IMPROVING THE ENGLISH SPEAKING TEACHING AND LEARNING PROCESS BY USING PROBLEM-BASED LEARNING AT PESANTREN'S MADRASAH

1)Abu Ali Al-Khusain; 2)Joko Priyana
1)Madrasah Aliyah Ali Maksum Pondok Pesantren Krapyak Yogyakarta, Indonesia ; 2)Yogyakarta State University, Indonesia
e-mail: 1)alhussein1208@gmail.com; 2) j_priyana@yahoo.com

Abstract This action research was aimed at improving the speaking teaching and learning process by using problem-based learning. The subjects were 27 students of grade XI of *Madrasah Aliyah Ali Maksum Pondok Pesantren Krapyak Yogyakarta*. The data were collected using questionnaire, observation, and tests and were analysed descriptively and quantitatively. Problems that effectively improved the speaking teaching and learning process are real life problems based on the students' experience and knowledge such as choosing Islamic school with boarding school system or State school. The findings show that problem-based learning improved teaching and learning process of speaking. They became actively participated in group discussion to overcome problems. The students were confident to speak English. The improvement of students' speaking skill was proven by the increase of the test results. The students' average score in the pre-test was 65, while in cycle one was 71 and 82 in cycle two.
Keywords Problem-Based Learning, Teaching and Learning Process, Speaking Skill.

A. **INTRODUCTION**

Ideally, the students should be able to interact orally in English. In fact, most of the students in Madrasah Aliyah (MA) Ali Maksum Pondok Pesantren Krapyak do not practice their English in class even they study English eight hours in a week, namely four hours at school and four hours at dormitory. They prefer using *Bahasa* to English as a medium of communication.

At school, the students learn English focusing on grammar and text understanding. The teachers assume that grammar is the most important aspect in learning English in order that the students are able to understand text so that the condition effects on the students' skill. They just learn receptive skills than productive skills that make them passive.

The method in teaching English used by English teachers is boring. There is no innovation in teaching English. The teachers use traditional method that made English atmosphere in classroom monotonous. Moreover, the students have no motivation in learning English especially in speaking. Most of them do not show any interest in speaking.

Based on the observation result in class and the discussion with the teachers, there are several factors why the students have poor skill in speaking such as having limited vocabulary, being afraid to make mistake, being unconfident and feeling ashamed. On the other hand, the teaching technique the teachers do is also the cause of these appearing problems. Most of the teachers conduct traditional and monotonous methods. They come to the class and ask the students to open their Lembar Kerja Siswa or LKS (student's worksheet) then answer the question. The teacher does repeatedly this method in every meeting even they, at first, explain learning objective and the goal of learning to the students. Moreover, the focus of the teaching is to understand the text and answer

the questions in writing. In fact, the students lack of learning speaking so that they have no opportunity in practicing English orally.

After identifying the sources of the problems, it is inferred that either problems of speaking or problems of teaching technique need to be solved. Indeed, it is important to find and use the best instructional methods, materials, activities that can help the students to master speaking skill. In addition, teachers are the key to solve the problem. They should reform their way of teaching and improve the quality of expected learning.

Hereinafter, Problem-Based Learning (PBL) seems to be an appropriate method to use in solving the mentioned problems above. It is proposed since this method is an active learning method. PBL is an alternative strategy since it encourages the students to demonstrate not only their language skill but also their critical thinking and solving problem skill (Ratumanan, 2004, p.145). It helps the students to process input information and codify their own knowledge about social world. PBL is a collaborative activity of learning. Through this method, the students work with classmates to solve complex and authentic problems that help them to develop content knowledge as well as problem solving, reasoning, communication, and self-assessment skills (Watson, 2001, p.3). Thus, the process is crucial as that is where real learning actually takes place.

