

IMPROVING STUDENTS' MOTIVATION IN SPEAKING SKILL THROUGH
PROBLEM BASED INSTRUCTION (PBI) FOR THE NINTH GRADE
STUDENTS AT SMPN 1 KARANG BARU ACEH TAMLANG

THESIS

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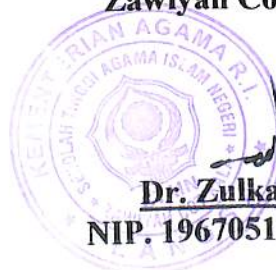
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The writer

Sri Rahayu ’

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ABSTRACT

Name: **Sri Rahayu**, Place/Date of Birth: Kuala Simpang, 21th November 1991, Reg. No: 140900384, The Title of Thesis: **IMPROVING THE STUDENTS' MOTIVATION IN SPEAKING SKILL THROUGH PROBLEM BASED INSTRUCTION (PBI) FOR THE NINTH GRADE STUDENTS AT SMPN 1 KARANG BARU KABUPATEN ACEH TAMIANG.**

Speaking is one of English skill which can present the students ability in mastering English. For example, the students who can speak English fluently show that they have to mastery English well. In the other side, the teacher argued that the students are lack in speaking if they cannot speak it well. It is caused many teachers and students focus their study on speaking more than other skill in English. Based on the writer experience during doing teaching training at SMPN 1 Karang Baru Kabupaten Aceh Tamiang, the writer observed that the students at this school are hard to speak English fluently. The students are lazy to speak English. Furthermore, the writer interviewed some of students and investigated their troubles in studying speaking. Most of them answer that during they study speaking, the students always speak the new topics only, the topics do not have relationship to their problem in their daily activity. Based on the problem, the writer is interested to do a research to analyze the students; speaking motivation in learning speaking through Problem Based Instruction (PBI).

The research belongs to experimental research. In the steps of collecting data, the writer did interview and speaking test. The interview was done to analyze the students' motivation in speaking by applying Problem Based Instruction (PBI). On the other hands, the speaking test was conducted to analyze the students' speaking ability in mastering speaking by using Problem Based Instruction (PBI). Based on the result of the research, the write got that Problem Based Instruction (PBI) can improve the students' speaking motivation.

According to the result of interview, the researcher got that the whole of students have motivation in studying speaking. In studying speaking, 19% of them studied it because of certain prize or reward. Furthermore, 75% of students studied speaking because they want to get the high score but 47% of them studied speaking because avoid punishment. Then, 33% of students studied speaking because of their own motivation. The whole of them also studied speaking because wanted to get satisfaction in mastering it. In the next question, 27% of students said that they studied speaking because of challenges to study it. Furthermore, 33 % of students studied speaking because of their curiosity and to control their target ability in mastering English. In the last question, 36% of students argued that they studied speaking because they want to imitate their idol. The researcher hopes the English teacher to apply Problem Based Instruction (PBI) to other study. After getting the result of the research, the writer suggests to the ninth students at SMPN 1 Karang Baru Kabupaten Aceh Tamiang to improve their speaking ability continuously.

Key Words: Students' Motivation, Speaking, and Problem Based Instruction

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CHAPTER I

INTRODUCTION

A. The Background of the Study

As the development of human culture, many people maintain their culture by teaching it to their generation. The people study the culture continuously, besides of their culture, many people are also interested to study other cultures. Particularly in studying language, many peoples do not study own national language and traditional language only, but they study other national and traditional language also. There are many countries and national languages in the world. Among the whole of languages, English is the most interested language which is studied by many peoples in the world. Almost every country in the world study English besides of their own national language.

English has some skills and components within study it. The skills consist of listening, speaking, reading and writing. Besides of skills, English also has some components such as vocabulary, grammar, pronunciation, and fluency. There are different way or technique to study every skill and component in English.

Speaking is one of English skill which can present the students ability in mastering English. For example, the students who can speak English fluently show that they have to mastery English well. In the other side, the teacher argue that the students are lack in speaking if they cannot speak it well. It causes many teachers and students focus their study on speaking more than other skill in English.

Commonly, most of teachers only try to find out the new approach, method or technique to improve students' speaking ability. In the other side, they never tried to find out the reason why the students cannot speak English. In this case, the teacher only demand the students to improve their ability and get the high score in mastering speaking. In this case, the students feel that they have been ignored and cause they are lazy to study.

