

# INCREASING STUDENTS' SPEAKING ABILITY THROUGH PROBLEM SOLVING

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## Abstract:

Tujuan penelitian ini adalah untuk mencari tahu apakah ada perbedaan yg signifikan dari kemampuan berbicara siswa setelah diajar menggunakan *problem solving* dan untuk mengetahui topik yang paling efektif untuk mengajar berbicara. Sampel penelitian ini adalah siswa kelas sepuluh (X1). Penelitian ini menggunakan *times series design* sembilan pertemuan. Untuk mengumpulkan data tes berbicara menggunakan penampilan berbicara. Untuk memberi penilaian terdapat dua penilai. hasil perlakuan pertama 26.187 (*t-value*), perlakuan dua 22.079 (*t-value*) , perlakuan tiga 43.847 (*t-value*) > 2. 048 (*t-table*) berarti terdapat perbedaan yang signifikan pada kemampuan berbicara siswa setelah menggunakan *problem solving*. Oleh karena itu perkiraan pertama diterima. Lebih dari itu, rata rata berbicara nilai pada topik friend adalah 66.86 dan meningkatkan pada 67.66 di topik family dan dan topik terakhir adalah 68.18 di topik holiday. Maka, topik family adalah topik yang paling efektif.

There are two main objectives of this research (1) To find out whether there is any significant different of students' speaking ability after being taught through problem solving (2) To know most effective topic for teaching speaking. The sample was students of tenth grade ( X1). The study employed times series design nine times. There were two raters to score students' speaking performance. The result is 1<sup>st</sup> treatment 26.187 (*t-value*), 2<sup>nd</sup> treatment 22.079 (*t-value*) , 3<sup>rd</sup> treatment 43.847 (*t-value*) > 2. 048 (*t-table*) means that there are significant differences of students' speaking ability after being taught through problem solving. Therefore, the first hypothesis is accepted. Moreover, the result of mean score for friend topic is 66.86 and is up to 67.66 in family topic and then the last topic is up 68.18 (gain of 0.52) in holiday topic. So, the most effective topic is family.

**Keyword : Increasing, Problem solving, Speaking.**

## **INTRODUCTION**

One of the objectives of teaching English is to make the learners able to communicate using the language in the forms of oral and written communication.

It is known that speaking is important for communication among people in the society in order to convey information and ideas , and maintain social relationship. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead above the other skills. In addition, a large percentage of the world language learners study English in order to able to communicate.

In fact, based on the reseacher's observation when she conducted the Field Practice Program teaching (PPL) at SMPN 1 Jati Agung from July up September 2012 , it can be seen that the second grade students at that school had low ability in speaking. Most of them were not active by involved in the learning process and they had low self-confidence in producing their sentences so they can not speak English well. Their average score in speaking was only 55.

According to Bryne (1976 ), speaking is oral communication. The two way process between speaker and listener and involves productive and receptive skills of understanding. Welty (1976), states that speaking is the main skill in communication.

According to Brown (2001: 250), the type of oral language classified into two parts, monologue and dialogue. The first is monologues, Monologues is situation when one speaker uses spoken language, as in speeches, lectures' reading, news broadcast etc. The listener has to process long shetches of speech without

interrupting the stream of speech will go on whether or not the listener comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures.

The second is dialogue, dialogue is divided in two parts, interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propotional or factual information (transactional). Transactional dialogues, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

Teaching speaking is teaching the way to use the language for communication or transferring ideas etc. One important thing in teaching speaking technique or strategy of the teacher.