From the argument above, PBL actually offers many positive effects for students in the classroom. It is not only the way to teach students, but also provides positive environment for sincere problem solving without restricting the students' idea to the confines of one school of thought. There are several fundamental reasons to use this strategy in the classroom, these are increasing motivation, promotes higher order thinking, meta-cognition and self-regulated learning while making learning relevant to real world situation. In addition, PBL helps the teachers produce independent learners to study with real life condition.

Originally, PBL was originally conducted in medical school. The continued use of PBL arises not only in health and medical school, but also all schools in education fields. It is applied since the method focuses on the students. The students work alone or in groups first to understand a particular problem and then to find possible solution to it. Particularly in English teaching, PBL has been implemented because of its expected learning outcomes namely communication skills, content and autonomous learning and problem-solving skills. In comprehensiveness, utilizing problem in teaching English is a bridge to apply this approach to get input in target language. It means that the problem being discussed is neither language itself nor real life, but both can be the strategy. Mathews-Aydinli (2007:1) states that PBL engages in how the students learn language and content. It is an approach in which students learn the target language by using it.

There are many English language teaching and learning researches implemented PBL. Most of them were conducted in focusing on writing and reading skills. The problem as the topic of discussion is varied. They are; (1) Sojisirikul (2009) wrote about the comparison between two methods applied in English writing skill. The result of the research indicates that the PBL approach could be implemented for teaching a language and PBL method is more effective than the latter. (2) Husin (2005) in her research revealed that PBL can be applied in teaching English reading. It was conducted to compare the result between PBL approach and traditional learning environment in University Teknologi Mara Malaysia. (3) Othman and Shah (2013) researched about the effectiveness of PBL comparing with other traditional method in writing skill. It revealed that PBL group of the students were able to handle learning without explicit instruction and able to present their argument in a more critical manner than control group. (4) Huang (2012 focused on investigating the feasibility of utilizing PBL approach in English interpretation class for university students in Taiwan. It revealed that PBL can give positive indications in English class. These indications are increasing motivation, students' self-achievement, and students' satisfaction in learning.

From those research studies above, it is found that there are similarities and differences. The similarities are about the method of teaching being used and the students as the subject of the research. However, the difference is about skill. Two research studies mentioned above discuss about the way to improve the students' writing skill, and other studies discuss about how to increase the students' vocabulary matery. Otherwise, this thesis focuses on English language improvement mainly in speaking ability.

To identify the major problems regarding to the students' difficulties in speaking, this study collects data through observation and questionnaires. There are two problems diagnosed related to the focus of the study, namely the problem from teaching learning process and the students themselves.

The first problem is related to teaching learning process. It is closely related to the teacher's method. In fact, teacher conducts traditional and monotonous methods. The students lack of having opportunity in practicing English orally. They might be nervous as they are not accustomed to speaking. Furthermore, the method of teaching is monotonous or not varied that makes students boring.

The second problem is related to the students. They seemed to be passive in teaching and have low motivation to get involved in teaching learning. They preferred using mother tongue to English when they interact each other. They felt ashamed to speak since they had no confidence. They were afraid of getting mistake in producing sound in English such as mispronouncing. They had a lack of vocabulary mastery and then ask the teacher a lot about words.

Based on the background of the study, the problem of the study is formulated in this following question; how can the speaking teaching learning process of class XI *Agama* B be improved by using PBL?

B. METHOD

Learning speaking means learning how to produce meaningful sounds in the target language. Learning language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language (Shohamy, 2007, p.5).

In classroom spoken activities, it needs a vehicle as a method to engage the activities for the students. Harmer (2003, p.271) suggests some English speaking activities engage the students practicing the language in the forms of dialogues, monologues, discussions, games, or role plays. Widiati and Sugirin (2015, p. 5) state that the variation of speaking activities can be done based on the characteristics of each language function. Furthermore, an activity of discussion in problem-based learning is an important aspect to solve "problem" as the topic in lesson material. Students communicate each other not only a lesson material, but also language features that can represent their idea by using it. A lesson material here focuses on the students' interest, knowledge, and is based on the real life condition because it is a stimulant to speak. The students' knowledge can help their comprehension by discussing familiar topics for them (Krashen, 2009, p. 66).

