



**IMPROVING STUDENTS' SPEAKING ABILITY
THROUGH PROBLEM SOLVING TECHNIQUE
AT THE 1st GROUP 2nd SEMESTER STUDENTS
OF MA'HAD JAMI'AH IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English*

Written by:

SAFRINA HULU

Reg. Number. 13 340 0031

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2017



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Padangsidempuan, July 2017
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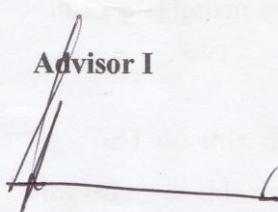
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After reading, studying and giving advice for necessary revision on thesis belongs to **Safrina Hulu**, entitled "**Improving Students' Speaking Ability Through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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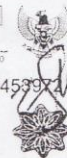
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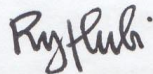
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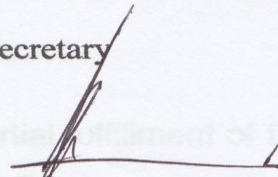
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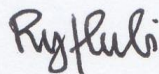
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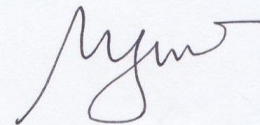


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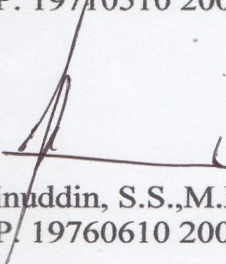
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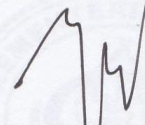
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ABSTRACT

This research is done to solve students' problems in speaking ability. The purpose of this research is; to describe the improvement of the students' ability by using Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan and to identify the factors which influence students' speaking ability by using Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan.

Research methodology that is used in this research is classroom action research by implementing the Kemis and Robin design which consists of four steps. Those are planning, action, observation, and reflecting. To solve the students' problems in speaking the researcher applies problem solving technique. The researcher use two cycles, every cycle consists of two meetings. Moreover, the participants of this research are the 1st group 2nd semester students of ma'had Jami'ah IAIN Padangsidimpuan (27 students). Meanwhile, the data is derived among from speaking tests, observation, and interview.

Based on the research result in cycle 1 and cycle 2, it shows the improvement of students' mean score and students' percentage. Students' score in cycle 1 is 64.89 (25.92%) and students' score in cycle 2 is 79.85 (92.59%). So, students' improvement in speaking ability by using Problem Solving Technique is very good category (very high). The researcher used t-test for small samples less than 30 students. Students' problem in accent is difficult in pronouncing the word. Problems in grammar are in building words and their grammatical patterns are inaccurate. Problem in vocabulary is difficult in searching adequate words. Problem in fluency that students disjoin sentences and restricted in length, slower caused by word searching, halting and fragmentary were frequently occurred while producing some difficult words to pronunciation. Problem in comprehension is researcher difficult to understand words even it has been a familiar word. Problem in accent is solved by motivating them to be diligent in training their pronunciation. Problems in grammars are solved by giving more explanation to the students. Problem in vocabulary is solved by giving some vocabularies to the students. Problem in fluency is solved by motivating the students. Problem in comprehension is solved by improving researcher's self to comprehend their retelling of result discussion.

Keywords: students, speaking ability, Problem Solving Technique, at ma'had Jami'ah

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Padangsidempuan,
Writer,

SAFRINA HULU
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learnt through teaching and studying process. Then, to make the teaching speaking interesting a teacher may change the sequence of the topic or may change the technique or method in study speaking based on their ability and interest.¹

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

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

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

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

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

Based on the background above and the difficulty that was faced by students in Ma'had Jami'ah IAIN Padangsidimpuan, the researcher concerned to find out whether there are the improvement of problem solving technique to

the students' speaking ability through my research entitled "IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PROBLEM SOLVING AT THE 1st GROUP 2nd SEMESTER STUDENTS OF MA'HAD JAMI'AH IAIN PADANGSIDIMPUAN"

B. Identification of the Problem

Based on the researchers' observation to the students on Ma'had Jami'ah IAIN Padangsidimpuan, the researcher identified as the problem as follow; students still had difficulties in speaking; they are also less practice, because they are lazy and uninterested to learn English; and they less motivation from the environment or family and so on. Another problem from the teacher, teacher doesn't know English techniques like role play, guessing game, debate, problem solving, etc.

C. Limitation of the Problem

Based on above identification of the problem, the researcher limited the problem of the research on difficulties of the students in speaking. It has been solved by Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan.

D. Formulation of the Problem

Based on the explanation in the background, the researcher formulated the problem as follows: "How Can Problem Solving Technique Improve Students' Speaking Ability at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan.

E. Purposes of the Research

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

F. Significances of the Research

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

1. The head of Ma'had Jami'ah IAIN Padangsidimpuan,
2. English lecturer at Ma'had Jami'ah IAIN Padangsidimpuan, to have additional useful technique for teaching speaking.
3. Researchers do a research about related topic.

G. Definition of Key Terms

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

1. Students

Someone who attends an educational institution, someone who is studying at a school or college, and a person formally engaged in learning especially one enrolled in a school or college.

2. Speaking ability

In oral communication, there is a process of communication which conveys message from a speaker to listener has to decide or interprets the message of information to listener while encoding is the process of receiving information given by the speaker.

Jeremy Harmer said that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

3. Problem solving technique

Problem solving can be defined as a series of activities study which emphasize to the process of resolving the problem that are faced scientifically.

4. Ma'had Jami'ah IAIN Padangsidimpuan

Ma'had Jamia'h IAIN Padangsidimpuan is a boarding school program for the students of State Institute for Islamic Studies Padangsidimpuan at the 1st semester and 2nd semester students of Ma'had Jami'ah IAIN Padangsidimpuan.

H. Out Line of the Thesis

The systematic of this research divides into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, it consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the

purposes of the problem, the significances of the research, the Definition of Operational Variables and Outline of the thesis.

Chapter two, it consists of the theoretical description, review of related finding, conceptual framework, and hypothesis.

Chapter three, it consists of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrumentation collecting data, the operational of variable, the techniques of data collection and the last the techniques of data analysis and outline thesis.

Chapters four, it consists of the result research. The result research consists of the analysis of data (the result of research). This chapter consists of Description of Data, Hypothesis Testing, and Discussion

The finally, Chapter five consists of conclusion, implication and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION, FRAME WORK, AND THE HYPOTHESIS

A. Theoretical Description

1. Definition of the speaking

Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.¹ As had stated in the above definition of key terms, speaking is the productive aural/oral. It consists of producing systematic verbal utterances to convey meaning. While the expert like Theodore Huebner said language is essential speech, and speech is basically communication by sounds.² Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.³ According to him, speaking is a skill used by someone in daily life communication whether at school or outside. Speaking is the basic of communication through sound. One people can

¹Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001). p.269

²A.L Chaney and T.L Burke, *Teaching Oral Communication In Grades K-8*,(Boston: Allyndan Bacon, 1998), p.13

³J.Michael O'Malley, *Authentic Assesment for English Language Learners*, (USA: Addison-Wesley publishing Company, 1996), p. 140

understand what another people said through speaking. Speaking convey feeling and thought through speaking.

Next, speaking is too express or communication opinions, feeling, ideas, etc. By or as talking and involves the activities in the part of the speaker as psychological, articulator, and physical stages.⁴ It is described as the ability to express oneself in life situation or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.

These definitions above are supported by Richard and Renandya in their books:

Speaking is used for many different purposes, and each purpose involves different skills. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. When we use casual conversation, for example, our purposes may be to make social contact with people to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.

When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade

⁴David Nunan, *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Ins, 2003), p. 48

someone about something, or to clarify information.⁵ In some situation, we use speaking to give instructions or to get things done. We may speak to describe thing to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

Each of different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships and the kind of activity are involved in.

Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons.⁶ First, unlike reading or writing, speaking happens in real time: Usually the person you are talking it is waiting for you speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Language generated by learner is referred to as productive. Productive means oral communication. Spoken language and written language and written differ in many significant ways.

To most people, mastering the art of speaking aspects of study a second or foreign language and success is measured in terms of the ability to carry put a conversation in the language. Teaching speaking is sometimes considered a simple process. Commercial language school

⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (Cambridge: University Press, 2002), p. 2004

⁶ David Nunan, *Op.Cit.*,

around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

In oral communication, there is a process of communication which conveys message from a speaker to listener has to decide or interprets the message of information to listener while encoding is the process of receiving information given by the speaker.⁷ The interaction nature of spoken language is examined between perceptive skills. Which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor perceptive skill are developed in the language model dialogues, pattern practice, and oral drills and so on.⁸ Speaking a language is especially difficult for foreign language learners because effective appropriately in social interactions.⁹ Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech as pitch, stress, and intonation.

So based on above definition, the researcher can conclude that speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about

⁷ David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Sydney: Macquarice University, 2003), 39

⁸ David Nunan, *Designing Tasks for the Communication Classroom*, (Cambridge: Cambridge University Press, 1989), p. 25

⁹ Ibid, p. 40

perception by using words or sounds of articulation that can be learned through teaching and study process.¹⁰ Then, to make the teaching speaking interesting a teacher may be changed the sequence of the topic or may be such as technique or method in study speaking based on their ability and interest.

2. Based Types of Speaking

According to Douglas Brown, there are 5 types of spoken language.¹¹

- a. Imitative.
- b. Intensive.
- c. Responding.
- d. Transactional.
- e. Interpersonal.
- f. Extensive.

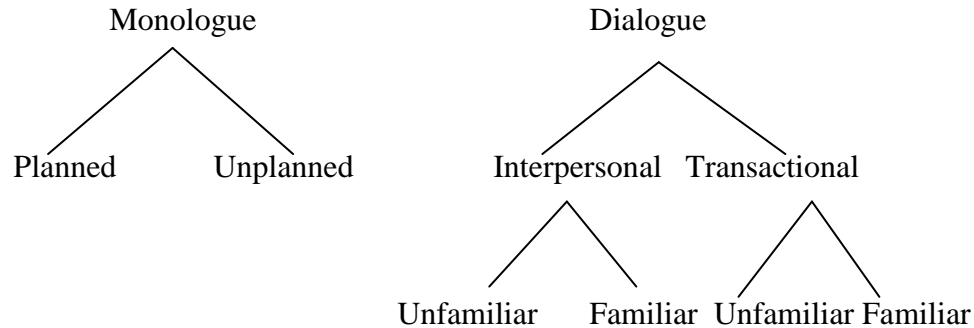
Hence, Douglas Brown¹² stated monologue and dialogue are two types of spoken language, there are as follows:

¹⁰ Ibid. p.30

¹¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to language Pedagogy*, (United States of America, 1994), p.266

¹² Ibid, p.267

Types of Oral Language



- a. Monologues: in monologues, when one speaker uses spoken language for any length of times, as in speeches of speech, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without or not the hearer comprehends.
- b. Dialogues: involves two or more speakers and can be subdivided into that exchange that promote social relationship (interpersonal) and those for which the purpose is to convey preposition or factual information (Transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata).¹³

Furthermore, there is a number of speaking type's suggestion:¹⁴

- a. Students work in pairs. One has a number of elements (e.g. pictures) arranged in certain way. The other student has the same elements, but

¹³ Rudolph F. Verderber and Kathleen S. Verderber, *The Challenge of Effective Speaking*, (USA: University of America, 2008), p. 3

¹⁴ Jeremy Harmer, *Op.Cit*, p. 95

loose, and has to arrange them in the same way by talking to his partner without looking at the partner's picture/plan. This is described and arrange. (Elementary and intermediate).

