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Unlocking Speaking Potential: The Power of the Problem Posing Approach

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Abstract

The research explores about Problem Posing Approach in enhancing speaking skill at the second grade students at SMP Negeri 3 Mare in 2024/2025 academic year. Utilizing a pre experimental design featuring a single group with both pretest and posttest phases, the study focused on a population of 120 students distributed across four classes: 2A, 2B, 2C, and 2D. Through purposive sampling, class 2B was selected as the sample group, as most of its students were identified as having lower speaking proficiency. Initially, participants underwent an oral assessment to gauge their baseline speaking skills. This was followed by six instructional sessions applying the Problem Posing Approach, after which a post-test was administered. Speaking performance was assessed using several key indicators such as fluency, word choice, articulation, and overall clarity. The results indicated a notable enhancement in average performance scores, which increased from a mean score of 6.87 (SD = 0.71) before the intervention to 10.77 (SD = 0.62) afterward. A paired-sample t-test confirmed the statistical significance of this increase at the 0.05 level (t = 21.06; df = 29; critical t = 2.045). These results suggest that incorporating learner-formulated questions into classroom practice significantly enhances classroom dialogue, improves language production, and strengthens student confidence in speaking. The study concludes that the Problem Posing Approach is an effective pedagogical strategy for elevating speaking skill at the second grade students of SMP Negeri 3 Mare. Educators are encouraged to integrate structured problem formulation and peer dialogue into speaking curricula to cultivate both communicative competence and critical thinking.

Keywords: Problem Posing Approach, speaking skill, pre-experimental design, EFL

1. Introduction

The ability to speak English fluently and with confidence remains a significant objective at the high school level, particularly in EFL settings such as SMP N 3 Mare, Indonesia. Unlike reading and writing, speaking is a spontaneous and interactive skill that demands more than just grammatical accuracy and a strong vocabulary. It also requires the ability to organize thoughts quickly, respond appropriately, and convey messages clearly in real-time. Additionally, speaking often involves emotional challenges, such as anxiety about making mistakes or fear of negative evaluation. As noted by Brown (2007), speaking stands out as the most complex and demanding skill for EFL learners to acquire. This study plays an important role in addressing the real challenges students face when learning to speak English as a foreign language, particularly in Indonesian Junior High School. Unlike passive skills like reading, speaking requires learners to think quickly, express ideas clearly, and overcome fear or self-doubt. By focusing on this active use of language, the research aims to help students move beyond memorizing vocabulary and grammar, giving them the tools and confidence to use English effectively in real conversations an essential ability in today's global world.

For many teenagers, speaking English in front of the class feels a bit like stepping onto a stage without a script: words race through their heads, self-doubt creeps in, and every stumble seems magnified. This tension is hardly surprising; speaking is the only language skill performed in real time, demanding instant recall of vocabulary, grammar, and social etiquette, all while classmates listen and at least in students' minds judge (Brown, 2007).

SMP N 3 Mare is One of South Sulawesi's government school; the layout is well-known. Teachers report that second-graders who excel at grammar drills and reading quizzes suddenly become silent when asked to express an opinion or tell a story in English. This happens year after year. Observations support findings from other Indonesian classrooms: oral fluency frequently lags behind despite the national curriculum checking all the boxes for reading and writing (Suryati, 2015).

Lesson formats where the teacher speaks most of the time are largely to blame. Accuracy is prioritized by traditional, form-focused procedures, such as copying sentence patterns, translating paragraphs, and circling the appropriate verb tense (Richards & Rodgers, 2014). Although these exercises help students develop their grammar, they hardly ever provide them with enough opportunities to use language naturally, negotiate meaning, or handle the inevitable blunders that occur in authentic conversation. Thus, while they become proficient in "knowing about" English, they are not proficient in "doing things" with it when the time comes.

