

# **THE EFFECT OF PROBLEM BASED LEARNING (PBL) APPROACH TOWARD STUDENTS' SPEAKING SKILL**

*(A True-Experimental Research on Seventh-Grade Students at  
Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah  
Bengkulu City Academic Year 2024/2025)*



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Year 2024/2025)*

## **THESIS**

Submitted as a partial requirement for the degree of *Sarjana Pendidikan (S.Pd)*  
in the English Education Study Program Faculty of Tarbiyah and Tadris  
State Islamic University of Fatmawati Sukarno of Bengkulu



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Bengkulu, June 2025

Stated By,

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*Assalamu 'alaikum Wr. Wb*

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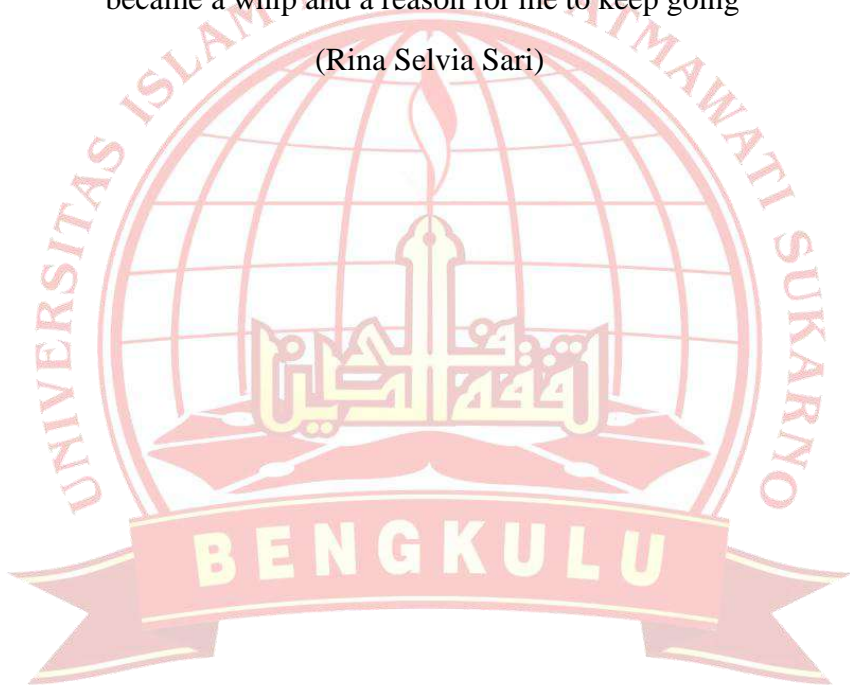
## MOTTO

“It’s fine to fake it till you make it, until you do, until it’s true”

(Taylor Swift)

“Their doubts yesterday did not stop my steps instead, they  
became a whip and a reason for me to keep going”

(Rina Selvia Sari)





## DEDICATIONS

With gratitude and Love, This thesis is dedicated to:

- ❖ Allah SWT the almighty god, thank you for allowing me to live, I am nobody without you.
- ❖ My beloved mom Mevi Rohani thank you for your love that is always warm and boundless. Your embrace is my safest and most comforting place, always making me feel accepted for who I am. Your patience in listening to my every complaint and your unwavering support have shaped me into a strong and confident person. Every sacrifice you make, often without my realizing it, is the most precious gift in my life.
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## **ABSTRACT**

### **RINA SELVIA SARI : THE EFFECT OF PROBLEM BASED LEARNING (PBL) APPROACH TOWARD STUDENTS' SPEAKING SKILL**

This research investigates the effect of the Problem-Based Learning (PBL) approach on the speaking skills of seventh-grade students at the PKPPS Wustha Hidayatul Qomariyah Islamic Boarding School in Bengkulu City during the 2024/2025 academic year. A true experimental design with a pretest-posttest control group was used to compare the effectiveness of PBL with traditional teaching methods. Participants were divided into experimental and control groups, with the experimental group receiving PBL instruction and the control group receiving traditional instruction. Speaking skills were assessed using pre-tests and post-tests. Data analysis involved descriptive statistics, paired t-tests, independent t-tests, and two-way ANOVA.

The research of the study shows a statistically significant improvement in the speaking skills of students who received PBL instruction compared to those who received traditional instruction. Descriptively, the experimental groups (Groups A and C) shows a significant increase in post-test scores, with an average post-test score of 88 for Group A and 93.62 for Group C, which was much higher than the average pre-test score of 54 for Group A. In contrast, the control groups (Groups B and D) had post-test averages of 72.5 for Group B and 32 for Group D, with a pre-test average of 36.25 for Group B.

Based on the results of the paired t-test, there was a very significant difference between the pre-test and post-test scores in both groups (Group A and B), with a significance value of 0.000 ( $p < 0.05$ ). The independent t-test for groups C and D also showed a significant difference with a significance value of 0.000 ( $p < 0.05$ ). For the Two-Way ANOVA test, the calculated F-value reached 36.3, which is much greater than the F-table value of 2.95 at a significance level of 0.05. These findings indicate that PBL is an effective pedagogical approach for improving speaking



skills in this context. Thus, the null hypothesis (H0) stating that there is no significant effect of the use of the PBL method on students' speaking skills is rejected, and the alternative hypothesis (H1) is accepted.