- b. Students in pairs, each have similar pictures, but with differences, through talking to each other, they have to find the differences without looking at each other pictures. (elementary/intermediate).
- c. Students make a list of the kind of thing that people like or do (e.g. go jogging, brush teeth 5 times a day etc).
- d. Students think of 5 famous people. They have to decide on the perfect gift for each person (any level).
- e. Students in group look at 5 different photographs. They have to decide which one should win in a photographic prize. The groups then have to agree with each other to final decision. (Intermediate/advanced).
- f. Students role-play a formal/business social occasion where they meet a number of people and introduce themselves. (Elementary/any level)
- g. Students give a talk on a given topic or person, it is usually called by oral presentation. (Advanced)
- h. Students conduct a 'balloon debate' where only one person can stay in the balloon and they have to make their case as to why they should be the one. (Upper intermediate/advanced)

- i. Students are presented with a ‘moral dilemma’ e.g. a student is caught chatting in an important exam. Given the students circumstances. (Intermediate/advanced).

3. Function of Speaking Language

O’Malley (1994)¹⁵ stated oral language assessment of English language learners in school aim to capture student’s ability to communicate for both basic. They are two functions:¹⁶

- a. Communicative Language functions are those used to express meaning in a routine social context that is not cognitively demanding. Communicative language is that it pays systematic attention as well as structural aspects of language, combining these into a more fully communicative view.¹⁷ Communicative or conversational skills involve face-to face interaction where meaning can be negotiated and is supported by contextual cues, such as the situation itself, gestures, facial expression, and intonation.
- b. *Academic language functions* are those that are critical for success in grade level classrooms may be global in that they can be used across various content areas, may be specific, particular to a single content

¹⁵ J. Michael O’Malley and Lorraine, *Op.Cit* p.60

¹⁶ Ibid, p. 61

¹⁷William Littlewood, *Communicative Language Teaching*. (Cambridge: Cambridge University Press, 1981), p. 6

area.¹⁸ Academic language function may include describing, explaining, informing, comparing, debating, persuading, evaluating, and other. This is seldom the case for academic language, which tends to become increasingly context-reduced (little information is provided besides that obtained from teachers lectures or from the textbook itself) and cognitively-demanding (new information and new language items are presented).

4. Speaking Difficulties

These same characteristic must be taken into account in the productive generation of speech, bear in mind that characteristic of spoken language can make oral performance easy as well as, in some cases difficult:¹⁹

- a. Clustering: fluent speech is phrasal, not word by word. Learners can organized their output both cognitively and physically (in breath group) through such clustering.
- b. Redundancy, the speaker has an opportunity to make meaning clearer through the redundancy of language.
- c. Reduced Forms. Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't

¹⁸ J. Michael O'Malley, *Op.Cit*, p. 62

¹⁹ H. Douglas Brown, *Op.Cit*, p 256

learn colloquial can sometimes develop a stilled, bookish quality of speaking that in turn stigmatized them.

- d. Performance Variables. One of the advantages of spoken language is that the process of thinking as you allows you to manifest a certain number of performances of hesitation, pauses, backtracking, and corrections. You can actually teach learners how to pause and hesitate. For example, in English our ‘thinking time’ is not silent, but rather we insert certain ‘fillers’: uh, um, well, you know, I mean, like, etc. One of the most silent differences between native and non-native speaker of language is in their hesitation phenomena.²⁰
- e. Colloquial Language. Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.²¹
- f. Rate of Delivery. Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.
- g. Stress, Rhythm, and intonation. This is the most important characteristic of English pronunciation, as will be explained below.

²⁰ Ibid, p.5

²¹ Sari Luona, *Assessing Speaking* (Cambridge: University Press, 2004), p. 30

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

B. Problem solving Technique

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

1. A problem is presented to the class. Students think independently first, then verbally exchange solution strategies (not the solutions themselves) in partners and small groups. Here are three sample problems:
 - a. Stranded on a desert island a long way from anywhere. Fresh water. Banana trees, coconut palms. Climate mild. Make a list of 8-12 things which you think are necessary for your survival.
 - b. The earth will be destroyed in three days' time by a meteor. A spaceship from another solar system offers to rescue twelve people who can start a new world on an empty planet very much like earth. Imagine you are the selection committee and you have to decide who may be rescued. Think of a list of criteria you would use in your decision.

- c. Your house is on fire. You have a few minutes to grab 5 of your belongings and rescue them. You have to carry them all. Write them down.²²
2. Following the small group conversations, the entire class reconvenes to discuss and compare solution strategies. Embedded in discussions are appropriate math vocabulary and proper sentence structure.
3. Students solve the problem independently. Using a rubric as a guide, students write a paragraph describing their solution strategies and justifying their answers.
4. One or two volunteers, selected by the teacher for the quality of their response, read their first drafts orally with the class. The teacher carefully chooses volunteers whose papers need only minor edits in order to be an outstanding, full-credit response. A full credit response are:
 - a. Has the correct answer,
 - b. Is written in complete sentences,
 - c. Contains appropriate math terminology,
 - d. Identifies and justifies every step in the solution.

Using the rubric as a guide and working toward a full-credit response, classmates score the first drafts. Through a class discussion, students work together to upgrade their classmates' first drafts to full-credit

²²Rebekah Pennell. "Speaking: Problem Solving" <http://teachertrove.wikispaces.com/Speaking+-+Problem+Solving>. retrieved March 21th, 2017, Tuesday, 16.40.

responses. This third discussion about the original problem solidifies conceptual understanding for the majority of students.

5. All students reflect on the discussions and anchor papers as they write a second draft. Students' work is complete, but the reflection process is just beginning for the teacher. Once the teacher reads the students' papers, she reflects on students' responses. She asks herself:
 - a. Did my students understand the problem?
 - b. What solution strategies were used?
 - c. What does that tell me about students' conceptual understanding?
 - d. What terminology did students use?
 - e. What terms did they neglect to use?
 - f. Did the explanatory paragraph clearly articulate the process and rationale for the solution?

Applying problem solving technique to the students, 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 has 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.²³

Steps in problem solving are:

Problem:

John comes home from work and discovers that his CD player is broken. He knows Joe has been home all day and that he likes to listen to his CD player since he doesn't have one. Lisa and Steve are also living in the same house, but neither of them has expressed an interest in John's CD player. Thinking about how Joe could have broken his CD player, John starts to get angry but before going too far he remembers to use the problem-solving strategy. Instead of heading directly to where Joe is sitting and watching TV and screaming at him, he follows these steps:

a. Step 1: Relax

John takes a deep breath and feels his tension going out when he lets the air out. He relaxes his muscles and he feels he is in control of his body as well as his actions.

b. Step 2: Positive self-statement

John says to himself, "I can remain calm" and he feels confident in this abilities to handle the situation without losing control.

²³Reza Fandana. "Increasing Students' Speaking Ability through Problem Solving" <https://goo.gl/oovik9.pdf>, retrieved March 21th, 2017, Tuesday, 16.40.

c. Step 3: Identify problem

John has to ask himself first “What is the problem? What makes me so upset?” Instead of identifying the problem by blaming Joe (e.g., Joe broke my CD player), John states the problem as being, “I found that my CD player is broken.” John did the right thing because he has no confirmation that Joe actually broke his CD player.

d. Step 4: Think of solutions

What are the different things you can do to solve your problem? What are the advantages and disadvantages of each one? What might be the good things and the bad things that might happen for each solution? Exercise: Use the Decision-Making Process worksheet for this step.

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

1. Possible solutions

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

2. Advantages (good things that might happen)
 - a. He will find out very quickly if Joe has broken it and can ask him to help pay for the repair costs.
 - b. He will avoid showing his suspicions about Joe.
 - c. He will still enjoy listening to his music and still be friends with Joe.
 - d. He will still have Joe as a friend and find an enjoyable activity to do.
3. Disadvantages (bad things that might happen)
 - a. He might upset Joe by seeming accusing and lose Joe as a friend
 - b. He will have to pay the whole cost of the repair.
 - c. John will still have a broken CD player to deal with later.
 - d. John will still have a broken CD player to deal with.
- e. Step 5: Choose and use the best solution

After carefully considering all options and their consequences, John chose to ask Joe if he knows that the CD player is broken. He will then take the CD player to the repair shop and, if it costs more money than he can spend, he will start saving some. This way, he will preserve his friendship with Joe while being able to repair something that he needs.²⁴

²⁴Rebekah Pennell. "Problem Solving" <http://dmh.mo.gov/dd/docs/chapter3>. retrieved March 21th, 2017, Tuesday, 16.40.

C. Review of Related Findings

There are some related findings toward the thesis as follows: The first, a thesis Finta Junidar Hasibuan was done in English Educational Department at IAIN Padangsidimpuan entitled.²⁵ She told that Thinking Aloud Technique can affect the Students' think aloud ability in speaking at grade XI MAN Padangsidimpuan. Second, a thesis of Rodiah was done in Islamic Education Department.²⁶ Result of her research was indicated that using problem solving technique can improve the students' critical thinking competence to the students' at VII in Fiqih in MTs Jabalul Madaniyah Sijungkgang. Third, a thesis of Herliani Nasution was done in English Education Department.²⁷ She told that CLL can improve the speaking skill. Fourth, a thesis of Heni Syahfitri Hasibuan was done in English Education Department.²⁸ She told that Demonstration Method can improve speaking skill. Fifth, a thesis of Minarti in English Education Department, Padangsidimpuan.²⁹ She told that guessing games can improve the speaking ability.

²⁵Finta Junidar Hasibuan, "The Effect of Thinking Aloud Technique to Students' Think Aloud Ability in Speaking At Grade XI MAN Padangsidimpuan", (*Unpublished Thesis*), (Padangsidimpuan: IAIN, 2015), p. 52

²⁶Rodiah, "Penggunaan Metode Problem Solving dalam Upaya Meningkatkan Kemampuan Berpikir Kritis Siswa Kelas VII pada Mata Pelajaran Fiqih di MTs Jabalul Madaniyah Sijungkgang", (*Unpublished Thesis*), (Padangsidimpuan: IAIN, 2015), p. 71

²⁷Herliani Nasution. "Improving Students' Speaking by Using CLL at MTs N I Padangsidimpuan", (*Unpublished Thesis*), (Padangsidimpuan: IAIN, 2016)p. 66

²⁸Heni Syahfitri Hasibuan, "Improving Student's Speaking Skill by Using Demonstration Method at SMAN I Batang Angkola", (*Unpublished Thesis*), (Padangsidimpuan: IAIN, 2014), p. 53

²⁹Minarti, "Improving Students' Speaking Ability by Using Guessing games at Grade VII SMP N 5 Padangsidimpuan", (*Unpublished Thesis*), (Padangsidimpuan: IAIN 2015), p. 70

So that, from the description above, the researcher can conclude that many strategies that used can increase the students' speaking ability and their research are similarly with researchers' title. Then, the researcher hopes that Problem Solving Technique Can Improve Students' Speaking Ability. So, the researcher interest to make the research about "Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan".

D. Conceptual Frame Work

There are many teachings, techniques, methods and ways that teacher may use in teaching English. They are expected to help the students in understanding the topic lesson of English easily. One of the most techniques, methods and ways that teacher may use through problem solving technique. The Problem Solving technique can affect students' speaking ability at Ma'had Jami'ah IAIN Padangsidempuan.

Speaking is too express or communication opinions, feeling, ideas, etc. By or as talking and involves the activities in the part of the speaker as psychological, articulator, and physical stages. It is described as the ability to express oneself in life situation or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. But, there are still many students' failed in speaking. This failure is caused by many problems during the instructional process. 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. In using problem solving technique can resolve their difficulties in their speaking ability.

Problem solving technique is a way to provide lessons with support students' to looking for and resolve a problem in achievement of purposes learning. As a major principle is needs activities in study a thing. The appearance activities of students if students' explain the benefits material of lesson to the students' and society.

Problem solving can be defined as a series of activities study which emphasize to the process of resolving the problem that are faced scientifically.