In addition, the students expose themselves in English learning activities in the class and get involved to understand the text. The activities should be presented in communicative ways that acquire students to communicate their idea with others during the speaking teaching and learning process. Then, the activity of communication creates interaction among students in which they are triggered to achieve the goal of learning objective by working together. This result in interactional modifications as the participants in the discourse engage in the negotiation meaning (Ellis,1997, p. 46). Then, this atmosphere brings them to the condition where they acquire comprehensible input since it is automatically attained when interlocutors succeed in making themselves understood in communication. it is achieved by using the situational context to make messages clear and through the kinds of input modifications. Krashen (2009, p. 21) claims that the input process needs a necessary condition to move from stage *i* to stage *i+1*. It means that the acquirer understand input that contains *i+1*, where the acquirer is focused on the meaning and not the form of the message.

After acquiring language input, students prepare themselves in language demand related to the issue. They do such an activity to make rehearsal before doing a core activity based on learning objective, namely oral presentation. This rehearsal is to ensure that they acquire language out put, called pre-communicative activity. Littlewood (1991, p.18) states the aim of the pre-communicative activities is not only producing certain language forms in an acceptable way, but also helping the learners to develop links with meanings that will later enable them to use this language for communicative purposes.

The statements above represent the process of the students attain second language acquisition. It is acquired when the students get involved and expose themselves in the class

through the understandable topic based on their prior knowledge. They are able to produce the sentence orally when the input they acquire is meaningful in social context and communication.

Many teachers make efforts to make their class interesting by analyzing various methods and techniques. The teachers should create a good condition for learning that provides opportunities and stimulate the students to communicate in English.

To activate the students, teachers need a student-centered teaching method to trigger them to speak which is based on the interest of the students. Students do not just keep silent; they are prepared to invest a considerable amount of time. In this case, the teacher becomes a facilitator in learning process. The learning process in student-centered environment does not begin with a presentation of 'answers' (textbook), but with recognizable questions or problems taken from real-life situations. Problems in real-life situation here aim at eliciting the students to produce words because it gets them to express their idea as a solution.

To achieve this, classroom English activities should be designed and managed in such a way that can motivate and activate students in practicing and using their English especially in speaking skill. Triggering the students to speak, the chosen method is "problem-based learning". Hmelo-Silver (2004, p.237) underlines the goal of problem based learning is to make students intrinsically motivated in the learning speaking. Intrinsic motivation occurs when learners work on a task motivated by their own interest, challenges, or sense of satisfaction. It gives a significant advantage over traditional methods in how the communicative skills of the students are improved. The students would benefit by following the same instruction to improve their competency in language skills and making the learning meaningful (Dastgeer and Afzal, 2015, p.1316)

The general ability of social interaction is also positively affected. Barrows in Gijselaers (1996, p.1) states that PBL begins with the assumption that learning is an active, integrated, and constructive process influenced by social and contextual factors.

In addition, learning by "doing" in PBL promotes meaningful interaction in the classroom. The interactions that occur while students were dealing with real-world issues and problems are more meaningful and authentic. Furthermore, while students are focusing on the problem to be solved, they will try to overcome the linguistic problem, retrieve prior knowledge of the language to be used, and finally become skillful language users.

In line with this statement, one of features of PBL is skills to communicate orally. Communication is an essential need for human being. One of the ways in communication is through speaking. Good problems in PBL also foster communication skill as students present their plans to the rest of their class (Hmelo-Silver, 2004, p. 245). In order to do it, students must be trained to use English in communication orally. The frequency in using the language will determine the students' speaking ability, and without implementing the experience of learning the language in the real life; it is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

The activity of teaching with procedure and planned steps indicates that the role of teachers and students goes in harmony, so that it enables students to be active. The teachers, as facilitators and mediators provide any media to motivate students to have positive attitude toward their involvement in observation, invention, and creation. It can construct the students in the process of teaching and learning. According to Seng (2003, p.9), the process of PBL consists of five steps, they are; 1) determining problem, 2) analyzing problem, 3) finding and reporting, 4) presenting solution and reflection, 5) evaluating and studying independently.

