INVESTIGATING STUDENTS' ATTITUDE TOWARD PROBLEM-BASED LEARNING USING TSTS TECHNIQUE IN TEACHING SPEAKING ENGLISH AT JUNIOR HIGH SCHOOL

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of English Language Education

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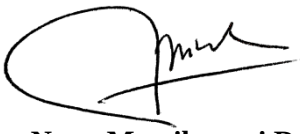

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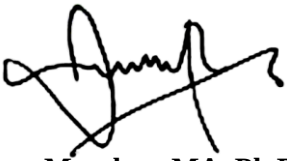	
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ABSTRACT

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Title	:	Investigating Students' Attitude Toward Problem-Based Learning Using TSTS Technique In Teaching Speaking English At Junior High School

This study aims to explain the implementation and attitudes of students toward the Problem-Based Learning model using the TSTS technique in teaching speaking conversations in junior high schools. This research method was qualitative research and data collection was done through observation and interviews with teachers and students. The pasrticipants was a teacher and 5 students from the eighth grade of SMPN 16 Semarang. The instruments used by researchers were observation notes and interview results. Based on the data obtained, shows that teaching speaking conversation using the problem-based learning model with the TSTS technique gets a positive response from students. The Problem-Based Learning Model can also be applied in teaching exposition texts, especially in teaching students' speaking conversations. Speaking is one of the important skills in English because speaking is a productive skill that is used to communicate between two or more people. Its function is to maintain social relations so that they are maintained well. However, teaching speaking is not easy and requires special attention, even though speaking is one of the most interesting subjects for students. To overcome this, the Problem-Based Learning model is applied in the teaching and learning process to help students improve their speaking skills.

Keywords: *Problem-Based Learning, Students Attitudes, Teaching Speaking, TSTS*

MOTTO

"Watch your thoughts for they become words. Watch your words for they become your action. Watch your action for they become your habits. Watch your habits for they become your character. Watch your character for they become your destiny. In other words what you think you become".

(Margaret Thatcher by Sherly Annavita)[1]

قَدْ وَطَّابِفَةٌ ۚ مِّنْكُمْ طَّابِفَةً يَّغْشٰى نُّعَاسًا اَمَنَةً الْغَمِّ بَعْدِ مِّنْۢ لَيْكُمْ عَ اَنْزَلَ ثُمَّ
الْجَاهِلِيَّةِ ظَنَّ الْحَقِّ غَيْرَ بِاللّٰهِ يَظُنُّوْنَ اَنْفُسُهُمْ اَهَمَّتْهُمْ

"Then after you are overwritten by sadness, He sends down a sense of security on you (in the form of) drowsiness that covers a group of you, while another group has been worried by themselves; they think what is not true about Allah is like the suspicion of ignoranc"

(Surah Ali 'Imran, Ayat ; 154)[2]

[1] Sherly Annavita, (2021). KBM; Bagian 6 <https://kbm.id/>
[2] https://quran.com/al-hadid

DEDICATION

In the name of Allah SWT, the beneficent and merciful Lord of the world. Salawat and salutation may always be delivered to the Prophet Muhammad until the end. No writing project is successful without the patience and prayer of everyone it is not enough just to write their name on this thesis. Finally, this thesis is dedicated to them, but the main ones are:

My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.

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My beloved young brother (Adji Goenawan) always supports me to finish my thesis.

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Semarang, 10 April 2023
The Writer,

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1803046018

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CHAPTER I
INTRODUCTION

This chapter provides the background of the research and describes the researcher's reasons for conducting this research. Then the statement of the research problem is formulated as well as the objectives of the research. It is followed by the significance of the research which informs the benefit of this research.

A. Background of the Research

Problem-Based Learning started in the early 1960s at McMaster University medical school in Canada. Despite its longevity, PBL continues to feature prominently in discussions about using transformative approaches in the education of future health professionals. Being a resource-intensive learning strategy, its value is increasingly being contested in light of dwindling resources and increasing student enrollment in universities. The Problem-Based Learning (PBL) model is supported by learning and developmental theories. Social interaction can bring up new ideas in improving individual intellectuality, so Social-constructivism Learning Theory can be used in this

learning model because it is more concerned with the social aspects of learning.

Problem-Based Learning (PBL) is a learning and teaching approach in which students deal with real-life problems in small groups as a stimulus for learning. Problem-based learning (PBL) is considered a student-directed teaching approach that inspires students to apply critical thinking through problem simulation to study complex facets, and practical problems that may or may not have standard answers (Wang, 2012: 123). Several previous researchers also stated that in addition to equipping students with knowledge, this approach can also be used to improve problem-solving abilities, critical and thinking skills, communication skills, group cooperation, attitudes, and student motivation (Zaduqisti, 2010; Husnidar, 2014).

This learning model collaborates with the cooperative learning type, namely the TSTS (Two Stay Two Stray) technique, which provides opportunities for groups to share results and information with other groups. This technique aims to direct students to be active, have good discussions, ask questions, look for

answers, and explain and listen to material explained by friends. Students will also be more interested in learning using audio-visual websites that students can access such as Youtube which facilitates several videos uploaded by several parties.

Even though the application of PBL has been used for a long time, there are still many obstacles faced by both students and teachers. The problem that often arises is the weak ability of students to use their thinking skills to solve problems. In the Problem-Based Learning model, the problems presented by the teacher are considered challenging for high groups, but students in low groups tend to be passive in their groups. At the learning planning stage, the teacher experiences difficulties in determining the right problem for students to discuss in groups. This is caused by the teacher's lack of understanding and mastery of the Problem-Based Learning learning method. Based on this, problems in Problem-Based Learning are chosen in such a way as to challenge students' interests to solve them, relate to previous experiences and learning, and require cooperation and strategies to solve them.

Speaking is one of the most important language skills and supports other sciences. Speaking skill is the ability to express ideas, thoughts, or information in verbal form. That is why every student must be able to improve their speaking skills to communicate fluently in the international world. So far speaking skills have received less attention from teachers, as well as other language skills. However, the English language skills of students, especially in conversation, are strongly influenced by appropriate teaching methods. Problem-based learning (PBL) is a method that can help students improve their conversation skills in natural contexts where students learn through problems as a basis for students to learn, with the help of teachers so that students become active in learning.

In the PBL program, it is hoped that certain skills will be obtained such as the ability to work together in groups, and functionally to carry out existing tasks. According to Jeremy Harmer, there are three basic reasons for giving speaking assignments to students, the first is giving practice in the form of free discussion. Both feedback can give them immense confidence and

satisfaction. Thirdly involvement, good speaking activities, and can motivate. Then what must be done during speaking activities is that the teacher must be involved with students during speaking activities, but not dominate.[3]

Based on previous research, namely a journal entitled Investigation of Nursing Students' Knowledge of and Attitudes about Problem-based Learning.[4] The focus of this study was to determine the knowledge and attitudes of nursing students regarding problem-based learning (PBL). From this study, students who experienced the PBL method developed a more positive attitude towards the instructional environment and enjoyed the whole learning process more when compared to those who were educated by conventional teaching methods. However, in previous studies, researchers used a wide range of participants. So that makes researchers interested and try to apply this method in English classes.

[3] Jeremy Harmer, 1998. '*How to Teach English*' Cambridge : Addison Wesley Longman, 87–95 <file:///D:/How to Teach English Harmer, Jeremy.pdf>.

[4] Yang Luo and others, 2014. Investigation of Nursing Students' Knowledge of and Attitudes about Problem-Based Learning', *International Journal of Nursing Sciences*, 1.1, 126–29 <https://doi.org/10.1016/j.ijnss.2014.02.009>.

Therefore, the researcher intends to conduct a study entitled "Investigating Students' Attitudes Towards Problem-Based Learning in Teaching English Speaking in Junior High Schools".

B. Research Questions

1. How is the implementation of a Problem-based learning model using the TSTS technique in teaching conversation?
2. What are the students' attitudes toward the Problem-Based Learning model using the TSTS technique in teaching conversation?

C. Research Objectives

According to the research questions, the objectives of the research can be stated as follow:

1. To explain the implementation of a Problem-based learning model using the TSTS technique in teaching conversation.
2. To explain the students' attitudes toward the Problem-Based Learning model using the TSTS technique in teaching conversation.

D. Significance of The Research

‘The author hopes that the results of this study can provide some positive contributions in the context of learning English. The results of this study are expected to provide information for the researchers themselves and the community in the field of education. This study hopes that the results of this study can be useful for:

1. For the English teacher

   Researchers hope that the results of this study can be useful for other teachers in implementing this problem-based learning strategy to improve students' speaking skills. teachers can also improve the process of learning English to be more active, effective, efficient, and of course fun

2. For Student

   By using problem-based learning strategies appropriately, researchers hope students will find it easier to solve problems in the learning process, and of course, can improve their speaking skills properly.

