

**Improving Students' Speaking Ability through Problem Solving Technique
at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan**

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ABSTRAK

Penelitian ini menggambarkan peningkatan kemampuan siswa dengan menggunakan Teknik Pemecahan Masalah pada Siswa Kelas II Semester II Ma'had Jami'ah IAIN Padangsidimpuan dan untuk mengetahui faktor-faktor yang mempengaruhi kemampuan berbicara siswa dengan menggunakan Teknik Pemecahan Masalah pada Kelompok Pertama Siswa Semester II Ma'had Jami'ah IAIN Padangsidimpuan. Metodologi penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dengan menerapkan desain Kemis dan Robin yang terdiri dari empat tahap. Berdasarkan hasil penelitian pada siklus 1 dan siklus 2, menunjukkan peningkatan nilai mean siswa dan persentase siswa. Skor siswa pada siklus 1 adalah 64,89 (25,92%) dan nilai siswa pada siklus 2 adalah 79,85 (92,59%). Jadi, peningkatan kemampuan berbicara siswa dengan menggunakan Teknik Problem Solving sangat baik kategori (sangat tinggi). Peneliti menggunakan t-test untuk sampel kecil kurang dari 30 siswa. Masalah siswa dalam aksen sulit diucapkan kata. Permasalahan dalam tata bahasa adalah dalam membangun kata-kata dan pola gramatikal mereka tidak akurat. Masalah dalam kosa kata sulit dicari kata-kata yang tepat. Masalah dalam kelancaran siswa menghilangkan kalimat dan dibatasi panjangnya, lebih lambat disebabkan oleh pencarian kata, terputus-putus dan fragmentaris sering terjadi sambil menghasilkan kata-kata sulit untuk pengucapan. Soal dalam pemahamannya adalah peneliti sulit untuk memahami kata-kata bahkan sudah menjadi kata yang biasa. Soal dalam aksen dipecahkan dengan memotivasi mereka untuk rajin melatih pengucapannya. Permasalahan dalam tata bahasa dipecahkan dengan memberikan lebih banyak penjelasan kepada siswa. Masalah dalam kosa kata dipecahkan dengan memberi beberapa kosakata kepada siswa. Masalah dalam kelancaran dipecahkan dengan memotivasi siswa. Masalah dalam pemahaman dipecahkan dengan memperbaiki diri peneliti untuk memahami kembali hasil diskusi hasilnya.

Kata Kunci: Siswa, Kemampuan Berbicara dan Teknik Problem Solving

A. The Background

Speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learnt through teaching and

studying process. Then, to make the teaching speaking interesting a teacher may change the sequence of the topic or may change the technique or method in study speaking based on their ability and interest.¹

There are many students still had difficulties in speaking. The students said that speaking is very difficult. The students afraid making mistakes, they afraid being laughed by his or her friends. They also said that the problem of students in speaking they were shy and were lack of confidence when they speak English. This problem often found on students. Students were shy to speak English in Classroom. This caused by they do not have much knowledge about English or a part of students know much about English but having lack of confidence in speaking English. Students understood what the teacher asked about it. But, students felt unconfident to answer the question in speaking.

There are many techniques to make a fun activity in teaching speaking in the classroom they are role play, guessing game, debate, problem solving, etc. In this research, the researcher focuses on the problem solving technique. Problem solving techniques is techniques of study to support students to resolve specific problems, where in processing of study and teaching students will be faced to the problems.

The activities that will be used during the teaching and study process in discussions that require students to speak up. The researcher gives a problem in the form of text then the students discuss that problem with their group. After this the students present the result of discussion in front of the class one by one. This research is expected to have some contributions to the language teaching study process especially for teaching speaking in Ma'had Jami'ah IAIN Padangsidempuan.

Problem solving techniques is a technique of learning to support students to resolve specific problems, where in processing of learning and teaching students will be faced to the problems. Students will be more enthusiasm to speak English through problem solving technique. Problem solving techniques real world problems as something students need to learn to train and improve the ability to think critically and solve the problems.

