**IMPROVING STUDENTS' SPEAKING ABILITYBY USING PROBLEM BASED
LEARNING THROUGH MEDIA PATEN**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirement
For the Degree of SarjanaPendidkan (S.Pd)
English Education Program*

By

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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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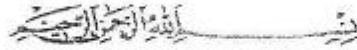2. H. Khairil, S.Pd, M.Hum   2.

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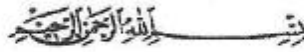
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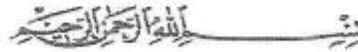
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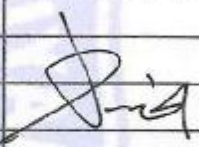
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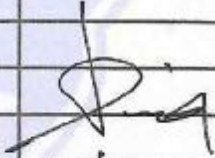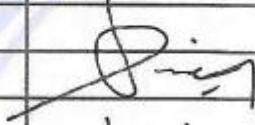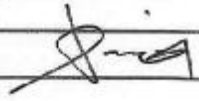
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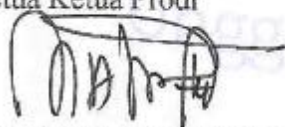
BERITA ACARA BIMBINGAN SKRIPSI

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Judul Skripsi : Improving Students' Speaking Ability by Using Problem Based Learning Through Media Paten (Puzzle Tenses)

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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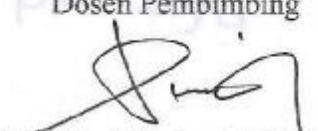
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ABSTRACT

Adisya,Zalika,F. 1502050087. Improving Students' Speaking Ability by using Problem Based Learning Method through Media Puzzle Tenses. Skripsi. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019

This research aimed to improved the students' speaking ability in English by using Problem Based Learning method through media Puzzle Tenses. This research was conducted by using Classroom Action Research (CAR) which has four steps, they were: planning, action, observation, and reflection. The subject of this study was students class X IPS-2 of SMA YPK Medan in academic year 2018/2019. Consisted of 30 students. The objective of this research was to improve students' speaking ability by using Problem Based Learning through media Puzzle Tenses at One Grade of SMA YPK Medan. The technique for collecting data were gathered through quantitative and qualitative data. The result of data showed from mean of pre-test was 56.8 with the percentage 13%, the mean of post-test I in first cycle was 68.5 with the percentage 50%, and the mean of post-test II in second cycle was 72.5 with percentage 70%. Based on the result showed that there was an improvement. It concluded that the students' speaking ability has been improve by using Problem Based Learning method through media Puzzle Tenses.

Keyword: Speaking, Problem Based Learning Method, Media Puzzle Tenses

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بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent, and the Merciful. Praise and Gratitude be to Allah SWT for giving the strength and guidance for the researcher, so that this study can be finished. Peace blessing be upon the prophet *Muhammad SAW* , his family, his relatives and all his followers.

The writing of this study entitled *"Improving Students' Speaking Ability by using Problem Based Learning Method through Media Puzzle Tenses"*. This study is written to fulfill one of the requirement to obtain the *Sarjana Pendidikan Degree* at the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

In finishing this study, the researcher faced many problem especially, to collect and analysis the data without any helping by the following people this study can not finished well. Then, I would like thanks to Allah SWT for His Blessing given to me so that the writing of this study has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. A profound gratitude is directed to My beloved parents Suprayetno and Wasillahwati who always give me support, advice, motivation, help, goodness, care, and all of things that I need to finish my study.

12. For someone who given me help, support and motivation to finished this study.

13. All people who help the researcher to finish her study that she can not mention one by one.

At last, this study is far from being the perfect, but is expected that this study will be useful not only for the writer but also for readers. For these reason, constructive thoughts, full suggestion, and critics are welcome to make this study better.

Finally, may Allah SWT receives all their work and kindnesses, Amin.

Medan, September 2019
The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the four skills that students should master. It is the basic that the students should posses in order to be able to access other knowledge. In speaking, the students should be able to speak and express their opinion. In general, the aim of teaching speaking is to develop the students skill in speaking, and to be able to tell something to the other in English. Speaking is a process of communication between at least two people and a way to express someone's idea. One of the biggest problem 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 speaking need critical thinking competence.

Based on researcher observation at SMK PAB HELVETIA 2 students X AK2 academic year 2018/2019 generally, why speaking is difficult for students because: first, the limitation of students vocabulary, which made them unable to express their ideas. Second, they were influenced by their mother tongue. Third, the students rarely practice their English during teaching and learning process or out of class. Thus, they shame when they want to explore their mind in English, they were afraid to make mistake either in grammar or in using of vocabulary. In line with the explanation above, the other factors come from the students side are: they feel English is difficult. These difficulties can be caused by the psychology factors like, students are ashamed to speak, scare to make mistake. They were not confident if they spoke while other laugh them. Related to the problems above, an English lecturer has an important role in teaching and learning process

should be able to have the students to speak with their own words. The lecturer should be creative and wise to choose an appropriate technique of teaching. By using appropriate technique, the purpose of speaking activities can be achieved.

Based on the problem above the researcher concluded that the technique used by the lecture in teaching speaking had not been effective yet, the students were still poor in speaking skill. That is the way that the researcher must revise and improve the teaching technique in speaking. The researcher should be able to apply the appropriate teaching technique, especially to improve the students' motivation and speaking. The researcher is interested to find the way on how to overcome the problem through Problem Based Learning. This is to make authentic learning for the learning process, to have practitioners plan, to implementation and evaluate in real life situation beyond the classroom.

Problem Based Learning can be defined by its processes. Problem based learning is primarily built around a problem scenario, or in problem based language a case. Students are presented with a case and are charged with the task of working together in collaborative groups to generate ideas or hypotheses to reach a resolution to the problem introduced in the case.

In the PBL class, when the students work with each other to solve complicated and authentic problem, they are expected to be so absorbed in the tasks that they will not only increase their content knowledge but simultaneously enhance their communicative and thinking skills as they communicate, reason, assess the problems at hand solve them. Watson(2001: 3) explains that in PBL, "students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skill". Thus, in a problem based classroom, the process is crucial as that is where real learning actually takes place. The outcome is

important too, and as learners acquire and develop the skills mentioned above, there will be opportunities for these learners to apply those skills across the disciplines in the long term.

According to many teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and Role-playing. Paul(2003:99) says that puzzle is wonderful way for the lesson. Paul adds that the combination of puzzle solving and fin can create a powerful learning tool. Jones(2007) says that puzzle involve several useful skills including vocabulary, reasoning, spelling, and word attack skills Ningsih(2008) shows that the result of the observation games treatment significantly improve students achievement. Based on the previous research, the researcher assumes that game could solve the students problem. The previous researcher could solve students problem by using puzzle game.

The researcher realized that PBL is appropriate used in EFL language teaching on improving students' speaking ability. The researcher assumed that PBL should be a good learning method, if it was combined with the Classroom Action Research (CAR) method. It is an activity that concerns on the teaching learning activities in the classroom. Suhardjono (2014: 58) argued that classroom action research is an action research which is occurred in order to improve the quality of teaching and learning process. Therefore, the researcher intended to conduct a research using classroom action research on applying PBL in teaching learning process to improve speaking ability of second grade student on Speaking for group activities lecture. Thereby, the title of this study is *"Improving Students' Speaking Ability by Using Problem Based Learning Method Through Media PATEN (Puzzle Tenses)"*. This research is to assist English teachers to improve the students' English speaking ability and help the students achieve the goal of learning English.

B. Identification of the Problem

Referring to background of the problem above, there are many problems that can be identified among others:

1. The limitation of students vocabulary

2. They are influenced by their mother tongue

3. The students rarely practice their English during teaching and learning process or out of class

4. Lack of confidence to speak English

5. The teacher domently use conventional method

C. Limitation of the Problem

It is impossible for the researcher to overcome all the problem in English teaching and learning process in , the researcher focused on the students' English speaking ability at Senior High School first grade 2018/2019.

D. Formulation of the Problem

Based on the problems found from the observation, the problem of the study is formulated in the form of question that is:

Is there any improvement on students' speaking ability by using PBL Method through Media PATEN (Puzzle Tenses) at SMA YPK Medan?

E. The Objective of the Study

Related to the formulation of the problem, the objective the research is to improve the students' speaking ability for the first grade of SMA YPK Medan academic year 2018/2019?

F. Significance of the Study

1. Theoretical Significance

It is hoped that the result of the study can be one of the references in speaking

2. Practical Significance

a. The Students

By using PBL Method Through Media PATEN in teaching speaking, it is hoped that the students' speaking ability can be improved, so that the students can communicate using English more fluently, accurately, and communicatively.

b. The Teachers

it is useful for the English teachers to improve their teaching strategy, so that the students can comprehend the materials and get involved in teaching and learning process, especially in speaking activities. The English teachers are also expected to innovatively create interesting speaking activities.

c. The Readers

it may give some information to the reader about teaching speaking and how could improve students' speaking ability in teaching and learning process.

d. The Writer

She will get additional experience and knowledge of teaching and learning in classroom for the future. She also gets new experience in doing action research and working together with people.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The study of theory is a supporting factor in a study because in this theoretical study described the theories associated with the variable under study. The theories are used as the basis or reference for the discussion of research. Given the importance of this, then the theories that support the problem to be examined for clarity in research.