On the other hand, more teachers are moving toward method that prioritize student voice and investigation. The Problem Posing Approach (PPA) is the most prominent of these, having been influenced by Paulo Freire's idea of classrooms as places where students and teachers jointly create knowledge by asking probing questions (Freire, 1970). A PPA lesson might start with a question that is important to south Sulawesi's teens, such as "Why is plastic waste piling up in our rivers?" rather than a neat list of vocabulary words. "Is online education equitable for students with data plans that are limited?" Students research these topics, come up with more queries, and discuss potential answers. In the process, they must express their thoughts in English, provide examples to back them up, and clear up any misunderstandings. Studies indicate that students' spoken language quantity and quality increase dramatically when they work on issues they truly care about (Aliakbari & Jamalvandi, 2010; Rahimpour, 2011). More importantly, the method can be adjusted to fit any level of skill: more experienced students take on complex arguments, while novices rely on visual aids and sentence starters.

Several studies have investigated approach and method in boosting English speaking skill using Problem Posing Approach. As part of their training program, Chen et al. (2015) held group meetings and discussion seminars for fourth-year Chinese students. After implementation of the itreatment, the experimental class showed significant improvement in ability to solve problems and in mindset toward identifying and addressing issues. These participants displayed especially notable progress in the originality dimension of problem posing, exceeding the advancements seen in the control group. In a related study, Kopparla et al. (2019)

explored how involving students in focused tasks aimed at both formulating and solving problems impacted their academic outcomes. The findings revealed that students in both intervention groups experienced enhancement in their abilities. However, those involved in the problem-solving-focused group showed a more pronounced development in their problem-posing competencies.

In addition, study related to English speaking skill and Problem Posing Approach is never been conducted before at SMP N 3 Mare. This study offers a different approach to train students there to improve their speaking skill. This research explores the use of the Problem Posing approach as an effective strategy to enhance the English speaking skills of second grade students at SMP Negeri 3 Batu Gading. Speaking continues to be one of the most difficult aspect of learning English for junior high school students, primarily because of restricted vocabulary, a lack of confidence, and limited chances to engage in spoken interaction. In this case, students still struggle to speak English confidently, often held back by a limited vocabulary, low self esteem, and few chances to practice real conversations.

The present study addresses a gap in the existing research by exploring the use of the Problem Posing Approach to boost English speaking skill among second grade students at SMP Negeri 3 Batu Gading. This study introduces that method as a way to shift the learning process from passive to active, encouraging students to create and answer questions themselves. In doing so, they are not only engage more deeply with the language but also build critical thinking skills and communication confidence. By focusing on student participation and real interaction, this research offers a fresh perspective on how speaking skills can be developed in a more meaningful and supportive classroom setting.

This research seeks to evaluate changes in students' speaking abilities by comparing their performance prior to and following the application of the approach, while also examining how it affects their participation in class and self-assurance. The findings are expected to offer valuable input for English teachers in developing more interactive and student-centered speaking activities.

2. Literature Review

Problem Posing Approach for Speaking Skill

Helping students become confident English speakers is a common challenge, especially in classrooms where learners rarely have the chance to practice real communication. Many struggle not just with vocabulary or grammar, but with the confidence to speak at all. One teaching method that offers a meaningful solution is the Problem Posing Approach, a strategy rooted in Paulo Freire's (1970) philosophy of engaging students through dialogue about real-life issues. Instead of relying on memorization or rehearsed scripts, this method encourages students to ask questions, explore problems, and share ideas with their peers. As they take ownership of the learning process, their speaking becomes more natural and purposeful. This type of student-centered environment helps shift focus away from fear of making mistakes and toward the goal of expressing meaningful thoughts. Scholars like Harmer (2007) have highlighted the value of using relevant and thought-provoking activities to build fluency, while Brown (2001) points out that communication must go beyond correct sentences, it should be about making meaning. More recent findings support this as well: Almurashi (2022) reported that when learners are encouraged to think critically while speaking, their confidence and language skills improve significantly. Similarly, Suryani and Fitriani (2023) found that students working through real-world problems in English class became more fluent and engaged. These insights support the idea that the Problem Posing Approach not only helps students practice language in a more authentic way, but also builds their confidence, critical thinking, and motivation key ingredients for successful communication in any language.

