

# Using Problem Solving Strategy In Teaching Speaking

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## ABSTRACT

This thesis was aimed to know the implementation of teaching speaking by using problem solving strategy and to know the students' speaking ability after learning using problem solving strategy. The researcher used descriptive qualitative method. The subject of the study were the lecturer and the fourth semester students of English Department of STKIP PGRI SIDOARJO in evening class. To collect the data, the researcher used observational checklist and students' performance score. Observational checklist was used to know the implementation of problem solving strategy in teaching speaking and students' performance score was used to know the students' ability after learning using problem solving strategy. The findings of this study showed that the implementation of using problem solving strategy was done by doing the students' presentation to solve the problem that was given by the lecturer in each meeting and in the end of the meeting, the lecturer take the score of the students to know the students' ability after learning using problem solving strategy. The ability of the students after learning using problem solving strategy was in the range good. It proved that problem solving strategy was good to be implemented in speaking material to the fourth semester students of English department of STKIP PGRI SIDOARJO.

**Keywords:** *Problem Solving strategy, Teaching Speaking.*

## 1. INTRODUCTION

Tarigan (2008:1) points out that there are four skills that can be developed in studying English. Those are listening skill, speaking skill, writing skill, and reading skill. All of them have to be integrated and needed in governing English. Students should learn all the language aspects in order to master the use of English. Without ignoring the other aspect of the language skills, speaking becomes a basic foundation in studying English because it is a skill which is used to communicate with other people.

Nunan (2001:39) states that speaking is one of the most important skill that should be learnt by the student. Because of its important, Harmer (in Yuniati, 2016:1) make sure Nunan's statement that "some students in a target language community world need to learn English, especially speaking in order to survive in the community". Based on the experts, it can be concluded that speaking is very important in studying English. Speaking is one of the aspects that can determine whether we are succesful in mastering English or not.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, H.D, 2001: 8). It means that Speaking gives students chance to receive information from the others through their conversation. After that, they have to understand the information and respond it or communicate their understanding of

the information. Speaking skill is one of the important aspects in oral communication, and also in teaching language. Therefore, the researcher focuses on speaking because it is very crucial factor for both of them (teacher and students).

Harmer (2007) points out that the students feel afraid of making mistakes and they feel afraid of being laughed by his/her friends and having lack of self confidence with their own ability. It usually happens because English is a foreign language. Because of that reason, English is not easy to learn. The pupils or the students believe that English is not their native language. They feel shy to speak English. The worst, they choose to be silent in the classroom during the material.

In the old way of teaching speaking, teacher is always active in the classroom. Teacher always dominates in the classroom. It makes the students passive in the classroom. They just listen to the teacher explanation without any speaking activities. However, Rusmono (2012:2) does not support that statement that student is not like an empty pail that always given the material by the teacher but they need a place or an activity that can make them improve their knowledge.

Teacher has to create a good atmosphere for the students in order to make them active in learning speaking process. So, the students can involve in teaching and learning speaking process in the classroom. Teacher needs strategies to create this situation. In the other side, the teacher has the authority to manage teaching and learning process. Teacher is also the facilitator that should help the students in learning speaking English by giving practice and giving correction.

Based on the problem above, we can help the students in learning speaking skill by using problem solving strategy. Komariah (2011) states that problem solving is the activity of learning which emphasize how to solve the problem scientifically. It means that using problem solving strategy to solve the problem needs an accurate data that can be accounted or reasonable by the students. Problem solving is important. It is not only make the students solve the problem in the classroom. The students also can apply it in a real life. By giving them problems, they will be accustomed to face the problem in their life and try to solve their problem by themselves.

Problem solving strategy is based by constructivism theory. This strategy focus on the students centered learning. The implementation of problem solving strategy in teaching and learning process can make the students do high order thinking. With this strategy, the students will try to solve the problem and find out a solution by themselves. Problem solving strategy will help the student to speak English by solving the problem that was given by the teacher and by doing discussion with the others to find out the alternative solution of the problem. It will

make them do efforts to speak English unconsciously. It is also can force the students to practice their ability in speaking English indirectly. With this strategy, the teacher or lecturer is hoped able to improve the students' speaking skill ability.

