**CHAPTER I**

**INTRODUCTION**

This chapter present background of the study, formulation of the research problem, the purpose of the study, significant of the study, definition of the key terms and organization of the study.

1. **Background of the Study**

English is one of international languages. English is the language which is used by most countries in the world. It functions as a means of communication for many activities amonggovernments over the world. Besides, English is used as science of knowledge,new invention in field of modern technology, pharmaceutical, medical, etc.

English has four basic skills they are speaking, listening, writing, and reading. In this section, the writer focuses on speaking skill because speaking is the most important skill that should be mastered by students in order to communicate in English fluently. The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator but the ability to speak is the most significance way to reflect thoughts, opinions, and feelings to have an interaction or communication with other people.

In this case, the students must study hard to master speaking and the teacher should create good atmosphere in class. However, it is contrary to the real situation in class. In fact, the English instruction in some Junior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years. Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged.

We cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. If the students are not interested in the lesson, it will be very difficult to make them understand the lesson. The teacher should always be aware that the lack of interest would make the teacher fail in teaching. English teachers have to create an interesting atmosphere in teaching learning process because student’s ability of learning English depends on their previous experience, and how the teacher attracts their feeling and interest. A teacher should prepare simple way to make students’ interest in learning English. However, the most important thing is that we as the English teachers who are directly involved with the instructional activities, must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

According to Ur (1996: 121) there are some problems faced by the learners in speaking activities. The problems include students’inhabitation, nothing to say, the low of participation and the use of mother tongue.

And based on the result of interview from the English teacher and the students of VIII class MTs Tarbiyatul Ulum Panggungasri Blitar it was found that 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 they were shy and having lack of confidence when they speak English. As language learners the students must speak in order to share their opinion and feeling without hesitation. Moreover they do not fear with their friends if they are making mistakes when they speak. Based on the information above the researcher knew that the students of this class have problems in speaking skill.

Therefore, teachers should help the students overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching techniques that encourage students to take part actively in the class. To help students solve these problems, the teacher should motivate them and create the most effective way to stimulate them so they will be interested in practicing their speaking. On other hand the teacher or lecturer should use certain technique to stimulate students to practice their speaking, because good strategy will support them in achieving skill including English skill. Teacher have to teach the material by using good method, good technique and organize teaching and learning process as good as possible so teaching and learning process can run well. It can make student master English skill especially speaking skill successfully because one of the teaching failures is caused by unsuitable method.

There are many technique 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. The reason for problem solving technique is the students will be more anthuism speak English. Problem solving techniqueuse real world problems as something students need to learn to train and improve the ability to think critically and solve the problems.

The activities that will be used during the teaching and learning process isdiscussions 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 study is expected to have some contributions to the language teaching learning process especially for teaching speaking in junior high school. Therefore it serves as analternative in teaching speaking strategies in order to improve students’ speaking ability.

Based on the background above and the difficulty that was faced by students in Junior High School in speaking, the researcher concerned to find out whether problem solving technique could significantly increase the students speaking ability through my research entitled “Improving Students’ Speaking Ability Through Problem Solving Technique at the Second Graders Students of MTs Tarbiyatul Ulum Panggungasri Blitar”.

1. **Formulation of the Research Problem**

Based on the explanation in the background, the writer formulated the problems of study as follows: “How can problem solving technique improve the students’ ability in speaking at the second graders students of MTs Tarbiyatul Ulum Panggungasri Blitar?

1. **The Purpose of the Study**

Based on statement of the problem above, this classroom action research is intended to find out how problem solving technique improves the students’ ability in speaking at the second graders students of MTs Tarbiyatul Ulum Panggungasri Blitar.

1. **Significanceof the Study**

Hopefully the result of this study is greatly significant, it can be meaningful for the teacher, students, other researcher and the institution.

1. For the English teacher at MTs Tarbiyatul Ulum Panggungasri; the reflection of this study can solve his teaching problem in the English class. This study can be functioned as reference to improve his teaching and constructing more appropriate teaching techniquewhich can make students more active with this result of the study. He may develop other teaching techniqueto be more effective, efficient and enjoyable.
2. For the students; they can improve their ability in speaking, and get experiencing. And the students will be more attracted in learning English without under pressure feeling and forced.
3. For the researcher; it can be used as reference, valuable source to conduct further research of the same aspect of study.
4. For the institution; problem solving can help students in general to develop their English capabilities so the school (the institution) gets the achievements and prestige among the education institution.
5. **Definition of the Key Terms**

The key terms of the study are used in order to avoid misunderstanding and misconception. Those key terms are defined clearly as follows:

1. Speaking

Hornby (1987:827) said “Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech”.

1. Ability

According to Martin (1996:412) is skill or power.

1. Problem solving technique

Nurhadi (2004:109) problem solving is a techniqueto teaching that uses real-world problems as a context for students to learn about critical thinking and problem skills, and to acquire knowledge of the essential concepts and learning materialsso that students can construct their own knowledge, cultivate higher skills and inquiry, make students independent and students improve self confidence.

1. **Organization of the Study**

To make a good thesis, it need to be arranged systematically. This study will divide into five chapters, namely (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Findings and Discussion, (5) Conclusion and Suggestion.

Chapter I Introduction it consists of: Background of the study, formulation of the research problem, the purpose of the study, significant of the study, definition of the key terms and organization of the study.

Chapter II Review of Related Literature it consists of: Speaking, teaching speaking, and problem solving technique.

Chapter III Research Method it consists of: Research design, subjects and setting of the study, procedures of the study.

Chapter IV Findings and Discussion it consists of: Findings and discussion.

Chapter V conclusion and Suggestion it consist of: Conclusion and suggestion.

**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

This chapter presents the review of related literature. It covers speaking, teaching speaking and problem solving technique.

1. **Speaking**
2. **Definition Speaking**

Speaking is one of four language skill. It is productive skill that must be mastered by the students in learning language in order to be good communicator. They are to be able to give their opinion to the the others because of speaking. And they are to be able to express their feelings in speaking. Moreover, they are going to be known by the others because of their speaking skill.

Nunan (2003: 48) reports that “speaking is the aural/oral skill because it consits of producing systematic verbal utterances to convey meaning. Lindsay and knight (2006:57) state “speaking is a productive skill, it involves putting a message together, communicating the message and interacting with other people. Speaking is the way of one in giving his/her opinion without hesitation or fear (Hornby, 1974:826).

