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2025

# The Effect of Problem-Based Learning on Students' Speaking Skill of the Eight Grade Students at SMP Swasta Anastasia Medan the Academic Year of 2024/2025

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**THE EFFECT OF PROBLEM-BASED LEARNING ON STUDENTS'  
SPEAKING SKILL OF THE EIGHT GRADE STUDENTS AT SMP SWASTA  
ANASTASIA MEDAN THE ACADEMIC YEAR OF 2024/2025**

**A THESIS**

**Submitted to the faculty of Teachers Training and Education as Partial  
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS KATOLIK SANTO THOMAS  
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UNIVERSITAS KATOLIK SANTO THOMAS  
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2025

APPROVAL

This thesis was examined by Board of Examiners on 22 July 2025 and declared acceptable.

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of the other people, except those cited in quotations and references, as a scientific paper should be.

Medan, 15 July 2025

The Writer,

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**Ester Tarigan. 2025. The Effect Of Problem-Based Learning On Students' speaking Skill Of The Eight Grade Students At Smp Swasta Anastasia Medan The Academic Year of 2024/2025. A Thesis, Factually of Teachers Training and Education. Universitas Katolik Santo Thomas Medan.**

### **ABSTRACT**

This research aims to investigate the effect of Problem-Based Learning (PBL) on the speaking skills of eighth-grade students at SMP Swasta Anastasia Medan in the Academic Year 2024/2025. The study employed a quasi-experimental method with a pre-test and post-test design involving two groups: the experimental group taught using the PBL approach and the control group taught using conventional methods. The data collection instrument was a speaking test assessed based on five aspects: fluency, pronunciation, grammar, vocabulary, and task comprehension.

The results revealed an improvement in speaking skills in both groups after the treatment. The experimental group's mean score increased by 25.26 points, while the control group's mean score increased by 17.26 points. However, the independent sample t-test showed a statistically significant difference between the two groups, with a t-value of 4.98 exceeding the critical value of  $\pm 2.015$  at the 0.05 significance level. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted, confirming that PBL has a significant effect on students' speaking skills.

These findings reinforce the effectiveness of PBL in enhancing students' speaking abilities while also fostering critical thinking, collaboration, and problem-solving skills. Therefore, it is recommended for English teachers to apply PBL as an alternative teaching strategy to improve students' speaking competence at the junior high school level.

**Keywords:** Problem-Based Learning, speaking skills, English language learning, junior high school students

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In closing, the writer earnestly hopes that this thesis will serve as a valuable contribution to the academic community and provide meaningful insights for fellow researchers and educators. With humble acknowledgment of human limitations, she recognizes that this work, while crafted with dedication and care, may still contain areas for enhancement. Therefore, she warmly welcomes constructive feedback, thoughtful suggestions, and scholarly critiques that will elevate the quality and impact of this research. Such valuable input will not only refine this particular study but also contribute to the ongoing pursuit of knowledge and excellence in the field.

The Writer,

**Ester Tarigan**



## TABLE OF CONTENT

<b>APPROVAL</b> .....	Error! Bookmark not defined.
<b>STATEMENT OF WORK’S ORIGINALITY</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>TABLE OF CONTENT</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 The Background of the Study.....	1
1.2 The Problems Of the Study .....	4
1.3 The Objectives of the Study.....	4
1.4 The Scope Of The Study .....	5
1.5 The Significance of the Study .....	5
1.5.1 The Theoretical Significance .....	5
1.5.2 The Practical Significance.....	6
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>7</b>
2.1 Problem-Based Learning (PBL) in Education.....	7
2.2 PBL and Language Education .....	11
2.3 Contextual Factors in Language Education.....	14
2.4 Teacher Roles and Professional Development .....	16
2.5 Assessment and Evaluation in PBL.....	18
2.6 Characteristics of Problem-Based Learning.....	19
2.7 Speaking skill .....	20
2.8 Hypothesis .....	24
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>26</b>
3.1 Research Design .....	26
3.2 The Location and Time of the Study .....	27
3.3 The Population and Sample of the Research.....	27
3.4 The Instruments of Data Collection .....	28
3.5 Procedure of Collecting Data .....	28
3.5.1 Pre-Test .....	28
3.5.2 Treatment .....	28
3.5.3 Post-test.....	30

3.6 Scoring the Test .....	31
3.7 Research Procedure .....	32
3.8 Technique for Analyzing the Data .....	33
<b>CHAPTER IV DATA ANALYSIS AND FINDINGS.....</b>	<b>44</b>
4.1 Data Analysis.....	44
4.1.1 Quantitative Data .....	44
4.1.2 Gain Score Calculation .....	47
4.1.3 Hypothesis Testing Using t-Test .....	47
4.1.4 Gain Score Calculation .....	49
4.2 Hypothesis Testing Using t-Test .....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>44</b>
5.1 Conclusion.....	44
5.2 Suggestions.....	45
<b>BIBLIOGRAPHY .....</b>	<b>50</b>



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