Rivers (1978:6) says that speaking is developed from the first context with the language. Thus, we have to introduce speaking with the language that we learn because speaking is the way process for students to express their emotions and everything in their mind. Brown and Yule (1983) states that: “learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with”. On the other hand, Jespersen (1965) says that the the essence of language is human activity on the part of the individual to make him understood by another. It means that communication is very important for everyone. The topic here must be familiar to the students, so can make student understand what teacher instructions. It can help

students in learning speaking ability to try speak English and they get motivation to increase their ability

Actually in studying English the emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in an active and interesting manner. To give the students good chance to practice, it is necessary to take an action by using appropriate technique which gives opportunities and trigger the students to practice their English in the classroom. A suitable technique can give students' interest and then it will increase their speaking ability. Antony (1963 ) says that the technique is a particular trick, stratagem or contrivance used to accomplish and immediate objective. The technique depends on the teacher. The teacher can choose a suitable technique for the students which can support the teaching learning process in order to get better result.

To find a suitable technique, the reseacher promotes Problem solving in teaching speaking. Based on Larsen-Freeman (2000) problem solving is included in Communicative language teaching. A problem is an opportunity to make things better, in a situation where the way something is now does not match your goal for the way you want it to be. During a process of problem solving you convert the actual now-situation into your desired goal-situation. Solving is to find a solution, explanation, or answer for solve the problem. Problem solving is the process of working through details of a problem to reach a solution. According to Ormond (2006:111) problem solving is using existing knowledge and skills to

address an unanswered question or troubling situation, while problem based learning is approach to instruction in which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world. Mayer (1995) noted that insight occurs when a problem solver moves from a state of not knowing how to solve a problem to knowing how to solve a problem. During insight, problem solvers devise a way of representing the problem that enables solution. Problem solving is the process of applying a method – not known in advance-to a problem that is subject to a specific set of conditions and that the problem solver has not seen before, in order to obtain a satisfactory solution. Problem solving forces the student to think smart and creatively. In problem solving there is no right answer so the student will not be shy to express their answer to solve the problems. It can make the student more practice to speak English and the class became an active class. Referring to the background of the problem above, the writer would like to formulate the problem as follows: 1. Is there any significant difference of students' speaking ability after being taught through problem solving? 2. To know which one is the most effective topic for teaching speaking?

## **METHOD**

In this research the reseacher used quantitative research. Quantitative research is used to examine question that can base the answered by collecting statistically analyzing data that are in numerical form. (Crowl, 1991:10). This quantitative research intends to find out whether there is any significant difference of students' speaking ability after being taught through problem solving. In conducting the

researcher used time series design by giving the different topics in every treatment and every test. The researcher uses one class where the students were given three times pre-test, three times treatment, and three times post-test.

The students get three different topics. Each topic have been evaluated to know the most effective topic for teaching speaking. The criterion whether there is an effective topic is determined by comparing the mean of score in every post –test.

The research design is described as follows:

T1 T2 T3 X T4 T5 T6

Note: T1 T2 T3 :Pre-test

X :Treatment

T4 T5 T6 :Post-test (Setiyadi,2006: 131)

Pre-test was administered before the treatment of teaching speaking trough problem solving technique was implemented, to see the students' basic speaking ability. Then, the treatment of teaching speaking trough problem solving techniqe. The post-test was adminstered afterward, to analyze how the improvement of their speaking ability through problem solving technique and to know the effective topic forteacing speaking.

## **RESULT AND DISCUSSION**

In achieving the reliability of scoring the pre-test and post-test, inter-rater reliability was applied in this research. There were two raters to reduce the subjectively in judging students' speaking ability. The raters were the reseacher

herself and English teacher, “Miss Liza”. The raters judged the students’ oral test. The first judgment was done directly in the classroom when the students performing the test, while the second judgment was done by listening to the students’ performances recorded. However, the final score was combination of the final test based by the evaluation of both raters.

After gaining the score from the second judgment, the two raters compared the scores given for the students’ performances. In comparing the score, the raters saw at glance whether there was excessive score given for each student. The raters found that it was not highly different, therefore the third raters was not needed. As what had been stated in advance that the reseacher considered the reliability if the test had reached range 0.80-1.00 or it already had very high reliabilty. The statistical reliability measurement of the test showed the highest reliability score. It means that both raters made slightly different in total amount.

**Correlations**

		R1	R2
R1	Pearson Correlation	1	.987**
	Sig. (2-tailed)		.000
	N	28	28
R2	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	28	28

\*\* . Correlation is significant at the 0.01 level (2-tailed).