When applied to speaking instruction, this method promotes dynamic classroom interaction where learners formulate problems, pose questions, and discuss possible solutions, all of which require them to articulate their thoughts clearly and fluently. This process naturally stimulates spontaneous language use and reduces speaking anxiety, as learners are focused more on expressing their ideas than on speaking "correctly.".

Through this technique, learners are not only given a reason to speak but are also taught to think critically about what they say and how they say it. Richards and Renandya (2002) also support this perspective, noting that meaningful communication in the classroom should involve problem-solving and decision-making to foster language development.

Additionally, problem posing aligns with the communicative approach to language teaching by emphasizing student-centered learning, interaction, and real-world application. Rather than rehearsing predetermined dialogues or answering teacher-driven questions, students using the problem posing approach generate their own content, which fosters ownership, motivation, and authentic speaking practice. Overall, integrating the problem posing approach into speaking lessons enables learners to engage in deeper, more purposeful communication, helping them to not only develop linguistic skills but also grow in confidence, autonomy, and critical thinking.

Theory of Problem Posing in learning Speaking

Integrating Problem Posing Approach into speaking lessons stems from the belief that students attain deeper and more meaningful progress when they are actively involved and directly participate in the learning process.

Freire (1970) introduced the concept as part of his critical pedagogy, encouraging learners to question, reflect, and interact with the world around them rather than simply absorbing information. In the language classroom, this translates into giving students the opportunity to generate questions, discuss issues, and express ideas—processes that naturally require the use of spoken language. Speaking activities grounded in problem posing not only enhance fluency but also stimulate critical thinking and real-world communication.

According to Richards and Renandya (2002), language instruction should emphasize purposeful communi-cation in realistic contexts to build speaking competence. This approach moves away from repetitive drills and instead centers on student-driven dialogue, which makes speaking more meaningful and engaging. Harmer (2007) supports this view, suggesting that learners speak more confidently

when they are given tasks that are intellectually stimulating and socially relevant. Similarly, Brown (2001) points out that problem-solving activities help learners internalize the target language more deeply because they connect language use with thought and interaction. Overall, the problem posing method not only strengthens students' oral skills but also fosters confidence, autonomy, and a deeper connection to the learning material.

Procedure of Implementing Problem Posing Approach in Teaching Speaking

The Problem Posing Approach encourages student-centered learning through critical thinking and active dialogue. Below are the key steps typically followed when applying this method in a speaking class:

a. Introducing a Real-World Context

    The lesson begins with the teacher presenting a stimulus scenario, visual, short video, or reading that reflects a real life issue or relatable situation. This is known as the *coding* phase, where students are guided to observe and reflect critically on the topic (Freire, 1970). The context should be meaningful and culturally relevant to engage students' interest.

b. Encouraging Problem Identification

    Next, students are asked to explore the scenario and identify any problems, dilemmas, or questions that arise from it. This phase encourages learners to use critical thinking to uncover issues worth discussing. It helps shift their focus from simply understanding the topic to questioning it.

c. Student-Generated Questions

    Learners are then guided to formulate their own questions based on the problems they've identified. These questions can be open-ended and designed to spark discussion. This step promotes ownership and prepares students to use language to inquire and express opinions. Harmer (2007) suggests that when learners ask their own questions, they become more engaged and less anxious in speaking tasks.

d. Interactive Discussion or Role-Play

Students discuss the questions they and their peers have created, either in pairs, small groups, or as a class. Depending on the specific issue at hand, students might participate in activities such as simulations or structured discussions. This is the speaking-rich stage where learners practice expressing viewpoints, supporting argu-ments, and negotiating meaning key components of communicative competence (Brown, 2001).

e. Teacher as Facilitator

During the activity, the teacher acts as a facilitator observing student involvement, providing language assistance when necessary, and helping maintain the focus of the conversation. This contrasts with the conventional model where the teacher dominates instruction, the instructor in this approach encourages independent thinking and peer-to-peer interaction (Richards & Renandya, 2002).

f. Reflection and Feedback

To close the session, students reflect on the discussion, the language they used, and what they learned from others' perspectives. This reflection can be oral or written and helps reinforce both speaking skills and critical thinking. It also allows the teacher to provide constructive feedback on language use and communication strate-gies.