## 2. METHODOLOGY

The design of this research was descriptive qualitative. The process was done within descriptive research which involved description and analysis without manipulating the teaching and learning speaking activities process. As Mcmillan and Schumacher (2001:283) states that this research simply describes achievements, attitudes, behaviors, or other characteristics of subject. In this type of research, the researcher observed and described the condition of teaching and learning process from the beginning until the end of the lesson. As Freeman and Long in Yuniati (2016) states that qualitative methodology the researcher does not set out to test hypotheses, but only observes what present during the observation. The subject of this research were students of fourth semester of STKIP PGRI SIDOARJO and the lecturer. In the end of the observation, the lecturer did scoring or students' performance score to know the students' speaking ability. The test will be scored by using the rating scores of oral test by David P. Harris in Meilyaningsih (2015: 176) as followed:

Table 1:

NO	CRITERIA	RATING SCORE	DESCRIPTION
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order



		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversation

### 3. FINDING AND DISCUSSION

The researcher discussed about the real activity that was found during teaching and learning process by using problem solving strategy. The followings were the discussions of the speaking activities conducted by the lecturer of the students of the fourth semester students of STKIP PGRI SIDOARJO. With this strategy, the students were not only speak in front of the audience, but also try to solve the problem of the topic that was given by the lecturer scientifically. That was appropriate with komariah’s opinion (2011: 1) that problem solving strategy is the activity of learning which emphasize how to solve the problem scientifically. It was proved when they understood the material as they explained it well. They decided plannings as they explained how to solve the problem. They did plannings as they told how to do that and they checked their solving strategy as they gave input each other.

The lecturer conducted this teaching and learning strategy to create students centered learning. It was successful when the activities in the classroom mostly done by the students by doing presentation in each meeting. The whole activities during teaching and learning process was the lecturer greeted the students. Then, the lecturer gave the topic based on problem solving strategy in teaching speaking to be presented by the students in front of the class. The lecturer gave the problem that can provide the students to be active. And the topic had to make them interested. The lecturer explained about something needed in the presentation. The lecturer also explained the rule how to present in front of the class. The students performed about the topic that was given by the lecturer in front of the audience. The lecturer reminded the students if

there were mistakes during the presentation. Then, the lecturer gave evaluation in each presentation. The lecturer also gave the whole evaluation of the presentation.

The students' presentation had to follow the rule of solving the problem. According to Polya in Komariah (2011) there are four steps in learning by using problem solving strategy. Those are understand the problem, decide plannings of solving the problem, do and finish plannings, and check or evaluation. These steps will determine whether the students can be successful in solving the problem or not.

1. Understand the problem

Understand the problem is the first step to solve the problem. This step means that before solving the problem we have to understand the problem first. Without understanding the problem we may not be able to find the solution of the problem.

2. Decide plannings

Decide plannings is the the second step to solve the problem. This step means that after understanding the material we have to decide plannings of finding the solution. We need to arrange strategies that make us easier to solve the problem.

1. Do plannings

Do plannings is the third step to solve the problem. In this step, we have to implement plannings that we have arranged in order to solve the problem.

2. Check or evaluation

Check or evaluation is the last step in solving the problem. In this step, we have to check the result of solving the problem. This step determines whether we are successful or not in solving the problem.

After all of the students' presentation, the researcher had found that the students performed the material that was given by the lecturer well. It was proved by each presentation based on the rule above.

Based on the observation, there are two ways in doing presentation by using problem solving strategy. Those are individual presentation and group presentation. It can be mixed in each meeting in order to make the students not bored during teaching and learning process and can make the atmosphere of the class alive. Group presentation provides the students to make discussion with another student and tries to solve the problem together and they also could make a small seminar to discuss and to solve the problem. Individual presentation provides the students to show the ability of solving the problem one by one and to know the improvement of each student.



In implementation of problem solving strategy, there are six general steps in teaching speaking by using problem solving strategy. Those are Deciding a topic, giving the rule of the class activity or presentation, asking the students to prepare the topic, asking the students to present about the topic, asking the other students to give the input or question of the presentation, and evaluating the presentation by the lecturer.

