**$\sum Y_i^2$=30925**	**$\sum Y_i^2$=53950**

Based on the table 4.8 above it can seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 775 and the total score post-test was 1020. It means the score for post-test was higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\overline{x} = \frac{\sum x}{n_x} = \frac{1020}{20} = 51$$

Standard deviation of Y variable

$$SD_1 = \sqrt{\frac{n(\sum Y_i^2) - (\sum Y_i)^2}{n_{1(n_1-1)}}}$$

$$= \sqrt{\frac{20(53950) - (1020)^2}{20(20-1)}}$$

$$= \sqrt{\frac{1079000 - 1040400}{20(19)}}$$

$$= \sqrt{\frac{38600}{380}}$$

$$= \sqrt{10{,}15}$$

$$= 3.18$$

Based on the previous data it was concluded in the following table:

Table 4.9
Calculating Correlation Product Moment between X and Y

No.	Pre-test (X_1)	Post-test (X_2)	X_i^2	X_i^2	X_iX_i
1	50	60	2.500	3.600	3.000
2	50	80	2.500	6.400	4.000
3	55	80	3.025	6.400	4.400
4	35	70	1.225	4.900	2.450
5	55	65	3.025	4.225	3.575
6	35	60	1.225	3.600	2.100
7	40	60	1.600	3.600	2.400
8	40	65	1.600	4.225	2.600
9	40	65	1.600	4.225	2.600
10	45	60	2.025	3.600	2.700
11	35	75	1.225	5.625	2.625
12	55	80	3.025	6.400	4.400
13	30	70	900	4.900	2.100
14	55	80	3.025	6.400	4.400
15	25	60	625	3.600	1.500
16	30	60	900	3.600	1.800
17	55	70	3.025	4.900	3.300
18	30	60	900	3.600	1.800
19	55	60	3.025	3.600	3.300
20	30	60	900	3.600	1.800
Total	**X = 845**	**Y = 1340**	**X^2=37875**	**Y^2= 91000**	**XY= 56850**

$$rxy = \frac{n\text{XY} - (\text{X})(\text{Y})}{\sqrt{\{n\sum \text{X}2 - (\text{X})^2\}\{n\sum y\,2 - (y)^2\}}}$$

$$= \frac{20(56850) - (845)(1340)}{\sqrt{\{20(37875) - (845)^2\}\{20(91000) - (1340)^2\}}}$$

$$= \frac{1137000 - 1132300}{\sqrt{\{757500 - 714025\}\{1820000 - 1795600\}}}$$

$$= \frac{4700}{\sqrt{\{43475\}\{24400\}}}$$

$$= \frac{4700}{\sqrt{1060}}$$

$$= \frac{4700}{32,55}$$

r = 1.44

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^{\ 2}}{N_1} + \frac{S_2^{\ 2}}{N_2} - 2R\left(\frac{S_1}{\sqrt{N1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$= \frac{67-51}{\sqrt{\frac{24,31}{20} + \frac{10,15}{20} - 2(1,44)\left(\frac{4,93}{\sqrt{20}}\right)\left(\frac{3,18}{\sqrt{20}}\right)}}$$

$$= \frac{16}{\sqrt{1,21+0,50-(1,44)\left(\frac{4,93}{4.47}\right)\left(\frac{3,18}{4.47}\right)}}$$

$$= \frac{16}{\sqrt{1,71-1,44(1,1)(0,71)}}$$

$$= \frac{16}{\sqrt{1,71-1,44(0,78)}}$$

$$= \frac{16}{\sqrt{1,71-1,12}}$$

$$= \frac{16}{\sqrt{0,59}}$$

$$= \frac{16}{0,76}$$

t = 2.10

The assumption of this hypothesis as follow:

If $t_{test} \geq t_{table}$, the Null Hypothesis (Ho) is rejected. It means there is a significant effect of problem based learning (PBL) by using powerpoint media on students's achievement in speaking.