¹ David Nunan, *Designing Tasks for the Communication Classroom*, (Cambridge: Cambridge University Press, 1989), p. 30.

Based on the background above and the difficulty that was faced by students in Ma'had Jami'ah IAIN Padangsidimpuan, the researcher concerned to find out whether there are the improvement of problem solving technique to the students' speaking ability through my research entitled "IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PROBLEM SOLVING AT THE 1st GROUP 2nd SEMESTER STUDENTS OF MA'HAD JAMI'AH IAIN PADANGSIDIMPUAN".

B. Purposes of the Research

Based on statement of the problem above, this classroom action research is intended to find out Whether Problem Solving Technique Can Improve Students' Speaking Ability at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan or to find out Whether Problem Solving Technique Cannot Improve Students' Speaking Ability at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan.

C. Theoretical Description

1. The Speaking Concept

Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.² As had stated in the above definition of key terms, speaking is the productive aural/oral. It consists of producing systematic verbal utterances to convey meaning. While the expert like Theodore Huebner said language is essential speech, and speech is basically communication by sounds.³ Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.⁴ According to him, speaking is a skill used by someone in daily life communication whether at

²Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 269.

³A. L. Chaney and T.L Burke, *Teaching Oral Communication In Grades K-8*, (Boston: Allyndan Bacon, 1998), p. 13.

⁴J. Michael O'Malley, *Authentic Assesment for English Language Learners*, (USA: Addison-Wesley publishing Company, 1996), p. 140.

school or outside. Speaking is the basic of communication through sound. One people can understand what another people said through speaking. Speaking convey feeling and thought through speaking.

In oral communication, there is a process of communication which conveys message from a speaker to listener has to decide or interprets the message of information to listener while encoding is the process of receiving information given by the speaker.⁵ The interaction nature of spoken language is examined between perceptive skills. Which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor perceptive skill are developed in the language model dialogues, pattern practice, and oral drills and so on.⁶ Speaking a language is especially difficult for foreign language learners because effective appropriately in social interactions.⁷ Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech as pitch, stress, and intonation.

So based on above definition, the researcher can conclude that speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learn through teaching and study process.⁸ Then, to make the teaching speaking interesting a teacher may be changed the sequence of the topic or may be such as technique or method in study speaking based on their ability and interest.

2. Problem Solving Technique Concept

Problems should be constructed so that the solution can be obtained using a variety of pathways, both sophisticated and simple. The process must involve and engage every student in the class. Below is a summary of the Speaking through problem solving:

⁵David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Sydney: Macquarice University, 2003), p. 39.

⁶David Nunan, *Designing Tasks for the Communication Classroom*, (Cambridge: Cambridge University Press, 1989), p. 25.

⁷*Ibid*, p. 40.

⁸*Ibid*. p. 30

- a. A problem is presented to the class. Students think independently first, then verbally exchange solution strategies (not the solutions themselves) in partners and small groups. Here are three sample problems:
- 1) Stranded on a desert island a long way from anywhere. Fresh water. Banana trees, coconut palms. Climate mild. Make a list of 8-12 things which you think are necessary for your survival.
 - 2) The earth will be destroyed in three days' time by a meteor. A spaceship from another solar system offers to rescue twelve people who can start a new world on an empty planet very much like earth. Imagine you are the selection committee and you have to decide who may be rescued. Think of a list of criteria you would use in your decision.
 - 3) Your house is on fire. You have a few minutes to grab 5 of your belongings and rescue them. You have to carry them all. Write them down.⁹
- b. Following the small group conversations, the entire class reconvenes to discuss and compare solution strategies. Embedded in discussions are appropriate math vocabulary and proper sentence structure.
- c. Students solve the problem independently. Using a rubric as a guide, students write a paragraph describing their solution strategies and justifying their answers.
- d. One or two volunteers, selected by the teacher for the quality of their response, read their first drafts orally with the class. The teacher carefully chooses volunteers whose papers need only minor edits in order to be an outstanding, full-credit response.