1. Definition of Speaking

Speaking English is one of difficult skills for students to who learn foreign language. Speaking is productive skill in which students have to express their ideas using target language. According to Pollard (2008: 33), "Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with". It means that speaking skill is one of productive skills that should be mastered by students to communication with other. Speaking is an interactive process to produce and receive the information from the other though conversation. According to Bailey (2003: 2) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking enables students to receive information from people through their conversation, they should understand the information. Brown (2001) in Mufaidah (2004: 13) mentioned that oral communication competence or speaking skill is the goal of English learning in elementary schools. It means that speaking skill as an initial skill

that leads young learners to develop communication and speaking is the first step to students learn English language.

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004:2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its forms and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or pattern) that tend to recur in certain discourse situation can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently, and appropriately in given meaningful context.

1.1. Aspect of Speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations,

a. Speaking is face to face:

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet& Carter, 2001:16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also

occurs, most of the time, in situations where participants or interlocutors are present. Such factor facilitate communication (El Fayoumy, 1997:10, Widdowson, 1998 & Burns, 1998).

b. Speaking is interactive:

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998:30 and Carnbleet& Carter, 2001:27). Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and language (McDonough& Mackey, 2004:84).

c. Speaking happens in real time:

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 200:368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001:27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation, devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987:21; Foster et al., 2000 and Hughes, 2002:76).

Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

1.2. Purpose of Speaking

It was argue that the purpose of speaking can be differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989:27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Example of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990:54-55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002:26).

On the other hand, some conversations are interactional with the purpose of establish or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989:169). Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speaker's talk in this type tends to be limited to quite short turns (Dornyei&Thurrell, 1994:43 and Richards, 1990: 54-55). However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional task to be done by keeping good social relations with others. In other words. Can say that speakers do one thing by doing another (Brazil, 1995:29). So, both purposes can be viewed as two dimensions of spoken interaction.

Analyzing speaking purposes more precisely, Kingen (2002:218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal – expressing personal feelings, opinions, beliefs and ideas.

2. Descriptive – describing someone or something, real or imagined.

3. Narrative – creating and telling stories or chronologically sequenced events.

4. Instructive – giving instructions or providing directions designed to produce an outcome.

5. Questioning – asking question to obtain information.

6. Comparative – comparing two or more objects, people, ideas, or opinions to make judgments about them.

7. Imaginative – expressing mental images of people, place, events, and objects.

8. Predictive – predicting possible future events.

9. Interpretive – exploring meanings, creating hypothetical deductions, and considering inferences.

10. Persuasive – changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11. Explanatory – explaining, clarifying, and supporting ideas and opinions.

12. Informative – sharing information with others.

1.3. The Role of Teacher

Harmer (2003: 269) states that as with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, there have particular relevance if we trying to get students to speak fluently:

a. Prompter

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of situations on their own, and indeed sometimes this may be best option. However, we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively-without disrupting the discussion, or focusing students out of the role-it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

b. **Participant**

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however teachers may want to participate in discussion or role-play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves,.

c. **Feedback provider**

The vexed question of when and how to give feedback in speaking activities is answer by considering carefully the effect of possible different approaches.

When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitation. Everything depends upon our fact and the appropriacy of the feedback we give in particular situations. When students have completed an activity it is vital that we allow them to assess

what they have done and that we tell them what, in our opinion went well. We will respond to the content of the activity as well as the language used.

2. Problem Based Learning

Problem based learning is a method to engage the students to communicate, share each other in other to solve their learning problem, automatically the day by day their speaking ability will be improved. If students are obedient to practice their speaking, it is has the significant effect in improving their speaking ability.Problem based learning defined as the learning that results from the process of working towards the understanding of a resolution of a problem. The problem is encountered first in the learning process Barrows &Tamblyn(1980: 1). Problem based learning is an non-traditional teaching technique where "the problem drives the learning" Tse& Chan (2003). First, a problem is presented. Students must then search fot the information needed to help them slove it.

Tse& Chan(2003) and the instructor's role is not lecturing, as in the traditional style of teaching that has dominated engineering and scine education, but coaching the students to acquire knowledge and to become "self-directed learners" (Forcael et al., 2015, Stanford University Center for Teaching and Learning, 2001). Problem based learning has often been understood simply as method of learning. Correspondingly, many kinds of pragmatically based pedagogical applications and development projects are described as PBL. Problem based learning has also been investigated within the context of education, although the theoretical basis of problem based learning is closely connected with learning at work.

Why use Problem based learning? Problem based learning promotes a better understanding of course concepts and improves the problem-solving skills of the students as well as their communication, presentation and teamwork skills. Research has shown that

students find PBL to be a very "motivating and effective means for learning" (McLoone, Lawlor& Meehan, 2016; Forcael et al., 2015). Students are more engaged in class because they recognize that they are acquiring important skill which will help them succeed in their future careers (Stanford University Center fo Teaching and Learning, 2001). (Poikela 1998; Karila&Nummenmaa 2001; Poikela&J□rvinen 2001; Poikela&Poikela 2001) a shared interest in research and in the pedagogical development of PBL was the starting point for the research group Pro-Bell (Problem Based Learning in Finish Higher Education), which was set up by research interested in PBL in January 2001.

The purpose of Pro-Bell has been to support research, development and training project in PBL in different fields of higher education. PBL is a learner-centered pedagogical approach that affords learners (including prospective and certified teachers) opportunities to engage in goal-directed inquiry. Learners work collaborative with others as they analyze complex and ill-defined problems (Barrows, 2000; Hmelo-Silver, 2004). Learners also work independently to collect information they then bring back to the group as they resume their collective problem solving and subsequent reflection on both the issue at hand and the group's function. The teacher's role changes from one of primarily "telling" information to one that facilitate thinking, reflecting, and collaborative inquiry, while content decision are left up to the students. Thus, PBL's goal consist of conceptual and pedagogical content knowledge construction, collaboration, and self-directed, lifelong learning. These goals are bought to fruition through learners' engagement in the PBL tutorial process and three of the process's features: the problem-cases, learning issue, and the facilitator.

2.1. Characteristic of PBL

Based on the theory development by Barrow, Min Liu (2005) explain the characteristics of PBL, namely:

a. **Learning is Student-centered.**

The learning process in PBL focuses more on students as a learning person. Therefore, PBL is also supported by theory construct where students are encouraged to develop own knowledge.

b. **Authentic problem form the organizing focus for learning**.

The problem presented to students is an authentic problem so students can easily understand the problem and can apply it in his professional life later.

c. **New information is acquired through self-directed learning.**

In the process of problem solving students may not have know and understand all the prerequisite knowledge, so students trying to find yourself through the source either from the book or other information.

d. **Learning occurs in small group**.

In order for scientific interaction and exchange of ideas to occur in business build knowledge collaboratively, PBL is carried out in small group. The group made demands a clear division of tasks and clear goal setting.

e. **Teachers act as facilitator**.

In implementation PBL teachers only act as facilitators. However, even so the teacher must always monitor the progress of the activity students and encourage students to achieve the targets to be achieved.

2.2. PBL Experience: Tutorial Process & Features

Problem based learning has a tutorial process that consist of three features: problem-based cases, learning issues, and a problem-based facilitator.

a. Problem-Based Cases

The problem cases in PBL must be authentic and multifaceted problems that are open-ended and have multiple solution paths (Bereiter&Scardamalia, 2006; Hmelo-Silver, 2004; Jonassen& Hung, 2008). Although cases must be complex, they must resonate with learners' prior knowledge; otherwise, the problems in the cases may fail to engage learners and their learning processes. PBL cases can either be in paper-based or in multimedia form, the letter being more interactive and motivating (Derry et al., 2006' Hmelo-Silver, 2004). Both types of cases must represent real-life classroom decisions that provide opportunities to consider multiple perspectives, warranting solutions, assessing consequences, and reflecting on decisions (Brown, Collins, &Duguid, 1989).