PBL in teaching language encourages the students to be active learners. They learn the target language by learning independently but still being supervised by a teachers. Teachers, in this method act as a facilitator of activities that students carry out themselves. In other words, both teachers and students have own steps in implementing this method. Mathews-Aydinli (2007, p.2) states steps in PBL for students are different from teachers. The steps for students generally include the following; (1) being introduced to the problem, (2) exploring what they do and do not know about the problem, (3) generating possible solution to the problem, (4) Considering the consequences of each solution and selection the most visible solution.

Meanwhile, the steps for teachers in implementing PBL can be seen as the following; (1) pre-teach. Teachers need to know if the students understand the goals and benefit of this approach

for language learning and emphasize the importance of using English in problem-solving activities, (2) introduce problem and vocabulary. The teachers facilitate students to understand the problem through any media and prepare vocabulary needed for them related to problem, (3) group students and provide resources. The teachers convince students that there is no single answer. They decide viable solution with explaining why they choose, (4) observe and support. The teachers observe and support their work but not control directly their effort in solving problem, (5) follow up and assess progress. The teachers provide opportunities to students to present their result of their work, provide follow up activities based on observation and assess the students' participation.

Teachers have important roles in the process of the implementation of PBL in teaching learning process. Rusman (2010, p.234) states that teachers' role in PBL can be described in the following steps. First, preparing the equipment for the students' thinking. There are some activities to help the students to prepare in PBL, they are; 1) helping the students to reform their way of thinking, 2) explaining what PBL is as the method of teaching, 3) explaining students about scenario of PBL, 4) communicating the purpose and the goal, 5) preparing the students to be ready to face the temptation, 6) helping the students to have problems. Second, emphasizing in cooperative learning. PBL stresses the process of learning by cooperative system to solve problems, inquiry, and collaborative. Third, facilitating the learning in small group. Learning in small group is easier to do. It means that learning is more effective if each group consists of 2 students till 10 students. Forth, implementing PBL. The teacher, in this case, manages the class environment to encourage the students to solve the problem. The students are guided to get involved in analyzing problem in grouping. By grouping, they can interact with their partners in observation and the teachers support their act by providing access to the sources of learning.

The objective of the study is to examine problem-based learning method in teaching English. there are two kinds of improvement becoming the focus of the study, namely an improvement in the speaking-learning process and students' speaking skill improvement. The findings are expected to convince that problem-based learning is a way to facilitate students to acquire target language and teacher to have better method in teaching. The following questions provided are the focus of the research, they are; (1) what are the appropriate problems for PBL in teaching speaking to XI *Agama* B students?, (2) what are the appropriate classroom steps for PBL in teaching speaking XI *Agama* B students?, (3) how does PBL improve the speaking learning process at MA Ali Maksum?, (4) how does PBL improve the students' speaking skill in XI Agama B class at MA Ali Maksum?

The design of research used in this study is classroom action research. According to Harmer (2003, p.344), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures. McTaggart (1994, p.316) explains that action research is a group of activity and a piece of descriptive research carried out by the teacher in classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon. His explanation is figured out as follows:
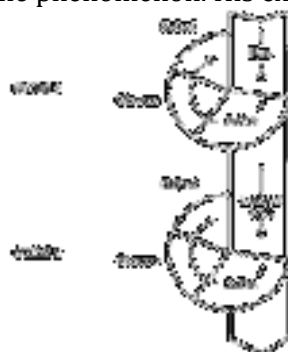

Figure 1. Kemmis and Mc Taggart's model

This figure illustrates that in reality the process may not be as neat as the spiral of self-contained cycles of planning, acting and observing, and reflecting suggests. The stages, they maintain, overlap, and initial plans quickly become obsolete in the light of learning from experience.