3. For the next researcher

   The results of this study are expected that the authors who want to conduct similar research in using Problem-Based Learning Strategies to improve speaking

skills, especially for students of the Department of English Education, will gain new experience and knowledge about research and this will be useful in the future.

E. Limitations of the Research

1. This research was conducted in eight junior high school classes.
2. This study only focuses on students' attitudes toward Problem-Based Learning using TSTS Technique in teaching conversation.
3. The author limits the research to Problem-Based Learning using TSTS Technique in teaching conversation.
4. The material of this research is Exposition text. The text is "Keep The School Environment Clean"

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses related some previous research that is relevant to this research and literature that has contributed to this research.

A. Previous Research

In this paper, the researcher takes a review of related previous studies from other sources as a comparison with this study. Those are :

The first previous research was a journal from Yang Luo, Dan-dan Zhou, Ying Luo, Yan Song, and Dan Liu entitled Investigation of Nursing Students' Knowledge of and Attitudes about Problem-based Learning.[5]

This study investigates Bachelor of Nursing (BN) students. The focus of this study was to determine the knowledge and attitudes of nursing students regarding problem-based learning (PBL). This research was conducted using a survey questionnaire method to collect data. The previous study involved nursing

[5] Luo and others.

students from 1200 in 8 nursing colleges in Hunan province.

In this research, researchers used 3 aspects in the surveyor's questionnaire, including the first students' perceptions of teacher-student roles, and the second students' attitudes towards traditional teaching methods. And the third is students' expectations of PBL teaching methods. This study shows (97.6%) of students support the PBL model and they hope for an update in the learning method. In this study, researchers believe that the PBL method can overcome the shortcomings of traditional education, and actively promote students' self-learning, which will have a positive effect on nursing educational reform.

This research is very relevant to the research that researchers are doing. The similarity between this research and mine is that both investigated students' attitudes toward problem-based learning. The difference is that previous research investigated attitudes and knowledge about problem-based learning and involved nursing students as participants in this study. Meanwhile, in my research, I investigated students'

attitudes toward the problem-based learning model and involved eighth-grade junior high school students to become participants in this study.

The second previous research was a journal from Judith C. Bruce, Melanie Lack, Nthabiseng M. Bomvana, and Nomawethu Qamata-Mtshali entitled Problem-based Learning: Nursing Students' Attitude, self-reported competence, tutorial performance, and self-directed learning readiness.[6]

This study investigates Bachelor of Nursing (BN) students. The focus of this study was to determine the attitude of undergraduate nursing students toward the value of PBL as a learning strategy. This research was conducted using the study method following a descriptive and comparative survey to collect data. Researchers previously included nursing students who were invited to participate in a descriptive survey (n = 92), and selected purposively (n = 159) for comparison

[6] Judith C. Bruce and others, (2018) 'Problem-Based Learning: Nursing Students' Attitude, Self-Reported Competence, Tutorial Performance and Self-Directed Learning Readiness', *Journal of Nursing Education and Practice*, 8.10, 11 <https://doi.org/10.5430/jnep.v8n10p11>.

between the PBL (n = 54) and non-PBL (n = 105) groups.

The results of this study indicate that most students perceive PBL as a learning strategy that stimulates (59.8%; n = 55), useful (65.2%; n = 60), empowers (70.6%; n = 65), and brightens (60.8%; n = 56). ; most students (53.2%; n = 49) expressed certainty about their competence in “accessing relevant literature/evidence” but more (56.3%; n = 52) were less confident about their ability to “integrate information into nursing care". First-year students performed poorly in PBL tutorials but showed significant improvement in the final year of study in problem-solving (p = 0.0001), group contribution (p = 0.000), communication (p = 0.000), critical thinking (p = 0.001), study skills (p = 0.001), personal growth (p = 0.000) and leadership skills (p = 0.041). There was no significant difference between the overall readiness of PBL and non-PBL students for independent learning (p = 0.69). In conclusion, the findings indicate that BN students generally have positive attitudes toward PBL, finding it stimulating, useful, empowering, and enlightening in a

transformative learning environment. However, fewer students feel that they are competent in most PBL processes.

This research is very relevant to the research that researchers are doing. The similarity between the previous research and mine is that both use the Problem-Based Learning (PBL) method to improve students' speaking skills and critical thinking. The difference is that previous studies conducted research involving nursing students as participants in this study. Whereas in my research I involved eighth-grade junior high school students to become participants in the research.

The third previous research was a journal from Mey Jaya Puspitasari entitled The Implementation of Problem-Based Learning in Teaching Speaking Analytical Exposition Text to Eleventh Grades.[7]

This research was implemented in class XI SMA with a qualitative research design. The purpose of this study

[7] Mey Jaya Puspitasari (2019). The Implementation of Problem Based Learning in Teaching Speaking Analytical Exposition Text to Eleventh Grades, *Jurnal Thesis*, VII.

was to describe the application of the Problem-Based Learning model, to determine student performance and student responses while applying this learning model in teaching analytic exposition text in class XI. This research was conducted using observation and questionnaire survey methods to collect data.

Based on the results and discussion, the researcher concluded that the teacher applied all stages of the PBL model but the teacher did not carry out the stages systematically. For example, the teacher applies the first stage after the second stage. Fortunately, this learning model can support students' speaking skills. There are problem-based learning activities that make students' speaking skills satisfying. The activity is presenting the results of the discussion which is the fourth stage of the problem-based learning model. This activity allows students to share several arguments, opinions, and comments and provide some suggestions on topics freely. In this study, the researchers concluded that the problem-based learning model was beneficial for students, especially for improving students speaking skills. Previous researchers also concluded that all students feel happy when learning English through PBL because the teacher not only applies theory but also asks students to present the results of the discussion.

This research is very relevant to the research that researchers are doing. The similarity between this research and mine is that both of them find out about how the teacher implements it and knows students' attitudes towards the problem-based learning model in teaching speaking. The difference is that previous research investigated students' attitudes in applying the problem-based learning model in teaching analytic exposition texts in class XI. Meanwhile, researchers focused more on investigating the attitudes and ways of teachers implementing the problem-based learning model using the TSTS technique in learning speaking conversation in class VIII SMP.

The fourth previous research was the journal of Masta Sarina Pardosi, Ashari P Swondo entitled Improving Students' Speaking Ability By Using The Problem-Based Learning (PBL) at Harvard Martubung Private Junior High School.[8]

This study investigates the speaking ability of the students of the Private Junior High School of Harvand Martbung. The focus of this research is to find out whether

[8] Masta Sarina Pardosi and Ashari P Swondo, (2021). '"Improving Students Speaking Ability By Using Problem Based Learning (PBL) At SMP Swasta Harvard Martubung". 168', *Jurnal FISK*, 2.1, 167–75.

the application of Problem-Based Learning (PBL) improves the speaking ability of students at Harvard Martbung Private Junior High School. This research was conducted using classroom action research. Previous researchers involved several 44 grade VIII students of Harvard Martbung Private Junior High School. The research was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consisted of three meetings. Quantitative data collection instruments were reading essay tests and qualitative data collection instruments were interviews, observation sheets, questionnaires, and daily notes.

The results showed that the students' speaking ability improved on each test. In the first test, the average score was 59. In the second test the average score of the first cycle was 75.04, and in the third test the second cycle the average score was 82.11. Based on observation sheets, diaries, and interview sheets, it was found that the teaching and learning process went well, students were more active, and enthusiastic in working in groups. It is concluded that Problem-Based Learning can improve students' speaking ability. English is a global language used for international communication, it is a must for students to learn English to communicate with many people around the world.

This research is very relevant to the research that researchers are doing. The similarity between the previous research and mine is that both of them used the Problem-Based Learning (PBL) method for students' speaking skills. The difference is that previous research conducted research in two cycles. The first cycle consists of three meetings and the second cycle consists of three meetings. The instrument for collecting quantitative data was in the form of a reading description test and the instrument for collecting qualitative data was in the form of interviews, observation sheets, questionnaires, and diary notes. and also this research focuses more on improving students' speaking skills. Whereas in my research I used qualitative data collection instruments in the form of interviews, observation sheets, questionnaires, and diaries and focused more on students' attitudes toward problem-based learning models.

B. Literature Review

1. Teaching Speaking

Teaching is an art or a science. As an art, it emphasizes the imaginative and artistic abilities of the teacher in creating beneficial situations in the classroom to enable students to learn. As a science, it highlights the logical, mechanical, or procedural steps that must be followed to achieve the effective attainment of a goal. Teaching is the process of paying attention to people's needs, experiences, and feelings and intervening so that they learn certain things, and go beyond what the teacher provides.

Teaching is a scientific process, and the main components are content, communication, and feedback. The positive effect on students is influenced by the teaching strategy they have.[9] John Brubacher states that teaching is the arrangement and manipulation of situations where there are gaps or barriers that a person will seek to overcome and from which he will learn in doing so. B.O. Smith defines teaching as "Instruction is a system of actions intended to encourage learning".