For teachers to develop sound and flexible knowledge, PBL cases must be presented in multiple contexts so they can be revisited from multiple perspectives and for multiple purposes. According to researchers (Spiro, Feltovich, Jacobson, &Coulsen, 1992), providing cases from multiple contexts across the curriculum helps teachers form connections between ideas and see patterns across problems so they can apply ideas to different contexts. Thus, PBL can help teachers make essential cross-curricular links, satisfying one of the major mandates of the new reform in North American education. For teachers, failure to see patterns and to establish an interrelated body of knowledge results in a fragmented view of the classroom such as managing the classroom, assessing learning, meeting individual differences, and building paremt-teachers relationships become insurmountable especially for new teachers. (Shulman, 1987' Spiro, Vispoel, Schmitz, Samarapungavan, &Boerger, 1987' Zeichner, 2005).

b. Leaning Issues

Prior to conducting their independent research, teacher candidates discuss the problem cases to "pull out" learning issues, which are the concepts they feel they need to learn more about in order to understand the problems and potential solutions (Hmelo-Silver, 2004). They divide the learning issues among themselves, independently research the issues, and then bring their findings to table; reflecting upon and revising previously proposed hypotheses, perspective, and information. The learning issues aspect of PBL reminds us that instead of solving cases procedurally, PBL requires that learners engage in conceptual analysis (Bereiter&Scardamalia, 2006). In turn, this analysis helps PBL learners to (a) frame and clarify the problem, which is an essential aspect of pedagogical problem solving; and to (b) locate relevant and credible information that is then brought back to the. Teaching requires practical knowledge, making it an integration of practice, scholarships, and technique (Torpe& Sage, 2002).

c. Problem-Based Facilitator

Good PBL problems are essential for learning; however, the type of learning derived from these problems is a function of PBL facilitators. In the traditional PBL model, facilitators are course instructors whose focus is not on the context, but on the PBL process. They serve as expert learners, modeling good learning and thinking strategies. Alternatively, PBL facilitators can be more skilled students. More specifically, the PBL facilitator guide the development of higher-order thinking skills through the use of open-ended and complex questions. The facilitator encourages all group members to justify their thinking and guides them to discuss each other's ideas (Hmelo-Silver & Barrows, 2006; Hmelo-Silver, Chernobilsky, & Jordan, 2008; Kochmann et al., 1994). Facilitator provide less support as students assume more responsibility for their collaborative learning (Collins, 2006; Hmelo-Silver & Barrows, 2006).

However, other models of PBL, such as those adapted by Hmelo-Silver (2000;2004), contend that providing learning with the needed content support is in keeping with the new reform. Such support are essential to enhancing student success while minimizing anxiety and providing learners with a positive learning experience. For example, when learners come to a crossroads regarding content, the facilitator may halt the PBL processes to conduct a mini-lesson on concept that are vague to the class and will support ensuing discussion.

Alternatively, the PBL model may build in benchmark lessons that review key ideas. For example, in Hmelo-Silver's Educational Psychology course for students expecting to enter the teacher education program, received 6 lectures out of 30 classes in a semester on the topics of instructional planning, the constructive nature of knowledge, and the social nature of learning and cognitive transfer.

2.3.Advantages and Disadvantages of PBL

a. Advantages

The advantages of Problem Based Learning are: (1) development of long-term knowledge retention, (2) use of diverse instruction types, (3) continuous engagement, (4)development of transferable skills, (5) improvement of teamwork and interpersonal skills, (6) increases motivation to learn in order to arrive at a solution, (7) learning is students-centered, the instructor acts as a facilitator.

b. Disadvantages

The disadvantages of Problem Based Learning are: (1) potentially poorer performance on test, (2) students unpreparedness, (3) teacher unpreparedness, (4) time-consuming assessment, (5) varying degrees of relevancy and applicability, (6) lack of traditional instruction and progression through material, (7) range of topics that can be covered is a limiting factor.

2.4. Steps of PBL Activity

The implementation of PBL has its own characteristics related to steps learning. Barret (2005) describes the implementation steps PBL as follows:

1. Students are given problems by teacher (or problems revealed from students experience).

2. Students hold small group discussions and do things following:

   a. Clarifying cases of problems given

   b. Defining the problem

   c. Exchange ideas based on thee knowledge they have

   d. Determine the things needed to solve the problem

   e. Determine what must be done to solve the problem.

3. Students conduct studies independently related to the problem must be completed. They can do it by searching sources in libraries, databases, internet, personal sources or make observation.

4. Students return to the original PBL group to exchange information, peer learning, and deep collaboration solve the problem.

5. Students present the solutions they found.

6. Students assisted by the teacher conduct evaluations relating to the whole learning activities. This includes the extent of knowledge already obtained by students and how the roles of each student in group.

2.5. Goals of PBL

Problem based learning curricula provide students with guide experience in learning through solving complex, real-world problems. PBL was designed with several important goals (Barrows and Kelson, 1995). It is designed to help students: (1) construct an extensive and flexible knowledge base, (2) develop effective problem-solving skills, (3) develop self-directed, lifelong learning skills, (4) become effective collaborators, and (5) become intrinsically motivated to learn.

2.Definition of Media

The word media comes from the Latin *medius* which literally means 'middle, intermediary, or introduction. Gerlach& Ely (1971) said that media, if understood broadly, is human, material, or events that build conditions that make students able to obtain knowledge, skills, or attitudes. In this sense the teachers, textbook, and school environment are the media. More specifically, the notion media in the teaching and learning process tends to be interpreted as graphical, photographical, or electronic tools to capture, process, and reconstruct visual or verbal information.

Another limitation has also been put forward by experts, some of whom will be given the following,\.AECT (*Association of Education Communication Technology,1977*) provides language about media as all forms and channels used to convey messages or information. Aside from being a delivery system or introduction, the media often replaced with the word *mediator* according Fleming (1987:234) is a cause or tool that intervenes in two parties and reconciles it. The term media mediator shows its function or role, which is to set up effective relationships between the two main parties in the students learning process and content.

3. Puzzle

Paul (2003: 99) says that puzzle is wonderful way for the lesson. Paul adds that the combination of puzzle solving and fun can create a powerful learning tool. Jones (2007) says

that puzzles involve several useful skills including vocabulary, reasoning, spelling, and word attack skill. Puzzle come from English which means to confuse or puzzle. According to Rokhmat (2006:50) puzzle is a game construction through the activities of installing or matching boxes, or constructs certain so that it finally forms a certain pattern. Rahmanelli (2007:24) mentions, puzzle is a game of assembling pieces of images that are mess into a complete picture.

From the definition above it can be concluded that puzzle is a game or a game arranging separate parts of an image into a fully functional picture test one's knowledge. If linked in learning, the puzzle is a familiar term that is learning while playing. The images is related to material that must be mastered by students. Through learning using our media puzzle observing children who truly study in earnest, students will continue to try until the puzzle is properly arranged and the student who does not study seriously he will leave the puzzle just like that. In general, media puzzle games will benefit both students, as the function of various media outside the school for students for course as material additional knowledge and understanding of media, including the following:

a. Media is a communication tool to get a more effective learning process.

b. Media function to better achieve goals

c. The ins and outs the education process

d. Relationship between learning and education methods

e. The values and benefits of teaching

f. Selection and use of appropriate media

g. Innovation in educational media. (Rusman, 2009, p. 80)

Games puzzle is a form of game that challenges the power of creativity and memory students are more profound because of the emergence of motivation to always try to solve problem, but it's still fun because it can be repeated. Challenge in this game will always

provide the effect of being addicted to always try, try and keep trying until it works. Playing can provide an opportunity for children to think and act imaginative and full of imagination that is closely related to the development of creativity child. The process of independence of children will gave more ability to children to develop his mind to get pleasure and victory from the form of the game that is. The ambition to win the game will gave an optimization value children's movement and efforts, so that there will be fair and varied competition from children. According to Adenan (1989:9) it was stated that puzzle and games for motivate yourself in a real way and is a strong attraction. Puzzle and games for motivate because it offers is a challenge that can be generalized carried out successfully.

B. Previous Study

1. Maulidya (2014) with the title: *"Using Problem Based Learning to Improve Writing Skills of the students of SMP Islam Sunan Gunung Jati,Ngunut"*. Research method applied in this study is collaborative classroom action research. Meanwhile, the research instruments are observation sheets, list of students' names, interview sheet, and test. The result of data analysis shows that the writing skills of the students improves after being taught by Problem Based Learning Method. The students were more imaginative and feel free to express their idea into written text. The score of mean of the students before implementing of Problem Based Learning Method was 64,25. And the score of mean the students after implementing Problem Based Learning was 77,55. It can be concluded that there was an improvement in writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut. The result of interview shows that the most of the students are quite interested in implementation of Problem Based Learning Method. Those mean that Problem Based Learning Method could solve the students problem in writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut.

2. *The research is entitled "Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Aktifitas Belajar Siswa"* by RobiatulAdwiyah (2012). Education and Social Science Faculty, Islamic State University of Jakarta. In her research utilize action research method brazes where does this research aim to increase students studying activity via implemented method learning Problem Based Learning. Based on the analysis and the result of that research is acquired that implementing problem based learning model can increase activity and students studying result. It can be seen from the result of the students' average score. Students' average in first cycle was 46,9 and the second cycle was 76,1.

3. Yunita Selviana Tany (2011) in her research entitled *"Implementation of Problem Based Learning (PBL) in improve the Learning Achievement of students in Class VII-A Catholic JUNIOR HIGH SCHOOL Frateran Cekaket 21 Poor"*. The result of this research show that the selection of learning experience for students is one of the task of the teacher as a facilitator who is charge of providing a learning environment for students. The discrepancy method chosen by teachers in learning will have an impact on student learning outcomes. This happen in school, one JUNIOR HIGH Frateran Celaket Catholic 21 Malang, from the data acquisition value provided by one of the teachers of mathematics shows that percentage of the students grade passing in almost every class in less than 70%. The data show that Class VII-A, which consist of 45 students, approximately 64% (29 of 45 students) has been thoroughly studied with minimum 75 whereas 36% (16 students from 45 students) the rest is not thoroughly studied.