Based on the definition of speaking above it can be concluded that speaking can be describe into some skill oral communication. It is one of the verbal utterance to convey the meaning and one of media to interacting with other people. Speaking is a way of students in sharing and giving their idea without feeling fear of mistake or embarrassed. It means that whenever or wherever the students are they will not be feeling afraid of anything to speak or to practice their English. It can be replied that as language learners they must speak in order to share their opinion and feeling without hesitation. Moreover, they do not need to be fear with their friends and the other if they are making mistakes when they speak.

1. **Characteristics of Speaking**

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says (2001:270-271) that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

1. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

1. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don’t learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

1. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean, like,* etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

1. Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

1. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

1. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

1. Interaction

Learning to produce waves of language in a vacuum –without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said

1. **Factors to be Successful in Speaking**

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Harris (1969: 81-82) said “there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension.

1. Pronunciation

Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns. Brown (2001:283) state:

Currents approaches to pronunciation contrast starkly with the early approaches. Rather than attempting only to build a learner’s articulatory competence from the bottom up, and simply as the mastery of a list of phonemes and allophones, a top-down approach is taken in which the most relevant features of pronunciation-stress, rhythm, and intonation-are given high priority.

1. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in speaking ability. Chitravelu (2005: 196) state “Grammar may be defined as the rules of language, governing the way in which words are put together to convey meaning in different contexts.

The explanation above shows that grammar is focuses on some roles to words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentence and easily comprehended.

1. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in English speaking ability. That’s way, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies.

According to Chitravelu (2005: 241) vocabulary is the words which make up a language constitute its vocabulary. It means in using language to express ourselves and communicate with one another we use words.

1. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means the students’ fluency in English as a sign that they are master of English. According to Harris (1969: 82) fluency is the easy and speed of the flow of speech. Actually the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a great deal of word.

1. Comprehension

According Bull (2008: 86) Comprehension is ability to understand. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences.

The five factors of speaking ability above have important role in speaking. By mastering all the factors, people can produce good speech.

1. **The Activities in Speaking**

According to Harmer (2007:129) here some suggestion the activities in the speaking classroom:

1. Information-gap Activities

 Information-gap activities is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information-because they have different information, there is a ‘gap’ between them.

 One popular information-gap activity is called *Describe* and *draw.* In this activity, one student has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings-empty doorways on beaches, trains coming out of fireplace, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instruction and description, and the ‘artist’ will ask questions.

 A variation on *Describe* and *Draw* is an activity called Find the differences-popular in puzzle books and newspaper entertainment sections all over the world. In pairs, students each look at a picture which is very similar (though they do not know this) to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other. This means they will have to do a lot of describing-and questioning and answering-to find the differences.

 For information-gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other their pictures). It is often a good idea for teachers to **demonstrate** how an activity works by getting a student up to the front of the class and doing the activity (or a similar one) with that student, so that everyone can see exactly how it is meant to go.

1. Telling Stories

 We spend a lot of time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

 One way of getting students to tell stories is to use the information-gap principle (see above) to give them something to talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told. For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions.

 We can, alternatively, give students six objects, or pictures of objects. In groups, they have to invent a story which connects the objects.

 We can encourage students to retell stories which they have read in their books or found in newspaper or on the internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language).

 The best stories, of course, are those which the students tell about themselves and their family or friends. We can also offer them chances to be creative by asking them to talk about a scar they have, or to tell the story of their hair, or to describe the previous day in either a positive way or a negative way. When students tell stories based on personal experience, their classmates can ask them questions in order to find out more about what happened.

 Storytelling like this often happens spontaneously (because a certain topic comes up in the lesson-see ‘magic moments’ on page 157). But at other times, students need time to think about what they are going to say.

1. Favourite Objects

 A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favourite objects (thing like MP3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other about their objects, and the groups tell the class about which was the most unusual/interesting, etc in their group.

1. Meeting and Greeting

 Students role-play a formal/business social occasion where they meet a number of people and introduce themselves.

1. Survey

 Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people’s sleeping habits with questions like ‘How many hours do you normally sleep?’, ’Have you ever walked in your sleep or talked in your sleep?’, ‘Have you ever fallen out of bed?’, etc. they then go round the class asking each other their questions.

 A variation of this is a popular activity called *find someone who* ……… In this activity, students list activities (e.g. climb a mountain, do a bungee jump, swim in the pacific, act in a play, etc) and they then go around the class asking ‘have you ever climbed a mountain?’,’ Have you ever done a bungee jump?’, etc.

 Both activities are good for getting students to ‘mill about’ in the class, talking and interacting with others in a way that is different from many other activities. There is no reason, either, why they should not go outside the classroom to conduct surveys.

1. Famous People

 Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

1. Student Presentations

 Individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening task too-including, perhaps giving feedback.

1. Balloon Debate

 A group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

1. Moral Dilemmas

 Students are presented with a ‘moral dilemma’ and asked to come to a decision about how to resolve it. For example, they are then given the student’s (far-from-ideal) circumstances, and offered five possible courses of action-from exposing the student publicly to ignoring the incidents-which they have to choose between.

1. **Types of Performance in Speaking**

According to Brown (2001: 271-274) there are six types of classroom speaking performance:

1. Imitative

A very limited portion of classroom speaking time many legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning interaction, but for focusing on some particular element of language form.

1. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms language.

1. Responsive

A good deal of student speech in the classroom in responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

1. Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

1. Interpersonal (Dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

1. Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

1. **Teaching Speaking**
2. **The Aims of Teaching Speaking**

According to Nunan (2003:48), teaching speaking is to teach ESL learner to: produce the English speech sound and sound pattern, use words and sentences stress, intonation pattern and rhythm of the second language, select the appropriate words and sentence according to the proper social setting, audience, situation and subject matter, organize their thought in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with natural pauses which is called fluency.

1. **The Problem in Teaching Speaking**

There are many problem in teaching speaking. It is about how ask students to speak up in the class. There are some factor that may affect that problem. Some of those factors are the lack of practice and the limitless of vocabulary. Below are some problems that appear in teaching speaking:

1. Inhabitation

Unlike reading, writing and listening activities, speaking requires some degree or real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech a tracts.

1. Nothing to Say

Even if they are not inhibited you often hear learners complain that they can not think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

1. Low or Uneven Participation

Only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

1. Mother-tongue Use

In classes where all, or a number of, the learners share the some mother tongue, they may tend to use it; because it is easier language, and because they fell less ‘expose’ if they are speaking their mother tongue, if they are talking in small group it can be quite difficult to get some classes-particular, the less discipline or motivated ones-to keep to the target language Ur (2010: 121).

 In order to overcome each of the problems above, Ur (2010: 122) suggested to the teachers to do some suggestion below:

1. Use Group Work

These increase the sheer amount of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the class.

1. Based the Activity on Easy Language

In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the some class.