Method

This research employed a pre-experimental framework to investigate the the Problem Posing Approach in enhancing students' speaking skill. The choice of this method was aimed at observing measurable progress in students' speaking capabilities after structured instructional support. The study adopted a one-group design involving both a pretest and a posttest, assessing students' speaking skill before (O_1) and after (O_2) the introduction of the instructional strategy (X), which in this case was the Problem Posing Approach.

This research approach allowed the researcher to measure the extent of students' improvement in speaking skill by analyzing and comparing their performance on assessments conducted before and after the intervention, based on the methodology proposed by Gay (1981).

The study concerned on two variables; independent variable, which was the implementation of the Problem Posing Approach, and dependent variable was the enhancement of students' English speaking skills. The study targeted all second-grade students at SMP N 3 Mare, comprising a total of 120 learners distributed across four classes 2A, 2B, 2C, and 2D. A purposive sampling method was applied to select the class most aligned with the study's objectives.

Class 2B was selected, comprising 30 students, based on the presumption that this group would benefit most from the applied approach. To gather the necessary data, a speaking test was administered both before and after the treatment phase. This instrument was designed to assess the students' speaking skill and to determine the effect of Problem Posing in speaking class.

Evaluating students' speakingg performance, the assessment focused on three essential components: pronunciation, vocabulary, and fluency. Each was rated on a five-point scale, reflecting levels from excellent to very poor. Pronunciation was assessed based on clarity and comprehensibility, while vocabulary measured the appropriateness and range of word use. Fluency, meanwhile, was judged by the smoothness and natural flow of speech. These dimensions reflect widely accepted speaking evaluation criteria used in modern language testing practices (Luoma, 2004; Thornbury, 2017). Using these indicators helps provide a balanced picture of learners' oral proficiency and supports reliable scoring in classroom-based assessments.

In examining the outcomes, the researcher applied fundamental statistical method to compare students' prior performance and following the instructional treatment. To represent the general performance of the students, a mean score was computed. Additionally, a paired sample t-test was conducted to evaluate whether the observed score improvements were statistically significant.

In addition, the percentage distribution of each scoring category was analyzed to observe trends across the group. These methods align with current practices in educational research, ensuring accuracy and objectivity in interpreting learning outcomes (Mackey & Gass, 2016; Creswell & Creswell, 2018). Overall, these procedures ensured that the influence of the Problem Posing Approach on students' speaking proficiency was assessed through a structured and evidence based process, enhancing the reliability and validity of the research results.

Findings

Upon completing the research, several key findings emerged. These results focus on the assessment categories used to evaluate students' speaking abilities in English, particularly through an analysis of pretest and posttest scores. The evaluation considered three main components, they are mean score score, the t-test value, and the outcome of hypothesis testing. To interpret the data, the mean score formula was used to measure overall performance, while t-test was employed to determine a statistically significant difference existed between pretest and posttest results. Additionally, the researcher organized the students' scores into classifications, presenting both the frequency and percentage distributions to clearly illustrate changes in performance across the two testing phases.

Table 1. The student's score on pre-test (X1) and post-test (X2)

No	Name	Pre-test	Post-test	(D) Gain	D^2
1.	ARB	12	15	3	9
2.	CA	7	11	4	16
3.	RL	7	11	4	16
4.	RKA	6	11	5	25
5.	IDK	7	11	4	16
6.	BR	6	11	5	25
7.	LM	8	9	1	1
8.	MS	8	10	2	4
9.	EP	8	10	2	4