More, steps in problem solving are:

a. Problem:

John comes home from work and discovers that his CD player is broken. He knows Joe has been home all day and that he likes to listen to his CD player since he doesn't have one. Lisa and Steve are also living in the same house, but neither of them has expressed an interest in John's CD player. Thinking about how Joe could have broken his CD player, John starts to get angry but before going too far he remembers to use the

⁹Rebekah Pennell. "Speaking: Problem Solving" <http://teachertrove.wikispaces.com/Speaking+-+Problem+Solving>. retrieved March 21th, 2017, Tuesday, 16.40.

problem-solving strategy. Instead of heading directly to where Joe is sitting and watching TV and screaming at him, he follows these steps:

- 1) *Step 1: Relax*
- 2) *Step 2: Positive self-statement*
- 3) *Step 3: Identify problem*
- 4) *Step 4: Think of solutions*

Problem: "I found that my CD player is broken."
John's goal is to be able to listen to his CDs and the barrier is that his CD player is broken.

b. Possible solutions

- 1) John might want to confront Joe about the CD player and ask him if he used it.
- 2) John might try to take the CD player to a repair shop or buy a new one.
- 3) John can listen to his music on cassettes or on the radio.
- 4) John can forget about music altogether and go watch TV with Joe.

c. Advantages (good things that might happen)

- 1) He will find out very quickly if Joe has broken it and can ask him to help pay for the repair costs.
- 2) He will avoid showing his suspicions about Joe.
- 3) He will still enjoy listening to his music and still be friends with Joe.
- 4) He will still have Joe as a friend and find an enjoyable activity to do.

d. Disadvantages (bad things that might happen)

- 1) He might upset Joe by seeming accusing and lose Joe as a friend.
- 2) He will have to pay the whole cost of the repair.
- 3) John will still have a broken CD player to deal with later.
- 4) John will still have a broken CD player to deal with.

5) *Step 5: Choose and use the best solution*

After carefully considering all options and their consequences, John chose to ask Joe if he knows that the CD player is broken. He will then take the CD player to the repair shop and, if it costs more money than he can spend, he will start saving some. This way, he will preserve his friendship with Joe while being able to repair something that he needs.¹⁰

¹⁰Rebekah Pennell. "Problem Solving" <http://dmh.mo.gov/dd/docs/chapter3>. retrieved March 21th, 2017, Tuesday, 16.40.

D. Research Design

Research design is procedural plan that is adopted by the researcher to answer questions validly, objectively and economically. Through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best models and the essential steps of the classroom action research process.

From the explanation above, the researcher used classroom action research in conducting the research. Classroom action research is a research, which a combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what is happening while include in the improving and changing. Therefore, classroom action research is one way to help someone to overcome is practically in emergency problems and holds the cooperation.

E. Discussion

1. Students' achievement

The researcher findings had shown students' speaking ability improved well. It could be proved by students' mean score and percentage. Based on the related findings of this research in chapter II, the students' achievement was: there were many related findings that researcher finds to relate this research. The first, Rica UmrinaLubis had done a research by the title "Improving Students' Speaking Skill through Debate at SMA Negeri 1 Padangsidempuan". She said that debate could improve students' speaking skill. It had found that the improvement of students' achievement through debate. For cycle 1 was 46.87 (0%) and for cycle 2 was 77.81 (100%). So, cycle 2 was bigger than cycle 1.

The second, Ida Royani Hasibuan had done research by the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidempuan". She said that simulation technique could improve students' speaking skill. In this study, it had found that the

improvement of students' achievement by using simulation technique. Cycle 1 was 13 (54.2%) and cycle 2 was 18 (75%). So, cycle 2 was bigger than cycle 1.

Siti Hijrah had done research by the title "Improving Students' Speaking Ability through Song at Grade XI SMK SwastaPanca Dharma Padangsidempuan". She said that songs could improve students' speaking ability. It had found that improvement of students' achievement through songs. For cycle 1 was 60.55 (27.77%) and cycle 2 was 73.47 (86.11%). So, cycle 2 was bigger than cycle 1.