1. Make a Careful Choice of Topic and Task to Stimulate Interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

1. Give Some Instruction or Training in Discussion Skills

If the task is based on group discussion then include instruction about participation when introducing it.

1. Keep Students Speaking the Target Language

You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it.

1. **The Technique in Teaching Speaking**

Nunan (2003:56-58) says that there are some techniques in classroom of speaking, namely:

1. Information Gap; information gap is a useful activity in which one person has information that the other lacks.
2. Jigsaw Activities; jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other person needs.
3. Role Plays; Role plays are also excellent activities for speaking in the relatively safe environment of the classroom.
4. Simulation; simulation is more elaborate than role play. In simulation, props and documents provide a somewhat realistic environment for language practiced.
5. Contact Assignment; Contact assignment involves students out of the classroom with a stated purpose to talk to people in the target language.
6. **Problem Solving Technique**
7. **Definition Problem Solving Technique**

 Problem solving come from two words that is problem and solve. According to Hornby (1995:922) problem is athing that is difficult to deal with or understand it can be interpreted as “a question to be answered or solved". While solve can be interpreted to find an answer to the problem.

 According to Djamarah and Zain (2002:102) a way to think scientifically to find the solution of a problem.Nurhadi (2004:109) state that problem solving is a techniqueto teaching that uses real-world problems as a context for students to learn about critical thinking and problem skills, and to acquire knowledge of the essential concepts and learning materialsso that students can construct their own knowledge, cultivate higher skills and inquiry, make students independent and students improve self confidence.

It can be conclude that problem solving technique is a technique that use problem real world and that problems answered by the scientific method, rational and systematic. Problem solving is a way to give understanding by stimulating the students to observe, examine and think about a problem to further analyze the problem as to solve the problem.

 According to Wenain Haryanti(2009; 22) suggested that problem solving is seen as a process to find a combination of a number of rules that can be applied in an attempt to overcome new situations, so by applying the learning problem solving or problem-solving students are expected after learning theories being studied can be used to solve problems, to solve the problem of students will be honed his ability to apply the theories learned in the lesson. Before giving an understanding of problem solving first discuss the issue or problem.

 Problem solving technique give pressure on solve a problem in reasoning. The importance of this teaching and learning strategy for learning in principle is a process of interaction between humans and the environment. The function of the teacher in this activity is to motivate students to accept the challenge and guide students in solving process. Given problem to be the problem that the solution reached by the ability of the student. Problems beyond the ability of students to lose motivation to learn.

1. **Teaching Speaking using Problem Solving Technique**

The activities that will be used during the teaching and learning process is discussions that require students to speak up. The researcher gives a problem in the form of text that have been given a guide question then the students discuss that problem with their group. The text that will use by the researcher is recount text. After this the students present the result of discussion in front of the class one by one. This study is expected to have some contributions to the language teaching learning process especially for teaching speaking in junior high school. Therefore it serves as an alternative in teaching speaking strategies in order to improve students’ speaking ability.

**CHAPTER III**

**RESEARCH METHOD**

This chapter the writer discusses the method used in conducting this research. It was divided into three parts namely research design, subjects and setting of the study, procedures of the study.

1. **Research Design**

The design of this research used by the researcher in this study is classroom action research. According to Elizabeth, Sonora (Burns: 2010: 5) action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. Arikunto (2008: 104) states “Action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.

From all the definitions above, it can be concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. It was designed to improve the student ability in speaking by using problem solving technique and the subject who were involved in this research the VIII graders at MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar of the academic year 2013/2014.

This research was a collaborative action research type which the researcher collaborated with one of the English teacher of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar. As a collaborator, the teacher was involved in the whole process of the activities. Both the researcher and the collaborator had different rules in the research. In this case the researcher asked as English teacher who applied problem solving technique in the class. The English teacher helped by observing students’ ability during the process of teaching and learning activities. This research was conducted in cycles in which each cycle consisted of four steps: planning, implementing, observing and reflecting.

1. **Subject and Setting of the Study**

Subject of the research was the students of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar. It is located in jln. Raya Panggungasri No 1 Panggungasri Panggungrejo Blitar. This research was conducted for about one month. English was taught two times a week. The time for each meeting or period was two time thirty five minutes. Since the study was conducted to improve students’ speaking ability in English classes, the researcher designed this research would not disturb the teaching and learning activities in the classroom. This study focused on the speaking ability.

This study was conducted in VIII class consisting of twenty students. This class was taken as the setting of the study because the researcher found the problems of the students. They felt very difficult to speak English. So that why the researcher want to give or make the stronger basic in order to when the students sits in next class they will not have the serious problem especially in English language inside class or outside the class.

1. **Procedure of the Study**

After meeting the school master of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar, the researcher met English teacher to share about the highlights of research program, research activity and timetable to conduct the study. The first phase was conducting preliminary observation to know the information about real condition of the class, the student’s problem and their performance in learning and also the teacher’s problem in doing activities in classroom. Based on the result of preliminary observation, the researcher conducted problem solving technique because the students had problem in speaking ability.

This research uses a classroom action research. The method is to know how the teacher can organize the teaching and learning condition from their own experience. The teacher can try an idea as reparation in their teaching learning process and look the real effect of those efforts. There are four components in each cycle for doing classroom action research. It consists of planning, implementing, observing, and reflecting.

Planning was made on the basic of the analysis findings, included socializing the research program, providing a suitable strategy, designing a lesson plan, preparing the criteria of success , training the collaborator teacher.

Implementing was done by conducting teaching and learning process applying problem solving technique.

Observing was done by collaborator teacher to collect the data when the researcher is as a teacher in learning activities using problem solving technique.

Reflecting was done when the action of each cycle was end. It showed the analysis of the teaching and learning process, and the learning result. And re-planning of the next cycle was done when the action of each cycle was unsuccessful and the teaching and learning process didn’t meet with the predetermined criteria of success yet.

The procedure of classroom action research was adapted from Kemmis and Taggart’s action research model. The model shown in the visual illustration below:

Classroom action research model (adapted from Kemmis& Taggart: 1998)

Reconnaissance/preliminary

* Identifying the setting of the study at MTs TarbiyatulUlumPanggungasri.
* Interview, observation and test to know the students’ problem and ability in speaking.

Analysis and finding

* The students’ ability in speaking was low
* The most of students were not active and the participation was low in speaking.

Planning

Preparing lesson plan, observation sheet, and the criteria of success

Reflection

Analyzing the process and result of the teaching and learning process

Observation

Observe using instruments of collecting data

Implementing

Carrying out the teaching speaking using problem solving technique

**Success**

**Failed**

**Stopped**

1. **Preliminary Study**

To know the students’ condition, the researcher did preliminary study before doing action in classroom. The researcher interviewed the English teacher and the students of VIII class. Based on the interview of English teacher, the students’ participation in speaking class was low.