[9] Isola Rajagopalan, (2019). "Concept of Teaching*", Shanlax International Journal of Educations*. Vol.7 No.2 6

Teaching means engaging students in learning which consists of getting students involved in the active construction of knowledge. Good teaching requires a commitment to a systematic understanding of learning. Therefore, a teacher not only needs knowledge about the subject matter, but knowledge about how students learn and how to turn them into active learners. The goal of teaching is not only to transmit information but also to transform students from passive recipients of other people's knowledge into active constructors of their own and other people's knowledge.

Teachers cannot change without the active participation of students. Teaching is fundamentally about creating pedagogical, social, and ethical conditions in which students agree to take responsibility for their learning, individually and collectively. Therefore, as a teacher, it is appropriate to provide an atmosphere that makes students more comfortable and happy to learn. Bondi's statement states that to create harmony in this role, prospective teachers are expected to be able to balance the relationship between 'natural identity' and 'teacher identity'.[10]

[10] Charlotte Meierdirk, (May 2016). *"*The Changing Identity of the Student Teacher*", International Journal of Education Teaching and Learning*. Vol.1, No.1, 35.

Ambrose, Bridges, Lovett, DiPietro, & Norman define Teaching as a complex activity, yet most of us have not received formal training in pedagogy. Then, teaching is a very contextual activity because it is shaped by students, advances in our respective fields, changes in technology, and so on.

While teaching speaking is a process in which a teacher helps students to provide and facilitates them to achieve learning objectives, namely the need to improve their performance in speaking skills. Teachers can encourage students' desire to learn speaking skills during the teaching and learning process to help them achieve their goals.

Speaking has many definitions in linguistic terms. According to the Cambridge Advanced Learner's Dictionary (2008), speaking means saying words, using sounds, and conversing with someone. Furthermore, Wilson in Sholihin (2013) defines speaking as developing a relationship between speaker and listener. Speakers and listeners cannot be separated. This means that most speakers need active listeners

who respond directly to what they are saying, such as taking part in the interaction or demonstrating understanding.[11]

Harmer (1993) defines communication as occurring when the listener can respond to the speaker after the listener understands the message conveyed. As we know, four basic skills in English must be mastered. One of them spoke. However, in using English to communicate speaking is widely considered a key skill among others.

According to Bygate (1987: 6) “Speaking is a vehicle for social solidarity, social professional making, and business achievement”. From the way they talk, people are most often judged. Speaking is also a medium for learning many languages, including English. Speaking is not just saying a series of words with the correct pronunciation. A person is said to be a good speaker as long as he succeeds in conveying what is on his mind well and making his listeners understand it.

In addition, McDonough and Shaw (2003: 134) define that "Speaking is a desire and drive for goals, in other words, we want to communicate something to achieve certain

[11] Nur Kalbia (2015). ‘Improving The Students Speaking Ability Through Problem Based Learning Strategy in Performing Adjacency Pairs’, *Thesis*, 206AD, 11.

goals". This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating and/or solving certain problems; or building and maintaining social relationships and friendships. Meanwhile, Nowicka and Wilczynska (2011: 24) state "Speech is an observable acoustic phenomenon, physical and more specifically, which describes one of the human activities".[12]

From the explanation above, a teacher must create a teaching method or procedure so that the goal is achieved. Where students are involved, they will be motivated by the need to achieve accuracy goals. Of course, there will be a desire to communicate on the part of students and they will also have a communicative goal. The emphasis lies on the form of the language.

Based on the explanation of the experts above, it can be concluded that the ability to speak is the ability to carry out useful activities where one person needs to use and communicate with one another. Speaking is a component of language. The existence of language is important and cannot be separated from language. That is, there is no interaction

[12] Aidil Syah Putra, (2017). 'Channing : Journal of English Language Education and Literature, Vol. II No. 1 2017', *Journal of English Language Education and Literature*, II.1

without talking. Speaking is the most important element for students when they learn English.

2. Problem-Based Learning (PBL)

Problem-based learning (PBL) was first developed in the late 1960s at the Canadian McMaster University School of Medicine. This method is an innovative learning method developed to help medical students to overcome difficulties in integrating and applying knowledge learned in the classroom to the clinical environment (Barrows, 1996).[13] At the beginning of its emergence, problem-based learning (PBL) was applied in the world of medical education, however, as it has developed, PBL has been widely applied in various fields of science. The PBL concept is assessed as being able to improve critical thinking skills, skills to analyze and solve complex real-world problems, expertise in finding, evaluating, and using resource information, being able to work cooperatively in groups, communication skills orally and in writing, and interest in becoming lifelong learners and

[13] Barrows, H. S. (1996). Problem-based Learning in medicine and beyond: A brief overview. *New Directions for Teaching and Learning*, (68), 3-12. Doi:10.1002/tl.37219966804.

role models for students to support the development of PBL in education (Levin, 2001).[14]

Problem-based learning (PBL) is a learning method that encourages students to think critically and improve problem-solving skills and knowledge related to problems in everyday life (Levin, 2001). Problem-Based Learning (PBL) is a method that has been widely applied by teachers to support the achievement of learning objectives and create active and fun learning. The application of problem-based learning (PBL) in learning emphasizes active learning in students. Students are responsible for their learning by overcoming and evaluating problems as a basis for learning.

The use of problems in the application of the Problem-Based Learning (PBL) model is a basis for learning that functions to stimulate, relate to real situations, and integrate learning. With these problems, students are required to find solutions to these problems.

The problem that still often occurs is the lack of optimal use of interesting and contemporary media or learning resources that can increase student enthusiasm for learning. As we know today we can easily get information or anything through technology and the internet. However,

[14] Levin, (2001). *Energizing Teacher Education and Professional Development with Problem-based Learning*. Alexandria, VA:Association for Supervision & Curriculum Development.

learning is still lacking in utilizing this facility to assist the learning process in class. It is our joint task to find solutions to the problems above, and through the application of PBL learning methods that are integrated with technology, it is hoped that it will be able to improve the quality of learning in the classroom. With technology that allows students to more easily understand the problems that arise, for example in learning English using learning resources in the form of videos or images will help students to understand the content of reading texts. In addition, students will also be able to recognize which parts they are still having difficulties with. By knowing their learning problems, they are required to find solutions to these problems through group work (discussions) and presentations.

According to (Newman 2005), there are several steps in the Problem-Based Learning process:[15]

1. Students are facilitated to get into trouble. The problems used are real problems and close to student life. It is intended that students can think realistically in finding solutions to these problems.

[15] Newman, Mark. (2005). *Problem-base learning: An Introduction and Overview of the Key Features of the Approach*.

2. Students identify problems based on the knowledge they have. Students are expected to be able to think critically utilizing knowledge and abilities
3. In PBL, students are required to be responsible for their learning and learn independently.
4. Cooperation is an important factor in the implementation of PBL. In the PBL learning process, students are divided into small groups. In these groups, students exchange opinions about what is the right solution to the problems encountered. In this case, students are also required to communicate with each other and exchange opinions to solve problems.
5. After discussing, students present the results of their group's thoughts to the teacher and other friends. In this process, PBL will be very helpful in learning to speak.

The teacher as a facilitator provides a review or feedback on student work. Whether the student's work is correct or not, provide input if there are deficiencies, and provide other possible solutions that are more effective. After that, students perfect their work from the reviews and feedback that has been given.

3. TSTS (Two Stay Two Stray)

So far, teachers have used various methods to improve communication skills, such as lectures, question and answer, and recitation methods, but students' communication skills have not improved. so efforts are needed to design a learning process that can improve students' communication skills. One method that can be used to improve student communication is to use the TSTS cooperative model. Cooperative learning that provides opportunities for groups to share and communicate the results of their work with other groups so that the dissemination of information is wider in the classroom is TSTS-type cooperative learning.[16]

According to Lie (2002:6), TSTS is a technique that gives the students chance to share their ideas, arguments, and information with other groups. In this technique, the are some activities. Then by using this technique, students help each other. The high-level and the low-level students will work together to achieve the purpose of their group.[17] The TSTS technique works in groups to manage and assist each other in problem-solving, share knowledge and information

[16] Arnida Sari and Memen Permata Azmi, (2018). 'Penerapan Model Kooperatif Tipe Two Stay Two Stray (Tsts) Terhadap Kemampuan Komunikasi Matematis', 2.1, 164–71.

[17] Lie, A. (2007), (2002). *Cooperative Learning. Cooperative Learning: Mempraktikan Cooperative Learning di Ruang-ruang Kelas*. Jakarta: PT Grasindo. Jakarta: Gramedia Widiasarana Indosnesia.

that they have grasped from discussions with other groups, and encourage each other to achieve the best performance by aiming to share and discuss and stray to explain information. In the Two Stay Two Stray learning model all group members become active and emphasize them to master the module being discussed because they want to convey it to their friends from other groups (Stay session) and from their group (Stray session). The Two Stay Two Stray Education (TSTS) model is an active educational model that can be applied to revive education in the 21st century. This educational model prioritizes student activity (associating each student), namely students can ask questions and respond to any problems they face because they use an educational model. cooperative.