No	Name	Pre-test	Post-test	(D) Gain	D²
10.	SS	6	10	4	16
11.	MA	6	10	4	16
12.	AHL	6	10	4	16
13.	NF	6	11	5	25
14.	AL	11	15	4	16
15.	AB	8	10	2	5
16.	RT	9	10	1	1
17.	JD	11	14	3	9
18.	YL	5	9	4	16
19.	MI	7	11	4	16
20.	RZ	8	10	2	4
21.	RY	6	10	4	16
22.	RS	6	10	3	9
23.	HM	7	12	4	16
24.	ZA	7	11	4	16
25.	MF	7	10	3	9
26.	AR	9	10	1	1
27.	AT	7	10	3	9
28.	NW	7	10	3	10
29.	IA	8	10	3	9
30.	APR	11	14	3	9
N = 30		$\sum X^1 = 207$	$\sum X^2 = 325$	$\sum X^2 - \sum X^1 = 101$	$\sum D^2 = 365$

Referring to the data presented, it is an evident that overall posttest scores surpassed those of pretest. The cumulative score recorded before the intervention was 207, while the score after applying the method reached 325, resulting in a gain of 101 points. The squared value of this gain amounted to 365. Individual students' improvement ranged from minimum of 1 point to maximum of 6 points,

highlighting a noticeable positive shift in performance following the implementation of the instructional strategy.

a. Pre-test

Table 2. Pronunciation

No	Cassification	score	Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	3	10%
3	Average	3	15	50%
4	Poor	2	11	36.67%
5	Very Poor	1	1	3.33%
	Total		**30**	**100%**

The data illustrates that, before the intervention, none of the 30 participants attained an excellent rating in pronunciation. A small portion three students or 10% were rated as good. Fifteen students, representing half of the group, were assessed at an average level. Meanwhile, 11 students, or 36.67%, were categorized as poor, and one student (3.33%) got very poor category. These findings shows that most students displayed average pronunciation skill in the pretest phase.

Table 3. Vocabulary

No	Cassification	score	Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	3	10%
3	Average	3	7	23.33%
4	Poor	2	20	66.67%
5	Very Poor	1	0	0%
	Total		30	100%

The table indicates, none of 30 students achieved an excellent score in the vocabulary component during the pr-test. Only 3 students, representing 10% of the group, obtained a good rating. Meanwhile, 7 students, or 23.33%, fell into the average category. The majority 20 students, accounting for 66.67% were assessed as

having poor vocabulary skills, and no students were placed in the very poor category. These findings suggest that, before the intervention, most learners displayed a low level of vocabulary proficiency in their spoken English.

Table 4. Fluency

No	Cassification	Score	Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	1	10%
3	Average	3	7	23.33%
4	Poor	2	22	73.33%
5	Very Poor	1	0	0%
	Total		30	100%

According to the data in the table, none of the 30 students achieved an excellent score in the pronunciation aspect of the pre-test. Only one student (3.33%) reached a good score, while seven students (23.33%) fell into the average category. The majority 22 students, or 73.33% were categorized as having poor pronunciation skills, and no students were identified in the very poor category. This indicates that before the treatment, most students demonstrated weak performance in pronunciation during their speaking assessment.

b. Post-test

Table 5. Pronunciation

No	Cassification	score	Freq.	Percentage
1	Excellent	5	3	10%
2	Good	4	3	10%
3	Average	3	24	80%
4	Poor	2	0	0%
5	Very Poor	1	0	0%
	Total		30	30

According to the data presented in the table, out of 30 students, 3 (10%) achieved an excellent score, while another 3 (10%) obtained a good score. The majority, 24 students (80%), received an average score. Notably, none of the students (0%) fell

into the poor or very poor categories. These results indicate that most students were categorized as having average pronunciation skills in the speaking post-test.

Table 6. Vocabulary

No	Classifi-cation	Score	Freq.	Percentage
1	Excellent	5	4	13.33%
2	Good	4	11	36.67%
3	Average	3	15	50%
4	Poor	2	0	0%
5	Very poor	1	0	0%
	Total		30	100%

The data presented in the table indicates, out of 30 students, 4 (13.33%) achieved an excellent score in the vocabulary component of the post-test. Additionally, 11 students (36.67%) earned a good score, while 15 students (50%) were placed in the average category. Notably, none of the students received scores in the poor or very poor classifications. This suggests that, following the intervention, most of the students demonstrated an average level of vocabulary proficiency in their speaking performance.

