

1.INTRODUCTION

This chapter describes background of the problem, formulation of the problems, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding , definition or terms are provided in the last part of this chapter.

1.1 Background of the Problem

In our country, English as a Foreign Language should be learnt by the students through four skills, namely listening, speaking, reading, and writing.

One of the objectives of teaching English is to make the learners are able to communicate using the language in the forms of oral and written communication. It is known that speaking is important for communication in the society to convey information and ideas , and maintain social relationship. The ability to communicate is the primary goal of foreign language instruction in which speaking is put ahead above the other skills. In addition, a large percentage of the world language learners study English in order to be able to communicate in English properly.

Many language learners regard speaking ability as the yard-stick measurement of mastering a language. They regard speaking as the most important skill that can acquire and asses their progress in terms of their accomplishment in oral communication. But almost all students think that speaking is the most difficult part in learning English.

In early November, the reseacher conducted pre-observation in SMAN 1 Simpang Pematang. The reseacher asked the students about the problems they faced in learning speaking, their average score was only 56. The reseacher tried to get information from some students from that school. When she asked the students whether speaking was a difficult lesson for them and what problem that they faced in learning speaking, they said that they got bored in learning English because they could not speak, they practiced less in speaking, they had less self confident to speak up, and the teacher mostly taught about grammar.

Inappropriate teaching technique which is used by the teacher in teaching speaking class may be the cause that English is difficult to be mastered. The teacher teaches speaking by explaining the form of sentences, drilling it to the students and asking students to do some written exercises at students' worksheet or LKS. It makes the students become passive and speaking class become writing class and students do not have a chance to speak.

Furthermore, in the teaching learning process, the teacher uses conventional technique. She teaches the lesson by giving the formula of sentence for about twenty five minutes and then asks the students to memorize the formula and do the exercise from English textbooks. The teacher just focuses on grammar. This

situation makes most students kept silent. When the teacher asks the students to show their speaking task in front of the class, only the active students produce good communication in English. In addition, most of the students' pronunciation are not clear. It could be seen from the sound, stress and intonation they produced. According to Hedge (2000), many teacher will say that pronunciation is one of the most difficult areas for students. To teach them how to pronounce it well, they have to listen to English conversation for many times to improve their pronunciation.

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 apply good technique 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 increase students' interest and then it will increase their speaking ability. According to Antony (1963) , 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 researcher promotes problem solving in teaching speaking. According to Larsen-Freeman (2000), problem solving is included in communicative language teaching. 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 give the student more practice to speak English and the class become an active class.

The researcher modified problem solving procedure from Dewey and Fullerton as follows: The first step of introducing the problem could be warm-up activity where the teacher can ask students to answer some questions related to the problem and thus giving a chance to predict what the problem might be and motivate the students. It can be a picture shown on the active-board, or a video.

The second step is reading of the story or watching video. Find out what words are unfamiliar for the students and write down them on the blackboard. Be sure that the students understand the situation.

The third step is comprehension check. Comprehension check can be done in different ways, for example as listening or reading exercises. At first the teacher can ask “yes” or “no” questions then go to special questions and then offers the students to ask their own questions. Or the teacher may offer different statements, which can be right and wrong and ask students to say whether they are correct or not and correct the wrong ones.

In order to choose the best solution the teacher may divide students into pair group and ask them to discuss the possible consequences of their decision. In this activity the teacher gives the chance to shy students who can not speak in public,

express his opinion. It is possible for students to come up with new solutions if they consider them to be more successful. When the groups are ready to come up with their solution, ask them to sound it and explain why it was chosen. Ask the students from other pairs if they agree with it or not. Encourage the students to take active part in this discussion as it develops their ability to persist in opinion, giving his reasons in the target language.

The next step is discussion. Here the students are encouraged to talk about the issues presented in the reading and also their personal experience. The questions may require students to make suppositions and use their judgment. There are no correct answers. Encourage them to use their imagination and critical thinking to come up with the possible consequences.

The last is asked the students to come in front of class to give their own opinion how to solve the problem.

The researcher had experienced to use problem solving to teach English in Junior high school at SMPN 1 Jati Agung. They had an increase in speaking ability but the student had too low vocabulary mastery. So the class became so busy because most students asked their friend about the vocabulary they would use. They also mostly used so many word in Bahasa Indonesia. Based n this experience the reseacher wants to apply problem solving in SMAN 1 Simpang Pematang.

Therefore, since problem solving has not been used in SMAN 1 Simpang Pematang, the reseacher wants to increase students' speaking ability after being

taught through problem solving. She also wants to know which one is the most effective topic for teaching speaking.

1.2 Identification of the Problems

- a. The students have low speaking ability.
- b. The frequency in learning speaking is not enough.
- c. Students do not have any self confidence to speak up.
- d. The teacher tends to emphasize student to learn about grammar.
- e. The teacher technique in teaching speaking is not appropriate.
- f. Students feel bored in learning English.

1.3 Limitation of the Problems

Based on the identification of the problems above, the writer limits her research as follows:

1. Finding out whether there is any significant difference of students' speaking ability after being taught through problem solving.
2. Knowing which one is the most effective topic for teaching speaking.

1.4 Formulation of the Problems

Referring to the limitation 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?

1.5 Objectives of the Research

The objective of this research is:

1. To find out whether there is 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.

1.6 Uses of the Research

The uses of this research are :

1. Practically,

As consideration for english teachers that problem solving can be used as an alternative technique to increase students' speaking ability.

2. Theoretically,

To contribute useful information for the future research of teaching speaking.

1.7 Scope of the Research

This research was conducted at SMAN 1 Simpang Pematang and the subject was class X 1 which consists of 30 students. The focus of the research are on students' speaking ability and the writer applied problem solving as a technique in her teaching and learning process. The topics of the teaching learning are Friend, Family, and Holiday. This research was carried out for about four weeks. Each meeting consists of 90 minutes. Therefore, the score of the test was based on three aspects to be tested, such as pronunciation, fluency, and comprehensibility. The test was conducted orally and the students' voice was recorded.

1.8 Definition of Terms

Increase

Increase is a process of becoming larger or longer or more numerous or more important . In this research the researcher intends to make the students ability better.

Speaking

Speaking is a productive skill in which the speaker produce and use the language to express the ideas when the learners try to get the ideas.

Ability

Ability is a skill or power required to do something and the quality of being able or competence in doing something.

Problem solving

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.