If $t_{test} \leq t_{table}$, the Null Hypothesis (Ha) is accepted. It means there is no a significant effect of problem based learning (PBL) by using powerpoint media on students's achievement in speaking.

Based on the description of the calculation above, it can be inferred that:

1) The value of t_{table} in the significance 0.05% is 1.68.
2) The value of t_{test} 2.10

After accounting the data previously by using formula that critical value 2.10 then after seeking the table of distribution dialog test method as basis of counting t-critical in certain degree of freedom (df), the calculation showed as follow:

df = (N_1+N_2-2)

= (20+(20-2)

= 20 + 18

=38

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 38 at the level of significant 0.05% was at 1.68, while the critical value (t_{test}) was 2.10. The result of computing indicated that the t_{test} was higher than t_{table} (t-test > t-table or 2.10 >1.68). So, The researcher summarized that $t_{test} \geq t_{table}$, it means that the Null Hypothesis (Ha) is acceppted. The researcher analyzed the result of calculation that (Ho) is rejected and (Ha) is accepted or there was the effect of problem based learning (PBL) by using powerpoint media on students's achievement in speaking.

D. Research Finding

Based on the data analysis above, the findings of this research were described that the students who were taught by applying problem based learning by using powerpoint media got higher score than those who were taught the conventional method. From the result of calculation, it is obtained the value of the (t_{test}) is 2.10 the degree freedom (df) is 38 at the level of significant 0.05% was at 1,68. If compared with each value of the degree of significance, the result is (t-test > t-table, 2.10>1.68). According to Sugiyono if the result of calculation t_{test} is higher than t-table, the null hypothesis (Ho) is rejected. If the result of calculation t-test is lower than t-table the null hypothesis accepted. Since the scores obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other word, the research hypothesis is accepted. So, the fact showed that the students' achievement in speaking by using powerpoint media was more significant than those by using conventional method.

E. Disscusion

The research aimed at describing how the use of Problem Based Learning by using powerpoint as media the speaking ability of class VII students of MTs Islamiyah Medan. The students are given pre-test, treatment and post-test in each class, and treatment in the experimental class is problem based learning by using powerpoint media, while the control class are given conventional method. Referring to the research objective, the findings showed that the using

Problem Based Learning by using powerpoint media improved the students speaking ability in the aspects of grammar, vocabulary, comprehension, fluency and pronunciation.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusion

Based on the data analysis, conclusions can be drawn as the followed:

1. From the result of calculation, it is obtained the value of the t-test was 2,10 with the degree of freedom (df) 38 at the level of significant 0,05% was at 1,68. If compared with each value of the degree of significant, the result of t-test is higher than t-table which was 2,10 and the t-table which was 1,68 (t-test> t-table, 2,10>1,68). (Ha) is accepted and the null hypothesis (Ho) is rejected. There were significant effects of problem based learning (pbl) by using powerpoint media on students' achievement in speaking.
2. There is no difficulty with students in learning using Problem Based Learning assisted by media. By using Problem Based Learning assisted by media students more active and smoothly in the learning process.

B. Suggestions

From the conclusions above, the suggestions are advisable for improving the teaching of English in speaking. The suggestions are staged as the following:

1. For the English teacher, especially for the English teacher of MTs Islamiyah Medan. They can try problem based learning by using powerpoint in teaching

English to increase their knowledge and by applying a good strategy the students are easier and motivated to learn English. The English should select a strategy that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use problem based learning by using powerpoint as an active strategy to teach in the class.

2. For the students, the students should be active in the classroom because in the problem based learning by using powerpoint the students are supported to be active in lerning process, its hope that the students can be increase the knowledge.
3. For the reader, it is suggested to use an effective strategy in teaching learning process, to make the students more interested in studying English.