And based on the students’ statements that they got difficulties in speaking because they were afraid and shy to speak. They were afraid of making mistakes in pronunciation and lack of confidence. They also said that didn’t have enough vocabulary in English.

Based on the information above, the researcher knew that the students of this class had problems in speaking skill. Therefore the researcher planned to implement problem solving technique to the students from VIII class of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar.

1. **Planning**

Planning was the first step in which the researcher planned the teaching strategy that would be applied in the research. The researcher prepared everything needs to conduct the research.

1. Socializing the Research Program

Before conducting the research in the class, the researcher asked permission to the headmaster of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar for conducting the research in the school. After getting permission, the researcher met one English teacher of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar. Then the researcher interviewed the English teacher about the condition of the students especially in speaking class. The English teacher and the researcher entered the class for observing and interviewing the students related with the problem that they found when they were studying English especially in speaking class.Afterward the researcher and the English teacher arrange the schedule for applying the method in the process of teaching and learning.

Based on the result of interview and observation the researcher concludes that the students had problem in speaking and their participation in speaking class were low. From the fact that, the researcher would implement the problem solving technique to give solution for students.

1. Providing the Strategy

Based on the result of preliminary observation, the researcher found that there were some problems in speaking skill of the students in VIII class. So the researcher prepares strategy to solve it. To achieve the instructional objectives in speaking class, the study focused on the implementation of problem solving technique. The scenario of teaching speaking through problem solving technique as follow:

|  |  |
| --- | --- |
| Activity | Teaching Activity |
| Pre-teaching | * Teacher opens the class by greeting the students and asks them to pray together
* Teacher introduce herself
* Teacherchecks student’s attendance
 |
| Pre-speaking | * Teacher explain about the material
* Teacher introduce about problem solving technique
* Teacher gives instruction how to apply the technique
* Teacher divides students in to four groups
 |
| Whilst-speaking | * Teacher asks student to prepare for Problem solving
* Teacher gives students guided question related to the topic
* Teacher asks students to discuss with his/her group
* Teacher randomly ask student to retell the result of the discussion
 |
| Post-speaking | * Teacher gives feedback and evaluation
* Teacher gives chance to student to ask related to the topic
* Teacher close the subject and say salam
 |

1. Designing the Lesson Plan

After providing the strategy in teaching speaking, the following activity is developing lesson plan. The lesson plan was developed by considering course identity, instructional objectives, procedure of teaching and learning employing the developed strategy and instructional materials.

1. Preparing the Criteria of Success

The criteria of success were set to see whether the implementation of problem solving technique was successful or not.

Classroom Action Research (CAR) is able to call successful if it can exceed the criteria which has been determined. In this study the research will succeed when there is 75% of students could pass the assessment score ≥70 based on the minimal mastery level criterion- Kriteria Ketuntasan Minimal (KKM) which is adapted from the school agreement (Mts Tarbiyatul Ulum Panggungasri).

1. Training the Collaborator Teacher

Classroom action research (CAR) usually done in collaborative between the researcher and the collaborative teacher if the teacher is a student. But if the researcher is already a teacher, she or he can conduct CAR alone. In this research the researcher is a student, so it was done with collaborative teacher. As a collaborator, the teacher was involved in the whole process of the activities. In this case the researcher asked as English teacher who applied problem solving technique in the class. So the researcher didn’t need to give training to the collaborative teacher.

1. **Implementing**

The problem solving technique was implemented for the eight graders students of MTs TarbiyatulUlumPanggungasriPanggungrejoBlitar. In implementing this research, the researcher and the collaborative teacher will work in collaborative to implement the lesson plan and to observe the activities carried out in the classroom. The researcher and the collaborative teacher implemented the scenario of problem solving technique based on the time schedule in four stages; pre-teaching activity, pre-speaking activity, whilst-speaking activity, post-speaking activity. The detail scenario in implementing problemsolving technique as seen in the previous point.

1. **Observing**

Observation plays an important part in any kind of data, gathering and most action research projects use this as an instrument. According to Burns (2010: 8) observation is a data collection phase where you use ‘open eyed’ and ‘open-minded’ tools to collect information about what is happening.

The observation focused on the students’ participation in the process of teaching and learning. The teacher’s activities to be observer covered the way how the researcher use problem based learning method, organize the class, and make the students active in the process of teaching and learning.

Observing was done during theteaching and learning process using problem solving technique. The objectives of this phase were to know result of the implementation of the research and to find out the improvement of the weakness were used to collect the data.

In this research the researcher collected the data through interview, observation, and test. The data were taken from the result of interview with the English teacher and students and the result of observation during the process of teaching and learning process through the observation in each cycle and the result of test after teaching and learning process.

All the data were collected by the researcher through interview, observation, and test. In this study the data were collected by using the instrument they are:

1. Interview

Interview is the conversation between the interviewer and interviewee that done to the certain process, interview was used to know the information and the real condition in the process of teaching and learning activities.

Arikuntoro (2006: 155) states that interview is a dialogue that is conducted by interviewer to gain information from interviewee. It is use by researcher to asses someone condition. The interview is also a series of questions which presented verbally to person who considered able to give more information or explanation.

In this study, interview was administered before applying problem solving technique to know the condition of the students especially in speaking ability.

1. Observation

Observation according to Arikuntoro (2006: 156) is a convergence activity toward the object by using all the five sense. In the research, observation can be done through test, questioners, picture record, sound record, etc. the purpose of using this instrument is to find out the process of teaching and learning English, especially the teaching technique used by the English teachers.

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. In this classroom observation, the objects of observation are students’ activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students’ activities and response or happening which might happen. Observation is intended to see and to know about the condition of class and students. Process of teaching and learning through problem solving technique to know the obstacles appear during teaching learning process, the students’ motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

1. Test

According to Brown ((2004: 3) test is a method of measuring a person’s ability, knowledge, or performance in a given domain. Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students’ performance in the language.

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The researcher used an achievement test to measure the student’s progress in speaking. The forms of tests are spoken test in the form of presentation the result of discussion. From those forms, the researcher can get score directly the specific learning. The scoring can be done quickly and easily. There are fouraspects of assessment in speaking. They are vocabulary, grammar, pronunciation, and fluency.

1. **Reflecting**

After doing the observation, the researcher did next step that was to reflect the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher could find out whether the research problem was solved or not and whether there were problems appear during the acting phase. Beside the researcher could make a decision whether continued to the next cycle or stopped.