Meanwhile speaking ability is a process of communication which conveys message from a speaker to listener has to decide or interprets the message of information to listener while encoding is the process of receiving information given by the speaker and the ability to speak fluently presuppose not only knowledge of language features, but also the ability to process information and language on the spot.

E. Hypothesis

The researcher formulated the hypothesis is: Problem Solving Technique Can Improve Students' Speaking Ability at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

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

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

Corey in yogesh states that “action research is a process for studying problem by part-owners scientifically to take decision for improving their current practices.¹ Gay and Airasian stated that classroom action research is a

¹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International (P)Limited, Publishers, 2006), p. 263

type of practioner research that is used to improve the practioner's practice, action implies doing or changing something.² Anne Burns describes "Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context".³ According to Wina Sanjaya said that classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection.⁴

From the above definitions, it can be concluded that classroom action research is a research which has a goal to improve the quality of action or teaching in order to find out the students' problems in the classroom.

Classroom action research consists of four steps through planning, action, observation and reflection. It is also a teaching, learning, and decision-making process that can be used in study process of students and teachers. The main role of action research is to facilitate and to improve the study process and study strategies. Action research provides teachers with a systematic process to reflect, consider options, implement and evaluate potential solutions.

²L.R.Gay and Peter Airasian, *Education Research: Competence for Analysis and Application*, (USA: Prentice Hall, inc, 2000), p. 593

³Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

⁴Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2009), p. 25

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

B. Time and Place of the Research

This research has been done at Ma'had Jami'ah IAIN Padangsidimpuan. It was located Imam Bonjol St. KM. 4,5 Sihitang, Padangsidimpuan, and North Sumatera. The subject of research is at 1st Semester of Ma'had Jami'ah IAIN Padangsidimpuan. The research started on October 2016 until October 2017 at Ma'had Jamiah IAIN Padangsidimpuan.

C. The Participant

The participant of this research was the students at the 1st Local in Ma'had Jami'ah IAIN Padangsidimpuan, Second semester in Academic years 2016/2017 of boarding school in the 3rd Campus of Ma'had Jami'ah IAIN Padangsidimpuan, Baharuddin. It consisted of 27 students and. All students are females no male in the 3rd campus of Ma'had Jami'ah IAIN Padangsidimpuan and students consists from Tarbiyah and teaching training Faculty.

There were 16 students of English Education Department, 6 students of Mathematic Education Department, 3 students of Islamic Religion Education Department and 2 students of Ibtidaiyah Madrasah Teacher Department. This class was chosen because the class is a special class it means that all students is chosen and tested from whole students of Ma'had

Jami'ah IAIN Padangsidempuan from all program of Tarbiyah and teacher training faculty to enter the class. Then, there was also collaboration with an English lecturer, Mr. Muhammad Syukur Rambe S.Pd.I as a lecturer of 1st Group, 3rd Campus of Ma'had Jami'ah IAIN Padangsidempuan.

D. The Research Cycle

The action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages as follows: 1) planning, 2) acting, 3) observing, and 4) reflecting. The model could describe as:

Picture 1,

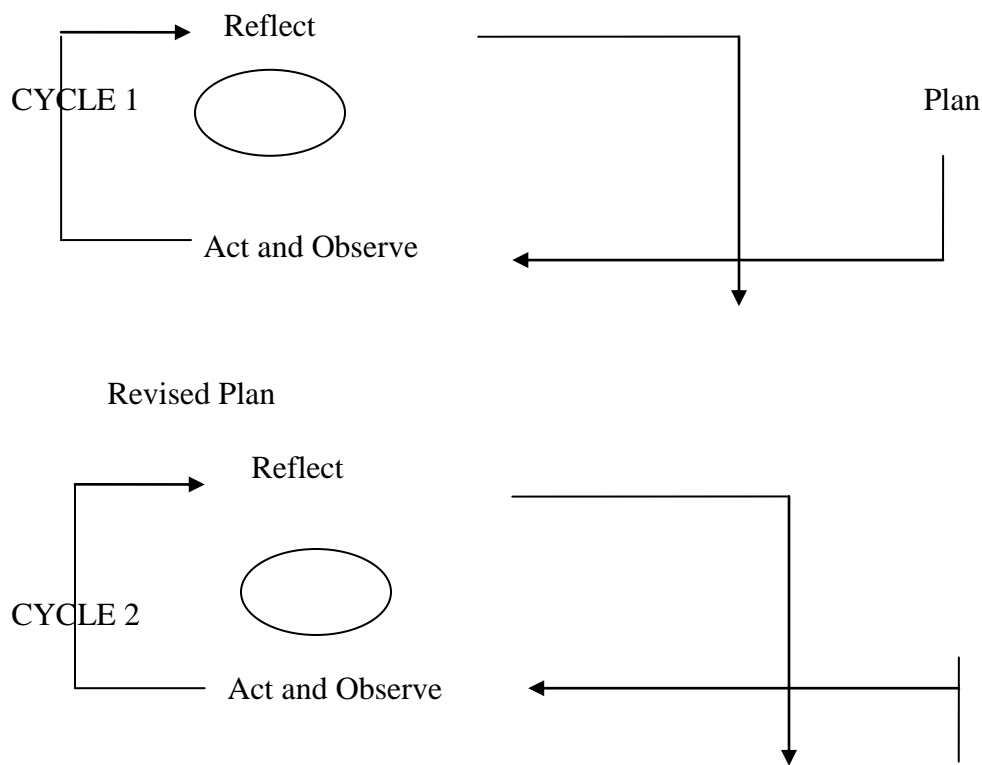


Figure 1
Action Research Spiral

In this research the researcher applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So there were four meetings during research process. Each cycle consist of four steps: planning, acting, observing and reflecting. The test speaking is a text.

E. Instrument of the Research

1. Test

Brown states “a test is a method of measuring a person’s ability or knowledge in a given domain”⁵.The researcher used Speaking test. Test in speaking is rubric speaking. “Oral presentation based on weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed or shortly before the test.”⁶

The researcher used speaking test, which is giving the question with using problem solving technique. The researcher used discussion to test their speaking.

Test is orally. Knowing the improvement of students’ speaking skill there are some criterions that must be considered. The researcher took some indicators of speaking test as table below.

⁵H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (United States of America: San Fransisco State University, 2004), p. 384

⁶Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75

Table I
Indicators of Speaking Test⁷

No.	The Indicators of Speaking Skill	Score
1	Accent: 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent/make understanding difficult. 3. "Foreign accent" requires listening and mispronunciation, which do not interfere with understanding. 4. "Marked foreign" accent and occasional mispronunciation which do not interfere with understanding. 5. No conspicuous mispronunciation, but would not be taken for a native speaker.	1-5 1 2 3 4 5
2	Grammar: 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 5. Few errors, with no patterns or failure.	1-5 1 2 3 4 5

⁷Arthur Hughes, *Testing for Language Teacher*, (USA: Cambridge University Press, 1990), p. 110-113

3	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non-technical subject with some circumlocutions. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	<p>1-4 1 2 3 4 5</p>
4	<p>Fluency:</p> <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very low and uneven expect for short or routine sentences. 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 5. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness. 	<p>1-5 1 2 3 4 5</p>

5	Performance/Comprehension: <ol style="list-style-type: none"> 1. Understands too little for the simplest type of conversation. 2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 4. Understands quite well normal educated speech when engaged in a dialogue, but require occasional repetition conversation or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. 	1-5 1 2 3 4 5
	MAXIMAL SCORE: 25 x 4	100

2. Observation Sheet

The researcher used observation sheet type field notes to gather the data. Gay and Airasian pointed out field notes are the observer's record what she/he has seen, heard, experienced and thought about during and observation session.⁸

⁸Mary Louse Holly, et.al, *Action Research for Teacher: Travelling the yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 144

The observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation is used to get information about phenomenon that occurs, by doing observation recording toward visible phenomenon systematically. It is also used write something that happen in classroom. The researcher will observe the learning-teaching activities in the classroom. There is some kind of observation, they are behavior checklist, observation notes, reflective, observation, analytical observation notes because it is simple form and the data are not counted but using note to describe what happen in the classroom.⁹ The researcher will observe students' activities and teacher's activity during the teaching-study process and the factors which influence the teaching-study process.

Some students' activities in teaching study process which observed were as follow:

- a. Students who are not ready to study.
- b. Students who do not have motivation to speak.
- c. Students who do not have confidence to speak.
- d. Students who cannot produce words directly.

⁹Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 67

- e. Students are passive in the class.
- f. Students are walking around the class.
- g. Students use Bataknese to speak in the class.

3. Interview Guide

According to Hornby stated that interview is to talk somebody and ask their questions at a formal meeting to find out if she/he is suitable for job or study¹⁰. It is used to get the data or information that was not expressed in observation. The researcher use personal interview to know more information about students' problems speaking in class.

The interview would concern with the findings of the observation notes to get more information and clarification of the findings from the students. Moreover, the researcher would use the interview to know the condition of the students and also to know the students' problems in speaking. There are five data that would be taken from the students, they are:

- a. The students' problem in accent
- b. The students' problem in grammar
- c. The students' problem in vocabulary
- d. The students' problem in fluency
- e. The students' problem in performance/comprehension.

¹⁰A.S. Hornby, *Oxford Advanced Learner's Dictionary 7th Edition*, (New York: Oxford University Press, 2005), p. 788

F. Technique in collecting Data

For gathering information about the topic or the research problems, the researcher used three instruments, they are:

1. Qualitative Data

The data has been collected by observing, testing, and interviewing. The main data has been observed by field notes as the qualitative data. It is used to describing data which is not amenable to being counted or measured in an objectively, and is therefore subjective. The data is also used to describing the situation in the classroom during the study process by demonstration in the term of students, Teacher, and improving their speaking. It is supported by interviewed data that is gathered from interviewers.

Observation in classroom action research is done comprehensively to figure out the process of the action. Observing the classroom is made for documenting and recording the improvement of the problem solving technique to their speaking for the research focus. The researcher observed the students' speaking skill through problem solving technique. The action is established only for improvement students' speaking skill improvement with all the factors which influenced students' speaking skill.

It is supported by wray in which commented that data is consisting of recordings, transcriptions and notes relating to the subjects' behavior and language.¹¹This finding is supported by researcher interviewee. They are students as the research participant.

Quantitative Data

The Quantitative data has been collected by testing directly in the presentation. The data is used to presenting what will measure and is considered as the objective data. This data is formed sort of the students' speaking ability data to help teacher assessed how the demonstration improved students' speaking ability.

G. The Technique Of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.¹² The qualitative data is analyzed from observation sheet.

¹¹Alison wray, Kate Trott and Aileen bloomer, *Projects in Linguistics: A Practical Guide to Researching Language*, (London: Arnold, 1998), p. 187

¹²Ibid.,p. 190

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test. Knowing the means of students' score for each cycle, the researcher will apply the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X : The mean of the students

$\sum x$: The total score

N : The number of the students

The percentage of students' improvement in speaking ability researcher has been analyzed by the following formula:

$$P = \frac{X}{Y} \times 100$$

Where:

P : Percentage

X : Mean score

Y : Ideal mean score

Finally, researcher summarized qualitative data by six steps as suggested Creswell as in the following:¹³

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different types depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Steps 3: beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Steps 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: Advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher’s personal interpretation, meaning derived from a comparison of the findings with information gleaned from literature.

Organizing and preparing the data for analysis, reading all the data, beginning detail analysis with a coding, using the coding process to generate a description, Advancing how the description and making interpretation are the steps of qualitative data.

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, (USA: Sage Publication, 2003), p. 190

H. Checking of The Data Trustworthiness

Trustworthiness in qualitative is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. Reducing the bias of the data and improving the data collected, Gay suggested several strategies:¹⁴

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness of the study and thus the debates.
3. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period. Doing this in the middle of data collection may influence participant's responses or actions in subsequent data collections. Note that

¹⁴ L.R Gay and Peter Airasian., *Op. Cit*, p. 224-225

the comments and reactions of participants at the end of the study provide additional data for the researcher.