REFRENCES

Arends, Richard I. 2013. *Belajar untuk Mengajar (Learning to Teach).* Terjemahan oleh Made Frida Yulia. 2013. Jakarta: Salemba Humanika.

Brown, H. Douglas. 2001. *Teaching by Principles and Classroom Practices.* White Plains. NY: Pearson Education

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* San Francisco: Longman.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching (*5^{th}*Edision).* New York: Pearson Education inc.

Gumawang, A. 2011. *Belajar Otodidak Word, Excel, PowerPoint 2010 Plus Internet.* Bandung: Informatika Bandung.

Hartoyo. 2011. A Handout about *Curriculum and Material Development in English Language Teaching.*

Hurlock, E. B. 2009. *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan.* Terjemahan oleh Istiwidayanti dan Soedjarwo. Tanpa tahun. Jakarta: Erlangga.

Kemdikbud RI. 2014. *Buku Guru Ilmu Pengetahuan Sosial.* Jakarta: Pusat Kurikulum dan Perbukuan Balitbang Kemdikbud.

Klarfina. 2013. *TheImproving on Students' Speaking Skill by Using Communicative Games.* Thesis S-1. Unpublished.

Rahmawati. 2012. *The Implementation of Using Board Games to Improves the Students' Speaking Skill.* Thesis S-1. Unpublished.

Richards, Jack C., & Renadya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice.* New York. US: Cambridge University Press.

Rusman, Kurniawan, & Riyana. 2013. *Perkembangan Berbasis Teknologi dan Komunikasi.* Jakarta: PT Raja Grafindo Persada.

Sardiman, A. M. 2007. *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: PT Raja Grafindo Persada.

Slameto. 2013. *Belajar & Faktor-faktor yang Memengaruhi (Edisi Revisi).* Jakarta: rineka Cipta.

Smaldino, et el. 2011. *Instructional Techonolgy and Media for Learning (Teknologi Pembelajaran dan Media untuk Belajar).* Terjemahan: oleh Arif Rahman. 2014. Jakarta: Kencana Prenadamedia Group.

Sugiyono, 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Alfabeta

Sugiyono, 2017. *Metodologi Penelitian.* Bandung: Alfabeta

Thornburry, S. 2005. *How to Teach Speaking.* New York: Pearson Education Ltd.

Warastuti. 2013. *The Improvement of Senior High Students' Speaking Skills Through Communication Games.* Thesis S-1. Unpublished.

Website:

Illions Mathematics and Science Academy. 2008. *Problem Based Learning Matters.* Aurora. IL: IMSA. [onlie] Available at http://pbln.imsa.edu/resources/pbl_matters.pdf [accessed 12/01/2014].

Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language.* The Internet TESL Journal 7 (11). http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html (retrieved on February 22^{nd}, 2012).

Yew, Elaine H. J. 2009. *Process of Problem Based Learning.* Singapore: Ruby Printing pte ltd. [online]. Availeble at http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2011.04035.x/abstract [accessed 09/01/2014].

CURRICULUM VITAE

Name	: Vivi Tri Sliani
Place and Date Birth	: Langkat Sawit Hulu, 10 September 1996
Age	: 21 Years old
Gender	: Female
Nationality	: Indonesian
Religion	: Islam
Marital status	: Not Married
Address	: Balai Desa. Kec. Tanjung Putus. Kabuapten Langkat
Phone Number	: 0822-8282-6488
Email	: vivitrisliani10@gmail.com

Parents' Name

Father	: Akur
Mother	: Subandriah
Address	: Balai Desa. Kec. Tanjung Putus. Kabuapten Langkat

Education

2003-2009	: SD Negeri 050687 Sawit Seberang
2009-2011	: SMP Negeri 1 Sawit Seberang
2011-2014	: SMA Swasta Yayasan Pendidikan Pancasila Sawit Seberang
2014-2018	: Students of English Department Faculty of Teacher Training and Education, Umsu 2018 Until Reaching The Degree of Sarjana