In this educational model, students are faced with the activity of paying attention to what their friends say when they are visiting (Stray), which indirectly means that students want to be brought to listen to what the group member who is the host of the event is saying. (Stay). In this process, listening activities will be established for students. students are invited to work together in creating a concept. The use of the TSTS technique will focus students on being active, in discussing, asking questions, looking for answers, explaining, and listening to what friends are saying. Not only

that, the alibi uses the Two Stay Two Stray educational model because there is a clear division of tasks for each group member, students can work together with their friends and can cope with busy and difficult student situations during the teaching and learning process.

According to Sharan (2012), "TSTS is a learning technique that involves students discussing ways to stay and visit (stray). Students who stay in the group (stay) are charged with conveying information from group discussions to students who visit, and students who visit (stray) are tasked with seeking information from each group. TSTS can improve student learning activities, and improve student learning. The purpose of the TSTS technique is to learn in groups, which will make it easier for students to be active."[18] Thus, returning to the nature of language skills which are integrated into reading, dialogue, writing, and listening. In the educational process with the Two Stay Two Stray model, consciously or unconsciously students will carry out one of the language activities that are being studied to be improved, namely listening skills. By practicing the TSTS technique, students will do more direct listening activities and communicate with friends in one group or other groups.

[18] Sharan, S. (2005) (2012). *The Handbook of Cooperative Learning.* Yogyakarta: Familia. Thornbury, S. *How to Teach Speaking.* New York: Longman.

Based on the description above, the researcher assumes that the TSTS technique in teaching speaking can help students be more active and happy to share information with their friends. Researchers believe that learning with the Two-Stay Two-Stray technique is a technique that has a good influence on students' speaking. This can reduce the boring teaching and learning atmosphere, students will find it interesting, and will motivate them to learn English and improve their speaking skills

4. Students Attitude

Attitude is a feeling or opinion about something or someone or a way of behaving. Attitudes can be positive or negative evaluations of people, objects, events, activities, and ideas. It can be concrete, abstract, or anything in your environment.

The study of "attitude" is an inseparable aspect of psychology because it is a qualitative psychological phenomenon. Several definitions are given by psychologists regarding the concept of attitudes. First, as quoted (Allport, 1935) says, "The concept of attitude is perhaps the most distinctive and indispensable concept in contemporary

American social psychology".[19] This is proven by Ellis (2007) who defines that attitude as one of the external factors in the social environment where learning takes place when learners have to hear and speak the language and the attitudes they develop towards it.[20]

Kinicki A. (2014: 197) defines attitude as a learned tendency to respond consistently pleasantly or unpleasantly concerning a particular object. Attitudes influence individual behavior. It is helpful at this point to distinguish between attitudes and values because the two concepts have, more often than not, been used interchangeably. Attitudes influence behavior at a different level than values. While values represent global beliefs that influence behavior in all situations, attitudes are related only to behavior directed at a particular object, person, or situation.

Furthermore, according to Gerungan Dipl, explains that, attitude is an attitude of view or attitude of feeling, but which attitude is accompanied by a tendency to act in accordance with the attitude towards that object (Gerungan Dipl, 1991: 149). Then in the book Introduction to General Psychology by Sarlito Wirawan Sarwono mentions that

[19] Allport, G. W. (1935). *Attitudes. A Handbook Of Social Psychology*, 1, 798–844.

[20] Ellis, R. (1997). Second Language Acquisition. *Second Language Learning*. Https://Doi.Org/10.1017/S0267190505000036.

attitude is the readiness of a person to act in a certain way towards certain things (Sarlito Wirawan Sarwono, 1976: 94). Meanwhile, in a narrow sense, attitude is a view or mental tendency. The definitions of attitude put forward by the experts above generally have similarities even though they are expressed in different editorials. The similarity is the reaction and the object of the attitude. So basically attitude is a reaction that someone shows towards an object that is around him.

Thus, in principle we can consider that attitude a student's tendency to act in a certain way. In this case, the embodiment of students' learning attitudes will be marked by the emergence of new tendencies that have changed (more advanced or more backward) towards an object, values, events, and so on. From the various definitions of attitude above, an understanding can be taken that what is meant by attitude is an action or behavior as a reaction or response to a stimulus or stimulus, which is accompanied by a stance or feeling. In some ways, the existence of attitudes is a determinant of human behavior. As a reaction to attitudes, attitudes are always associated with two alternatives, namely being happy or not happy, accepting or rejecting, approaching or avoiding and so on. So each person has a different attitude towards the same stimulus.

Attitude has three main components; affective, cognitive, and behavioral. The affective component of attitude contains the emotional feelings that a person has about a particular object or situation. The behavioral component of an attitude refers to how the individual tends to act or is expected, to act toward something or someone. The idea is that people might infer their attitudes from their previous actions. The last attitude component is the cognitive component. It refers to the beliefs, thoughts, and attributes that we will associate with an object. Learning certain subjects and in this case, English depends on the extent to which students have an assessment of likes or dislikes towards the method of learning. The perceived social pressure to learn or not to learn also determines their attitude toward learning the language. Attitudes control the ease or difficulty of learning a language that is felt to have a direct relationship with past experiences and previous barriers.

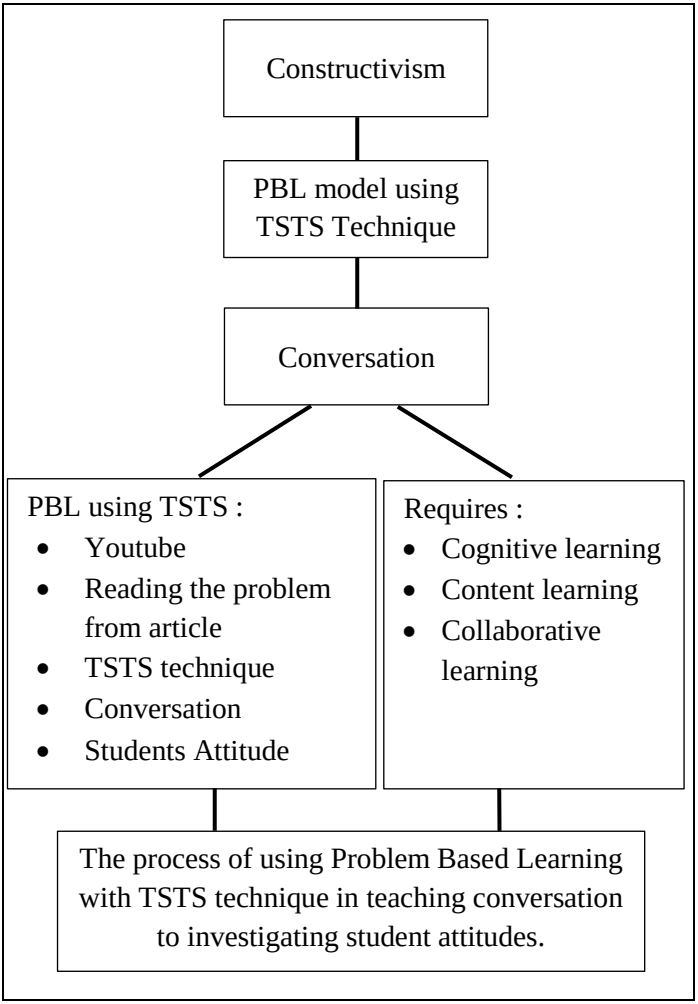
As we know, speaking is one of the English skills that must be mastered by English learners. They are expected to have a positive attitude in every learning process, but there are some obstacles that of course occur such as students who are not used to speaking English in class and do not have the confidence to do so. Based on these constraints finally led researchers to dig deeper into attitudes and found that

attitudes can be modified by experience. Experiencing effective language teaching strategies can encourage students to be more positive about the language they are learning. Attitude is defined into three factors, namely Language Anxiety, Willingness to Communicate, and Confidence. facts that happened in class to teachers and encourage them to build and maintain students' positive attitudes towards speaking English. This can be through the right learning strategies and ways of teaching.[21]

[21] Eva Rosmalasari Tambunan, Gatot Sutapa, Endang Susilawati, (2015). The Attitude Towards Speaking English. *Tanjungpura University, Pontianak.*

C. Conceptual Framework

Picture 2.1 Conceptual framework



Based on the conceptual framework above, researchers will use the Problem-Based Learning model using the TSTS technique as a learning strategy in the classroom. This research is a qualitative descriptive study that explains learning to speak using the Problem-Based Learning model in junior high school.