7. Use verbatim accounts of observations or interviews by collecting and recording data with tape recordings or detailed field notes, including quotes.
8. Record in a journal one's own reflections, concerns, and uncertainties during the study and refer to them when examining the data collected.
9. Examine unusual or contradictory results for explanations, ignoring such "Outliers" may represent a bias in the researcher's perspective toward the more "Conventional" data collected.
10. Triangulate by using different data sources to confirm one another, as when an interview, related documents, and recollections of other participants produce the same descriptions of an event, or when a participant responds similarly to a personal question asked on three different occasions. Examining documents are 'unobtrusive' measures that are not affected by the presence of the researcher. Participant absenteeism records, for example, might be one unobtrusive measure of stress that could be compared to the participant's interview comments on stress. It is not likely that data derived from different sources will all be biased in the same way.

In reality, it is virtually impossible to obtain totally unbiased and perfectly valid data in qualitative research study. The same can be said for quantitative researcher studies. However, the evolving design of the study, the volume and nature of the data collected, and the personal interpretive role the researcher takes in qualitative research make bias and invalid data serious concerns. Interpretation is desired and expected of qualitative research, and efforts to change this would defeat the purpose of such research. One of the ways to ensure trustworthiness is triangulation. Nonetheless, attention to bias and issues of bias and validity are important for maintaining the integrity of qualitative research.

CHAPTER IV

RESEARCH RESULT

This chapter presented the research result. The research data presented the process of improvement for students' speaking skill and the result of students' speaking skill through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan in academic year 2016/2017.

The descriptions are as follow:

A. Finding/Data Presentation

1. Students' achievement

Researcher divided this action research into two cycles. Each cycle consisted of four stages; plan, action, observation, and reflection. Researcher described study process of cycle 1 and cycle 2 and students' score for cycle 1 and cycle 2.

a. Cycle 1

1) Study Process of cycle 1

There were some stages for teaching activity. Here, Researcher described the study process and the activity of teacher for cycle 1. There were five criteria of teaching and study process for every cycle. They were:

a) The teacher's physical appearance.

Teacher's physical appearance was imperfect. The first, teacher dressed cleanly and neatly. The second, teacher wrote for students. The third, teacher taught the study energetically and enthusiastically. The fourth, teacher explained integrated study. The fifth, teacher's writing was readable. The sixth, the teacher's writing was too small to read. The last, teacher had certain sequence system.

b) Teacher's sound and classroom management.

Teacher's sound classroom management has been achieved maximum. The first, teacher's sound was audible. The second, teacher talked intelligibly so that the students could understand the teacher's explanation. The third, teacher talked fluently (it meant every word sounded clearly). The last, teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it but, teacher did not control noisy of class and arrangement of class formation was less effective and too narrow caused students made noisy in the class.

c) Teacher's activity in explaining material.

Teacher was good at study explanation. The first, teacher explained the study objective. It meant that the teacher explained the aims of topic, the material that would be taught by

the teacher. The second, teacher explained the study benefit. It meant the teacher explained the benefit of study by using problem solving technique and the study topic. The third, teacher's explanation was relevant to objective and procedure. Explanation of teacher was appropriate with the objective and procedure of learning. The fourth, teacher's explanation was brief presentation. All explanations were explained by teacher briefly and clearly. The last, teacher's explanation was detail and united explanation but, the teacher did not relate the explanation with the students' experience. It meant when the teacher explained the study and the topic, the teacher did not relate with the students' knowledge and students' experience.

d) Teacher's procedure.

Teacher did all activities of procedures well. (a). the teacher determined the competence developed. It meant the teacher decided that students' speaking ability would be developed by the teacher. (b). the teacher determined the problem that would be solved by students. It meant that the problem would be solved by the students in the first cycle, and it was "Stranded on a desert island a long way from anywhere." Here the teacher asked the students to imagine that they were people who stranded on a desert island and they had to stay on a

desert island without knowing the time to escape from the desert island. What would they do to survive on a desert island without anything? and then, the teacher asked the students to make at list 5 solutions to resolve the Problem!” (c). the teacher explained the students the aim of this study. The aim of this study formulated solutions of the problem and the teacher explained to them the procedure activity of this study. The procedure activity of this study was the teacher asked students to give contributions about the problem. (d). The Teacher explained the used vocabularies and expression. It meant the teacher explained about “Asking for and Giving opinion” to the students. (e). The Teacher divided students into six groups in the cycle one. There were three groups. Each consisted of four students and another three groups each consisted of five students in the first cycle. So, all students were 27 students at the 1st Group 2nd Semester Students of Ma’had Jamia’h IAIN Padangsidempuan. (f). The Teacher asked students to discuss the problem with their groups. It meant the teacher ordered students to discuss about the problem. (g). The teacher randomly asked students to retell the result of the discussion one by one, students told the result of discussion in their work group places and there was a representative student of the group to tell the result of discussion.

(h). The teacher gave a comment and suggestion to the result of discussion.

e) Teacher's reinforcement and interaction with students.

Teacher's reinforcement and interaction with students were less perfect. The first, teacher did individual performance reward. It meant when students gave responses to the teacher's questions in pre-teaching, while teaching, and post teaching so that the teacher gave reward to them. The second, teacher stimulated students' responses. When the teacher explained the material, the teacher gave some questions to the students about the material and also about their knowledge or their experience. The third, teacher stimulated students' questions. When the teacher taught the study material, the teacher asked the students to give questions related the study material or related to their comprehension to the study material or to the activity of study process. The last, the teacher responded student's questions. It meant the teacher answered the students' questions in the study and the teacher did group performance reward. Reward was important to make students motivated and made me to ask their attention from opening until closing of study. The reward made them enthusiasm in following study activity and it made them interested in study material. After the problem solving activity

was done, the teacher give a student reward for the best performance and had a high score group among all groups so that they felt pleasant and happy to study the material for the next meeting.

2) Students' speaking score of cycle 1

After doing the test, the researcher analyzed students' achievement based on their problem solving technique activity. The researcher found then the students' speaking ability scores for the first cycle as the following table below:

Table I
Students' Speaking Score for the First Cycle

No	Name	Prog.	Speaking Score					Total	Score (Total x 4)
			1	2	3	4	5		
1.	MIH	TBI	2	3	4	4	4	17	68
2.	DSM	TBI	2	3	3	4	4	16	64
3.	FHN	TBI	4	4	5	3	4	20	80
4.	WRL	TBI	2	3	3	4	4	16	64
5.	DiS	TBI	2	4	4	4	3	17	68
6.	SaT	TBI	3	3	4	5	4	19	76
7.	SRS	TBI	2	2	3	3	2	12	48
8.	YuM	TBI	4	4	3	4	5	20	80
9.	ASDP	TBI	2	3	4	4	4	17	68
10.	WRN	TBI	4	3	4	4	4	19	76

11.	WSS	TBI	2	3	2	4	4	15	60
12.	IhT	TBI	5	4	3	4	3	19	76
13.	RAH	TBI	2	2	3	4	3	14	56
14.	NiA	TBI	2	3	2	4	4	15	60
15.	ErH	TBI	4	3	5	5	4	21	84
16.	RiH	TBI	3	3	4	4	3	17	68
17.	RaH	TMM	2	3	3	4	4	16	64
18.	WAR	TMM	3	3	3	3	3	15	60
19.	Ams	TMM	3	3	3	4	4	17	68
20.	ReS	TMM	2	2	3	3	3	13	52
21.	HaN	TMM	2	3	4	4	3	16	64
22.	RFP	TMM	2	2	2	4	4	14	56
23.	SSM	PGMI	2	3	2	5	4	16	64
24.	RAL	PGMI	2	2	2	2	2	10	40
25.	AtR	PAI	4	3	4	5	3	19	76
26.	EIR	PAI	2	2	2	1	2	9	36
27.	AnT	PAI	2	2	3	4	4	15	60
Total Scores			71	78	87	103	95	438/ 27	1752
Mean			2.63	2.89	3.22	3.78	3.52	16.07	64.89
Percentage			25.92%						

**The students who passed the passing grade (70) in the first cycle.*

From the above table, it could be concluded that students' achievement in speaking was very low. For cycle 1, there were only seven students got 70 for the passing grade. From the above table, the

mean score of students for cycle 1 was 64.89 and the percentage of students' mean score was about 25.92%. It meant that this test result could not fulfill the criteria of success. It didn't show improvement. So, the researcher continued to cycle 2.

b. Cycle 2

1) Study Process for cycle 2

The cycle 2 carried out to solve the problems that had been found for cycle 1 in which students were still low in speaking ability, especially to speak spontaneously.

For cycle 2, there were also some stages for teaching activity. Here, Researcher described the study process and the activity of teacher for cycle 2. There were five criteria of teaching and study process for cycle 1. They were:

a) The teacher's physic appearance.

The first, teacher dressed cleanly and neatly. The second, teacher stood in front of the students. The third, teacher taught the study energetically and enthusiastically. The fourth, teacher wrote on the white board and explained the materials. The fifth, teacher's writing was nice and readable. The last, the teacher had certain sequence system.

Teacher's physical appearance has been perfect. Teacher's physical appearance was imperfect. The first, teacher

dressed cleanly and neatly. The second, teacher wrote for students. The third, teacher taught the study energetically and enthusiastically. The fourth, teacher explained integrated study. The fifth, teacher's writing was readable. The sixth, the teacher's writing could be read from the all room side. The last, teacher had certain sequence system.

b) Teacher's sound and classroom management.

Teacher's sound classroom management has been achieved maximum. The first, teacher's sound was audible. The second, teacher talked intelligibly so that the students could understand the teacher's explanation. The third, teacher talked fluently (it meant every word sounded clearly). The last, teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it but, teacher controlled noisy of class and arrangement of class formation was less effective and too narrow caused students made noisy in the class.

c) Teacher's activity in explaining material.

Teacher was good at study explanation. The first, teacher explained the study objective. It meant that the teacher explained the aims of topic, the material that would be taught by the teacher. The second, teacher explained the study benefit. It meant the teacher explained the benefit of study by using

problem solving technique and the study topic. The third, teacher's explanation was relevant to objective and procedure. Explanation of teacher was appropriate with the objective and procedure of learning. The fourth, teacher's explanation was brief presentation. All explanations were explained by teacher briefly and clearly. The fifth, teacher's explanation was brief presentation. All explanations were explained by teacher briefly and clearly. The last, teacher's explanation was detail and united explanation.

d) Teacher's procedure.

Teacher did all activities of procedures well. (a). the teacher determined the competence developed. It meant the teacher decided that students' speaking ability would be developed by the teacher. (b). the teacher determined the problem that would be solved by students. It meant that the problem would be solved by the students in the first cycle, and it was "Stranded on a desert island a long way from anywhere." Here the teacher asked the students to imagine that they were people who stranded on a desert island and they had to stay on a desert island without knowing the time to escape from the desert island. What would they do to survive on a desert island without anything? and then, the teacher asked the students to make a list

5 solutions to resolve the Problem!” (c). the teacher explained the students the aim of this study. The aim of this study formulated solutions of the problem and the teacher explained to them the procedure activity of this study. The procedure activity of this study was the teacher asked students to give contributions about the problem. (d). The Teacher explained the used vocabularies and expression. It meant the teacher explained about “Asking for and Giving opinion” to the students. (e). The Teacher divided students into six groups in the cycle one. There were three groups. Each consisted of four students and another three groups each consisted of five students in the first cycle. So, all students were 27 students at the 1st Group 2nd Semester Students of Ma’had Jamia’h IAIN Padangsidempuan. (f). The Teacher asked students to discuss the problem with their groups. It meant the teacher ordered students to discuss about the problem. (g). The teacher randomly asked students to retell the result of the discussion one by one, students told the result of discussion in their work group places and there was a representative student of the group to tell the result of discussion. (h). The teacher gave a comment and suggestion to the result of discussion.

e) Teacher's reinforcement and interaction with students.