Table 7. Fluency

No	Classification	Score	Freq.	Percentage
1	Excellent	5	2	6.67%
2	Good	4	21	70%
3	Average	3	7	23.33%
4	Poor	2	0	0%
5	Very poor	1	0	0%
	Total		30	100%

The data presented that students performed better in the post-test compared to the pre-test. The total score for the pre-test was 207, whereas the post-test score increased significantly to 325. This reflects a gain of 101 points overall, with individual student improvements ranging between 1 and 6 points. The squared value

of the gain was calculated at 365, highlighting a clear and quantifiable enhancement in student performance following the implementation of treatment.

Statistical Summary of Pretest and Postest Results

To assess how the Problem Posing Approach influenced students' speaking skill, the researcher used simple pretest and posttest method. Before introducing any new teaching strategies, students completed a pre-test to evaluate their baseline speaking abilities. The combined score from all 30 students in this test was 207. The total number of students, the average score was calculated to be around 6.87. This served as the starting point to gauge progress following the teaching intervention.

Over the meeting of six learning sessions, students were exposed to the Problem Posing Approach, which encourages active engagement through questioning and discussion. Then, posttest was given to measure how students' speaking skill had changed. The group's total score rose to 324, bringing the average up significantly to 10.77. This notable increase demonstrated that the method helped students improve their confidence, vocabulary use, and fluency in speaking English.

To get a clearer picture of the learning gains, the researcher calculated the average improvement between the two tests. The overall score increased by 101 points, which, when averaged across all students, amounted to a gain of 3.37 points. To ensure this improvement was meaningful and not just a result of chance, a statistical test (paired sample t-test) was run. The outcome was a t value of 21.06 much higher than the required value of 2.045 at the 0.05 significance level. This confirmed that the teaching method had a real, measurable effect on student performance, which means null hypothesis was reject.

In summary, the study showed that the Problem Posing Approach is a powerful way to support students' speaking development. The results revealed that this student-centered method not only improved language ability but also created a more interactive and engaging classroom atmosphere. By encouraging learners to generate questions and collaborate with peers, the strategy helped build both communication skills and self-confidence. These findings suggest that

implementing such an approach can be especially beneficial for students who face difficulties expressing themselves in English.

Discussion

The results of this study indicate that the Problem-Posing Approach has a significant impact on improving students' speaking skills at the second grade of SMP Negeri 3 Batu Gading. This finding suggests that when students are actively engaged in formulating and responding to meaningful problems, they become more motivated and confident in expressing their ideas orally. The improvement observed in students' speaking performance aligns with constructivist learning theories, particularly Vygotsky's sociocultural theory, which emphasizes the role of interaction and collaborative learning in language development. Furthermore, these findings are consistent with previous studies that have highlighted the effectiveness of learner-centered and problem-based approaches in fostering communicative competence. The implementation of this approach also revealed that students showed increased participation, critical thinking, and creativity in classroom discussions, which are crucial components in language acquisition.

1. The students' speaking abilities were assessed based on three key aspects: pronunciation, vocabulary, and fluency. The analysis revealed variations in the average scores between pretest and posttest across these components. While the pronunciation scores remained consistent at 2.57 for both assessments, noticeable improvements were observed in the other areas. The average vocabulary score improved from 2.43 in pretest to 3.63 in posttest, and fluency showed an even greater improvement, rising from 2.30 to 3.80. These results indicate a clear enhancement in speaking performance among students who were taught using the Problem Posing Approach, compared to their performance prior to the intervention.