In the process of learning to speak English researchers use the Problem-Based Learning model using the TSTS technique which provides opportunities for all students to express ideas, responses, and answers to questions or topics discussed. Through discussions in groups, the researchers made observations, then interviewed students. Where students are grouped into several groups, then students are given some of the problems contained in the exposition text that have been distributed by researchers, find solutions in groups, and provide responses, and 2 students are appointed to present the results of the discussion to other groups. The researcher also allowed all students to provide feedback and allowed them to share their responses with the rest of the class. Based on the observation process, students use this process to practice their conversation skills and express ideas, especially in learning to speak English.

CHAPTER III
RESEARCH METHOD

This chapter consists of the research design, research setting, participants, source of data, the data collection techniques and the instruments, data analysis techniques, and validity test. Each of them is presented in the following discussion.

A. Research Design

In the process of compiling and searching for the results of this study, researchers will use case study techniques to analyze and describe the data. In this study, researchers used qualitative research that focused on teaching speaking English using Problem-Based Learning (PBL) strategies in junior high school students.

Qualitative case research served as the main methodology for this research. According to Walcott, qualitative research is fundamentally interpretive. This means that the researcher interprets the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning

personally and theoretically, stating the lessons learned and offering further questions to be asked.[22]

Dove stated that qualitative research cares about a process, not a result or a product. This is different from common research especially quantitative research which cares about them.[23] The purpose of qualitative research varies greatly depending on the goal. Related to its purpose, qualitative research has several types, namely research made for the benefit of the research itself, for evaluation purposes, for completing a dissertation, or for personal interests. Because the objectives are different, the assessment criteria are also different.[24]

Data collection techniques for qualitative research include direct observation and face-to-face interviews. These are considered essential sources of qualitative research. The observation provides the research with an ethnographic and case research type wherein a qualitative researcher involves herself in the regular basis activities of the participants. Face to face adds detailed data to the researcher to instantly

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[22] John W. Crewelll, (2003). '*Research Design Qualitative, Quantitative and Mixed Methods Approaches (Second Addition)'*, California : Sage Puble Aiations, Ine, 182.

[23] Mohammad Ali and Muhammad Asrori, (2014). *'Metodologi and Aplikasi Riset Pendidikan*', (Jakarta : PT. BmiAksara, 2014), 123.

[24] Jozef Raco, (2018). 'Metode Penelitian Kualitatif: Jenis, Karakteristik Dan Keunggulannya'. <https://doi.org/10.31219/osf.io/mfzuj.>.

acquire data from the participants in the exchange of conversations following the semi-structured questionnaire.[25]

It can be concluded that qualitative descriptive attempts to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the current state of the view. In simple terms, it is a fact-finding investigation. In descriptive research, definite conclusions are acceptable but do not establish cause-and-effect relationships.

B. Research Setting

This research was conducted at SMPN 16 Semarang which is located on Jl. Prof. Dr. Hamka, Tambakaji, Ngaliyan, Kota Semarang, Central Java, 50181. The research had been conducted on 13th March - 11th August 2023 with the eighth graders in the 2nd semester of the academic year of 2022/2023.

[25] Moises C and Jr. Torrentina, (2020). 'Online Data Collection as Adaptation in Conducting Quantitative and Qualitative Research During the Covid-19 Pandemic', *European Journal of Education Studies*, 7.11, 78–87.

C. Research Participants

In this research, the subject taken is someone who is related to English. Because here the researcher will investigate students' attitudes towards problem-based learning in teaching speaking English, the participants of this study are one English teacher and representatives of five students from the eighth grade of SMP N 16 Semarang.

D. The Techniques of Collecting Data

In analyzing the data in this study, the researcher used a descriptive qualitative method. Quantitative descriptive focuses its research on express (visible or real) communication content. Because it cannot be used to find out the contents of implicit (latent) communications. Altheide (1996:2) says that qualitative content analysis is also called Ethnographic Content Analysis (ECA), which is a combination of objective content analysis and participant observation. The researcher conducts in-depth interviews about the research topic so that specific questions can be put in the proper context for analysis. The researcher describes the

results of the categorized and abstracted items and then identifies these results based on the research problem. There are some steps in collecting data for this study:

1. **Observation**

   Observation techniques are used to see students' attitudes in conversational learning using a problem-based learning model with the TSTS technique. The tools used in the observation are notes. In this study, researchers recorded teacher activities in teaching and made notes about the learning process. Observation checklist guidelines have been prepared by researchers.

   There are several reasons for conducting qualitative research through observation. For starters, observational techniques are based on direct experience. Secondly, the observation technique allows you to see and observe yourself. Third, researchers can document events related to data-based knowledge. Fourth, it allows researchers to understand various complex situations when conducting research. Fifth, when other methods of communication are not available, observation can be a useful tool.

2. Interview

Interviews offer the possibility to gain insight into the world of interviewing and a deeper understanding of the nature or meaning of every day interviewing experiences. Interviews can also be used to test hypotheses.[26] The researcher uses a structured interview technique, which uses questions and formal language, and the interviewer determines the problem and arranges the questions that will be asked in a structured manner to the interviewer, to find answers to the working hypothesis.

The question is about Investigating student attitudes towards problem-based learning using the TSTS technique in teaching conversation. The researcher interviewed one of the English teachers who taught grade 8 and a representative of 5 students from grade 8. The questions asked for the interview were based on research questions so that the results of the interview could answer the problems raised by the researcher.[27]

[26] Cathryne Palmer and Amanda Bolderston, (2006). 'Brief Introduction to Qualitative Research', *The Canadian Journal of Medical Radiation Technology*, 37.1, 17.

[27] Lexy J. Moleong, (2016). '*Metodologi Penelitian Kualitatif*', PT. Remaja Rosdakarya, Bandung, 190.

3. Documentation

Documentation is the main document source used by researchers and can be considered for data review. Where accessible advertisements are available, document selection management is critical, as this method can generate a large amount of paper (data) that is not always required.[28] To collect data, researchers make observations that aim to determine the conditions of the learning process. To obtain information related to the research objectives, the researchers conducted interviews with English teachers to gather the information that concluded the research results. In addition, researchers also collected documents such as teacher handbooks, photos during observations, etc.

E. Data Analysis Technique

As a result, descriptive-qualitative techniques were used in the data analysis. In general, the data analysis process includes data reduction, data display, and data conclusion.

F. Data Reduction

Identifying the smallest unit of detail found in the data and having meaning when associated with the focus or

[28] Cathryne Palmer and Amanda Bolderston.

research problem, this data reduction can make it easier for researchers to understand what happened so that they can complete further work when the data has been collected.[29] it can be concluded that in qualitative research, it is understood that qualitative data must be reduced to be more focused, simplified, and transferred into more manageable data forms. this data will be collected until a complete final report is prepared. The data were analyzed to obtain important information from teaching the Problem-Based Learning model using the TSTS technique in teaching speaking at SMP.

G. Data Display

Data display is a structured collection of information that allows for the possibility of drawing conclusions and taking action, all of which are designed to combine information that is organized coherently so that researchers can conclude.

H. Conclusion/Verification

After all of the data has been presented and collected, the final step in data analysis is to conclude. The conclusions are loose in the beginning, remain open and unclear, and then become more detailed and specific. In this

[29] Lexy J. Moleong.

case, the verification process consists of a review of field notes and brainstorming to develop an agreement of thoughts. The three processes at the heart of data analysis are describing phenomena that occur in the field, classifying them, and observing how concepts that arise with other concepts are interconnected. In this study, the conclusion is an overview of the Problem-Based Learning model using the TSTS technique in teaching speaking in junior high schools.

I. Data Validation

The validity of qualitative research is different from quantitative research. Validity does not have the same connotation as qualitative research, nor is it parallel to reliability (which means testing of stability and consistency of responses) or generalization (which means external validity or research results that can be applied to new settings, people, or samples). Validity in qualitative research is based on the certainty of whether the research results are accurate from the point of view of researchers, participants, or readers in general. The term validity in qualitative research can also be referred to as trustworthiness, authenticity, and credibility.[30]

[30] John W. Crewelll.

According to Sugiyono, there are two kinds of research validity, namely, internal validity and external validity. Internal validity relates to the degree of accuracy of the study with the results achieved. Meanwhile, external validity is concerned with the degree of accuracy of whether the results of the study can be generalized or applied to the population from which the sample is taken.[31]

In this research to obtain a high level of trust or credibility following the facts in the field, the internal validation of the research data was carried out through a member check technique by respondents after the researcher wrote the interview results into a data tabulation. According to Sugiyono, member check is the process of checking data by researchers against data providers. The purpose of a member check is to find out how far the data obtained corresponds to what is provided by the data giver. The member check technique is also used to test external validity and the transferability rate. If the reader gets a clear picture and understanding of the context of the research, then the data research is said to have a high standard of transferability. External validity indicates the degree of accuracy or

[31] Sugiono, (2016) '*Metode Penelitian Kuantitatif, Kualitatif Dan R&D',* Bandung: Alfabeta.

application of the results of the research to the population from which the sample was taken.