Teacher's reinforcement and interaction with students has been perfect. The first, teacher did individual performance reward. It meant when students gave responses to the teacher's questions in pre-teaching, while teaching, and post teaching so that the teacher gave reward to them. The second, teacher stimulated students' responses. When the teacher explained the material, the teacher gave some questions to the students about the material and also about their knowledge or their experience. The third, teacher stimulated students' questions.

The teacher taught the study material, the teacher asked the students to give questions related the study material or related to their comprehension to the study material or to the activity of study process. The last, the teacher responded student's questions. It meant the teacher answered the students' questions in the study and the teacher did group performance reward. Reward was important to make students motivated and made me to ask their attention from opening until closing of study. The reward made them enthusiasm in following study activity and it made them interested in study material. After the problem solving activity was done, the teacher give a student reward for the best performance and had a high score group

among all groups so that they felt pleasant and happy to study the material.

2) Students speaking score of cycle 2

After doing the test, the researcher analyzed students' achievement based on problem solving technique activity. The researcher found then the students' speaking ability scores for cycle 2 as the following table below:

Table II
Students' Speaking Score for the Second Cycle

No	Name	Prog.	Speaking Score					Total	Score (Total x 4)
			1	2	3	4	5		
1.	MIH	TBI	3	3	4	5	5	20	80
2.	DSM	TBI	3	4	4	4	4	19	76
3.	FHN	TBI	5	5	4	4	4	22	88
4.	WRL	TBI	4	4	4	4	4	20	80
5.	DiS	TBI	5	4	3	4	3	19	76
6.	SaT	TBI	5	5	4	5	5	24	96
7.	SRS	TBI	3	4	4	3	4	18	72
8.	YuM	TBI	5	5	4	5	5	24	96
9.	ASDP	TBI	4	4	2	4	3	17	68*
10.	WRN	TBI	5	5	4	4	5	23	92
11.	WSS	TBI	3	4	4	4	5	20	80
12.	IhT	TBI	4	4	4	4	5	21	84
13.	RAH	TBI	3	4	4	3	4	18	72

14.	NiA	TBI	5	4	2	5	3	19	76
15.	ErH	TBI	5	4	5	5	5	24	96
16.	RiH	TBI	5	4	3	4	3	19	76
17.	RaH	TMM	4	5	4	4	3	20	80
18.	WAR	TMM	4	4	3	5	3	19	76
19.	Ams	TMM	4	4	3	3	3	17	68*
20.	ReS	TMM	4	4	4	4	4	20	80
21.	HaN	TMM	3	4	4	4	4	19	76
22.	RFP	TMM	4	3	3	4	5	19	76
23.	SSM	PGMI	4	5	4	4	3	20	80
24.	RAL	PGMI	4	5	4	4	3	20	80
25.	AtR	PAI	4	5	4	4	4	21	84
26.	EIR	PAI	5	4	3	4	3	19	76
27.	AnT	PAI	3	4	3	4	4	18	72
Total Scores			110	114	98	111	106	539/ 27	2156
Mean			4.07	4.22	3.63	4.11	3.92	19.96	79.85
Percentage			92.59%						

***Students did not pass the passing grade (70) for cycle 2**

From the above tables, it could be concluded that the students' achievement for cycle 2 was increased. The mean score for cycle 2 was 79.85 and the percentage of students' score for cycle 2 was 92.59%. Students' achievement in speaking was categorized very well. The students score for cycle 2 got improvement from the cycle

* Students didn't pass the passing grade (70) in cycle 2

1. It shown that cycle 1 was 64.89 (25.92%) and cycle 2 was 79.85 (92.59%).

2. Comparison of students' achievement for cycle 1 and cycle 2

Based on the first and the second observations of students speaking ability, it can be concluded that students' speaking skill had improved by using Problem Solving Technique. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle.

In the first cycle, the students have some problems such as, Students were not ready to study, the students felt sleepy and lazy to study. They did not have motivation to speak English because their English words mastery was low. They did not have confidence to speak because they felt ashamed. They could not produce words directly because they did not know how to say it. And they were passive in the class because they did not know how to speak English. It means that they were low in Speaking.

The result of the test are there was one student got 36 score, one student got 40 score, one student got 52 score, one student got 56 score, four students got 60 score, five students got 64 score, five students got 68 score, four students got 76 score, two students got 80 score and one student got 84 score.

It can be concluded that from 27 students at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan, there were only seven students passed the passing grade 70 score. Meanwhile, there were 21 students did not pass the passing grade 70 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$x = \frac{x}{N}$$

$$x = \frac{1752}{27}$$

$$x = 64.89$$

Based on the calculation, the mean score of the class in first test was 64.89. It showed that the students' speaking skill was categorized into enough categories. The second step is to know the percentage of students' score who passed the passing grade 70 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{7}{27} \times 100\%$$

$$P = 25.92\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to speak fluently and bravely. They had motivation to speak English because their English words

mastery had been increased. They had confidence to speak because they did not feel ashamed any more. They could produce words directly because they had known what they will say after the teacher ordered to retell their result of discussion about the problem that was prepared. They were more active in the class. It means that students' speaking ability were improved and better than the previous cycle.

There was two students got 68 score, three students got 72 score, eight students got 76 score, seven students got 80 score, one student got 84 score, one students got 88 score, one student got 92 score, and three students got 96 score.

It can be concluded that from 27 students in the 1st group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan, there were two students did not pass the passing grade 70 score. Meanwhile, there were 25 students passed the passing grade 70 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$x = \frac{x}{N}$$

$$x = \frac{2156}{27}$$

$$x = 79.85$$

Based on the calculation, the mean score of the class in second test was 79.85. It showed that the students' speaking ability was categorized into high

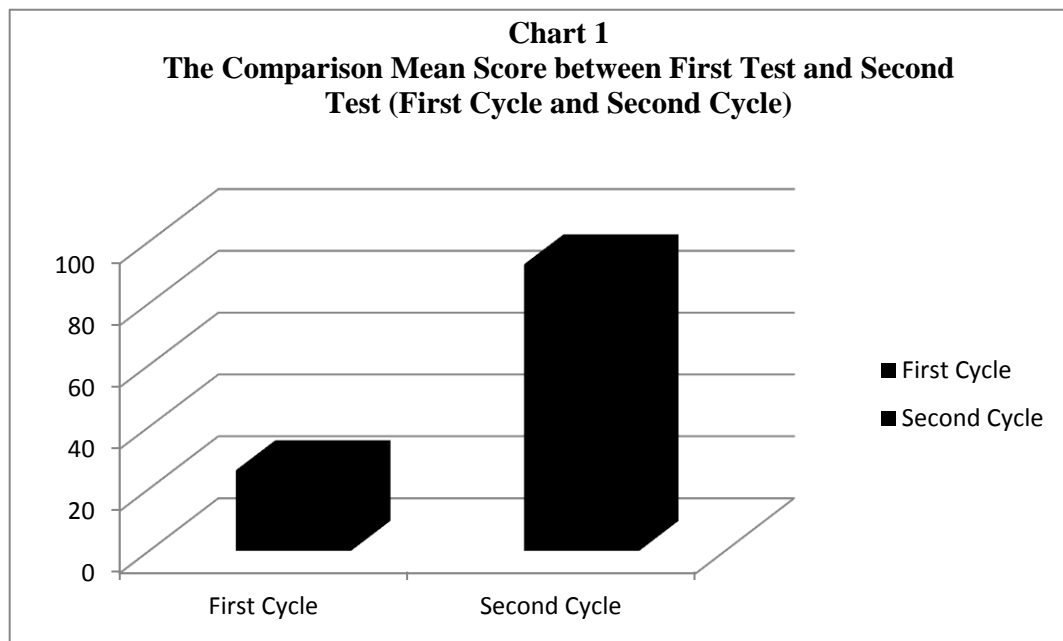
category. The second step is to know the percentage of students' score who passed the passing grade 70 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{25}{27} \times 100\%$$

$$P = 92.59\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 64.89 (25.92%), it was included enough category. The improvement of mean score in second tests was 79.85 (92.59%), it was included into high category. The differences showed that there was an improvement of students' speaking ability. It can be looked from the chart below!



Based on the above chart, it can be concluded that the researcher's hypothesis that Problem Solving Technique could improve students' speaking ability at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan was accepted. Here is the Comparison of students' achievement in speaking ability for cycle 1 and cycle 2 could be looked from the table below:

Table III
Comparison of Students' Achievement in Speaking Ability
For cycle 1 and cycle 2

No	Name	Prog.	Cycle 1 First Test	Cycle 2 Second Test	State
1.	MIH	TBI	68	80	Improved
2.	DSM	TBI	64	76	Improved
3.	FHN	TBI	80	88	Improved
4.	WRL	TBI	64	80	Improved
5.	DiS	TBI	68	76	Improved
6.	SaT	TBI	76	96	Improved
7.	SRS	TBI	48	72	Improved
8.	YuM	TBI	80	96	Improved
9.	ASDP	TBI	68	68*	Improved
10.	WRN	TBI	76	92	Improved
11.	WSS	TBI	60	80	Improved
12.	IhT	TBI	76	84	Improved
13.	RAH	TBI	56	72	Improved

14.	NiA	TBI	60	76	Improved
15.	ErH	TBI	84	96	Improved
16.	RiH	TBI	68	76	Improved
17.	RaH	TMM	64	80	Improved
18.	WAR	TMM	60	76	Improved
19.	Ams	TMM	68	68*	Improved
20.	ReS	TMM	52	80	Improved
21.	HaN	TMM	64	76	Improved
22.	RFP	TMM	56	76	Improved
23.	SSM	PGMI	64	80	Improved
24.	RAL	PGMI	40	80	Improved
25.	AtR	PAI	76	84	Improved
26.	EIR	PAI	36	76	Improved
27.	AnT	PAI	60	72	Improved
Total/N			1752	2156	Improved
Mean			64.89	79.85	Improved

Based on the above table, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 64.89 and the second cycle students' mean score were 79.85.

From the students percentage; the first cycle, there were seven students passed the passing grade (25.92%). The second cycle, there were twenty five students passed the passing grade (92.59%).