After all the data were collected by using some instruments the next step was data analysis. The technique for analyzing data was as follow. Firstly, the data were classified according to the kinds of data source. The data were taken from interview, observation and test would analyze descriptively. And based on the result of students’ performance in applying problem solving technique that covered in the observation and test, the researcher knew whether the criteria of success had been achieved or not yet.

In this research, the researcher also uses mean formula to know the average of students’ score and to check students’ improvement in speaking. The formula is as follow:

$$M=\frac{Ʃx}{N}$$

Explanation:

M : The average of students’ score

Ʃx : Total score

N : The number of students

Then the writer tries to get the class percentages which pass the target score of the minimal mastery level criterion- Kriteria Ketuntasan Minimal (KKM). The KKM that must be attained considering speaking subject is 70 (seventy) which is adapted from the school agreement (Mts Tarbiyatul Ulum Panggungasri). It is the formula:

$$P=\frac{F}{N}x100$$

P : the class percentage

F : total percentage score

N : number of students

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter presents the research finding and discussion. Research finding presented in this study where obtained from preliminary study and the implementation of the action. The preliminary study presents the result of interview, the result of observation and the result of pre-test. The implementation of the action was carried out in two cycles where each cycle consists of planning, implementing, observing and reflecting.

1. **Findings**
2. **The Result of Preliminary**
3. The Result of Interview

The interview was held on Monday May, 05th 2014 started at 02.00-04.00 p.m. the writer asked to the teacher some question which were divided into three categories of questions, they are: the general condition of class, the difficulty in speaking skill, and the method used by the teacher in teaching speaking.

First category discussed the general condition of class especially in speaking class. The teacher said the most of students did not like studying English, because it is difficult lesson and they sometimes gained low competence in English. The teacher also said the speaking is the most difficult skill to be learned in VIII grade, because most of them were hardly to pass the target score of the minimal mastery level criterion (KKM).

Second category is the difficulty in speaking skill. The teacher said that the students difficulties in speaking lied on pronouncing the word or sentence, self confidence, and organizing the word into a sentence, in this caused by less in practice English speaking.

The last category is the technique used by the teacher in teaching English speaking. The teacher said that he has never used problem solving technique in teaching speaking; he usually used dialogue based learning technique. He teaches speaking by introducing new dialogue to the students, then he read dialogue while the students repeat the dialogue, after that the students practice the dialogue in front of class in pair.

The researcher also interviewed to students it was found that many students still had difficulties in speaking. The students said that speaking is very difficult. The students were afraid of making mistakes, they are afraid being laughed by his or her friends. They also said that they were shy and having lack of confidence when they speak English.

1. The Result of Observation

This observation was conduct in order to know the teaching learning process directly before implementing the classroom action research (CAR). Based on the observation notes conducted on Monday May 05th2014 at 10.00, it was known that in teaching speaking at VIII grade students of MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar in the 2013/2014 academic year, the teacher used dialogue-based learning technique, in which he gave students dialogue and asked students to read the dialogue and then the students perform in front of class in pair. In this case, students only read a dialogue, give it meaning and then perform with their partner. They have never been given chances to expose their ability in speaking using their own word.

1. The Result of Pre-test

The pre-test was conducted on Wednesday May 07th 2014 to measure students’ speaking ability at first, and it was done before implementing Classroom Action Research.

At pre-test, the students’ speaking ability was not so good. It could be seen from the table list here in test speaking evaluation.

**Table 4.1The Students’ Speaking Score of Pre-Test**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Sex | Pronunciation | Grammar | vocabulary | fluency | Score |
| 1. | ACU | M | 3 | 2 | 2 | 3 | 50 |
| 2. | ARS | F | 2 | 2 | 2 | 3 | 45 |
| 3. | DAW | M | 2 | 1 | 2 | 3 | 40 |
| 4. | DS | M | 1 | 2 | 2 | 3 | 40 |
| 5. | EO | F | 2 | 1 | 1 | 4 | 40 |
| 6. | INA | F | 3 | 3 | 1 | 1 | 40 |
| 7. | MA | F | 4 | 4 | 3 | 4 | 75 |
| 8. | UA | F | 4 | 2 | 1 | 1 | 40 |
| 9. | WL | F | 1 | 2 | 2 | 3 | 40 |
| 10. | YE | M | 1 | 2 | 3 | 3 | 45 |
| 11. | SANS | M | 3 | 3 | 1 | 1 | 40 |
| 12. | SO | F | 1 | 2 | 2 | 3 | 40 |
| 13. | SAO | F | 1 | 2 | 2 | 3 | 40 |
| 14. | SAL | F | 2 | 1 | 1 | 4 | 40 |
| 15. | VVF | F | 4 | 4 | 3 | 3 | 70 |
| 16. | WS | M | 3 | 3 | 1 | 1 | 40 |
| 17. | WP | F | 4 | 3 | 2 | 4 | 65 |
| 18. | YA | F | 3 | 4 | 4 | 2 | 65 |
| 19. | YAS | M | 1 | 2 | 1 | 3 | 35 |
| 20. | YM | F | 4 | 4 | 3 | 4 | 75 |
| Total | 1005 |

 Based on the data above, the writer highlighted students who passed KKM (70), and to get the result of pre-test, firstly, the writer calculated the mean score by employing the formula that has already been previously pointed out.

M=$\frac{Ʃx}{N}$

M=$\frac{1005}{20}$

M= 50.25

 Next to know the class percentage that passed the target score of minimal mastery level criterion- Kriteria Ketuntasan Minimal (KKM) the writer use the following formula:

P=$\frac{F}{N}x100$

P=$\frac{3}{20}x100$

P= 15%

 Based on the result of pre-test, the data showed that the mean score of pre-test was 50.25. There were only 15% of students who got the score passed the minimal mastery level criterion (KKM).

 After analyzing the result of pre-test, it could be conclude that most of the students at VIII grade of MTs Tarbiyatul Ulum Panggungasri had difficulty in speaking ability. So, it needs to find out the solution to overcome this problem. Here the writer used problem solving technique in every cycle of Classroom Action Research to overcome the problem and to develop students’ speaking ability.

1. **The Implementation of the Action**

 The implementation was carried out in two cycles and the descriptions of each cycle are discussed separately to show the development of each cycle as follows:

1. The Result of Cycle 1

Result of cycle 1 are follows:

1. Planning

 In this phase researcher made lesson plan for the first and second meeting. It should be made in order to help the researcher prepare the speaking material. The lesson plan was arranged and develops based on the second semester program. Beside the researcher needed to prepare the instrument were used to record the data during the implementation of problem solving technique.