In the scoring system, there were 5 components that would be measured by the researcher. Those are pronunciation, grammar, vocabulary, fluency, and comprehends ability. It is appropriate with David P. Haris' opinion in Meilyaningsih (2015: 25) that students' speaking score can be assessed using 5 components as stated above. The score was based on the students' performance as follow:

Table 2:

NO	NAME	PRO 1-5	GRA 1-5	VOC 1-5	FLU 1-5	COM 1-5	TOTAL SCORE
1	Febita Baselem Putri	5	4	4	4	5	22
2	Hidayatul Murtafi'ah	4	4	4	4	5	21
3	Eko Yulianto	5	3	4	4	5	21
4	Mubarokah	4	3	4	4	4	19
5	Ahmad Gundar	4	4	4	4	4	20
6	Muhammad Ulil Aidiy	5	3	4	3	4	19
7	Muhammad Wizam Rabbani	4	4	3	4	5	20
8	M Fariz Ardiansyah	3	3	4	3	4	17
9	Ayu Mazaya Indana	3	3	4	4	4	18
10	Hilda Ayu Iswinayuh	3	3	4	4	4	18

Notes:

PRO = Pronunciation

GRA = Grammar

VOC = Vocabulary

FLU = Fluency

COM = Comprehends ability

After knowing the students' performance score, the researcher calculate the students' score based on the formula as follow:

$$score = \frac{total\ score}{maximum\ score\ (25)} \times 100 = result$$

Based on the formula above, the score of each student is as follow:

Table 3:

NO	NAME	SCORE
1	Febita Baselem Putri	88
2	Hidayatul Murtafi'ah	84
3	Eko Yulianto	84
4	Mubarokah	76
5	Ahmad Gundar	80
6	Muhammad Ulil Aidiy	76
7	Muhammad Wizam Rabbani	80
8	M Fariz Ardiansyah	68
9	Ayu Mazaya Indana	72
10	Hilda Ayu Iswinayuh	72
Total all scores		780
AVERAGE SCORE		78
$score = \frac{total\ all\ scores}{total\ of\ the\ students} = \frac{780}{10}$		

After calculating all of the students' score, the researcher calculating the average score of the students to know the average ability of the class. To know how is the students' speaking ability, the researcher make a scoring achievement. The students are classified into exelent value if their score is in the range of 80-100. They are good value if the score is in the range 70-79. They are in enough value if the score is in the range 60-69. They are bad if the score is in the range of 41-59. They are very bad if the score is in the range of 0-40. The scoring achievement is as follow:

Table 4:

NO	SCORE	VALUE
1	80-100	Exelent
2	70-79	Good
3	60-69	Enough



4	41-59	Bad
5	0-40	Very bad

Based on the students' performance score, there are five students who get excellent score (in the range of 80-100). There are four students who get good score (in the range of 70-79). There is also a student who gets enough score (in the range of 60-69). There is no student that gets bad score or very bad score. The average score of the class is 78 (in the range of 70-79). It proves that this technique is good to be implemented to the students.

From those achievements, the researcher got the average score of the students' performance score. That was 78. The average score was known to describe the students' speaking ability after learning using problem solving strategy at the fourth semester students of STKIP PGRI SIDOARJO. Based on the average score, it can be concluded that the students' speaking ability after learning using problem solving strategy in the range good. It was between 70-79 based on the score achievement.

#### **4. CONCLUSION**

Based on the result and discussion above, it can be concluded that the implementation of problem solving strategy in teaching speaking is a technique that allows the students to be active in the classroom during teaching and learning process. They are forced how to solve a problem in a good way. They are forced to solve the problem scientifically and they are successful to do that. It was proved when they understood the material as they explained it well without any question. They decided on plans as they explained how to solve the problem. They did plans as they told how to do that and they checked their solving strategy as they gave input each other.

There are six general steps in teaching speaking by using problem solving strategy. Those are Deciding a topic, giving the rule of the class activity or presentation, asking the students to prepare the topic, asking the students to present about the topic, asking the other students to give the input or question of the presentation, and evaluating the presentation by the lecturer.

Problem solving strategy could stimulate the students to be more active in the classroom during the speaking class material. With practicing more, automatically this technique will help the students in mastering English well especially in speaking skill. From the observation of students' performance score, the average score of the students of the fourth semester of STKIP

PGRI SIDOARJO was in the range good. That was 78. It is proved that problem solving strategy is a good technique in teaching speaking.

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