Furthermore, It is useful model as it summarises clearly the essential phases. This model here relates to the opportunity of analysing the phenomenon in a greater depth each time, consequently resulting in greater level of understanding of the problem.

The setting of this research is at MA Ali Maksum Yogyakarta. It is a private Islamic school with boarding school system, namely Pondok Pesantren Krapyak, located at KH Ali Maksum street, Krapyak Sewon Bantul Yogyakarta. The subject of this research is the students in grade XI (XI *Agama* B)

In this research, it was conducted in two cycles. There were four steps in each cycle for doing classroom action research. They were: planning, action, observation, and reflection

In this research, data were gathered to support the investigation. They were sorted to be appropriate related to school environment. The techniques and methods used in this study to collect the data were presented in steps. First, observation that was intended to see and to know about the condition of class and students. It was also to know the students' obstacles and their understanding about the material given. Second, questionnaire given to the students, as respondents, before the action research was conducted. Third, test called the teacher-made test since it was easy for teacher to know students' achievement but it was still appropriate. The test was given in three times. The scoring was done through assessing students' vocabulary, grammar, pronunciation, fluency and comprehension. The last is interview. It was conducted in two times after the cycle was completed. It was to know the obstacles experienced by them and their belief about teaching and learning process in every cycle.

Mulyasa (2015, p.131) states that learning process can be categorized success if 75% of learners are active and involved physically, mentally, and socially in teaching and learning activity. Referring to this quotation, this action was categorized in a success since those mentioned above were gained on 75% from the subjects of the research.

This research used descriptive analysis. It aimed to explain the condition of class in the action research process to get indicator achievement on every cycle, and to describe the success of the speaking learning process that then affect to the improvement of the students' speaking skill.

Furthermore, the mean formula was used to know the average of students' score and to check students' improvement in speaking. The students' scores were resulted from two cycles conducted in the research. Mean of score from first cycle was compared with mean of second cycle. It was intended to know how far the progress of students in this research.

The percentage of score was used to know the improvement of teaching learning process as well. It was conducted to compare between the first cycle and the next cycle.

C. RESULT & DISCUSSION

During the process of learning and teaching, the students were to be active, critical, and think fast related to the problem to be advocated. They were also suppposed to be confident since they should present their solution orally in front of the class. This method brought a new situation to the class. It made the class an active learning since the students did the task in two ways, namely self learning and discussion. Furthermore, it was implemented because of its expected learning outcomes namely communication skills, content and autonomous learning and problem-solving skills.

The process of both cycles of the research showed the good response towards this method. It can be seen from their enthusiasm. They felt enjoy and engage the process of learning. They discused the case seriously in group even each of them seemingly had different argument. Furthermore, the activity showed the increase of their speaking ability as they pronounced the words better than before. Those appearances indicated that the goal of the method was gained. It was strehgthened by Hmelo-Silver (2004, p.237) states that the goal of problem-based learning is to make students intrinsically motivated in the learning speaking. Intrinsic motivation occurs when learners work on a task motivated by their own interest, challenges, or sense of satisfaction. It gives a significant advantage over traditional methods in how the communicative skills of the students are improved.

In addition, as the method of the research, PBL promotes meaningful interaction in the classroom. There must be a discussion in this teaching technique. In this research, the activity the

students interacted with others indicated that the discussion ran well. They enthusiastically explored their knowledge concerning with the problem to be solved. Furthermore, while students were focusing on the problem to be solved, they tried to overcome the linguistic problem as well. They retrieved prior knowledge of the language to be used, and finally become skillful language users. Good problems in PBL also foster communication skill as students present their plans to the rest of their class (Hmelo-Silver, 2004, p.245). Hence, speaking competence can be accomplished by practicing it orally.