1. Preparing Lesson Plan

 In this phase, the researcher and the collaborator made a lesson plan for implementing in cycle 1. The collaborator helps the researcher to determine the standard competence, the basic competence, the aim of learning, learning method and assessment. Then, the collaborator ordered the researcher to conduct this research in VIII grade.

1. Preparing Instructional Material

 The researcher decided to take a story of recount text entitled ”Holiday in Serang Beach” which is adapted from students’ workbook for junior high school eight grade in the academic year of 2013/2014.

1. Preparing Research Instrument

 The researcher prepares the observation. All instruments were used to record the data during the implementation of problem solving technique.

1. Implementing

 In this phase, the discussion includes two meeting in cycle 1. The following are the description:

1. Meeting One

 Based on the designing planning in cycle 1 the researcher as the practitioner implemented the problem solving technique in teaching speaking. The first meeting was conducted May, 12th, 2014.

 The first meeting the researcher opened the class (greeting) and ask them to pray together then check attendance. After that, the researcher introduces herself. Next the researcher explained about the material that is recount text. The researcher explained in front of the class. After explaining about the recount text the researcher explained about problem solving technique.

 Next the researcher divides students into four groups then gives students recount text. Then the researcher asks to students to discuss that topic that has been given guided question above recount text with their groups.Then the teacher randomly ask student to retell the result of the discussion in front of the class one by one. Because time is up some of students that not yet retell in front of the class, retell the next meeting.

1. Meeting Two

 The second meeting was conducted May, 14th, 2014. Before conducting the lesson the researcher asked them about their condition and their motivation in study English.

 And then the researcher reviewed the lesson from the first meeting. After that the researcher asked to the students to continue retell about the result of the discussion in front of the class one by one.

1. Observing

 In this part, the researcher and the collaborator observe the teaching and learning process. It focused on the students’ involvement in teaching speaking by using problem solving technique. Based on the research instrument used observation it was found that in the first meeting most of students not active. It was indicated by the students who retell the recount text. Only some students pass the score.

 The speaking test was conducted in two meeting in cycle one. The test was done to measure the students’ speaking ability using problem solving technique. The students score in speaking ability cycle 1 can be seen in the following table:

**Table 4.2The Students’ Speaking Score of Cycle 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Sex | Pronunciation | Grammar | vocabulary | Fluency | Score |
| 1. | ACU | M | 3 | 3 | 2 | 4 | 60 |
| 2. | ARS | F | 4 | 3 | 3 | 4 | 70 |
| 3. | DAW | M | 3 | 2 | 3 | 4 | 60 |
| 4. | DS | M | 3 | 2 | 2 | 3 | 50 |
| 5. | EO | F | 2 | 3 | 2 | 3 | 50 |
| 6. | INA | F | 2 | 2 | 2 | 4 | 50 |
| 7. | MA | F | 4 | 3 | 3 | 4 | 70 |
| 8. | UA | F | 3 | 4 | 3 | 4 | 70 |
| 9. | WL | F | 3 | 2 | 2 | 4 | 55 |
| 10. | YE | M | 3 | 3 | 2 | 4 | 60 |
| 11. | SANS | M | 4 | 4 | 3 | 4 | 75 |
| 12. | SO | F | 3 | 3 | 2 | 4 | 60 |
| 13. | SAO | F | 4 | 3 | 3 | 4 | 70 |
| 14. | SAL | F | 3 | 2 | 2 | 3 | 50 |
| 15. | VVF | F | 4 | 4 | 3 | 4 | 75 |
| 16. | WS | M | 4 | 3 | 3 | 4 | 70 |
| 17. | WP | F | 4 | 4 | 3 | 4 | 75 |
| 18. | YA | F | 3 | 3 | 2 | 4 | 60 |
| 19. | YAS | M | 2 | 3 | 2 | 3 | 50 |
| 20. | YM | F | 4 | 4 | 2 | 4 | 70 |
| Total | 1250 |

 Based on the table above, the mean score of students speaking ability could be concluded:

M=$\frac{Ʃx}{N}$

M=$\frac{1250}{20}$

M= 62.5

 From the calculation above, it was found that mean score of students’ speaking ability in cycle 1 is 62.5.

 The percentage of students’ success in speaking ability test could be conclude:

 P=$\frac{F}{N}x100$

 P=$\frac{9}{20}x100$

 P= 45%

 From the table and calculation above, the researcher found among 20 students, 9 students or 45% got score 70 or more. Those students were considered successful because the determine minimum standard score is 70. And 11 students or 55% got less than 70, which mean they failed because their score were under the minimum passing grade. It means that this test result could not fulfill of the criteria of success.

1. Reflecting

 The reflecting was done by the researcher and English teacher after the result of observation and the result speaking ability test were known. Based on the observation a process evaluation, not all of students actively involved during the teaching and learning process of speaking ability using problem solving technique. From the analysis of the class observation, it was found that the researcher had not been able to manage the class. Based on the product evaluation, it was known that the students speaking mean score 62.5. Then the percentage of success of the students speaking ability was 9 students or 45% could fulfill the standard minimum score required. In other word, the percentage of success the students’ speaking ability in this research could not fulfill the criteria of success that was 11 students or 55% of all the students.

 The result can be caused by some factors. The first, from observation in cycle 1, it was found that students’ grammar and pronunciation are still low in speaking. Second, the students also still confused to speak English or speak spontaneously because lack of vocabulary.

 Therefore, improvement action in the second cycle was needed to solve the problems found in the first cycle. The actions in the second cycle were conducted by the researcher by arranged the new lesson plan that include standard competence and selected the appropriate material. There were not significant differences with the previous lesson plan.

1. The Result of Cycle 2

Result of cycle 2 are follows:

1. Planning

 The cycle 2 was carry out to solve the problems that had been found in cycle 1, which were students still low in speaking ability, especially to speak spontaneously. In this phase the researcher and the teacher arrange the new lesson plan that include competition standard and selected the appropriate material. There were not significant differences with the previous lesson plan. The material still related with recount text but in above of the recount text the researcher give vocabulary that difficult.

1. Preparing Lesson Plan

 In this phase, the researcher and the collaborator made a lesson plan for implementing in cycle 2. The collaborator helps the researcher to determine the standard competence, the basic competence, the aim of learning, learning method and assessment. Then, the collaborator ordered the researcher to conduct this research in VIII grade.

1. Preparing Instructional Material

 The researcher decided to take a story of recount text entitled ”My Holiday in Bali” which is adapted from students’ workbook for junior high school eight grade in the academic year of 2013/2014.

1. Preparing Research Instrument

 The researcher prepares the observation. All instruments were used to record the data during the implementation of problem solving technique.