So, from the above charts and table could be concluded that students speaking ability by using problem solving technique could improve their

speaking ability at the 1stGroup 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below

Table IV

The Result of Difference Scores between First Cycle and Second Cycle

No	Name	Prog.	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1.	MIH	TBI	68	80	12	-4.8	23.04
2.	DSM	TBI	64	76	12	-4.8	23.04
3.	FHN	TBI	80	88	8	-8.8	77.44
4.	WRL	TBI	64	80	16	-0.8	0.64
5.	DiS	TBI	68	76	8	-8.8	77.44
6.	SaT	TBI	76	96	20	3.2	10.24
7.	SRS	TBI	48	72	24	7.2	51.84
8.	YuM	TBI	80	96	16	-0.8	0.64
9.	ASDP	TBI	68	68*	0	0	0
10.	WRN	TBI	76	92	16	-0.8	0.64
11.	WSS	TBI	60	80	20	3.2	10.24
12.	IhT	TBI	76	84	8	-8.8	77.44
13.	RAH	TBI	56	72	16	-0.8	0.64
14.	NiA	TBI	60	76	16	-0.8	0.64

15.	ErH	TBI	84	96	12	-4.8	23.04
16.	RiH	TBI	68	76	8	-8.8	77.44
17.	RaH	TMM	64	80	16	-0.8	0.64
18.	WAR	TMM	60	76	16	-0.8	0.64
19.	Ams	TMM	68	68*	0	0	0
20.	ReS	TMM	52	80	28	11.2	125.44
21.	HaN	TMM	64	76	12	-4.8	23.04
22.	RFP	TMM	56	76	20	3.2	10.24
23.	SSM	PGMI	64	80	16	-0.8	0.64
24.	RAL	PGMI	40	80	40	23.2	538.24
25.	AtR	PAI	76	84	8	-8.8	77.44
26.	EIR	PAI	36	76	40	23.2	538.24
27.	AnT	PAI	60	72	12	-4.8	23.04
Total/N			1752	2156	420	31.25	1831.06
Mean			64.89	79.85	M_D= 15.55	∑D= 1.16	∑D²= 67.82

Bold name that students who passed the passing grade (70) in first cycle

** Students that did not pass the KKM (78) in second cycle*

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{D}{N}$$

$$= \frac{420}{27} = 15.55$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle, $D =$

$X - Y$

$N = 27$ Students

SD_D = Standard Deviation from the difference score between First

Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{1831.06}{27} - \left(\frac{31.25}{27}\right)^2}$$

$$SD_D = \sqrt{67.82 - 1.16}$$

$$SD_D = \sqrt{66.66}$$

$$SD_D = 8.16$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$$SE_{MD} = \frac{8.16}{\sqrt{27 - 1}}$$

$$SE_{MD} = \frac{8.16}{\sqrt{26}}$$

$$SE_{MD} = \frac{8.16}{5.09}$$

$$SE_{MD} = 1.60$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{15.55}{1.60}$$

$$t_o = 9.72$$

$$\text{Degrees of freedom (df)} = N-1 = 27-1 = 26$$

The calculation result of $t_o = 9.72$, t_{table} with $df = 26$, level of significance in t table 5% is 2,056. It can be known that the result of t_o is bigger than t_t , it is $9.72 > 2.056$. Based on the result, it means that there is a significant improvement between students' speaking study process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (79.85) is greater than first cycle (64.89). It shows that "Problem Solving Technique" influenced to improve the students' speaking ability at the 1st Group 2nd Semester of Ma'had Jami'ah IAIN Padangsidempuan.

B. Influencing Factors

This research was done two cycles; there were many problems that found in every meeting until to get the improvement of students' speaking ability. The problems were appeared because some factors that influenced

students. Researcher would explain some problems were appeared in every indicator of speaking as below:

a. Accent

There are 27 students at the 1st Group 2nd Semester of Ma'had Jami'ah IAIN Padangsidempuan for cycle 1. 1 student had "foreign accent which did not interfere with understanding. 6 students had "foreign accent" required concentrated listening and mispronunciations, which did not interfere with understanding. 18 students had "marked foreign' accent and occasional mispronunciations which did not interfere with understanding. 2 students pronunciation frequently unintelligible so, mean score this indicator was 2.63 (Cycle 1) and 4.07 (cycle 2).

In the practice of speaking in the first cycle, 18 of them: MIH, DSM, WRL, DiS, SRS, WSS, RAH, NiA, RiH, RaH, WA, ReS,HaN, RFP, SSM, RAL, EIR, AnT and cycle 2, 2 of them: ASDP and Ams admitted that their difficulties in pronouncing the English words because that is foreign language and what was in written English was different when it was read. Their tongue was stiff by consulting back to the test items, the researcher found that their statements were reasonable.

Problem faced by the students were difficulty to pronounce the words; they spoke the writing of the words so that they were often wrong in pronouncing the English word, and they did not know how to pronounce the words. Besides that, there are some students still using Indonesian to

communicate with others. They were obligated to speak English and Arabic in their daily activity especially processing of study and teaching in Ma'had Jami'ah IAIN Padangsidempuan. So, students were still low in accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better.

Students' mistakes in pronouncing words were:¹ desert = disert (**di'ze:t**), deserted = disert (**di'ze:tid**), food=pu;d (**Fu;d**), nothing = noting (**nathing**), desert = isert (**di'ze:t**), flag = fleik (**flæg**), Dehydration = dehadration (**di: heidreisyen**), stranded = Scerdid (**strændid**), island = iftaim(**'ailend**), ask = aks (**ask**), opinions = opinion (**e'pinyen**), cassava = ka'sa;va (**ka'sa:ve**), all = u;l (**o:l**), knowing = nothing (**neuing**), look a place = lu;k et pleis (**luk è pleis**), find = fainot (**faind**), stone=stu;n (**steun**), save = sieve;r (**seiv**), and society = society (**se'saieti**).

For solving the concerning problems, there are some actions conducted by the researcher for cycle 2. Some actions; researcher gave ways in training their pronunciation not only in the school but also in the dormitory such as listening English song or English book ordinary to accustom them heard the English word and reading English book ordinary little by little, researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it is aim was to get their interest in training their

¹ The bold words are the correct pronunciation

pronunciation generally in study English, and teaching study process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting. It aims to help them preparing their selves before doing execution of problem solving technique activity.

As a result, students' achievement in this indicator was improved. Like what was made for cycle 1 test, there were five criteria in indicator of speaking for cycle 2. From 27 students in the classroom, 7 students had "marked foreign" accent and occasional mispronunciation which did not interfere with understanding and 20 students had not conspicuous mispronunciation, but would not be taken for a native speaker. Mean score of this indicator was 4.07.

b. Grammar

There were five criteria in indicator of grammar. In the first cycle, from 27 students in the classroom, 9 students had frequent errors showing imperfect control of some patterns. 18 students had occasional errors showing imperfect control of some patterns. So, mean score this indicator was 2.89 (Cycle 1) and 4.22 (Cycle 2).

Problem faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. In the interview, 9 of them: NiA, RAH, RiH, SSM, WA, ReS, HaN, RFP, RaH admitted that their difficulty in building words because they

were less in mastering words and patterns to form the words. The problem was related to mastery of tenses or the patterns in tenses which caused their sentences were uncompleted and their grammars in the sentences were wrong. Students' mistakes in grammar were in using to be 'is', in using to be 'are', in using 'present tense', in using 'present perfect tense', in using plural noun, in arranging of the sentences, in using 'passive voice', in using 'the infinitive' and in using reflexive pronoun.

The first, students' mistakes in using 'present tense'. The usage of present tense is S + V1 s/es + O. For example: I hope he **save** me (I hope **that he saves** me). ...and your body **need** energy.. (...and your body **needs** energy..). I **wasn't lose** it all (I **don't want** to eat all foods. He **will test** you (He **tests** you).

The second, students' mistakes in using 'present perfect tense'. The usage of present perfect tense is S + have/has + Past participle + O. For example:...and cook the animals that **was searched** (..and cook the animal that **has been found**).

The third, students' mistakes in using to be 'are'. For example: The first thing in this situation **is** pray to Allah SWT, Tawakkala'lalloh, be positive thinking and optimistic that I can survive (The first thing in this situation **are**; pray to Allah SWT, Tawakkala'lalloh, be positive thinking and optimize that I can survive).

The fourth, students' mistakes in using 'passive voice'. For example: Water **is critical** when maintaining health and surviving (water **is needed** to maintain our health and salvation)

The fifth, students' mistakes in using to be 'is'. For example: Than the trees **which** in the end of this thing like a mirror or a zink. (Than the trees **which is** in the end of this thing like a mirror or a zink). because **an island** always there in the middle of the sea (... because **an island is** always in the middle of the sea)

The sixth, students' mistakes in using 'reflexive pronoun'. For example: I'll make it by **self** (I'll make it by **myself**).

The seventh, students' mistake in using 'The infinitive'. For example: **to be protected** from danger beings and natural phenomenon (**to protect me** from danger beings and natural phenomenon).

The eighth, students' mistakes in arranging sentences of the 'Verb'. There are two verbs in one sentence. For example: The last way if I have **finished make** the small flag (The last way if I have **finished** the small flag/if I have finished making the small flag). The signal will **help search** parties find location (The signal will **help** rescuer to find the location), find **the leaf with bright colors** (Find **the bright leaf colors**).

The last, students' mistakes in using 'Plural Noun'. For example: ...like some branches, some small **wood** (...like some branches, some small **woods**) ...some of the large **leaf** to make a shelter for you (...some of the

large **leaves** to make a shelter for you). May be like some **fruit**... (May be like some **fruits**). I'll put **a material** that has so many colors (I'll put **the materials** that the materials have so many colors).

For solving the concerning problems, there are some actions conducted by the researcher for cycle 2. Some actions; researcher gave more explanation about the language context that targeted in the text meeting clearly. Teacher reclarified the usage of present tense in the sentences so that students didn't wrong in their speaking and motivated them to practice their knowledge in their speaking and motivated them to practice their knowledge in their life so that it could not lose.

As a result, students' achievement in this indicator was improved. Like what was mad for cycle 1 test, there were five criteria in indicator of grammar for cycle 2. From 27 students in the classroom, 17 students occasional errors showing imperfect control of some patterns or weakness that causes misunderstanding. 10 students had few errors, with no pattern or failure. Mean score of this indicator was 4.22

c. Vocabulary

There were five criteria in indicator of vocabulary. In the first cycle, from 27 students in the classroom, 6 students had vocabulary limited to basic personal and survival areas. 14 students had choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics. 7 students had professional vocabulary

adequate to discuss special interest and general vocabulary permits discussion of any non-technical subject with some circumlocution. The mean score this indicator was 3.22 (cycle 1) and 3.63 (cycle 2).

Problem faced by the students were difficulty in searching adequate words because when the researcher gave questions about how often they learn vocabularies at their home or their dormitory, nobody answered the questions. It means that, they just learned vocabularies at school and they were lazy to speak English at dormitory even they were obligated to speak English in their daily activity. So, students were still low in vocabulary. In order to make vocabularies of students improved, the researcher had to give some vocabularies which were related to the topic. WSS, NiA, RFP, SSM, RAL and EIR admitted that their difficulty searching word which caused to the meaning of their sentences because they were difficulty in determining the suitable vocabulary to the answer of questions.

MIH, DSM, WRL, DiS, SRS, ASDP, RAH, RiH, RaH, WAR, Ams, ReS, HaN and AnT admitted that their difficulty in mastering the specific vocabulary. They could just know the familiar words but, FHN, SaT, YuM, WRN, IhT, ErH and AtR have professional vocabulary although not all of vocabulary and knew many words.

Students' mistakes in vocabularies were: I will make a **fire** (I will make **bonfire**), if I don't have **some equipment** (if I don't have the **materials to make bonfire**), I'll shout as loud as possible if I see there is one

get pass from the island (I'll shout as loud as possible if I see there is people **go through** the island), **Depend to me**, first of all (**In my opinion**, first of all), first of all I'll make some signs such as flag, **emergency shoot** in the air (first of all I'll make some signs such as flag, **pharos** in the air), it is important to **locate** water (It is important to **find** out the water),....and also woods to make a **fire** (and also woods to make **bonfire**), firstly, I'll looking for **living** (firstly, I'll looking for **stay**),...and then, if I **wonna** eat (..and then, if I **want to eat**)...that I am stranded on a desert island **by** flag or a wide leaf (...that I am stranded on a desert island **with** flag or a wide leaf)..and make a fire **by** the stone (...and make fire **with** stones) and make a knife **by** the stone too .. (and make a knife **with** stones too), So, in here I **wonnagive** some opinion (So here I **will give** my opinion).

Students' mistakes in vocabularies were: you can make it from wood and then **connect** it to a big leaf (you can make it from wood and then **bind** it to a big leaf),...and make a make a **mark** so that people can find me (..and make a make a **rescue signal** so that people can find me, I will **search** for and use whatever object are there (I will **find** and use whatever object are there), I'll **search** anything that eatable like fruits or animals (I'll **find** anything that eatable like fruits or animals) and The last **method** to survive on a desert island ..(The last **way** to survive on a desert island..).