From the statement above, the implementation of the problem-based learning in improving the students' speaking skill at MA Ali Maksum gained the goal. The intended improvement can be seen from the narration of each cycle. From the first cycle to the second cycle, the students experienced an advance of vocabularies and became more confident to speak. The charts below show their improvement.
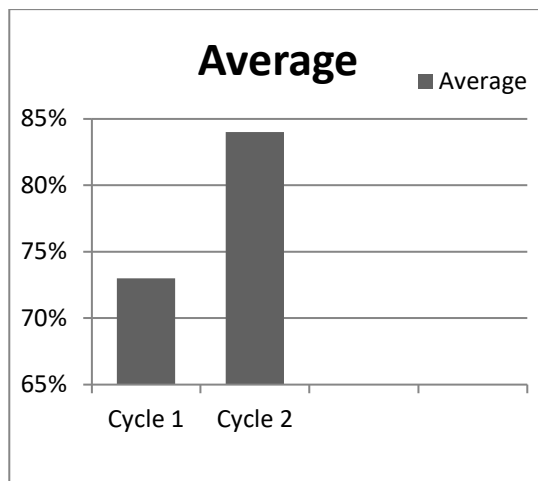

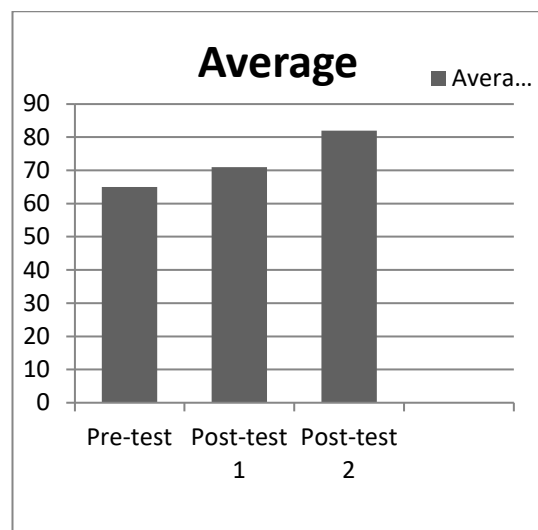*Figure 2. The teaching and learning process*

Figure 3. The students' speaking skill

The charts above show that both teaching and learning process and the students' speaking skill continuously improve. The teaching and learning process were improved from 73% in cycle one to 84% in cycle two and the students' speaking skill was proven by the result of the tests. In pre-test, the students' average score was 65, and 71 of post-test one, then 82 of post-two.

This detail information indicates that there is an improvement in both aspects. Problem-based learning method proves that this method can be applied in teaching and learning English since the students in this research continuously improve their productive skill and the teaching and learning process is lively enjoyable.

The process of the research was done in two cycles with four meetings for each cycle. It was ended through the tests to know whether or not problem-based learning improved learning process that then affected on the students' speaking skill improvement. In addition, the research generally revealed the following findings.

Problem-based learning is regarded as an appropriate one in English language teaching. It uses *problems* as the learning topic that encourages the students to be "active-learning students". They need to observe, analyze, then solve the issues. The issues here are the problems which are strongly from the students' knowledge and life. In other words, the problems discussed are absolute to be linked to the real world as it appears from the real condition of their life.

There are four appropriate classroom steps in applying this method, namely (1) meeting the problem, (2) exploring knowns and unknowns, (3)generating possible solutions, (4) considering consequences and choosing the most viable solution. Each steps mentioned has the detailed ways. Step one is intended to introduce the problem discussed, vocabulary needed, and to provide pre-reading exercises about the problem. The use of English is also important in problem-solving activities. Step two aims to observe and analyse the problem in order to decide the solution. Group discusssion is emphasized to make the students interact and share their knowledge and solution. The next step relates to the encouragement for the students and provide feedback on student participation and language use. The last step is to develop creativity in communication skill in term of making dialogue then to provide the chance to present their work orally in front of the class.