First of all, The reseacher conducted pre-test in order to find out students’ speaking ability. The test focused on oral test monologue. The reseacher was

conducted three times test by giving three different topics in every test. The result of the students' speaking pre-test score as follow in table 1 :

Table 4.1 Result of Students' Speaking Pre-test Score

Test	N	The lowest score	The highest score	Mean
Pretest 1	28	51.8	66.7	62.3
Pretest 2	28	55.0	69.0	63.1
Pretest 3	28	59.0	69.5	64.2

Post-test was conducted after treatment . Post-test was used in order to know the progress of speaking ability after using the problem solving technique. The researcher used a subjective test in the form of oral test. Futhermore, the reseacher gave the different topic in every test, the first topic is : friend , and the second topic is family, and the last topic is holiday. And the result of the students' speaking score at post-test is following in table 2.

Table 4.2 Result of Students' Speaking Post-test Score

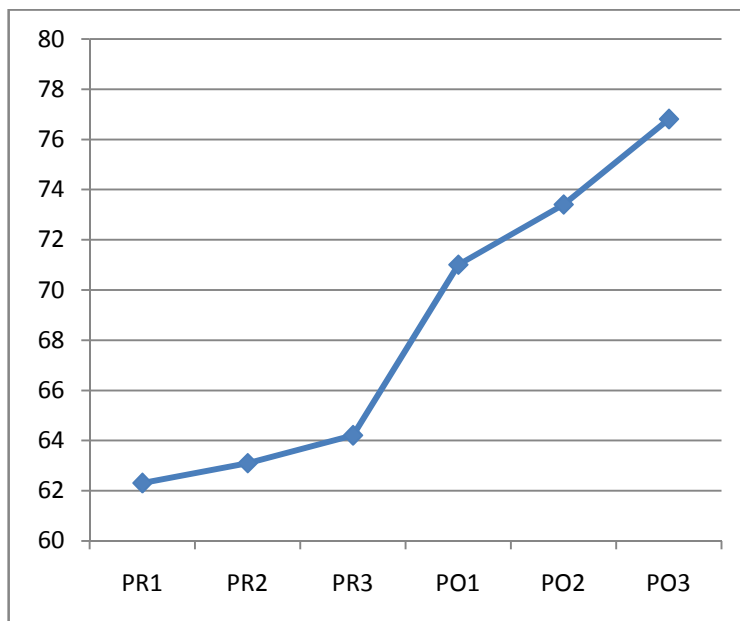
Test	N	The lowest score	The highest score	Mean
Post-test I	28	66.5	75.5	71.0
Post-test II	28	68.7	76.0	73.4
Post-test III	28	72.8	80.7	76.8

The first is for pre-test and post-test in order to find whether there is any significant difference of students' speaking ability after being taught through problem solving in terms of pronunciation, fluency, and comprehensibility. The students were given pre-test before using problem solving technique and conducted post-test after using problem solving. The second is to find out which the most effective topic for teaching speaking and each topic had been evaluated at treatment.



As been explained, there was increase in students' speaking ability in terms of pronunciation, fluency, and comprehensibility after using problem solving technique. This hypothesis was statically analyzed by comparing the mean score both pre-test and post-test manually using excels.

Figure 4.5. mean score from 1<sup>st</sup> pre-test until 3<sup>rd</sup> post-test



From figure above it can be seen that the average score of mean score in pre-test and post-test. Students' mean score 1<sup>st</sup> pre-test is 62.3, 2<sup>nd</sup> pre-test is 63.1 gain of (0.8), 3<sup>rd</sup> pre-test is 64.2 (gain of 1.1). Meanwhile, the result of mean score 1<sup>st</sup> post-test is 71( gain of 6.8), 2<sup>nd</sup> post-test is 73.4 (gain of 2.4), and 3<sup>rd</sup> post-test is 76.8 (gain of 3.4).