Based on the writer experience during doing teaching training at SMPN 1 Karang Baru, the writer observated that the students at this school are hard to speak English fluently. The students are lazy to speak English. Furthermore, the writer interviewed some of students and investigated their troubles in studying speaking. Most of them answer that during they study speaking, the students always speak the new topics only, the topics do not have relationship to their problem in their daily activity.

There are many of problems that faced by students in their daily activity. But some of teachers focus on their speaking ability only without analyzing the reasons why the students do not want to speak and what thing that the students are interested to speak. Therefore, the students feels that the teacher ignore them and their problem in speaking.

Based on the students' problem in mastering speaking, the writer wants to try one of approaches to help students in mastering speaking. The writer wants to students to share their problem in their speaking activity. The writer wants to use problem based instruction to help students in mastering speaking. According to Arends in Trianto said that problem based instruction is an approach of study which

teach students to solve the problem authentically, it has purpose to organize their knowledge, develop their inquiry and thinking ability, develop their confident.¹ By using this problem based instruction approach, the writer hopes the students can develop their inquiry and their thinking ability, then improve their speaking ability by exploring the problem solving.

During applying the problem based instruction approach, the writer will investigate the effect of the approach in studying speaking. The writer will organize the development and the result of approach in a thesis which is entitled **Improving the Students' Motivation in Speaking Skill Through Problem Based Instruction (PBI) for the Ninth Grade students at SMPN 1 Karang Baru Kabupaten Aceh Tamiang.**

B. The Problem of Study

Based on the background of the study above, the writer tries to answer the problem of study below:

1. Does Problem Based Instruction improve students' motivation in speaking at SMPN 1 Karang Baru Kabupaten Aceh Tamiang?
2. How is students' speaking ability at SMPN 1 Karang Baru Kabupaten Aceh Tamiang after applying Problem Based Instruction?

¹Trianto, *Mendesain Model Pembelajaran Inovative- Progressive*,(Jakarta: Kencana, 2009), p.

C. The Purpose of the Study

The purpose of the study consist of as follow:

1. To find out whether Problem Based Instruction can improve students' motivation in speaking at SMPN 1 Karang Baru Kabupaten Aceh Tamiang
2. To measure the students' speaking ability at SMPN 1 Karang Baru Kabupaten Aceh Tamiang after applying Problem Based Instruction

D. The Significance of the Study

The writer divides the significance of the study in theoritical and practical. In this case, the writer offer the significance of the study below:

a. In Theoritical

The writer hopes the result of the research will be a input for the English teachers to improve students' motivation particularly in speaking ability. Therefore, besides teaching speaking, the teachers also have to focus on the way to improve students' motivation in studying it before.

b. In Practical

1. Be an addition information for the further researcher who want to analyze the similar topic.
2. Be a supporting for students to improve their motivation in studying speaking.

E. The Hypothesis

According to Arikunto hypothesis is “a prediction of the result of research that must be checked the truth by doing the research”.² Based on the problems of the study above, the hypothesis is as follow:

H₀: The Problem Based Instruction cannot improve students’ motivation in studying speaking.

H_a: The Problem Based Instruction can improve students’ motivation in studying speaking.

F. Terminology

To avoid misunderstanding about the research, the writer explains some of terminologies as follow:

1. Students’ Motivation in Speaking

Motivation is “the reason why somebody does something”.³ Therefore, the students’ motivation in speaking means that the motivation which is had by students as the reason why they are interested in studying speaking particularly.

2. Problem Based Instruction (PBI)

According to Arends in Trianto said that “problem based instruction is an approach of study which teach students to solve the problem autentically, it has purpose to organize their knowledge, develop their inquiry and their

²Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 127.

³ Hornby, Oxford. *Advance Learner’s Dictionary of Current English Fifth Edition* ,(New York: Oxford University press Walten,1995), p. 279

thinking ability, develop their confident".⁴ According to the writer, the problem based instruction is an approach which teach the students based on their personal problem authentically, then organize their knowledge, develops inquiry and their thinking ability to find out the problem solving.

⁴ Trianto, *Mendesain Model Pembelajaran Inovative- Progressive*, (Jakarta: Kencana, 2009), p.