C. Conceptual Framework

As discussed above, speaking in English as foreign language is considered as a difficult skill to acquire by most learners. That is why many students are not really interesting to

speaking activity. Therefore, many of the students cannot speak in English even the simplest one. Most of the learners only got a little exposure from this language. They either find it difficult to know the real example of English or the practice of this language in daily life. All of those conditions make the teaching and learning process ineffective, especially in the speaking class. As a matter of fact, teaching and learning process cannot be separated with the use of media. Media as a tool for language learning have undoubtedly facilitated the task of the learning itself. The term media mediator shows its function or role, which is to set up effective relationships between the two main parties in the student learning process and content. The media use by researcher is puzzle tenses. Puzzle can motivate the students in learning and teaching process, because its challenging and interesting.

Through problem based learning students learn to become partners in the teaching and learning process where they accept responsibility for much of their learning, work successfully as a term member, deal with new and changing situations and develop lifelong learning skills. Problem based learning then can help students think critically, analyze and solve real world problems that will better prepare them to be critical thinkers, in this case the students have the ability to think critically in order to share the ideas, discuss to solve the problem. Thus, it can be said there are the relationship between problem based learning and students speaking ability. Problem based learning increase students' respectable to each other in order to build social interaction between them, to know each other.

The conceptual framework can be describe by the following scheme:

Students at class X IPS-2 showed that they can't speak English fluently and correctly.	They need of more innovative way in teaching and learning process

Problem Based Learning Method

is chosen

Using of Media PATEN (Puzzle Tenses)

Students are highly motivated, have strong interest in studying English, able speak English, group work and finish excercises.	More than 50% improvement in students' speaking ability.

The increasing of students' speaking ability

Figure 1. Conceptual Framework Scheme

D. HYPOTESIS

Based on theory and conceptual framework that has been previously mentioned, then it can be formulated hypothesis on this classroom action research as follow:

The use of method Problem based learning through media PATEN (Puzzle Tenses) can improve students speaking ability at grade X in SMA YPK Medan.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

This research was conducted at SMA YPK Medan on JL.Sakti Lubis gg. Pegawai. No.8, Medan, Kota Medan, Sumatera Utara 20215 for the students of first grade of Senior High School during academic 2018/2019.Based on research many students still poor in speaking English.

B. Subject of Research

The subject of this research was students at X IPS-2of SMA YPK Medan of the academic year 2018/2019. The number of students which consisted of 30 students.

C. Research Design

This research was conducted by Classroom Action Research design in which with the research acted as the teacher who collaborated with the first grade of SMA YPK English teacher as the person who has in depth knowledge about the said class. Collaborative implies that the researcher conducted the research together with the home teacher. Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. As quoted by Latief(2011), Kemmis&McTaggert (2007) state the result of one cycle is used to determine the need for the following cycle, until the problems are solved by the method.

1. Plan

As this stage, the researcher shared ideas with the teacher in order to discuss the lesson plan, material, media, time, schedule, and instrument for observation. The material in the lesson plan was based on the syllabus in the curriculum. The researcher used photographs, field notes, interview questions sheet to support in observation.

2. Action

The researcher carried out the lesson plan in the class. She conducted the teaching activities step by step based on the lesson plan. She applied problem based learning in speaking to the eighth grade students. Here, the researcher came to the class with the lesson plan that was previously approved by teacher. The researcher gave the material. Then, the researcher had a "Question and Answer" session with the students about what she explain before to encourage them to speak. Then the researcher divided the class into five until six groups, each consist of five until six students. The students choose their group freely. After that the researcher distributed the worksheets and gave explanation about what they had to do. After students finished their work two students of each group must explain their work.

3. Observation

In this part of the study the researcher monitored students' progress in speaking and made necessary notes in her observation sheets, focusing on the following: student-student interaction, the student-teacher interaction and anything they did during the teaching and learning process. The researcher was assisted by the English teacher who also observed the activities, gave his ideas, opinion, and also noted the strength and weaknesses of lesson plan implementation using Problem Based Learning through Media PATEN in teaching speaking.

4. Reflection

After completing teaching and learning activity using Problem Based Learning through Media PATEN, the researcher recited the occurrences in the classroom as the effect

of the action. The researcher and teacher evaluated the process and the result of the implementation of Problem Based Learning through Media PATEN in teaching speaking. The evaluation really helped in decided what the researcher had to do in the next cycle.

```
┌──────────┐
│ Pre-Test │
└────┬─────┘
     │
     ▼
┌──────────┐   ┌──────────────┐   ┌───────────┐   ┌────────────┐
│ Planning │──▶│ Implementing │──▶│ Observing │──▶│ Reflecting │
└──────────┘   └──────────────┘   └───────────┘   └────────────┘
```

Cycle I

```
┌────────────┐   ┌───────────┐   ┌──────────────┐   ┌──────────┐
│ Reflecting │◀──│ Observing │◀──│ Implementing │◀──│ Planning │
└────────────┘   └───────────┘   └──────────────┘   └──────────┘
```

Cycle II

```
┌──────────┐     ┌───────────┐
│   Next   │────▶│ Post-Test │
│  Cycle   │     └───────────┘
└──────────┘
```
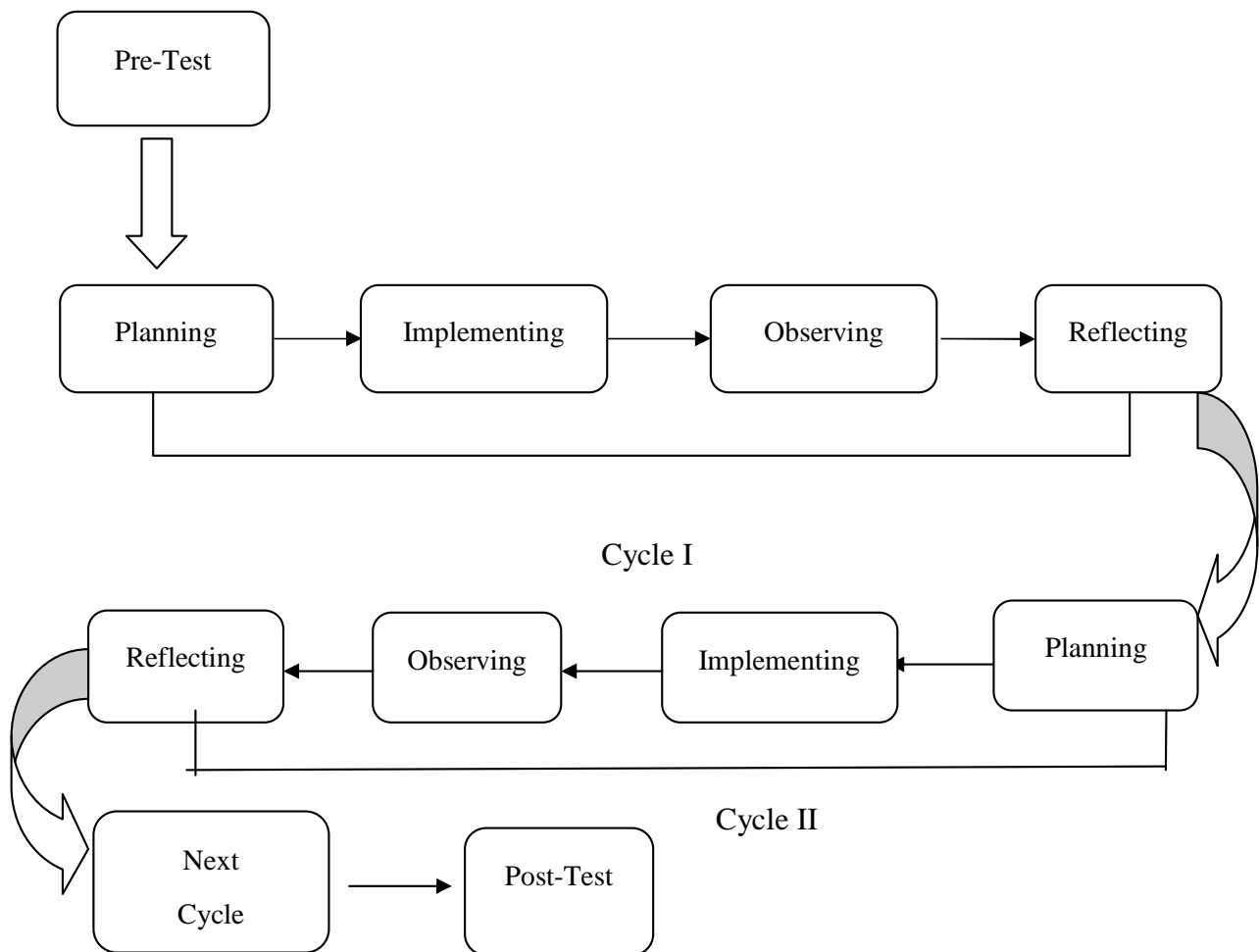
Figure 2. Research Design

D. The Instrument of Research

In collecting data, the researcher used:

1. Observation

Observation sheet had been done for observe all condition that happened during the teaching learning process. Then observation sheet is based on reality in the classroom, the type of observation which is use in this research is direct observation.