2. The data presented in Tables 4.3 and 4.4 illustrates a notable difference in the distribution of students' score across various speaking components before and after the implementation of Problem Posing Approach. In the pretest phase, the pronunciation results showed that no student achieved an excellent

score. Only 10% (3 students) were rated as good, 50% (15 students) were categorized as average, 36.67% (11 students) received a poor score, and 3.33% (1 student) fell into the very poor category. In terms of vocabulary, none of the students reached the excellent level, while 10% were classified as good, 23.33% as average, and the majority—66.67%—were considered poor. There were no students rated very poor. As for fluency, the results indicated that no students scored excellent, only 3.33% (1 student) achieved a good rating, 23.33% were average, and a significant 73.33% (22 students) fell into the poor category, with no very poor scores recorded. In contrast, the post-test results reflected substantial progress following the instructional intervention. For pronunciation, 10% (3 students) achieved an excellent score, another 10% earned a good rating, and the remaining 80% (24 students) were placed in the average category—none were classified as poor or very poor. The vocabulary outcomes were similarly encouraging: 13.33% (4 students) scored excellent, 36.67% (11 students) received good, and half of the students (15 students) were rated average. There were no students who fell into the poor or very poor categories in this component. These findings strongly suggest that the Problem Posing Approach had a positive influence on students' speaking abilities. The increase in scores from pre-test to post-test across pronunciation, vocabulary, and fluency demonstrates that this strategy effectively supported second-grade students at SMP Negeri 3 Mare in developing more confident and competent speaking skill.

3. A similar pattern of improvement was evident when comparing the average score from the pretest and posttest. The pre-test yielded a mean score of 6.87, whereas the post-test produced a significantly higher average of 10.77. This notable increase indicates that students performed better after the implementation of problem posing in speaking class.

4. The outcome of t-test analysis revealed a meaningful difference between pretest and posttest results. When compared to critical value from the t-distribution table, the calculated t-value indicated a statistically significant change. This suggests that students' speaking performance improved notably after being

taught through the Problem Posing Approach, demonstrating a clear distinction between their abilities before and after the intervention

In conclusion, the findings indicate that the alternative hypothesis is accepted, demonstrating that applying the problem posing approach significantly contributes to enhancing students' speaking abilities. Particularly, this method proves that Problem Posing increase students' speaking skill at the second grade of SMP Neg 3 Mare. The result of the research is also further reinforced by the work of Richards and Renandya (2002), who argue that genuine communication within the classroom should integrate elements of problem-solving and decision-making, as these foster language acquisition. Furthermore, the problem posing method aligns well with the principles of communicative language teaching (CLT), as it encourages students' participation, meaningful interaction, and real-life application actively. Instead of merely practicing scripted dialogues or responding to teacher-led prompts, students are empowered to develop their own ideas and content, leading to increased engagement, a sense of ownership, and more authentic opportunities to practice speaking.

Conclusion

The findings of this study hold significant implications for the advancement of scientific knowledge, particularly in the field of English language education. By providing empirical evidence on the effectiveness of the Problem-Posing Approach in improving students' speaking abilities, this research enriches existing pedagogical theories and practices. Furthermore, it offers valuable insights for educators, curriculum developers, and policymakers in designing innovative and learner-cantered strategies to enhance communicative competence among junior high school students. Thus, this study not only addresses practical classroom challenges but also contributes meaningfully to the broader discourse on effective language teaching methodologies.

There was a clear transformation in how students expressed themselves. Before engaging with this method, many lacked confidence and struggled with articulation. But after participating in activities shaped around problem posing, they began

to express their thoughts more clearly, use richer vocabulary, and engage in conversations with greater fluency.

What made this approach especially effective was how it shifted the learning dynamic. Students were no longer passive listeners they became active participants. The lessons became more than just about language; they turned into spaces where learners could explore ideas, collaborate, and grow more confident through meaningful exchanges.

The improvement in their speaking performance was not random it aligned closely with the introduction of this teaching strategy. The analysis reinforced the idea that the method played a central role in helping students make real progress. It provided the support and structure needed for them to improve, while also giving them space to build their own voice.

To sum up, bringing the Problem Posing Approach into the classroom creates more than just better test scores. It fosters a deeper, more engaged learning experience where students are encouraged to think independently, speak confidently, and take charge of their learning journey. This method shows strong potential for teachers who aim to nurture both communication skills and critical thinking in their English lessons.

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