It is found that problem-based learning gives an advantage in improving speaking-learning process. It creates the condition where the students actively learn the target language through the problem. The group of discussion of the students is meaningful acitivty to make an agreed solution from different assumption. This method brought a new situation to the class. It made the class an active learning since the students did the task in two ways, namely self learning and discussion.

The implementation of problem-based learning also affects the improvement of students' sepaking skill. By having an interesting atmosphere in the class, the students enjoy the process of learning. The opportunities given make them practice the target language more than traditional method. Since problem-based learning demands the students to observe, analyze, then present the topic orally, they need to communnicate with others orally, and express their idea without controlling dominantly in the discussion. They are absolute to be active to get involved in integrating information to solve the problem.

There are some disadvantages instead. As the method requires the students to integrate both language skill and knowledge, the class needs more time to apply this method. The implementation of the research shows the students do each task in hurry. They spend time alloted in two parts, namely observing the issue and preparing language demand. Another disadvantage is group working. Some students are less active to discuss for they focus on preparing vocabularies to present the agreed solution orally.

It is realized that every research conducted certainly faces temptations so that it is done unoptimally. In this research, there are still many obstacles faced as well. Those are mentioned here in order to show the limitation of the research.

2.1 Participant limitation

There are some students who do not come to the class because they get ill. It is like a shifting since the one gets well but others start to be sick. The unpredicted weather makes them getting high fever and moreover one of them gets chickenpox disease. The students live in dormitory that makes them having uncontrolled time of meal is also the cause of getting sick. From this condition, it makes some students cannot come to the class. Therefore, their missing makes the research cannot be conducted maximally.

2.2. Methodology limitation

Problem-based learning regulates learners to access media. It, such as internet, magazine, newspaper, is needed to seek information to help them to solve the issue. However, the school does not provide it so that problem-based learning can not be applied maximally.

D. CONCLUSION

The objective of the thesis aims to improve speaking learning process of XI *Agama* B students at MA Ali Maksum Yogayakarta in the academic year of 2015/2016. It was conducted by implementing action research with problem-based learning method. PBL is such way of teaching where the students use their prior knowledge to solve problems and learn new things in the process.

Problems proving appropriateness in this research are the problems related to the students' knowledge and experience. They are the *ill-structured* matters with *open ended* characteristics that create an interaction among the students to develop their skill in solving problems. It includes questions that are likely to generate diverse opinions.

Teaching steps in PBL refers to a learning process where the students gain new knowledge through exploring problem as the topic of learning. Four steps are used to employ this method, they are: (1) meet the problem, (2) explore knowns and unknowns, (3) generate possible solutions, (4) consider consequences and choose the most viable solution. The teachers provide the opportunitites to the students to present their agreed solution to the class orally.

Based on the results of the research, PBL provides opportunities to the students to practice speaking not only in group discussion, but also in presenting their work, having questions and answers orally. It also makes them motivated for they work on task with their own interest, challenge, and sense of satisfaction.

Based on the score of the tests given, PBL method actually improves the students's speaking skill at XI *Agama* B of MA Ali Maksum Krapyak Yogyakarta. It was proven by the increase of the results of pre-test, post-test one, and post-test two. The students' average score in pre-test was 65, while post-test one was 71 and 82 was the increase of students' average score in post-test two.

REFERENCES

Aldred, S., Timms, B., Meredith, M., et all (2007). Trans-disciplinary, problem-based approach to teaching English and psychology in senior schooling. *Proceedings of Republic Polytechnique, Singapore. 236.* Retrieved on 19 December 2014 from http://www.myrp.sg/ced/research/newsletter_pdf/rpnewsletter_issue5.pdf

Arikunto, S., et. Al. (2008). *Penelitian tindakan kelas.* Jakarta: PT Bumi Aksara.