J. Profile of SMP N 16 Semarang

State Junior High School (SMPN) 16 Semarang, is one of the State Junior High Schools located on Jalan Prof. Dr. Hamka Ngaliyan Semarang, Central Java Province, Indonesia telephone. (024)7606676. The school consists of 24 classrooms, a laboratory, a library, and others. Also, SMP Negeri 16 Semarang has enough media to use in the teaching-learning process.

The school has 45 teachers. There are 346 male students and 454 female students. Similar to junior high schools in general in Indonesia, the school education period at SMPN 16 Semarang is taken within three school years, starting from Class VII to Class IX.

SMP 16 Semarang was officially established on December 15, 1983, with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0247/0/1983.

SMP 16 Semarang in addition to being predicated as a National Standard School (SSN) is also included in the category of schools that have experienced many developments, this can be seen in the statistics from 1987 to

1993, having been ranked in the top ten in a row at the level of SMP/MTs in Semarang city and even recently. SMP 16 Semarang won first place in the OSH Competition at the Semarang City Level and also the first winner in the Semarang City Health School Competition in the context of the 461st Semarang City Anniversary in 2008 and was even appointed to represent the city of Semarang in the Central Java Health School Competition and received the 1st Place of Hope. and now appointed as one of the monitoring points for the 2010 Adipura competition.

The geographical location of SMP N 16 Semarang is very strategic, not far from the administrative center of the sub-district (city), district, and province. The level of road traffic is not heavy, easy to pass, and also an intersection for Semarang Regency. The enthusiasm of the people who want to send their children to school is very high. This is indicated by the fact that many prospective students cannot always be accepted by schools because they exceed the quota set each year, and have to be distributed to several private schools around the school. The vision of SMPN 16 Semarang is strong and independent, which is "Excellent in Achievement Manner Ship in Behavior Towards the Culture of the Nation's Character and Environmental Insight".

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the profile of the school, research findings, and discussion. In this part, the writer would like to discuss the findings of the research.

A. Research Finding

This research is descriptive qualitative research. The subjects taken by the researchers in conducting this research were English. The focus of the researchers in this study is how to implement and how students' attitudes towards learning the PBL (Problem-Based Learning) model using the TSTS (Two Stay Two Stray) technique in Speaking learning, especially in student conversations. In this study, the researcher was assisted by one of the eighth-grade English teachers, namely Mrs. Anisah Khilmiyati, S.Pd as a participant.

At the time, Mrs. Anisah Khilmiyati was teaching class VIII and teaching exposition text material on "Maintaining the Cleanliness of the School Environment". Researchers observed how the implementation process and how students' attitudes during the learning process to find and

collect research data. After the observation process was complete, the researcher conducted interviews with 5 students and also with Mrs. Anisah Khilmiyati regarding this research topic.

1. The Implementation of Problem-Based Learning using the TSTS technique to teach conversational speaking

The researcher made observations in class VIII(G) of SMPN 16 Semarang using field observation notes to observe the teaching and learning process. The researcher observed the class in two meetings. The first meeting was held on Monday, 13 March 2023. The second meeting was held on Monday, 17 March 2023. For the observation process, the researcher prepared an observation and documentation checklist (appendix 4). This observation aims to observe English teachers teaching English in class VIII(G) during the learning process. Before English lessons, the teacher always motivates students to keep learning a lot, reading and continuing to practice English little by little, besides that the teacher doesn't forget to ask about the students' condition that day and doesn't forget to inspire students. Each meeting was held for 90 minutes. At this meeting, the teacher explained the Exposition text material using YouTube media and gave

examples of Exposition text about "Keep The School Environment Clean".

The teacher applies 4 stages of problem-based learning, namely orienting students to learning problems, organizing students to learn, leading students to solve problems, and developing and presenting the results of discussions. The teacher divides students into several groups. There are six groups in this class. Each group consists of 5 students. The teacher asks the students to count from one to six. After that, the teacher orients students to learning problems, namely about the exposition text that has been given to each group. Here, giving problems to students. The problem is the garbage that is still scattered around the school. The teacher asks students to provide comments and opinions regarding the problem. Then the teacher asks students to work in groups to find the results of the problems that have been presented. In this case, the teacher asks students to find causes, effects, and solutions to these problems. During the discussion, the teacher goes around to control students and ensure that students understand the task. In addition, the teacher also helps students if they have some questions related to assignments.

Finally, the teacher asks students to prepare the results of their discussion and prepare a representative from each group to present the results of their discussion to other groups. Each group went around presenting and listening to each other the results of the discussions presented by the representatives of each group. After all, groups have presented the results of their discussions, the teacher and students analyze and evaluate the problem-solving process together. At the end of the learning process, the teacher returns to review the material that has been discussed in each group. Sometimes the teacher also does ice breaking so that students feel more interested and also don't feel bored with the lesson. Do not forget that the teacher also motivates students to continue to be enthusiastic in learning and practicing their English speaking. To increase their English vocabulary, the teacher asks them to memorize 10 words in one day, so that the vocabulary they master is more and continues to grow.

In this research, researchers analyzed students' speaking abilities in the implementation process. There are 30 students in class VIII G who are the object of analysis. Each group had a good discussion, and each member presented their arguments well, although there were some who were still hesitant in presenting them which resulted in some

grammatical errors. But they try to speak English even though it is very difficult for them. Several groups also have a good vocabulary with simple delivery so that it is easily understood by other students. Groups 1 and 3 became the focus of the object of analysis which applied the TSTS technique to present the results of their discussions. Group 1 made a very good presentation, with the vocabulary that the students already had, it made it easier for students to explain the results of their discussion to group 3.

The researcher knows that most of the groups have different levels and categories, such as aspects of grammar, aspects of vocabulary, and aspects of fluency. Some groups did well in each learning process, but there were also those who did not do well or did not master several aspects of the English language which became the basis of the learning process through this discussion.

2. The students' attitudes towards the Problem-Based Learning model using the TSTS technique in teaching conversation

Researchers interviewed students at the end of the lesson. 5 students became informants in the interview section. The researcher explained the procedure before interviewing the students. Then, the researcher interviewed the students

individually. Here, the researcher has five questions to find out students' responses to the application of problem-based learning using the TSTS technique in teaching speaking. First, related to their responses regarding the learning that had been carried out by the previous teacher.

"Exciting, fun because we can work in groups, add new experiences"

Almost all students had the same opinion that they enjoyed the process of learning the problem-based learning model with the TSTS technique in teaching speaking. Most of the students gave reasons that this activity was effective. In addition, some of them reasoned that the teaching and learning process was fun and exciting. Then, some of them gave reasons for this activity to make students actively communicate in groups.

Second, related to students' interest in the problem-based learning model using the TSTS technique.

"Interested, because I can be more solid with others, I can get to know each other better, because the kids here don't want to join, so with this model, I can get along with others too"

All students answered that they were interested in the problem-based learning model with the TSTS technique. Because according to them in the previous lesson, the teacher rarely applied the discussion model in learning English. So the model that has just been implemented makes them interested because it can train and make them enjoy learning English, especially in speaking conversation.

Third, related to the difficulties they face in the learning process of the problem-based learning model using the TSTS technique in learning speaking.

"It's difficult because we can't speak English, and friends who don't want to work in groups"

Basic English which they have not mastered is one of the difficulties they face in conducting group discussions. And according to them, group cooperation is an obstacle in finding solutions to the problems presented.

Fourth, related to students' motivation in carrying out the problem-based learning model using the TSTS technique in learning speaking

"Very motivated, because I can communicate with friends"

Students answered very motivated because according to them by using the problem-based learning model, they communicate more, and of course, it can be a technique that makes them skilled in conversation.

Fifth, the last question is related to the use of problem-based learning models to improve students' speaking skills

"Yes, there are a few who know English"

According to them, using the problem-based learning model can improve their ability to speak, because they get new vocabulary in discussions, and also their willingness to speak increases. All students agree that this learning model can improve their speaking skills. The reason is that the teacher asks students to present the results of their discussion, then asks students to provide comments or suggestions for other groups.

In this study of student attitudes, researchers also included the teacher's opinion regarding how students' attitudes were when the learning process used the problem-based learning model with the TSTS technique in teaching speaking. According to the teacher, students are more motivated in learning when using the problem-based learning

model, and students' enthusiasm when learning helps the teaching and learning process.

B. Discussion

In this study, researchers discussed research results by focusing on research objectives. The purpose of this study is to explain the processes and attitudes of students in teaching speaking using the problem-based learning model and the TSTS technique. In his explanation, researchers used observation and interviews. Based on the results of observations and interviews, students were very enthusiastic about learning to speak conversation using the problem-based learning model and the TSTS technique. These results indicate that the majority of students "agreed" that they were assisted by the problem-based learning model and the TSTS technique to learn their speaking conversation.