1. Implementing

 The implementing in cycle 2 was implemented by revises the implement in cycle 1. In this phase, the discussion includes two meeting in cycle 1. The following are the description:

1. Meeting One

 The first meeting of cycle 2 was conducted on May, 19th, 2014. The researcher opened the class (greeting) and ask them to pray together then check attendance. Next the researcher explained about the material that is recount text. The researcher explained in front of the class. After explaining about the recount text the researcher explained about problem solving technique.

 Next the researcher divides students into four groups then gives students recount text that have given guided question related to the topic. The researcher also gives the difficult word that has translated in Indonesian language. Then the researcher asks to students to discuss that topic with their groups.Then the teacher randomly ask student to retell the result of the discussion in front of the class one by one. Because time is up the some of students that not yet retell in front of the class, retell the next meeting.

1. Meeting Two

 The second meeting was conducted May, 21th, 2014. Before conducting the lesson the researcher asked them about their condition and their motivation in study English.

 And then the researcher reviewed the lesson from the first meeting. After that the researcher asked to the students to continue retell about the result of the discussion in front of the class one by one.

1. Observing

 In this part, the researcher and the collaborator observe the teaching and learning process. It focused on the students’ involvement in teaching speaking by using problem solving technique. Based on the research instrument used observation it was found that in the first meeting most of the students were active during teaching and learning process better than previous cycle (cycle 1). It was indicated by the students who retell the recount text. Many students pass the score.

 The speaking ability test was conducted at May, 21th, 2014. The test was done to measure the students’ speaking ability by using problem solving technique. The students score in speaking ability test cycle 2 can be seen in the following table:

**Table 4.3The Students’ Speaking Score of Cycle 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Sex | pronunciation | grammar | vocabulary | Fluency | Score |
| 1. | ACU | M | 4 | 4 | 3 | 4 | 75 |
| 2. | ARS | F | 4 | 4 | 3 | 5 | 80 |
| 3. | DAW | M | 4 | 3 | 3 | 4 | 70 |
| 4. | DS | M | 4 | 3 | 3 | 4 | 70 |
| 5. | EO | F | 3 | 4 | 3 | 4 | 70 |
| 6. | INA | F | 3 | 3 | 3 | 3 | 60 |
| 7. | MA | F | 4 | 4 | 3 | 4 | 75 |
| 8. | UA | F | 4 | 3 | 4 | 4 | 75 |
| 9. | WL | F | 4 | 3 | 2 | 4 | 65 |
| 10. | YE | M | 3 | 4 | 3 | 4 | 70 |
| 11. | SANS | M | 4 | 4 | 3 | 4 | 75 |
| 12. | SO | F | 3 | 3 | 2 | 4 | 60 |
| 13. | SAO | F | 5 | 3 | 3 | 5 | 80 |
| 14. | SAL | F | 4 | 4 | 2 | 4 | 70 |
| 15. | VVF | F | 5 | 4 | 3 | 4 | 80 |
| 16. | WS | M | 4 | 4 | 3 | 4 | 75 |
| 17. | WP | F | 4 | 4 | 3 | 5 | 80 |
| 18. | YA | F | 4 | 4 | 3 | 4 | 75 |
| 19. | YAS | M | 4 | 3 | 3 | 4 | 70 |
| 20. | YM | F | 4 | 4 | 3 | 4 | 75 |
| Total | 1450 |

 Based on the table above, the mean score of students speaking ability could be concluded:

M=$\frac{Ʃx}{N}$

M=$\frac{1450}{20}$

M= 72.5

 From the calculation above, it was found that mean score of students’ speaking ability in cycle 1 is 72.5.

 The percentage of students’ success in speaking ability test could be concluded:

 P=$\frac{F}{N}x100$

 P=$\frac{17}{20}x100$

 P= 85%

 From the table and calculation above, the researcher found among 20 students, 17 students or 85% got score 70 or more. Those students were considered successful because the determine minimum standard score is 70. Then 3 students or 15% got less than 70, which mean they failed because their score were under the minimum passing grade. It means that this test result could fulfill the criteria of success.

1. Reflecting

 The reflecting was done by the researcher and English teacher after the result of observation and the result speaking ability test were known. Based on the observation a process evaluation, most of the students wereactively involved during the teaching and learning process of evaluation, it was known that the students speaking means score 72.5. Then the percentage of success of the students speaking ability was 17 students or 85% could fulfill the standard minimum score required. In other word, the percentage of students’ success that was 75% of all students.

 There were some factors that influenced the result. There were as follow:

1. Most of students were actively involved in the teaching and learning process of speaking ability by using problem solving technique. It could be seen by when students discussion about the text.
2. Most of students speak fluently. It could be seen when they retell the story of recount text or the result of discussion.
3. **Discussion**
4. Discussion on the Implementation of Problem Solving Technique to Improve the Students’ Ability in Speaking

 To implement problem solving technique in teaching speaking, the researcher designed the lesson plan, formed seat arrangement and conducted speaking activity.

1. Designing the Lesson Plan

 In designing lesson plan the researcher formulated the learning objective because it was the important preparation before conducting a teaching activity. It is consist of what students will be able to do after the lesson is completed. Jack H. Shrawder (2006:5) state that learning objectives are statements, usually of a behavioral nature, that specify what a student will be able to do after the lesson is completed.After formulating the learning objective the researcher and the collaborative teacher designed materials, equipment, and activities.

1. Forming Seat Arrangement

 The researcher manage seating the students in group where consist of five students in one group. The aim is to encourage discussion and collaboration when students are engaged in group work. Because of the material is discussion so the researcher decide manage seating the students in group. According to Kevin Wheldall (2010) group seating may be more conducive to group work where discussion and collaboration are required.

1. Conducting Writing Activity

 In this case the researcher presenting the materials could be grouped into four main activities; pre teaching activity, pre speaking activity, whilst speaking activity, and post speaking activity.

1. Pre Teaching Activity

 The activities in pre teaching activity are researcher opens the class by greeting the students and asks them to pray together, researcher introduce herself, researcher checks student’s attendance.

 The researcher opened the class by greeting the students in English in order to make students familiar with English. Because that is the first meeting with the students the researcher introduce herself by mention the long names and nicknames.

 The next activity was checks student’s attendance. The researcher checked the students’ attendance by calling the students’ names one by one. It aims to make researcher more easyidentify students.

1. Pre Speaking Activity

 There were several activities that the researcher did in pre speaking activity first the researcher explain about the material in front of the class where the material that the researcher uses is in the form of recount text that will be discussed using problem solving technique. The second activity is the researcher introduce about problem solving technique then the next activity the researcher gives instruction on how to apply the technique.