Futhermore, from the mean of students' scores improve is about 8.7 point from the 1<sup>st</sup> pre-test to the 1<sup>st</sup> post-test, 10.3 point from the 2<sup>nd</sup> pre-test to the 2<sup>nd</sup> post-test, 12.6 point from the 3<sup>rd</sup> pre-test to the 3<sup>rd</sup> post-test. Relating to the hypothesis

and graphic line, it can be said that problem solving can increase the students speaking ability.

Moreover, to answer the first research question , the researcher did not only calculate the mean score of every post-test and graphic line but also by using repeated measures T-Test which is also called as Paired Sample test of SPSS, in which significant increase was determined by  $p < 0,05$ .

Table 4.3 Paired Sample 1( Pre test 1 and Post test 1)

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Pre1	61.8571	28	3.60775	.68180				
	Post1	70.5714	28	2.39488	.45259				

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre1 - Post1	-8.71429	1.76083	.33277	-9.39707	-8.03151	-26.187	27	.000

Table 4.4 Paired Sample 2 (Pre test 2 and Post test 2)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre2	62.6429	28	4.18298	.79051
	Post2	71.9286	28	2.98054	.56327

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre2 - Post2	-9.28571	2.22539	.42056	-10.14863	-8.42280	-22.079	27	.000

Table 4.5 Paired Sample 3 (pre test 3 and Post test 3)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre3	63.7857	28	2.96095	.55957
	Post3	73.1429	28	3.15893	.59698

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre3 - Post3	-9.35714	1.12922	.21340	-9.79501	-8.91928	-43.847	27	.000

From the table above, all of the result show .000 significant level, it is less than 0.05. In 1<sup>st</sup> pair 26.187 (t-value) > 2. 048 (t-table) , 2<sup>nd</sup> pair 22.079 (t-value) > 2. 048 (t-table), 3<sup>rd</sup> pair 43.847 (t-value) > 2. 048 (t-table) means that there are significant differences of students' speaking ability after being taught through problem solving Therefore, the first hypothesis is accepted.

Moreover to answer The second hypothesis is to find out which the most effective topic for teaching speaking. The result shows that the second topic is most increase than others. The mean score of topic 1 is 66.86 and is up to 67.66 and

then the last topic is up 68.18. So, we can be concluded that the second topic was the most effective topic for teaching speaking.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

To answer the formulation of the problems and refers to the result draws the following conclusions:

1. There is a significant difference of students' speaking ability after being taught through problem solving. It means that problem solving can increase students speaking ability. It can be seen from the finding of the research. The total gain score of students' speaking achievement from pre-test to post-test is; students' mean score pre-test 1 is 62.3, pre-test 2 is 63.1 gain of , pre-test 3 is 64.2. Meanwhile, the result of mean score from post-test 1 is 71, post-test 2 is 73.4 and post-test 3 is 76.8. The researcher also using pair sample of SPSS. The result is 1<sup>st</sup> pair 26.187 (t-value) > 2. 048 (t-table) , 2<sup>nd</sup> pair 22.079 (t-value) > 2. 048 (t-table), 3<sup>rd</sup> pair 43.847 (t-value) > 2. 048 (t-table) means that there are significant differences of students' speaking ability after being taught through problem solving. Therefore, the first hypothesis is accepted.
2. Regarding the three topics given are; Friend, Family, and Holiday. The second topic that has given better speaking ability is Family. It might be due to the very familiar material to every students. The result shows that the most effective topic is family.

## **Suggestions**

Based on the finding, the researcher will state the suggestion as follows:

1. After having the research of problem solving in helping the students to enhance their speaking ability, the researcher suggests that the English teachers apply problem solving technique in the classroom for teaching.
2. Since pronunciation got the lowest increase, the teacher should give more attention to students who have difficulties in pronunciation. After the students come in front to speak, give the example to the students how to pronounce the vocabulary that they had wrong to pronounced.
3. The researcher suggests to apply problem solving in the other skill and use interesting topic such as imaginative topic or something which is close to their daily life to increase students' interest and activate them in class.

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