The majority of Grade VIII (G) students feel that problem-based learning is a stimulating and useful learning model with most students assessing their attitudes positively. They also show a positive attitude in a series of problem-based learning stages and show interest in this process, as well as the TSTS technique which helps them in learning speaking. However, from several students who were research interviewed, there were still many who found it difficult to

implement this problem-based learning model, one of which was the lack of cooperation from some students in carrying out discussions and they were still not trained in using English in teaching speaking. in other words, they still need to frequently use the problem-based learning model to practice their conversation in discussion and problem-solving.

In line with Richard (2008:20) who stated that making interesting or creative activities and providing quality material in teaching speaking is very important. The reason why is so important is that it can make students more relaxed and enjoy practicing their conversations in their daily activities. Most students stated that they enjoyed interacting with their classmates in groups because it could help students complete their work. This is related to what Hann and Bhattacharya (2001) said in their book Problem-Based Learning (PBL) improves students' collaboration skills and develops their social communication skills.

Most students said that this learning activity could improve speaking skills because the teacher asked students to express their opinions or arguments freely. Besides practicing speaking. The teacher also trains students to learn to listen to what is being conveyed by their friends. And the teacher also provides opportunities for students to provide comments on

appearance so that it can support students' speaking abilities automatically.

In addition to the positive responses from the results of this study, the researchers also found weaknesses in teaching English using the problem-based learning model and the TSTS technique in teaching speaking. Even though the application of PBL has been used for a long time, there are still many obstacles faced by both students and teachers.

The problem that often arises is the weak ability of students to use their thinking skills to solve problems. In the Problem-Based Learning model, the problems presented by the teacher are considered challenging for high groups, but students in low groups tend to be passive in their groups. At the learning planning stage, the teacher has difficulty determining the right problem for students to discuss in groups. This is caused by the teacher's lack of understanding and mastery of the Problem-Based Learning method. Based on this, problems in Problem-Based Learning are chosen in such a way as to challenge students' interest in solving them, relate to previous experience and learning, and require cooperation and strategies to solve them.

In this study, researchers also analyzed some of the shortcomings that teachers made during the process of

implementing the Problem-Based Learning model using the TSTS technique. According to the researchers, the teacher had not implemented it effectively and with rare time in applying the Problem-Based Learning model, it made students find it increasingly difficult to practice their conversations in English through discussions with their friends.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and suggestions for what has been discussed in the previous chapter

A. Conclusion

Based on the results and discussion, the researcher concluded that this learning model can support students' speaking skills. Several reasons make this learning model able to support students' speaking skills. The first reason, there is a controversial topic given by the teacher. The topic is related to the student's life and what is happening around him making it easier for students to analyze and share several arguments against the topic. The second reason is that the teacher does give full theory to students but the teacher immediately asks students to discuss the problem in groups so that learning becomes more effective and students become active learners. Finally, several activities can improve students' speaking skills. These activities include giving problems to students, dividing students into several groups, asking students to discuss, asking students to present the results of discussions using the TSTS technique, and also asking students to analyze problem-solving together.

The researcher also concluded that the problem-based learning model using TSTS technique is beneficial for students, especially for improving students speaking skills. In addition, this learning model is suitable for use in teaching speaking. Students also show a positive attitude towards learning the problem-based learning model because students feel happy when learning English through PBL, the teacher also not only applies theory but asks students to present the results of the discussion. Students also feel comfortable and happy to speak English, even though students get some problems during the teaching and learning process. For example, students are not familiar with the English words used by the teacher. To overcome this, most students said they would ask the teacher directly or guess the meaning. In short, the researcher concluded that this learning activity is beneficial for students, especially in speaking skills.

B. Suggestion

Based on the data described above, this research can make a positive contribution to learning English, and the researcher has some suggestions for teachers, students, and other researchers. Researchers hope this suggestion is useful for further teaching and learning activities. Here are some good points to be suggestions from researchers explained:

a. For English Teachers

With this research, English teachers can use the problem-based learning model with the TSTS technique for learning English so that the learning atmosphere becomes more enjoyable. Teachers can also create creative learning activities, and provide positive activities by discussing to motivate students in class.

The first suggestion for English teachers is that they need to implement PBL stages systematically. Second, teachers need to provide more motivation to students so that students have great confidence to speak English.

b. For Students

Students must continue to practice English, communicate, and discuss with their friends, especially in the learning process using the problem-based learning model. Students should also be more active in expressing opinions, arguments, comments, or suggestions in class.

c. For Readers

This thesis is recommended to be used as a reference for various types of information seeking about the use of the problem-based learning model with TSTS for teaching students' speaking.

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APPENDIXES

APPENDIX 1

TIME SCHEDULE OF THE RESEARCH

Activities	Date
Asking for permission from the school	10 Maret 2021
Doing research	14 – 17 Maret 2023
Doing observation	14 Maret 2023
Interviewing with students	14 Maret 2023
Interviewing with teacher	17 Maret 2023

APPENDIX 2

INTERVIEW

1. English Teacher

Interviewer : Milenni Ispri Hartati

Teacher : Anisah Khilmiyati, S.Pd

Day/Date : Tuesday, 17 March 2023

No	Questions
1.	What do you think about the Problem-Based Learning model using the TSTS technique?
2.	Did the learning in the previous class use the Problem-Based Learning model?
3.	Do you think PBL is suitable to be applied in teaching speaking, especially conversation?
4.	In your opinion, what are students' attitudes toward the application of problem-based learning models?
5.	What are the advantages of using the problem-based learning model?
6.	Are there any difficulties in implementing the Problem-Based Learning model?
7.	How to overcome these difficulties?

2. Learners (representative of 5 students)

Interviewer : Milenni Ispri Hartati

Learners :

1. Natania Ramadani
2. Nabil Ryan M
3. Ana Khoirunisa
4. Fattia Kayla A
5. Kevin Rizay D

Day/Date : Tuesday, 14 March 2023

No	Questions
1.	What do you think about the learning activities that have been carried out?
2.	Are students interested in the application of Problem-Based Learning with the TSTS technique?
3.	Do students find it difficult to learn English when using the Problem-Based Learning model?
4.	Are students more motivated to practice speaking using the Problem-Based Learning model?
5.	The use of the Problem-Based Learning model train students' speaking?

APPENDIX 3

Interview Transcription (The Teacher)

Interviewer **:** Assalamualaikum, selamat siang ibu. Terimakasih telah meluangkan waktunya untuk melakukan wawancara, saya Milenni Ispri Hartati mahasiswi UIN Walisongo Semarang. Jadi hari ini saya ingin menginerview ibu dengan topik yang sudah saya sampaikan sebelumnya mengenai "Model Problem Based Learning menggunakan tehnik TSTS dalam pengajaran speaking conversation kelas VIII"**.**

Mrs Anisah **:** Waalaikumsalam, baik mba silahkan.

Interviewer **:** Baik ibu untuk pertanyaan pertama, *What do you think about the Problem-Based Learning model using the TSTS technique?*

Mrs Anisah **:** Sangat menarik, karena mereka sangat antusis melakukannya, pembelajaran tersebut menggunakan masalah nyata dalam kehidupan sehari-hari yang ada di sekitar untuk dapat mengembangkan keterampilan berfikir mereka, keterampilan menyelesaikan masalah, keterampilan sosial, keterampilan untuk belajar mandiri, serta mengolah dan membangun pengetahuan baru.

Interviewer **:** Untuk pertanyaan kedua, *Did the learning in the previous class use the Problem-Based Learning model?*

Mrs Anisah **:** Iya, namun untuk penggunaan pbl sendiri saya memang jarang menerapkannya dalam pembelajaran bahasa inggris.

Interviewer **:** Kemudian pertanyaan selanjutnya, *Do you think PBL is suitable to be applied in teaching speaking, especially conversation?*

Mrs Anisah **:** Ya, karena melatih berfikir kritis mereka, mereka bisa saling tanya jawab untuk mendapatkan informasi sesuai topik arau masalah nyata dalam kehidupan sehari-hari.

Interviewer **:** *In your opinion, how are students' attitudes towards the application of problem-based learning models?*

Mrs Anisah **:** Menurut saya, sikap siswa terhadap penerapan model Problem Based Learnng sangat tertarik, mereka suka melakukannya apalagi digabung dengan tehnik TSTS (Two Stay Two Stray).

Interviewer **:** *What are the advantages of using the problem-based learning model?*

Mrs. Anisah **:** Keuntungan menggunakan model Problem Based Learning yaitu adanya interaksi antara guru dengan siswa, adanya interaksi antara siswa dengan siswa. Dan siswa jadi memiliki

keterampilan untuk mengatasi masalah, memiliki keterampilan berfikir kritis, siswa mempunyai keterampilan untuk mempelajari peran orang lain, siswa dapat menjadi pembelajar yang mandiri, siswa juga bisa mengembangkan keterampilan berbicara dalam bahasa inggris.