2. Interview

Interview used to get the data about implementation of Classroom Action Research (CAR) to the teacher.

3. Test

The test was speaking test trough puzzle tenses and made the dialog that related to tenses.

   a. Pre-test is done before implementing the Classroom Action Research (CAR).

   b. Post-test is implemented after implementing the Classroom Action Research (CAR).

4. Documentation

To collect all the data, a camera is use to record students performance in the teaching and learning process.

E. The Procedure Collecting Data

The procedure of data collection of this study was conducted by administering five meetings and two cycle. Each cycle consisted of two meetings and one meeting for pre-test. The four steps were planning, action, observation, and reflection.

F. Technique of Data Analysis

This research were applied qualitative and quantitative data. The qualitative data was from interview and observation sheet. It used to described the situation during the teaching and learning process and the quantitative found by analyzing the score tests of the students.

After collecting the data from the test

$$X = \frac{\sum X}{N} x100\%$$

X = the mean of students

$\sum X$ = total score

N = the total number of students

To categories of master students, followed formula is apply

$$P = \frac{R}{T} x100\%$$

P = percentage of students getting score ≥ 70

R = number of students getting score ≥ 70

T = the number of students taking the test

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Data Collection

The data of this study were qualitative and quantitative data. The qualitative data were taken from interview with teacher and students of SMA YPK Medan, observation sheet and documentation. The quantitative data were taken from the mean of students score in some test. This research was conducted in X IPS-2 class with 30 students. This research accomplish in two cycle. Each cycle consisted of four steps of action research (planning, action, observation, and reflection).

Before doing the cycle, the researcher did the pre test early to see and know the students' speaking ability in English. There were five meetings in conducting this research. Pre test consisted of one meeting. The first cycle consisted of two meetings including giving material and post test I. The second cycle consisted of two meeting, they were giving material and post test II. The tests were giving to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle.

B. Data Analysis

1. The Quantitative Data

1.1. The Students' Score of Pre-Test

The research was give a test. The test was give for students before treatment of using Problem Based Learning and media Puzzle Tenses. The researcher note the score which passed of 70. It was found that the mean of students' score was kept improving

from pre-test until post-test until post-test of second cycle. Here the students' score pre-test as fellow:

No.	Name	Fluency	Grammar	Vocab	Pronunce	Score
1	AAN	4	4	3	3	70
2	AD	3	5	3	3	65
3	AKP	3	3	3	3	60
4	AS	3	4	3	4	70
5	DR	3	2	4	3	60
6	DT	2	3	3	2	50
7	DN	3	3	4	5	75
8	DZ	3	4	3	4	65
9	FS	3	2	4	3	60
10	HA	3	2	2	3	50
11	HH	2	3	3	3	55
12	IP	3	2	3	2	50
13	KD	2	3	4	3	60
14	MAN	3	2	3	2	50
15	MGF	2	2	3	3	50
16	MAS	2	2	3	2	45
17	MI	3	2	2	3	50
18	NS	3	4	4	3	70
19	NMS	3	3	4	3	65
20	RA	2	3	3	2	50
21	SAF	2	3	4	2	55

22	SA	2	2	3	2	45
23	TAR	3	2	3	2	50
24	TS	2	3	4	3	60
25	VN	3	3	4	3	65
26	WEB	2	3	3	3	55
27	WA	3	3	3	3	60
28	ZH	3	2	2	2	45
29	ZRY	2	3	3	2	50
30	YSM	2	2	3	3	50
Total						$\sum X =$ **1705**
Mean						**X = 56.8**

Table 4.1. Students' score in pre-test

From the table of pre-test, the students that got able the test was 4, and, and the students did not able was 26. In addition, the total score of the students was 1705 and the number of students who took the test was 30, so the mean of the students was:

X= —

X= —

X= 56.8

From the analysis above, the students' ability in speaking was low. The mean of students' score was 56.8. the percentage of students who able in speaking test was calculated by applying the following formula:

$$P = \frac{-}{-} \quad خ□□$$

$$P1 = \frac{}{-} \quad خ□□$$

$$= 13\%$$

And,

$$P2 = \frac{}{-} \quad خ□□$$

$$= 87\%$$

The Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Able	4	13%
P2	Unable	26	87%
Total		30	100%

Table 4.2. The percentage of students' score in pre-test

From the data analysis above, the students of speaking ability was low, it could be seen from the mean of the students' score was 56.8 the percentage of the students' score was 4 students able score or it was 13%. In another, 26 students Unable score or it was 87%. It can be concluded that the students' speaking ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

1.2. The Treatment in Cycle 1

The researcher gave test in post-test 1, the researcher found improvement of the students' score in post-test of the first cycle. Here the students' score of post-test in first cycle.

The Students' Score in Post

No.	Name	Fluency	Grammar	Vocab	Pronunce	Score
1	AAN	3	5	3	3	75
2	AD	3	5	3	2	70
3	AKP	3	5	4	3	75
4	AS	4	5	4	3	80
5	DR	3	5	4	3	75
6	DT	2	5	3	2	60
7	DN	4	5	4	4	80
8	DZ	3	4	5	3	70
9	FS	4	5	4	4	80
10	HA	3	5	3	2	65
11	HH	3	4	4	3	70
12	IP	3	4	2	3	65
13	KD	3	5	4	3	75
14	MAN	3	4	4	2	60
15	MGF	3	4	4	4	75
16	MAS	3	4	4	2	60
17	MI	3	4	3	3	75
18	NS	4	5	4	3	80

19	NMS	3	5	3	3	70
20	RA	3	5	3	2	60
21	SAF	3	5	3	3	70
22	SA	3	5	2	2	55
23	TAR	3	4	3	3	65
24	TS	3	4	3	3	65
25	VN	3	5	3	3	70
26	WEB	3	5	3	2	65
27	WA	3	5	3	3	75
28	ZH	2	4	2	2	50
29	ZRY	2	5	2	2	55
30	YSM	3	5	3	2	65
Total						$\sum X =$ **2055**
Mean						**X = 68.5**

Table 4.3. The students' score in post-test I

From the table of post-test in first cycle above, the students that able the test was 15, and the students did not able was 15. Total score of students was 2055 and the number of students who took the test was 30, so the mean of the students was:

X = — ⬜⬜⬜

X= ——

X= 68.5

From the data analysis above, the students' ability of speaking in post-test I was still low. It could be seen of the mean score of the students was 68.5. The percentage of students who able in speaking was calculated by applying the following formula:

$P = \dfrac{-}{\quad} \times ٠٠٠$

$P1 = \dfrac{-}{\quad} \times ٠٠٠$

$= 50\%$

And,

$P2 = \dfrac{-}{\quad} \times ٠٠٠$

$= 50\%$

The Percentage of Students Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
PI	Able	15	50%
P2	Unable	15	50%
Total		30	100%

Table 4.4. The percentage of students score in post-test I

From the table analysis in post-test I, the students' ability in speaking was still low. The students' got able was 15 and the students; did not able was 15. It can concluded that students' speaking ability in post-test in the first cycle was categorized unable. The researcher would continue in the second cycle.

1.3. The Treatment in Cycle II

The researcher continue the research in second cycle. The aim was to improve the students' score in speaking. The researcher also have dome some steps they were: planning, action, observing, and reflection. Here the students' score of second cycle

The Students' Score in Post-Test of the Cycle II

No.	Name	Fluency	Grammar	Vocab	Pronunce	Score
1	AN	5	4	3	4	80
2	AD	3	5	4	3	70
3	AKP	3	5	4	3	75
4	AS	4	5	4	3	80
5	DR	3	5	4	2	70
6	DT	3	5	3	2	65
7	DN	4	5	3	4	80
8	DZ	3	4	4	3	70
9	FS	4	5	3	4	80
10	HA	3	5	3	2	65
11	HH	3	5	4	3	75
12	IP	3	4	4	2	65
13	KD	4	4	3	4	75
14	MAN	3	4	4	2	65
15	MGF	4	4	4	3	75
16	MAS	2	5	4	2	65
17	MI	4	4	3	4	75
18	NS	5	4	3	4	80

19	NMS	4	4	3	4	75
20	RA	2	5	4	2	65
21	SAF	5	4	3	4	80
22	SA	3	4	3	3	65
23	TAR	3	5	4	3	75
24	TS	4	4	4	4	80
25	VN	4	4	3	4	75
26	WEB	4	4	3	3	70
27	WA	4	5	3	4	80
28	ZH	3	5	4	2	70
29	ZRY	3	4	3	3	65
30	YSM	3	4	3	3	65
Total						**$\sum X =$ 2175**
Mean						**X = 72.5**