**KEYWORD:** *Problem-Based Learning (PBL), Speaking skills, Experimental Research.*



## **ABSTRAK**

### **RINA SELVIA SARI : THE EFFECT OF PROBLEM BASED LEARNING (PBL) APPROACH TOWARD STUDENTS' SPEAKING SKILL**

Penelitian ini menyelidiki pengaruh pendekatan Problem-Based Learning (PBL) terhadap keterampilan berbicara siswa kelas tujuh di Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu selama tahun ajaran 2024/2025. Desain penelitian eksperimen sejati dengan kelompok kontrol pretest-posttest digunakan untuk membandingkan efektivitas PBL dengan metode pengajaran tradisional. Partisipan dibagi menjadi kelompok eksperimen dan kontrol, dengan kelompok eksperimen menerima instruksi PBL dan kelompok kontrol menerima instruksi tradisional. Keterampilan berbicara dinilai menggunakan pre-test dan post-test. Analisis data melibatkan statistik deskriptif, uji-t berpasangan, uji-t independen, dan ANOVA dua arah.

Hasil penelitian menunjukkan peningkatan yang signifikan secara statistik dalam keterampilan berbicara siswa yang menerima instruksi PBL dibandingkan dengan mereka yang menerima instruksi tradisional. Secara deskriptif, kelompok eksperimen (Group A dan C) menunjukkan peningkatan skor post-test yang signifikan, dengan rata-rata post-test Group A sebesar 88 dan Group C sebesar 93.62, jauh lebih tinggi dibandingkan rata-rata pre-test Group A yang sebesar 54. Sebaliknya, kelompok kontrol (Group B dan D) memiliki rata-rata post-test Group B sebesar 72.5 dan Group D sebesar 32, dengan rata-rata pre-test Group B sebesar 36.25.

Berdasarkan hasil uji-t berpasangan, terdapat perbedaan yang sangat signifikan antara skor pre-test dan post-test pada kedua kelompok (Group A dan B), dengan nilai signifikansi 0.000 ( $p < 0.05$ ). Uji-t independen untuk kelompok C dan D juga menunjukkan perbedaan signifikan dengan nilai signifikansi 0.000 ( $p < 0.05$ ). Untuk uji Two-Way ANOVA, nilai F-hitung mencapai 36.3, yang jauh lebih besar dari nilai F-tabel 2.95 pada



tingkat signifikansi 0.05. Temuan ini menunjukkan bahwa PBL adalah pendekatan pedagogis yang efektif untuk meningkatkan kemampuan berbicara dalam konteks ini. Dengan demikian, hipotesis nol ( $H_0$ ) yang menyatakan tidak ada pengaruh signifikan penggunaan metode PBL terhadap kemampuan berbicara siswa ditolak, dan hipotesis alternatif ( $H_1$ ) diterima.

**KATA KUNCI:** *Pembelajaran Berbasis Masalah (PBL), Keterampilan berbicara, Penelitian Eksperimen.*



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Researcher

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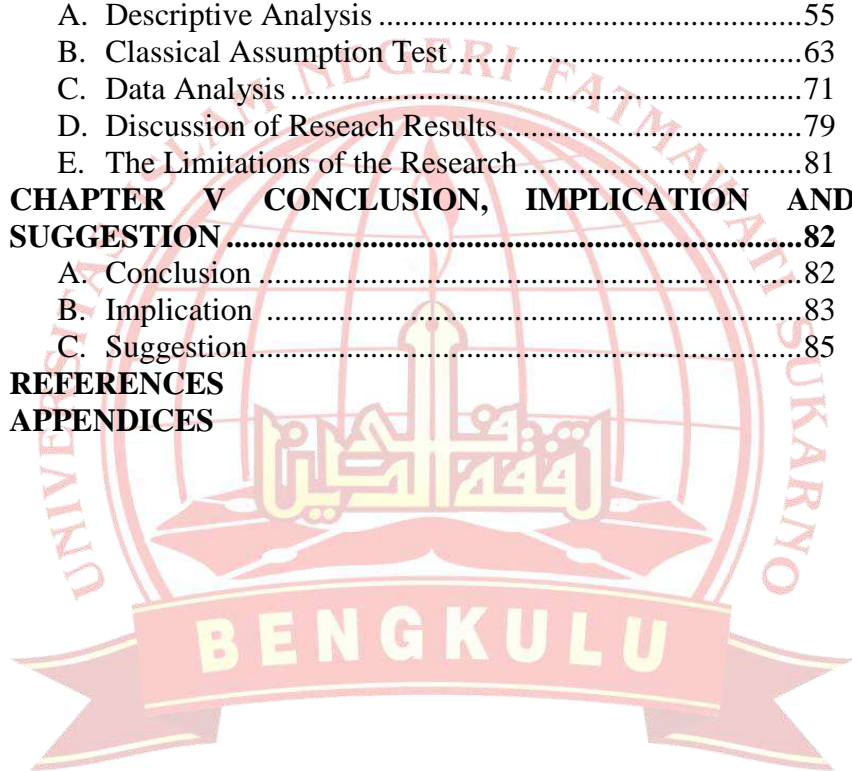
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