Interviewer **:** *Are there any difficulties in implementing the Problem-Based Learning model?*

Mrs Anisah **:** Kesulitan dalam penerapan model problem based learning yaitu waktunya cukup lama, kadang siswa jenuh, mungkin topiknya tidak menarik mereka, terus masih sedikit kosakata bahasa inggris yang mereka kuasai.

Interviewer **:** So, *How to overcome these difficulties?*

Mrs Anisah **:** Cara mengatasi masalah tersebut, sesekali saja menggunakan model problem based learning, tidak sering, biar mereka tertarik atau tidak jenuh, kadang saya selingi dengan ice breaking, nah untuk menguasai perbendaharaan kosakata bahasa inggris saya minta mereka untuk menghafalkan sehari 10 kata, biar kosakata yang mereka kuasai lebih banyak.

Interviewer **:** Baik ibu, sudah cukup untuk pertanyaannya, terimakasih sekali lagi untuk waktu yang diberikan kepada saya untuk melakukan wawancara ini.

APPENDIX 4

OBSERVATION CHECKLIST

Observation Time : 12.30 – 13.50

Observer Name : Milenni Ispri Hartati

The number of students : 1803046018

Teacher : Mrs. Anisah Khilmiyati, S.Pd

No.	Aspects	Observation result	
		Yes	No
Opening			
1.	The teacher opens the lesson by greeting and praying together before learning begins	✓	
2.	The teacher checks the attendance list of students	✓	
3.	The teacher motivates students	✓	
4.	The teacher informs the purpose of learning material	✓	
Main Activity			
5.	The teacher checks the student's memory of the previous material	✓	
6.	The teacher groups students into several groups	✓	
7.	The teacher explains material about exposition text through YouTube videos	✓	

8.	The teacher distributes articles to each group about waste and why there is still so much garbage in the schoolyard	✓	
9.	The teacher asked the students how to deal with the trash that was still scattered in the schoolyard.	✓	
	The teacher asks students to understand and provide conclusions from the text given	✓	
10.	The teacher guides students to formulate problems and develop hypotheses	✓	
11.	The teacher guides students to carry out investigations according to the instructions on the worksheet to prove the hypothesis.	✓	
12.	The teacher guides students to gather information and discuss to answer the problem formulation.	✓	
13.	Students compile temporary reports, results of investigations, and problem-solving.	✓	
14.	Students make presentations to present the results of the investigation.	✓	
15.	The teacher guides students to answer the problem formulation and confirms the waste material.	✓	
16.	Teacher and students conclude answers from the formulation of the	✓	

	problem.		
17.	Teacher help students to reflect on or evaluate their investigations	✓	
Closing			
14.	The teacher reviews the materials again	✓	
15.	The teacher gives the homework	✓	
16.	The teacher closes the meeting and gives motivation	✓	
17.	The teacher closes classes with prayers and greetings	✓	

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 16 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas/Smester : VIII/I (satu)
Tema : Text Exposisi
Alokasi Waktu : 2 x 40 menit

A. Tujuan Pembelajaran

K1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
K2	Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
K3	Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
K4	Mengolah, menalar, dan menyaji dalam ranah konkret

	dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Media Pembelajaran, Alat/Bahan dan Sumber Belajar

- Media : YouTube
- Alat/Bahan : Laptop and Infocus (layar LCD)
- Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings the Bell, kelas VIII, Kemendikbud, Revisi Tahun 2016 dan internet.

C. Langkah-Langkah Pembelajaran

Tahap	Langkah-langkah pembelajaran	Alokasi Waktu
Pendahuluan	1. Mengucapkan salam, berdoa bersama, mengungkapkan rasa syukur, menanyakan kabar, dan memeriksa kehadiran peserta didik. 2. Mereview materi sebelumnya dan menampilkan media pembelajaran mengenai keterkaitan materi yang akan dipelajari. 3. Memotivasi peserta didik agar terus semangat dalam mengikuti pembelajaran. 4. Peserta didik memerhatikan	10 Menit

	tujuan dan manfaat pembelajaran yang disampaikan oleh guru. 5. Peserta didik bersama guru membentuk kelompok belajar menjadi enam kelompok.	
Kegiatan Inti	**Orientasi masalah** 6. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada materi yang akan dipelajari dengan cara mengamati lembar kerja dengan cermat.	60 Menit
	Mengorganisir peserta didik 7. Peserta didik berkolaborasi dengan temannya melalui grup-grup kecil untuk menganalisis text exposisi yang telah dibagikan mengenai "Menjaga Kebersihan Lingkungan Sekolah" 8. Peserta didik dengan arahan guru melakukan pembagian peran dalam kelompok agar setiap peserta didik fokus melakukan tugas masing-masing.	
	Membimbing siswa dalam penyelidikan secara berkelompok	

	9. Peserta didik mendiskusikan penugasan yang telah diberikan guru berdasarkan teks yang dibaca. 10. Peserta didik menelaah masalah dalam text kemudian mendiskusikan solusi untuk memecahkan masalah tersebut. 11. Salah satu peserta didik secara bergantian membacakan hasil dsikusinya kepada kelompok lainnya.	
Penutup	12. Peserta didik bersama guru merefleksi hasil pembelajaran mengenai solusi dari permasalahan dalam text. 13. Peserta didik saling bertukar pendapat dalam penyelesaian masalah. 14. Peserta didik menerima informasi tentang kompetensi yang akan dipelajari pada pertemuan selanjutnya. 15. Peserta didik bersama guru menutup kegiatan pembelajaran dengan doa bersama dan salam.	10 Menit

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** tes tertulis
- **Penilaian Keterampilan** berupa penilaian unjuk kerja

Mengetahui	Ngaliyan, 17 Maret 2023
Kepala Sekolah	Guru Mata Pelajaran
Purnami Subadiyah, S. Pd., M. Pd.	Anisah Khilmiyati, S.Pd
NIP.	NIP.

APPENDIX 6

ASSIGNMENT SHEET

Kelompok = 1.

Anggota :
- Clearlesta Icha M.W. (9)
- Adinda Aliya A. (1)
- Cantika Maylia P. (8)
- Sabrina Ayunida (30)
- Arvino Irfan P. (7)
- Melvy Medhika (19)
- Natania I. (22)
- Toni Kurniawan (29)

Date : 19 - 3 - 2023
Class : VIII 6
Lacture : Bu. Anitah

Keep The School Environment Clean

The cleanliness of the school environment is an important factor in creating comfort in the teaching and learning process. In addition to creating comfort in the teaching and learning process, cleanliness is needed to maintain the health of students. Students will prefer to study in a beautiful and clean atmosphere.

However, there are still many students who do not maintain school cleanliness. In the drawers of classroom desks, you usually find a lot of used food or drink waste. Students still lack awareness in keeping the environment clean. There are still many who throw garbage out of place.

One of the reasons they don't maintain cleanliness is that they are lazy and lack awareness of maintaining cleanliness. Even though every point of the school environment has been provided with trash bins. Lack of awareness of cleanliness and laziness are the diseases of school students at this time.

As a result of not keeping the school environment clean, the school environment becomes smelly, dirty and has lots of insects. Classroom desk drawers with lots of trash will become breeding grounds for mosquitoes and insects. Classrooms that are not cleaned will be dirty and cause discomfort in the teaching and learning process. Garbage that is scattered or trash cans that are not cleaned will cause a pungent smell and new diseases.

Another reason is that students think that school cleanliness is the responsibility of the school guards and nurses so they can easily dispose of trash anywhere. Even though school cleanliness is the responsibility of all school members.

Maintaining cleanliness in the school environment needs to be done. By reforestation, cleaning classes and schools, the school environment will feel comfortable for residents to live in. Strict sanctions should be given to students who litter. In addition, there is a school cleaning every month, namely the community service of the school community to clean up the school so that students have responsibility and a sense of belonging to their school.

Problems :

1. Why is trash in schools still scattered?
2. What are the consequences of the garbage that is still scattered in the school environment?
3. What is the solution to this problem?

DOCUMENTATION

1. Interview with 5 students 8 Grade (G) at SMPN 16 Semarang

First Student

Second Student

Thirth Student

Forth Student

Fifth Student

2. Implementation of Problem-Based Learning using TSTS Technique

CURRICULUM VITAE

A. Personal identity

1.	Name	: Milenni Ispri Hartati
2.	Student's Number	: 1803046018
3.	Place, Date of Birth	: Air Sempiang, January 1th 2000
4.	Phone Number	: 0813 7960 9118
5.	Email	: milenniispri9@gmail.com
6.	Address	: Desa Air Sempiang, Kecamatan Kabawetan Kabupaten Kepahiang Provinsi Bengkulu

B. Formal Education

1. SDN 10 KABAWETAN
2. SMPN 2 KABAWETAN
3. SMAN 4 KEPAHIANG
4. UIN WALISONGO SEMARANG

C. Non-Formal Education

ENGLISH COURSE WAHID COLLAGE