Table 4.5. The students' score in post-test II

From the table above, the students score in second cycle, the students able were20, and students did not able were. Total score of the students was 2.175 and the students who took the test was 30, the mean os the students was:

X= —

X= ——

X= 72.5

From the data analysis above, the students' ability of speaking in post-test II was improved. It means that the score categorize was able. The percentage of students who got able in speaking was calculated by applying the following formula:

P= — 𝑥100%

P1= — 𝑥100%

  = 70%

And,

P2= — 𝑥100%

  = 30%

The Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
PI	Able	20	70%
PII	Unable	9	30%
	Total	30	100%

Table 4.6. The percentage of students' score in post-test II

From the table in post-test II above, the researcher concluded that the students speaking ability was improved. The mean of students' score was 72.5. the percentage of the students'

score who able was 70%. In other, the percentage of the students' score who did not able was 30%. It can be concluded that the students' speaking ability in post-test II was categorize able and improved. So, the researcher stopped in this cycle. Here the students' score in the following table:

List of Students' Score during Two Cycle

No	Names of the Students	Pre-Test	Post-Test I	Post-Test II
1	AA	70	75	80
2	AD	65	70	70
3	AKP	60	75	75
4	AS	70	80	80
5	DR	60	75	70
6	DT	50	60	65
7	DN	75	80	80
8	DZ	65	70	70
9	FS	60	80	80
10	HA	50	65	65
11	HH	55	70	75
12	IP	50	65	65
13	KD	60	75	75
14	MAN	50	60	65
15	MGF	50	75	75
16	MAS	45	60	65
17	MI	50	75	75
18	NS	70	80	80

19	NMS	65	70	75
20	RA	50	60	65
21	SA	55	70	80
22	SA	45	55	65
23	TAR	50	65	75
24	TS	60	65	80
25	FN	65	70	75
26	WEB	55	65	70
27	WA	60	75	80
28	ZH	45	50	70
29	ZRY	50	55	65
30	YSM	50	65	65
	Total	**∑X= 1.705**	**∑X= 2055**	**∑X= 2175**
	Mean	**56.8**	**68.5**	**72.5**

Table 4.7. List of students' score during two cycle

From the table above, it was found that the students' score in pre-test was 1.705, and the mean was 56.8. The students' score in post-test I was 2055, and the mean was 68.5. The students' score in post-test II was 2175, and the mean was 72.5.

The Percentage of Students who got point 70

Competence test	Percentage
Pre- Test	13%
Post- Test I	50%
Post- Test II	70%

Table 4.8. The percentage of students who got point 70

Based on the table above, the result of analysis data showed that there was an improvement on the students' speaking ability. It showed from the mean of pre-test was 56.8, the mean of post-test I was 68.5, and the mean of post-test II was 72.5 . The percentage of the students' score in pre-test who get point up to 70 were 4 students (13%) of 30 students. The percentage of the students' score in post-test I who get point up to 70 were only 15 students (50%) of 30 students. The percentage of the students' score in post-test II who get point up to 70 were 21 students (70%) of 30 students. It means that improvement was about 20% and the total improved of students' score from pre-test until post-test II was 57%.

From the table analysis in post-test II, the researcher concluded that the students speaking ability was improved. The mean of the students' score was 72.5. The percentage of students got able it was 70% , and in other the percentage of students got unable it was 30%. It can be conclude that students' ability in post-test II was categorize able and improve. So, the researcher stopped in this cycle.

The result of percentage of students ability during the research showed the percentage of students' ability improve in each test. In the pre-test was only 13% or it was 4 students who got pint up to 70. It cause the research did not give the treatment to the students. In the post-test there was the improvement of percentage of students who got point up to 70 it was 50% or it was 15 students. In the post-test I the students did not get to much change score from pre-test to post-test I, although the teacher had applied Problem Based Learning method and media Puzzle Tenses in teaching speaking. It was cause by some of students still did not know how pronounce some word in speaking.

Their score got improved from post-test I until post-test II. It was caused in this cycle the teacher still applied Problem Based Learning method and media Puzzle Tenses which can

make students more response and understood, and the teacher give punishment to students who noise and disturb to stand up in front of class and gave students chance to students who still not confidence to present their work or speaking in English .

From the data, it indicate that using Problem based learning method and media Puzzle Tenses was effective, and the data above can concluded that students' ability have been improved by using Problem based learning method and media Puzzle Tenses.

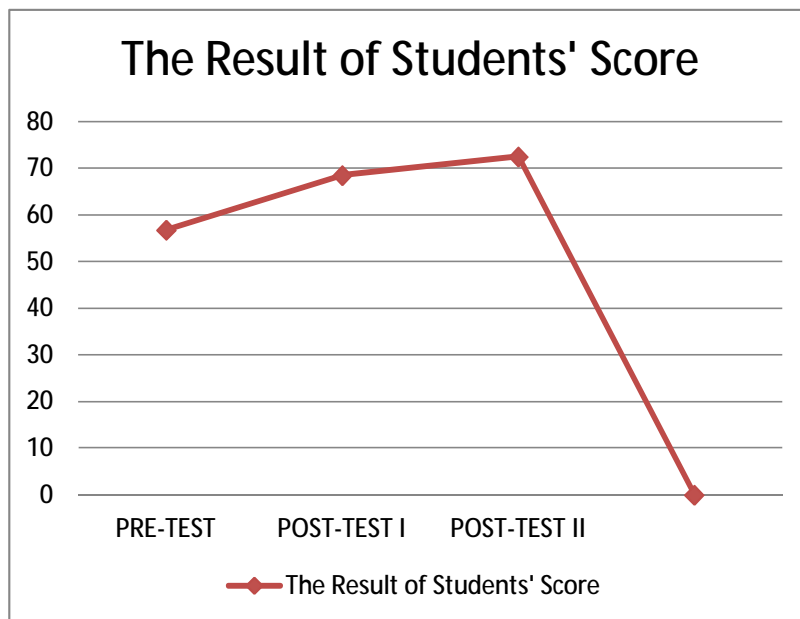Chart 1. The Result of Students' Score

2. The Qualitative Data

2.1. Cycle I

The researcher also have dome some steps in the first cycle, they were planning, action, observing, and reflection. Here the activities that have done in every step:

a. Planning

In this cycle, the researcher had prepared all of material what we used while learning based upon the problem faced by students toward speaking ability, such as analysis and observing, conducting students test, preparing material that we used to implementing of Problem based learning method and Media Puzzle Tenses , preparing observation sheet. Therefore, the researcher also arranged the lesson plan which had been discussed with the teacher to teach. In this step, there were some activities had been done by the researcher , they are: making lesson plan consisted of the action, preparing the teaching material which related to implementation of Problem based learning method and Media Puzzle Tenses that was needed in action, preparing the test to measure the result of study and observation sheet.

b. Action

In this activity, there were some activities. Firstly, the teacher introduced the material about Simple Past Tense and give some example to make students more understood. Second, after they were know about simple past tense, the teacher was applied Problem based learning method that divided students in group, each group consisted by 5-6 students and give students test and they were discuss about the test. Third, after they finished each group must answer the test through media Puzzle Tenses. After that the students presented their result in front of class. At last, the teacher gave general conclusion. That is about material that has been done by the students.

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about students' response and students' participation during teaching and learning process using Problem based learning method and media Puzzle Tenses. It was found that

the students got difficult in speaking. Some students were serious in the class but there were some students who still noise, and disturbed their friends. Observation was done carefully because the data which was taken from this activity were used as a basic reflection.

d. Refection

The researcher evaluated the teaching and learning process in the end of meeting. The researcher asked the students how students felt when they learning speaking by implementing of Problem based learning method and media Puzzle Tenses. The students' difficult and got some problem while learning process. Based on the result of post-test I, they were only 15 students who pass the KKM. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using Problem based learning through media Puzzle Tenses. This effort was done in the nest lesson plan of cycle two.

2.2. Cycle II

The researcher continue the research in two cycle. The second cycle is need to increasing the higher score of students, so it must increased in cycle II. The researcher also done some steps, they were: planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used during learning process such as, analyzing and observing, conducting students' test. The researcher rearrange the lesson plan which was used in the previous cycle with some modification.

b. Action

In this steps, there were some activities that had been done by the researcher. Firstly, the researcher explain about Simple Past Test and give example to make students more understood. After they were know about pattern of simple past and know irregular and regular verb, the teacher applied Problem based learning that divided students into group and asking they to make conversation that used simple past tense. The teacher gave time to students discuss, and every group presented their discuss about the topic given by teacher.

c. Observing

In this steps, the researcher tried to notice all activities in the classroom. It might be the students' response and students' participation during teaching and learning process using problem based learning method. Most of students were very enthusiastic to follow the instruction. Researcher also saw they did not have any problem during their test.

d. Reflection

The researcher analyze the result of cycle II. The students' have been evaluated oral test, the researcher found that the students' score was improved. Based on the observation and the result of their oral test, the researcher concluded that students has mastered speaking ability through problem based learning method and media Puzzle Tenses. The students score in the second cycle had increased from the first cycle. The researcher made the research felt that the cycle can be stopped because the students' ability in speaking was increased.