In this study, researcher had found that the improvement of students' achievement through the title "Improving students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan". For cycle 1 was 64.89 (25.92%) and cycle 2 was 79.85 (92.59%). So, cycle 2 was bigger than cycle 1.

2. Influencing Factors

The first of related finding Rica Umrina Lubis by the title "Improving Students' Speaking Skill Through Debate at SMA Negeri 1 Padangsidempuan", problems of students in speaking skill were; some of students did not know how to pronounce word well so mispronunciation happened between speaker and listener, some of students did not know the vocabulary of English and they still confused to express the word; and some of students did not know fluent in expressing their idea and they were less in motivation.

The second of related findings Ida Royani Hasibuan by the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidempuan". Problems of students were; narrowness of students' seat formation, interacting by using simple utterance to be more understandable, bataknese and hand help dominance, word searching difficulties, and pronunciation of difficult word.

The third of related findings Siti Hijrah by the title "Improving Students' Speaking Ability through Song at Grade XI SMK SwastaPanca Dharma Padangsidempuan". Problems of students were; Students were afraid to express their ideas, students' motivations were less in study English because weaknesses to understand vocabularies, students were not able to speak well.

Researcher also had found some problems of students in speaking ability, they were; Students were difficult in pronouncing the English word because students seldom trained their pronunciation so their tongue was stiff and they were also less interested in speaking English, students were difficult in building sentences and using auxiliary verb with the subject, students were difficult in searching adequate words and mastering the specific words, students were difficult in speaking English fluently because their utterances low, hesitant and jerky, occasionally hesitant and grouping words, and students were difficult in understanding or uttering words because their mastery of vocabulary were still limited.

Based on above problems, it can be concluded that there were some similarities and differences problems. The similarities of above problems were; in the first and second had the same related finding in accent, grammar, vocabulary and fluently. The differences of above problems were; in the first related finding, researcher had not found problem in comprehension and just found problems in accent, grammar, vocabulary and fluency, in the second related finding, researcher had found problem in arranging the seat formation and had not found problem in comprehension, fluency, the third related findings, researcher just found problems in vocabulary, fluency, and internal factor such as students' confidence and students' motivation.

F. Conclusion

From the result of this research can be concluded that Problem Solving Technique improved students' speaking ability at the 1st group 2nd semester students of Ma'had Jami'ah IAIN Padangsidimpuan. The improvement could be seen from the percentage of the students' success in speaking ability in second cycle that was better than the first cycle. It could be seen from percentage of the students' success in speaking ability in second cycle, those are 64.89 (25.92%) in the first cycle and 79.85 (92.59%) in the second cycle. The result fulfilled the criteria of success that is required in this research. The students' improvement can be categorized into very high improvement. It means that the application of Problem Solving Technique could Improve Students' Speaking Ability at the 1st Group 2nd Semester of Ma'had Jami'ah IAIN Padangsidimpuan.

1. Implementation

Based on the above conclusion, the researcher had some implementation as below:

- a. Based on the first conclusion, students' speaking can improve by using Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan, Researcher implements the technique and suggests to the teacher to apply this technique in teaching speaking ability by looking at the students' problem in speaking ability, give solutions to the students' problem, and looking at the teacher's ways in teaching. For the other researcher is suggested to implement the problem solving technique in improving students' speaking ability because it is good for the students to improve their speaking and problem solving technique give the process of working towards the understanding of a solutions of a problem. Problem solving technique also uses real-world problems as a context for students to learn about critical thinking and problem solving ability so the students that have problem can solve it with this technique.
- b. Based on the second conclusion, in improving students' speaking ability there are some factors that influence students' speaking ability by using Problem Solving Technique, the researcher suggests to the teacher and to another researcher who wants to do the same research can control and look at the factors that influence student's speaking ability by using Problem Solving Technique. The teacher and another researcher must have much knowledge, experience and be creative in designing teaching and study process, in explaining study material, in motivating students, and in controlling the classroom so that students' speaking ability can improve with the very high improvement.

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