Barrows, H, S. (1996). "Problem-based learning in medicine and beyond: A brief overview." In L. Wilkerson & W. H. Gijselaers (Eds*.), Bringing Problem-Based Learning to Higher Education: Theory and Practice* (pp. 3-12). San Francisco: Jossey- Bass.

Boothe, D., Vaughn, R., Hill, J., et al. (2011). Innovative English language acquisition through problem-based learning. *International Conference: The Future of Education.* Retrieved on November, 23 2014 from http://conference.pixel-online.net/edu_future/common/download/Paper_pdf/ITL27Boothe,Vaughn,Hill,Hill.pdf

Dastgeer, G., and Afzal, M. T. (2015). Improving English Writing Skill: A Case of Problem Based Learning. *American Journal of Educational Research*, Vol. 3, No. 10, 1315-1319. Retrieved on August, 23 2015 from https://www.researchgate.net/publication/283288084_Improving_English_Writing_Skill_A_Case_of_Problem_Based_Learning

Ellis, R. (1997). *Second language acquisition.* Oxford University Press.

Harmer, J. (2003)*. The practice of English language teaching.* England : Longman.

Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? In educational psychology review. *The Interdisciplinary Journal of Problem-based Learning.* Vol.16 no.3, 235-266. New York: Plenum Publishing Corporation. Retrieved on 30 May 2015 from: http://www.seattleimplementation.org/wp-content/uploads/2011/12/Hmelo-Silver-problem-based-learning-2004.pdf

Krashen, S. (2009). *Principles and practice in second language acquisition.* Pergamon Press Inc.

Littlewood, W. (1991). Communicative language teaching: An introduction. Cambridge: Cambridge University Press.

Mathews-Aydinli, J. (2007). Problem-based learning and adult English language learners. *Center for Adult English Language Acquisition (CAELA) Journal.* Retrieved on 15 December 2014 from http://www.cal.org/caela/esl_resources/briefs/Problem-based.pdf

McTaggart, R. (1994). Participatory action research: Issues in theory and practice. *Educational Action Research*. Vol. 2. No. 3. Retrieved on September, 20 2014 from http://www.tandfonline.com/doi/pdf/10.1080/0965079940020302

Mulyasa, E. (2015). *Pengembangan dan implementasi kurikulum 2013*. Bandung: PT. Remaja Rosdakarya.

Ratumanan, T. G. (2004). *Belajar dan pembelajaran*. Surabaya: Universitas Negeri Surabaya Press.

Republik Indonesia. (2003). *Undang-Undang RI Nomor 20, Tahun 2003, Pasal 36, tentang Sistem Pendidikan Nasional.*

Rusman. (2010). *Media pembelajaran mengembangkan profesionalisme guru*. Jakarta: Rajawali Press.

Shohamy, E. (2007). Language policy: Hidden agendas and new approaches. Routledge, London. In Scarino, Angela, and Liddicoat. J. Anthony. 2009. *Teaching and Learning Language: A Guide*. Australian Government, Department of Education, Employment and Workplace Relations. Victoria, Australia. Retrieved on 25 June 2015 from www.tllg.unisa.edu.au/lib_guide/gllt.pdf

Seng, T. O. (2003). *Enhancing thinking through problem based-learning approaches.* Lorong Chuan: Cengage Learning.

Watson, G. (2001). Problem-based learning: Speaking of teaching. In Othman, Normala. & Shah, M.I.A. (2013). Problem-Based Learning in the English Language Classroom. *Canadian Center of Science and Education*. (p.11) Vol 6, No.3.

Widiati, S., & Sugirin, S. (2015). Pngembangan bahan ajar keterampilan berbicara bahasa Jepang beorientasibudaya mata kuliah Kaiwa tingkat menengah. LingTera, 2(2), 222 - 232. Retrieved from http://journal.uny.ac.id/index.php/ljtp/article/view/7383