C. Research Findings

The result indicated that there was an improvement on the students' speaking ability by using Problem based learning method through media Puzzle Tenses. It was supported by the mean of students' score in every meeting that increased. In the pre-test the students who got point up to 70 were only 4 students (13%). In the post-test I the students who got point up to

70 were 15 students (50%). In the post-test II the students who got point up to 70 were 21 students (70%). It means the improvement from post test I in cycle one until post-test II in cycle two was about 20%. In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

From the data, it showed that using Problem based learning method through media Puzzle Tenses in teaching was effective. The researcher also analyze qualitative data to support research findings. The qualitative data were observation and interview. All of these data indicated that the students given their responses during teaching and learning process and the students more confidence to speaking English. Based on result of the quantitative and qualitative data, it could be concluded that Problem based learning method through media Puzzle Tenses could improve students' ability in speaking English.

D. Discussion

This research was conducted to find out the improving of the students' speaking ability in English lesson by using Problem based learning method through media Puzzle Tenses. Problem based learning method through media Puzzle Tenses could be used by the teacher in teaching Englsih ti improve the students' speaking ability.

The cycle showed the mean of students' score was higher, the percentage of students' score in the first cycle was 50%. The, the percentage of students' score in second cycle was 70%. It means the improvement from cycle I until cycle II was about 20%. The increased because the teacher knew how to control the class and created the active class, beside that, Problem based learning method and media Puzzle Tenses helped the students to understand the materials easily.

So, it could concluded that the result of the result showed that implementation of Problem based learning method through media Puzzle Tenses could improve students' ability in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result and discussion about improving the students' speaking ability by using Problem based learning method through Media Puzzle Tenses be concluded that:

Problem based learning method and media Puzzle Tenses can improve students' speaking ability it showed by the score they get during research, from the mean of pre-test was 56.8, post-test I in cycle I was 68.5, and post-test II in cycle II was 72.4. The students responses was good after using Problem based learning method and media Puzzle Tenses, students more active in the class. It proven by their participation in the class, confident in speaking English in front of class to presented their result of test.

The students were more active and participated in the teaching learning process of speaking because media Puzzle Tenses make them never felt bored. It was found that the teaching speaking by using Problem based learning method through media Puzzle Tenses could increased while learning process.

B. Suggestion

In this part, the researcher give some points are suggestion to be considered by English teacher as follow:

1. Problem based learning method through media Puzzle Tenses would helpful to improve students' ability in speaking, the method and media is effectively can increase the students' ability in speaking

2. The teacher needs to maintain using problem based learning method as alternative technique of the teaching process in the first years students of senior high school.

3. The teacher should control the students' activities, and give clear explanation and instruction in directing her students using problem based learning through media Puzzle Tenses.

Finally, the researcher realizes that this research still have some weakness and mistakes. Therefore, the researcher would like to accept any constructive suggestion to make research better.

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CYCLE I

LESSON PLAN

School: SMA YPK Medan School
Subjects: English
Class / Semester: X / I
Main Material: Simple Past Tense
Time Allocation: 4 JP (2 Meetings)

A. Core Competencies
KI 1: Appreciate and live the teachings of the religion they hold.
KI 2: Appreciate and appreciate honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and the natural environment around, the nation, country and the regional region.

B. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicator
3.10 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve giving and requesting information related to circumstances / actions / activities / events carried out / occurring, routine or non-routine, or becoming general truth in the past, in accordance with the context of its use. (Note the element of simple past tense)	3.10.1 Students recognize simple past tense in the form of affirmative, negative, and interrogative sentences. 3.10.2 Students use simple past tense in context by completing the Puzzle.
4.10 Compose text transactional oral and written interactions are very short and simple which involves the act of giving and asking for information related to the situation / action / activity /	4.10.1 Students are skilled at recognizing simple past tense and demonstrating the simple past tense dialogue. 4.10.2 Students write simple past tense sentences from the simple present tense sentences given.

event carried out / occurring, routine or non-routine, or becoming a general truth in the past, by paying attention to social functions, text structure, and linguistic elements that are correct and contextual	

C. Learning Objectives

- Meeting 1: a. Students are able to recognize simple past tense in affirmative, negative, and interrogative sentences.

- Meeting 2: a. Students can change various infinitive verbs into past verbs (V2).

b. Students are able to use simple past tenses in context by completing puzzles

D. Learning Materials

The general formulas for Simple Past Tense are:

(+) Subject + V2

(-) Subject + did + not + V1

(?) Did + Subject + V1?

Example:

1. (+) He studied English last night.
   (He learned English last night)
   (-) He did not study English last night.
   (He didn't learn English last night)
   (?) Did he study English last night?
   (Did he learn English last night?)
   For questions like that the answer is Yes, ... (yes) or No, ... (no)
   Answer:
   Yes, he did or No, he didn't

2. (+) We went to Bangkok last year.
   (We went to Bangkok last year.)
   (-) We didn't go to Bangkok last year.
   (We didn't go to Bangkok last year.)
   (?) Did we go to Bangkok last year?
   (Did we go to Bangkok last year?)

3. (+) I wrote a letter yesterday.
   (I wrote a letter yesterday.)
   (-) I didn't write a letter yesterday.
   (I didn't write a letter yesterday.)
   (?) Did I write a letter yesterday?
   (Did I write a letter yesterday?)

Information :

- In positive sentences the second form of verb (V2) can be found in Irregular and Regular Verb posts.
- To form a negative verbal sentence an auxiliary verb must be added, i.e. "did" which is the past form of do / does which is then added with not.
- Did can be used for a subject.
- Verbs in negative verbal tenses must be changed to basic or infinitive verbs or V1.
- In the question sentence that requires a yes or no answer, use the first form of verbs or V1.

E. Learning Method
Meeting 1
Approach: Scientific Approach
Method: Problem Based Learning Method
2nd meeting
Approach: Scientific Approach
Method: Problem Based Learning Method

F. Learning Media
• Puzzle Tenses

G. Learning Resources
Student Book*:*
Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017: Bahasa Inggris SMA X.

 H. Learning Activities

Activities	Steps of Learning Activities	Time
Pre- Activity	1. The teacher greets students. 2. The teacher prepares students to follow the learning process such as prayer, attendance and textbooks. 3. The teacher gives motivation to students in the form of stories. 4. The teacher asks questions to arouse the initial knowledge students have with the material to be learned and explains the material to be learned. 5. The teacher explains the learning objectives or basic competencies to be achieved and conveys the scope of the material and the description of the activities according to the syllabus.	**10 minutes**
1 Meeting		
Whilst-activity	Observing Students observe the teacher's explanation of simple past tense. Questioning Learners question information that is not or is not yet known and	**30 minutes**

	that is wanted to be known about simple past tense. Experimenting and Associating - Students observe several sentences, then identify sentences that use simple past tense.	
2 Meeting		
Whilst-Activity	Associating - Students are divided into 6 expert groups. Each group consists of 5 people. - The teacher forms 6 home groups where each member comes from a different expert group. - Students answer the complete puzzle problem by changing verb1 to verb2 Communicating - In groups, students explain each other the material obtained from the results of discussions in the group. Creating - Students complete a simple past tense puzzle.	**40 minutes**
Post-Activity	1. The teacher together with students make a summary / conclusions about the material that has been learned. 2. The teacher gives feedback on the process and learning outcomes. 3. The teacher greets and closes the meeting.	**10 minutes**

I. Learning Assessment

Fluency   Grammar
Vocabulary   Pronunciation

Score:
2-4

──────────── □□□

= Total Score

CYCLE II

LESSON PLAN

School: SMA YPK Medan School
Subjects: English
Class / Semester: X / I
Main Material: Simple Past Tense
Time Allocation: 4 JP (2 Meetings)

A. Core Competencies

KI 1: Appreciate and live the teachings of the religion they hold.

KI 2: Appreciate and appreciate honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and the natural environment around, the nation, country and the regional region.

B. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicator
3.10 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve giving and requesting information related to circumstances / actions / activities / events carried out / occurring, routine or non-routine, or becoming general truth in the past, in accordance with the context of its use. (Note the element of simple past tense)	3.10.1 Students recognize simple past tense in the form of affirmative, negative, and interrogative sentences. 3.10.2 Students use simple past tense in context by completing the Puzzle.
4.10 Compose text transactional oral and written interactions are very short and simple which involves the act of giving and asking for information related to	4.10.1 Students are skilled at recognizing simple past tense and demonstrating the simple past tense dialogue. 4.10.2 Students write simple past tense sentences from the simple present tense sentences given.

<table>
<tr><td>the situation / action / activity / event carried out / occurring, routine or non-routine, or becoming a general truth in the past, by paying attention to social functions, text structure, and linguistic elements that are correct and contextual</td><td></td></tr>
</table>

C. Learning Objectives

- Meeting 1: a. Students are able to recognize simple past tense in affirmative, negative, and interrogative sentences.