 After the researcher explaining the material and the problem solving technique that will be given to the students the researcher divides students in to four groups, each group consist of five students. The researcher divides students according class attendance alphabetically.

1. Whilst Speaking Activity

The activities in whilst speaking activity are, (1) asking students to prepare for problem solving technique, (2) giving students guided question related to the topic, (3) asking students to discuss with his/her group, (4) asking student to retell the result of the discussion.

After the students get explanation about problem solving technique the students prepare this technique with their group. Then the researcher gives recount text that has given guide question in above of text. The aims of guides question is to provide problem to students in order to students have material to discuss. It is based on the problem solving technique where provide the students with the problem.

 Next the activity in whilst speaking activity is asking students to discuss with his/her group. While the students worked in their groups, the researcher monitored their work. The collaborative teacher also monitored the activities of students and the researcher.

 The last activity in whilst speaking activity is asking student to retell the result of the discussion. The students retell one by one in front of the class. When the students retell the researcher assess the students’ performance.

1. Post Speaking Activity

 Post speaking activity is done at the end of activities. In post speaking activity the researcher gives feedback and evaluation in order make students more active in speaking and also make students more understand about the material that have been given before.

1. The Improvement of the Students’ Ability in Speaking

The result of the test speaking ability using problem solving technique make the students more active in speaking. Students have the ability to communicate in discussion or presentation and students also can solve the problem with their group by discussion.

The students score in speaking ability test in preliminary study, cycle 1, cycle 2can be seen in the following table:

**Table 4.4 The Students’ Speaking Ability Test in Preliminary Study, Cycle 1, Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Sex** | **Score** |
| **Preliminary Study** | **Cycle 1** | **Cycle 2** |
| 1. | ACU | M | 50 | 60 | 75 |
| 2. | ARS | F | 45 | 70 | 80 |
| 3.  | DAW | M | 40 | 60 | 70 |
| 4. | DS | M | 40 | 50 | 70 |
| 5. | EO | F | 40 | 50 | 70 |
| 6. | INA | F | 40 | 50 | 60 |
| 7. | MA | F | 75 | 70 | 75 |
| 8. | UA | F | 40 | 70 | 75 |
| 9. | WL | F | 40 | 55 | 65 |
| 10. | YE | M | 45 | 60 | 70 |
| 11. | SANS | M | 40 | 75 | 75 |
| 12. | SO | F | 40 | 60 | 60 |
| 13. | SAO | F | 40 | 70 | 80 |
| 14. | SAL | F | 40 | 50 | 70 |
| 15. | VVF | F | 70 | 75 | 80 |
| 16. | WS | M | 40 | 70 | 75 |
| 17. | WP | F | 65 | 75 | 80 |
| 18. | YA | F | 65 | 60 | 75 |
| 19. | YAS | M | 35 | 50 | 70 |
| 20. | YM | F | 75 | 70 | 75 |
| Total Score | 1005 | 1250 | 1450 |
| Mean Score | 50.25 | 62.5 | 72.5 |
| Maximum Score | 75 | 75 | 80 |
| Minimum Score | 35 | 50 | 60 |
| Passing Grade (KKM) | 70 | 70 | 70 |
| Passed (%) | 15 | 45 | 85 |
| Failed (%) | 85 | 55 | 15 |

From the table above, showed that the percentage of the students success in speaking ability had improved from 15% in the preliminary study to 45% in cycle 1. Then the percentage of students’ success in speaking ability had improved from 45% in cycle 1 to 85% in cycle 2. In short, the second cycle had achieved the criteria of success of this research. That action research was stopped.

Based on the finding above, it could be concluded that the use of problem solving technique could improve the students’ speaking ability. Hence, the result of this action research in two cycles proved the action hypothesis which says “If the problem solving technique is used in teaching speaking, the students ability in speaking will improve”.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

Based on the result of the study on the previous chapter, in this chapter the researcher would like to draw the conclusion, and suggestion for the English teacher, the students and the researcher.

* + - * 1. **Conclusion**

From the discussion of the previous chapter, the writer can conclude it as follows:

1. Based on the observation, there were the many students find difficulties in speaking English. The students got difficulties in speaking because they were afraid and shy to speak. They were afraid of making mistakes in pronunciation and lack of confidence. They also said that didn’t have enough vocabulary in English.
2. In this study, the students learned to improve speaking ability by using problem solving technique it could improve the students speaking ability. 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 and preliminary study. It could be seen from percentage of the students success in speaking ability in second cycle, that was (X2= 85%) compare with the percentage of the students’ success in the first cycle, that was classified as (X1= 45%) and in the preliminary study, that was classified as (X0= 15%). The result could fulfill the criteria of success that was required in this research. This means that the application of problem solving technique could improve students’ speaking ability of the VIII graders at MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar.
3. The implementation of problem solving technique in second cycle could improve students’ speaking ability of the VIII graders at MTs Tarbiyatul Ulum Panggungasri Panggungrejo Blitar. The stepsof implementation of problem solving techniqueare:
4. Teacher divides students into several groups.
5. Teacher asks student to prepare for problem sol ving technique.
6. Teacher gives students guided question related to the topic
7. Teacher give students the difficult word that haveIndonesia language.
8. Teacher asks students to discuss with his/her group.
9. Teacher randomly ask student to retell the result of thediscussion
10. Problem solving technique have some strengths they are:
11. Students are encouraged to have the ability to solve problems inreal situations.
12. Learning focuses on the issues so the material that has nothing to it does not need to be learned by the students. This reducesthe burden of the students to memorize or store information.
13. Students have the ability to communicate in discussion or presentation of the results of their work.
14. Difficulties of individual students can be overcome throughgroup work.
15. Problem solving technique also have some weaknesses they are:
16. Can not be applied in a large group because there will bedifficulties in the division of tasks.
17. Problem solving technique is less suitable to be applied in elementary schools because the ability to work in groups.
18. Need ability of teachers who are able to encourage the students work in groups effectively, that is means that teachersmust have the ability to motivate students.
	* + - 1. **Suggestion**

By considering the result, some suggestions were proposed to the following people:

1. For the English Teacher

Realizing that problem solving technique can improve the students’ ability in speaking, it is recommended for the teacher to apply this technique as one of many alternatives used in teaching speaking.

1. For the Students

After students have gone through several activities of problem solving technique the further is they have to be more creative and active using it out of the class with their friend in their daily activity. It is recommended that the students apply problem solving technique as one of learning strategies to practice and improve their speaking ability.

1. For the Other Researcher

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 techniquegive the process of working towards the understanding of a resolution of a problem. Problem solving techniquealso uses real-world problems as a context for students to learn about critical thinking and problem solving skills so the students that have problem can solve it with this technique.