- Meeting 2: a. Students can change various infinitive verbs into past verbs (V2).

b. Students are able to use simple past tenses in context by completing puzzles

D. Learning Materials

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Example:

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    (He learned English last night)

  (-) He did not study English last night.

    (He didn't learn English last night)

  (?) Did he study English last night?

    (Did he learn English last night?)

    For questions like that the answer is Yes, ... (yes) or No, ... (no)

    Answer:

    Yes, he did or No, he didn't

2. (+) We went to Bangkok last year.

    (We went to Bangkok last year.)

  (-) We didn't go to Bangkok last year.

    (We didn't go to Bangkok last year.)

  (?) Did we go to Bangkok last year?

    (Did we go to Bangkok last year?)

3. (+) I wrote a letter yesterday.

    (I wrote a letter yesterday.)

  (-) I didn't write a letter yesterday.

    (I didn't write a letter yesterday.)

(?) Did I write a letter yesterday?

    (Did I write a letter yesterday?)

Information :

- In positive sentences the second form of verb (V2) can be found in Irregular and Regular Verb posts.

- To form a negative verbal sentence an auxiliary verb must be added, i.e. "did" which is the past form of do / does which is then added with not.

- Did can be used for a subject.

- Verbs in negative verbal tenses must be changed to basic or infinitive verbs or V1.

- In the question sentence that requires a yes or no answer, use the first form of verbs or V1.

E.Learning Method

Meeting 1

Approach: Scientific Approach

Method: Problem Based Learning Method

2nd meeting

Approach: Scientific Approach

Method: Problem Based Learning Method

F. Learning Media

• Puzzle Tenses

G. Learning Resources

Student Book*:*

Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017: Bahasa Inggris SMA X.

H. Learning Activities

Activities	Steps of Learning Activities	Time
Pre- Activity	1. The teacher greets students. 2. The teacher prepares students to follow the learning process such as prayer, attendance and textbooks. 3. The teacher gives motivation to students in the form of stories. 4. The teacher asks questions to arouse the initial knowledge students have with the material to be learned and explains the material to be learned. 5. The teacher explains the learning objectives or basic competencies to be achieved and conveys the scope of the material and the description of the activities according to the syllabus.	**10 minutes**
1 Meeting		
Whilst-	Observing	**30**

activity	Students observe the teacher's explanation of simple past tense. Questioning Learners question information that is not or is not yet known and that is wanted to be known about simple past tense. Experimenting and Associating - Students observe several sentences, then identify sentences that use simple past tense.	**minutes**
2 Meeting		
Whilst-Activity	Associating - Students are divided into 6 groups. Each group consists of 5 people, - Students create simple past tenses dialogs according to their experience. Communicating - In groups, students explain each other the material obtained from the results of discussions in the group. Creating - Students read a simple past tense dialogue.	**40 minutes**
Post-Activity	1. The teacher together with students make a summary / conclusions about the material that has been learned. 2. The teacher gives feedback on the process and learning outcomes. 3. The teacher greets and closes the meeting.	**10 minutes**

I. Learning Assessment

Fluency   Grammar
Vocabulary   Pronunciation

Score:
2-4

―――――――――   □□□

= Total Score

CYCLE I

Observation Sheet

No	Learning Steps	Group					
		A	B	C	D	E	F
1	Identify the problem	3	2	2	3	2	2
2	Analyze the problem	2	2	1	2	1	2
3	Arrange hypothesis	1	1	2	1	2	1
4	Collecting data	2	2	2	2	2	2
5	Analyze data	2	1	2	2	1	2
6	Improve the problems that have been formulated	2	3	2	2	3	2
7	Test the hypothesis	1	2	1	2	2	1
8	Showing findings	2	3	3	2	3	3

Number of students in one group   : 5

Maximum score for each indicator   : 4

1 = not active

2 = less active

3 = active

4 = very active

CYCLE II

Observation Sheet

No	Learning Steps	Group					
		A	B	C	D	E	F
1	Identify the problem	4	2	2	3	4	3
2	Analyze the problem	3	3	2	2	2	4
3	Arrange hypothesis	2	2	2	2	2	2
4	Collecting data	3	4	2	3	3	3
5	Analyze data	2	2	3	2	2	2
6	Improve the problems that have been formulated	3	3	2	4	3	3
7	Test the hypothesis	2	2	2	2	2	2
8	Showing findings	3	3	4	4	4	3

Number of students in one group   : 5

Maximum score for each indicator   : 4

1 = not active

2 = less active

3 = active

4 = very active

Interview Sheet for Teacher

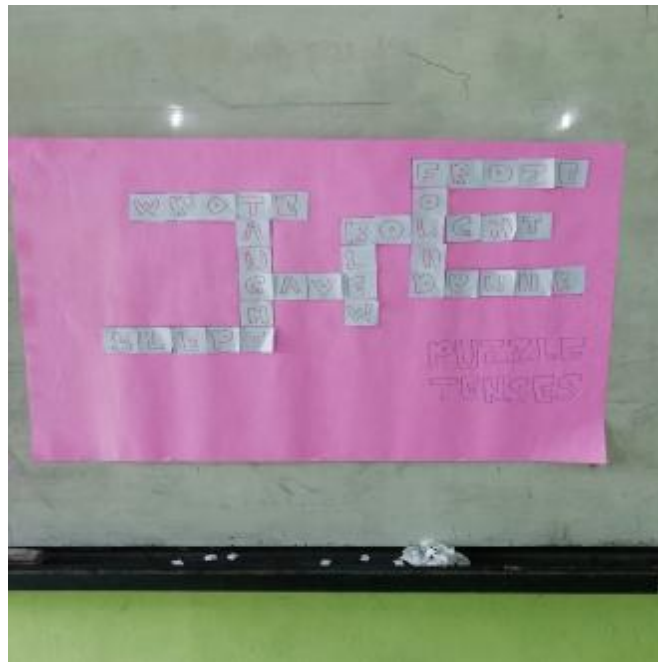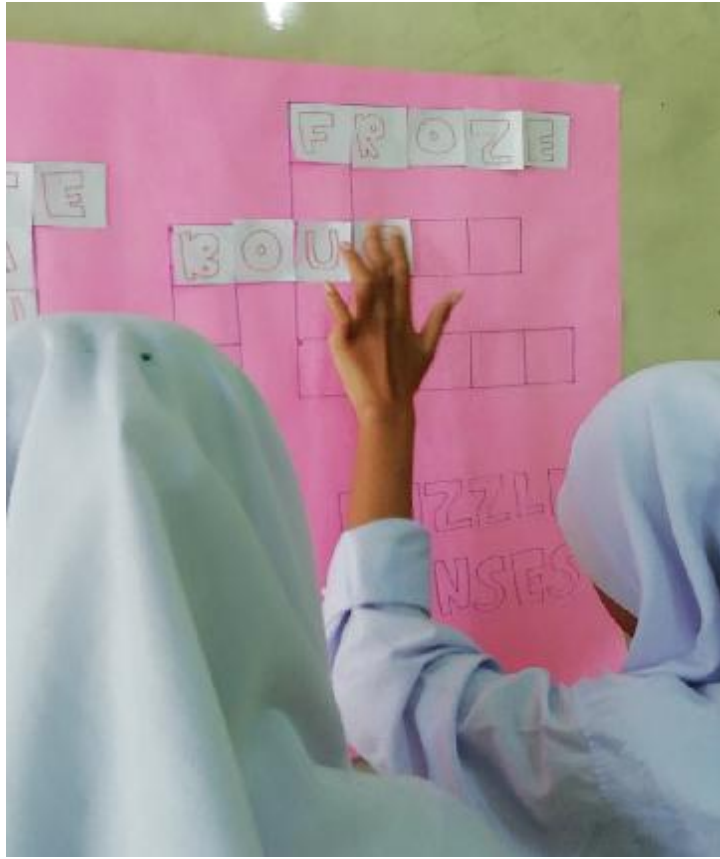| No	Question	Answer
1	How do you control your students in the classroom?	I make lauder voice and instruction them to quite, and if I should that I was angry
2	Have you ever heard about Problem Based Learning (PBL) method?	Yes, I ever heard about the method
3	How students attitudes when they receive learning speaking English?	They responses good enough
4	Are the learning methods that you have applied so far can improve student learning achievement?	Yes, although they were still confused to speaking English but they struggle to speaking English
5	Have you ever applied Problem Based Learning (PBL) method?	No, I usually asked them to write down the answer in white board and read their answer
6	Have you ever use media ?	Yes, I ever used laptop as media

Interview Sheet for Student

No	Questions	Answer
1	Do you like learning English?	No, because English is difficult and difficult to pronounce well
2	Do you like to speak English?	A little bit, many words I didn't know.
3	Do you think speaking English is difficult?	Yes, and many unfamiliar words
4	What is your problem in speaking English?	The problems are pronounce, arrange the sentence and I just know some vocabulary
5	Have you been able to understand the material conveyed by the teacher?	Sometimes understand, but sometimes I didn't understand

DOCUMENTATION

CYCLE I

CYCLE II