In conclusion, students' mistakes were difficulty in searching adequate words and mastering the specific words.

For solving the concerning problems, there are some actions conducted by the researcher for cycle 2. Some actions; researcher gave tips in memorizing vocabularies, researcher gave methods to memorize vocabularies such as using key words that could be practiced by them in the class and researcher gave some vocabularies related to the study material before starting study process.

As a result, students' achievement in this indicator was improved. Like what was made for cycle 1 test, there were five criteria in indicator of vocabulary for cycle 2. From 27 students in the classroom, 2 students had vocabulary limited to basic personal and survival areas, 18 students had choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics. 7 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. Mean score this indicator was 3.63

d. Fluency

There were five criteria in indicator of fluency. In the first cycle, from 27 students in the classroom, 2 students' speech were very low and uneven expect for short or routine sentence. 10 students' speeches were frequently hesitant and jerky, sentences may be left uncompleted. 15 students' speeches were occasionally hesitant, with some unevenness caused by rephrasing and

grouping for words. The mean score this indicator was 3.78 (cycle 1) and 1.11 (cycle 2).

Problem faced by students answered the interviewed questions, utterances generally were hesitant and often in completed. Most of students had disjointed sentences and restricted in length, slower caused by word searching, halting and fragmentary were frequently occurred while producing some difficult words to pronunciation. Some students felt something blocked their mouth has a result heavily to speak.

In the interview, 2 students of them, EIR and RAL admitted that they were difficulty in speaking fluently. They spoke slowly because of searching of words. WSS, NiA, RFP, SSM, MIH, DSM, WRL, DiS, SRS, ASDP, RAH, RiH, RaH, WAR, Ams, ReS, HaN and AnT admitted that their difficult in speaking English fluently. Their utterances were hesitant because most of students had joined sentences and restricted in length, slower caused by words and searching words.

FHN, SaT, YuM, WRN, IhT, ErH and AtR admitted that they were difficult in speaking English fluently because their utterances were occasionally hesitant because of grouping of words.

Students' mistakes in fluency were; Whoever (Silent a moment).....can reply my calling; if I ssss....see there is one get pass from the island; I must keep my health and my em... keep my body; if I haven't get.....helping yet; Then, I will create a..sssss...rescue signal; if you panic you can't think

what...what should you do...; may be eeeee....if there is a boat sails the sea they can see it if so if there is a...eeeeee....plane flies across the sky they can see it too. (may be if there is a boat sails the sea they can see it and if there is a plane flies on the sky they can see it too.); they will hear you and they wwwwww...will see you there (they will hear you and they will see you there); you mustttt.....keep calm and don't be panic (you must keep calm and don't be panic); you can find not way out (you can find the way out); The last way I ..if I have finished the small flag (The last way if I have finished the small flag).

In conclusion, students' problems were difficult in speaking English fluently because their utterances low, hesitant and occasionally hesitant because of grouping words.

For solving the concerning problems, there were some actions conducted by the researcher for cycle 2. Some actions, researcher motivated them to train their speaking and to record their speech so that they could know about their ability and the teacher gave necessary instrument when study process was running such as using filler in their speech so that their speech became coherence and understandable speech.

As a result, students' achievement in this indicator was improved. Like what was made for cycle 1 test, there were five criteria in this indicator of fluency for cycle 2. From 27 students in the classroom, 3students' speech were frequently hesitant and jerky, sentences may be left uncompleted. 14

students speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 10 students speech were effortless and smooth, but perceptibly nonnative in speech and evenness. Mean score this indicator was 4.11

e. Comprehension

There were five criteria in indicator of comprehension. In the first cycle, from 27 students in the classroom, Researcher understood most of students in normal educated conversation except for every colloquial or low-frequency items, or exceptionally rapid or slurred speech. There are 3 students that researcher Understood only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing. There are 5 students that researcher Understood quite well normally educated speech directed to him, but requires occasional repetition and rephrasing and the last there are 19 students that researcher Understood everything in normal educated conversation except for every colloquial or low-frequency items, or exceptionally rapid or slurred speech. The mean score this indicator was 95 (cycle 1) and 106 (cycle 2).

Problem faced by the researcher had difficulty to understand words even it was a familiar word. For example, NiA pronounced island with 'iftaim' it should be 'ailend', YuM pronounced knowing with 'nothing' it should be 'neuing', and HaN pronounced find with 'fainot' it should be faind. So, their mistake in their pronouncing of speaking could annoy researcher to

comprehend their retelling of result discussion. Researcher should guess what student's targeted in their speaking with repeating their result of discussion for several times even their attitude in speaking could annoy the researcher while students were speaking. RiH was yawning when she told about their result of discussion. Researcher should understand it careful to comprehend all their retelling of result discussion. Only some of students did it while retelling their result of discussion.

Researcher Understood only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing what WRL, NiA and HaN said about their retelling of result discussion then, researcher Understood quite well normally educated speech directed to him, but requires occasional repetition and rephrasing what WRN, RFP, YuM, SRS and MIH said about their retelling of result discussion and Researcher Understood everything in normal educated conversation except for every colloquial or low-frequency items, or exceptionally rapid or slurred speech what AnT, EIR, AtR, RAL, SSM, ReS, Ams, WAR, RaH, RiH, ErH, RAH, IhT, WSS, ASDP, SaT, DiS, FHN and DSM said about retelling their result of discussion.

For solving the concerning problems, there are some actions conducted by the researcher for cycle 2. Some action; the researcher listened their record for several times to get what their word on their retelling of

result discussion, Researcher tried to guess and improved researcher self to comprehend their retelling of result discussion well.

As a result, students' achievement in this indicator was improved. Like what was made for cycle 1 test, there were five criteria in indicator of comprehension for cycle 2. From 27 students in the classroom, 20 students understood careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 5 students understood quite well normal educated speech when engaged in a dialogue, but required occasional repetition or rephrasing. 2 students understood everything in normal educated except for colloquial or low frequency items, or exceptionally rapid or slurred speech. Mean score this indicator was 3.92

From the above explanation could be seen in the following table:

Table V
Problems and solutions

Indicator	Problems	Solutions	Result	
			S	U S
A C C E N T	1. Difficult in pronouncing the English word because they seldom trained their pronunciation so that their tongue was stiff.	1. The researcher motivated them to be diligent their pronunciation and gave them illustration if someone could speak English, it is aim was to get their interest in training	√	

	<p>2. Difficult in pronouncing words because they were lazy to train their pronunciation.</p> <p>3. Difficulty in pronouncing the difficult English word that seldom used by them and they just could pronounce the familiar word</p>	<p>their pronunciation especially in study English.</p> <p>2. In teaching study process, the researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting, it is aims to help them preparing themselves before doing execution of problem solving technique activity.</p>		
G R A M M A R	<p>Difficult in building sentences because they less mastered vocabulary and grammar well. Theory was learned by them, they did not practice it in their daily activity.</p>	<p>Researcher gives more explanation about the language context that targeted in the next meeting.</p>	√	
V O C A B U L A R	<p>Difficulty in searching adequate words and mastering the specific words</p>	<p>1. Researcher gave tips of methods to memorize vocabularies such as using pictures, semantic mapping, and using key word.</p> <p>2. Researcher gave some vocabularies related to the study material before starting study process for the next</p>	√	

Y		meeting.		
F L U E N C Y	Difficulty in speaking English fluently because their utterances low, hesitant and jerky, and occasionally hesitant because of grouping work.	Researcher motivated them to train their speaking and to record their speech so that they could know about their ability.	√	
C O M P R E H E N S	Difficulty to understand words even it was a familiar word even their attitude in speaking could annoy the researcher while students were speaking.	Researcher should improve and guess what student's targeted in their speaking with repeating their result of discussion for several times.	√	

From the above table could be concluded that the problems of students' speaking ability in indicator of accent, grammar, vocabulary, fluency, and comprehension have improved by applying researcher's solution.

C. Discussion

1. Students' achievement

The researcher findings had shown students' speaking ability improved well. It could be proved by students' mean score and percentage.

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

The second, Ida Royani Hasibuan had done research by the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan". She said that simulation technique could improve students' speaking skill. In this study, it had found that the improvement of students' achievement by using simulation technique. Cycle 1 was 13 (54.2%) and cycle 2 was 18 (75%). So, cycle 2 was bigger than cycle 1.

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

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

2. Influencing Factors

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

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

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

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

difficult in understanding or uttering words because their mastery of vocabulary were still limited.

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

D. Threats of the Research

In doing the research, the researcher found some threats in this research.

They were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students.
2. The tool that used in collecting the result of students' speaking was uncompleted because the researcher just used recorded, video or other

told were needed to make the mark more subjective and study process more effective and efficient.

3. In teaching study process was not running well because the students were less serious and enthusiasm in doing problem solving technique, some students still used mix language when they don't know about the vocabulary.

Even though, problem solving technique gave chance to the students to use target language for meaningful purposes. Problem solving technique could improve students' speaking ability and could make the study process closer to real life so, that they could be more active and interested in Speaking. Additionally, by problem solving technique the students had communicative competence, it means that the students were able to speak appropriately to the situational context. Therefore, the researcher hoped problem solving technique can be applied in teaching the students at Ma'had Jami'ah IAIN Padangsidimpuan.

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.

A. Conclusion

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

B. Implementation

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

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

Problem Solving Technique. The teacher and another researcher must have much knowledge, experience and be creative in designing teaching and study process, in explaining study material, in motivating students, and in controlling the classroom so that students' speaking ability can improve with the very high improvement.

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CURRICULUM VITAE



1. Personal Data

Name : Safrina Hulu
Reg. Students Number : 13 340 0031
Place, Date of Birthday : Padangsidimpuan, February, 2nd 1995
Sex : Female
Address : Jln. Imam Bonjol Gg. Halim Link.VII Aek Tampang.
Padangmatinggi, Padangsidimpuan.

2. Parents Data

Father's Name : Sumardin Hulu
Mother's Name : Annisah Warni Hasibuan

3. Educational Background

Primary School : SD Negeri No. 200211 (2005)
Junior High School : MTs Baharuddin (2008)
Senior High School : MAS Baharuddin (2011)
Institute : Institute Agama Islam Negeri
Padangsidimpuan (2017)

Appendix 1**Initial's Names of Studnets**

No	Name	Prog.	Gender	
			Female	Male
1.	MIH	TBI	√	
2.	DSM	TBI	√	
3.	FHN	TBI	√	
4.	WRL	TBI	√	
5.	DiS	TBI	√	
6.	SaT	TBI	√	
7.	SRS	TBI	√	
8.	YuM	TBI	√	
9.	ASDP	TBI	√	
10.	WRN	TBI	√	
11.	WSS	TBI	√	
12.	IhT	TBI	√	
13.	RAH	TBI	√	
14.	NiA	TBI	√	
15.	ErH	TBI	√	
16.	RiH	TBI	√	
17.	RaH	TMM	√	
18.	WAR	TMM	√	
19.	Ams	TMM	√	
20.	ReS	TMM	√	
21.	HaN	TMM	√	
22.	RFP	TMM	√	
23.	SSM	PGMI	√	
24.	RAL	PGMI	√	
25.	AtR	PAI	√	
26.	EIR	PAI	√	
27.	AnT	PAI	√	

Appedix 2

Lesson Plan in Cycle 1

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Ma'had Jami'ah IAIN Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: A/II
Materi	: <i>Expression of Asking for and Giving Opinion</i>
Meeting	: 1 & 2
Alokasi Waktu	: 2 x 45 minutes

A. Standar Kompetensi :

Mendengarkan

1. Memahami makna dalam transactional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

Berbicara

2. Mengungkapkan makna dalam transactional dan interpersonal conversation dalam kehidupan sehari-hari.

B. Kompetensi Dasar :

- 1.2. Merespon makna yang terdapat dalam percakapan transaksional (to get things done)

Dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam Bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Expression of Asking and for and Giving Opinion*

- 2.2. Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Expression of Asking and for and Giving Opinion*

C. Indikator :

1. Mengidentifikasi makna tindak tutur: *Expression of Asking for and Giving Opinion*
2. Menggunakan tindak tutur: *Expression of Asking for and Giving Opinion*.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

1. Merespon dengan benar terhadap tindak tutur : *Expression of Asking for and Giving Opinion*
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal atau transaksional: *Expression of Asking for and Giving Opinion*

E. Metode/strategy Pembelajaran : Problem Solving Technique

F. Materi Pembelajaran :

G. Langkah-langkahKegiatanPembelajaran :

Langkah-langkah pembelajaran Problem Solving Technique.

a. Tahap persiapan

1. Merumuskan tujuan yang harus dicapai oleh siswa setelah proses Problem Solving Technique berakhir.
2. Mempersiapkan garis besar langkah-langkah Problem Solving Technique.
3. Melakukan uji coba Problem Solving Technique.

b. Tahap pelaksanaan

a. Langkah pembukaan

1. Mengucapkan salam dengan ramah kepada siswa.
2. Siswa dibagi beberapa kelompok.
3. Mengemukakan tujuan yang harus dicapai oleh siswa.
4. Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari setiap pembelajaran

b. Langkah pelaksanaan Problem Solving Technique

1. Guru menentukan kompetensi yang akan dikembangkan.
2. Guru menentukan persoalan yang akan dipecahkan oleh siswa yaitu “Stranded on the desert island”
3. Guru menerangkan pada siswa tujuan dan prosedur kegiatan yaitu siswa diminta untuk berkontribusi untuk menyelesaikan permasalahan yang ada atau alternative solusi dengan tujuan merumuskan solusi atas permasalahan yang telah disajikan.
4. Apabila dianggap perlu guru menerangkan kosa-kata dan ungkapan- ungkapan yang diperlukan dan melakukan *drilling*.
5. Guru membagi siswa menjadi beberapa kelompok dan tiap kelompok diminta untuk mendiskusikan masalah tersebut dan menentukan pilihan kelompok.
6. Setelah selesai guru meminta setiap kelompok melaporkan hasil diskusi kelompok dalam diskusi kelas.
7. Guru memberikan komentar dan masukan terhadap hasil diskusi.

c. Langkah penutupan

1. Siswa diminta untuk membuat rangkuman tentang materi yang dipelajari.
2. Siswa diberikan tugas terkait dengan materi yang dipelajari
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. Sumberbelajar: BukuThe World 2

I. Learning evaluation

Technique : individual performance
Form : oral presentation
Instrument : rubric of presentation

Padangsidimpuan, 2017

Validator

The Teacher

Sojuangon Rambe, S.S., M.Pd.
Nip. 19790815 200604 1 003

Safrina Hulu
NIM: 13 340 0031

LEARNING MATERIAL

Asking for and Giving Opinion

People usually have opinions about something. To remind you on how you can express your opinions and ask for someone's opinions, please look at the following examples.

Asking for Opinion

- How do you feel about....?
- How do you like....?
- What do you think about...?
- What's your opinion of....?
- What do you think of/if.....?
- Do you think....?
- How do you like....?
- What's your opinion about...?
- What's your idea about the case....?
- What do you assume....?

Giving Opinion

- Well, if you ask me.....
- Well, as far as I'm concerned....
- According to me.....
- Well, I think..... and what I also like is that....
- I think.....
- My opinion of.....is.....
- In my view.....
- In my Opinion.....
- I assume.....

Appendix 3

Test First Cycle

Indicators: Work in Group, give some opinions and ask another opinion to resolve this problem:

Stranded on a desert island a long way from anywhere. Imagine you are the person who stranded on a desert island and you have to stay on a desert island without knowing the time to escape from the desert island. What should you do to survive on a deserted island without nothing? Make at list 5 solutions to resolve the Problem!

Validator

**Padangsidimpuan,
The Teacher**

2017

Sojuangon Rambe, S.S., M.Pd.
Nip. 19790815 200604 1 003

Safrina Hulu
NIM: 13 340 0031

Appendix 4

Students' Speaking Score in the First Cycle

No	Name	Prog.	Speaking Score					Total	Score (Total x 4)
			1	2	3	4	5		
1.	MIH	TBI	2	3	4	4	4	17	68
2.	DSM	TBI	2	3	3	4	4	16	64
3.	FHN	TBI	4	4	5	3	4	20	80
4.	WRL	TBI	2	3	3	4	4	16	64
5.	DiS	TBI	2	4	4	4	3	17	68
6.	SaT	TBI	3	3	4	5	4	19	76
7.	SRS	TBI	2	2	3	3	2	12	48
8.	YuM	TBI	4	4	3	4	5	20	80
9.	ASDP	TBI	2	3	4	4	4	17	68
10.	WRN	TBI	4	3	4	4	4	19	76
11.	WSS	TBI	2	3	2	4	4	15	60
12.	IhT	TBI	5	4	3	4	3	19	76
13.	RAH	TBI	2	2	3	4	3	14	56
14.	NiA	TBI	2	3	2	4	4	15	60
15.	ErH	TBI	4	3	5	5	4	21	84
16.	RiH	TBI	3	3	4	4	3	17	68
17.	RaH	TMM	2	3	3	4	4	16	64
18.	WAR	TMM	3	3	3	3	3	15	60
19.	Ams	TMM	3	3	3	4	4	17	68
20.	ReS	TMM	2	2	3	3	3	13	52
21.	HaN	TMM	2	3	4	4	3	16	64
22.	RFP	TMM	2	2	2	4	4	14	56
23.	SSM	PGMI	2	3	2	5	4	16	64
24.	RAL	PGMI	2	2	2	2	2	10	40
25.	AtR	PAI	4	3	4	5	3	19	76
26.	EIR	PAI	2	2	2	1	2	9	36
27.	AnT	PAI	2	2	3	4	4	15	60
Total Scores			71	78	87	103	95	438/ 27	1752
Mean			2.63	2.89	3.22	3.78	3.52	16.07	64.89
Percentage			25.92%						

Appendix 5

Lesson Plan in Cycle 2

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Ma'had Jami'ah IAIN Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: A/II
Materi	: <i>Expression of Asking for and Giving Opinion</i>
Meeting	: 1 & 2
Alokasi Waktu	: 2 x 45 minutes

J. Standar Kompetensi :

Mendengarkan

3. Memahami makna dalam transactional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

Berbicara

4. Mengungkapkan makna dalam transactional dan interpersonal conversation dalam kehidupan sehari-hari.

K. Kompetensi Dasar :

- 1.2. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam Bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Expression of Asking and for and Giving Opinion*
- 2.2. Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Expression of Asking and for and Giving Opinion*

L. Indikator :

3. Mengidentifikasi makna tindak tutur: *Expression of Asking for and Giving Opinion*
4. Menggunakan tindak tutur: *Expression of Asking for and Giving Opinion*.

M. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

3. Merespon dengan benar terhadap tindak tutur : *Expression of Asking for and Giving Opinion*
4. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal atau transaksional: *Expression of Asking for and Giving Opinion*

N. Metode/strategy Pembelajaran : Problem Solving Technique

O. Materi Pembelajaran :

P. Langkah-langkahKegiatanPembelajaran :

Langkah-langkah pembelajaran Problem Solving Technique.

a. Tahap persiapan

1. Merumuskan tujuan yang harus dicapai oleh siswa setelah proses Problem Solving Technique berakhir.
2. Mempersiapkan garis besar langkah-langkah Problem Solving Technique.
3. Melakukan uji coba Problem Solving Technique.

b. Tahap pelaksanaan

1. Langkah pembukaan
 1. Mengucapkan salam dengan ramah kepada siswa.
 2. Siswa dibagi beberapa kelompok.
 3. Mengemukakan tujuan yang harus dicapai oleh siswa.
4. Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari setiap pembelajaran
2. Langkah pelaksanaan Problem Solving Technique
 1. Guru menentukan kompetensi yang akan dikembangkan.
 2. Guru menentukan persoalan yang akan dipecahkan oleh siswa.
 3. Guru menerangkan pada siswa tujuan dan prosedur kegiatan yaitu siswa diminta untuk berkontribusi untuk menyelesaikan permasalahan yang ada atau alternative solusi dengan tujuan merumuskan solusi atas permasalahan yang telah disajikan.
 4. Apabila dianggap perlu guru menerangkan kosa-kata dan ungkapan- ungkapan yang diperlukan dan melakukan *drilling*.
 5. Guru membagi siswa menjadi beberapa kelompok dan tiap kelompok diminta untuk mendiskusikan masalah tersebut dan menentukan pilihan kelompok.
 6. Setelah selesai guru meminta setiap kelompok melaporkan hasil diskusi kelompok dalam diskusi kelas.
 7. Guru memberikan komentar dan masukan terhadap hasil diskusi.
 - Guru menyelesaikan permasalahan yang terjadi di siklus 1.

3. Langkah penutupan
 1. Siswa diminta untuk membuat rangkuman tentang materi yang dipelajari.
 2. Siswa diberikan tugas terkait dengan materi yang dipelajari
 3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya

Q. Sumberbelajar: Buku The World 2

R. Learning evaluation

Technique : individual performance
Form : oral presentation
Instrument : rubric of presentation

Padangsidimpuan, 2017

Validator

The Teacher

Sojuangon Rambe, S.S., M.Pd.
Nip. 19790815 200604 1 003

Safrina Hulu
NIM: 13 340 0031

LEARNING MATERIAL

Asking for and Giving Opinion

People usually have opinions about something. To remind you on how you can express your opinions and ask for someone's opinions, please look at the following examples.

Asking for Opinion

- How do you feel about....?
- How do you like....?
- What do you think about...?
- What's your opinion of....?
- What do you think of/if.....?
- Do you think....?
- How do you like....?
- What's your opinion about...?
- What's your idea about the case....?
- What do you assume....?

Giving Opinion

- Well, if you ask me.....
- Well, as far as I'm concerned....
- According to me.....
- Well, I think..... and what I also like is that....
- I think.....
- My opinion of.....is.....
- In my view.....
- In my Opinion.....
- I assume.....

Appendix 6

Test of Second Cycle

Indicators: Work in Group, give some opinions and ask another opinion to resolve this problem:

There is a guy in your class who is always mean to you. He always bumps you when he walks by and he calls you names. He knocks stuff out of your hands and makes you feel stupid. You don't think you can take it anymore. Make at list 5 solutions to resolve the problem!

Validator

Sojuangon Rambe, S.S., M.Pd.
Nip. 19790815 200604 1 003

Padangsidempuan, 2017
The Teacher

Safrina Hulu
NIM: 13 340 0031

Appendix 7

Students' Speaking Score in the Second Cycle

No	Name	Prog.	Speaking Score					Total	Score (Total x 4)
			1	2	3	4	5		
1.	MIH	TBI	3	3	4	5	5	20	80
2.	DSM	TBI	3	4	4	4	4	19	76
3.	FHN	TBI	5	5	4	4	4	22	88
4.	WRL	TBI	4	4	4	4	4	20	80
5.	DiS	TBI	5	4	3	4	3	19	76
6.	SaT	TBI	5	5	4	5	5	24	96
7.	SRS	TBI	3	4	4	3	4	18	72
8.	YuM	TBI	5	5	4	5	5	24	96
9.	ASDP	TBI	4	4	2	4	3	17	68*
10.	WRN	TBI	5	5	4	4	5	23	92
11.	WSS	TBI	3	4	4	4	5	20	80
12.	IhT	TBI	4	4	4	4	5	21	84
13.	RAH	TBI	3	4	4	3	4	18	72
14.	NiA	TBI	5	4	2	5	3	19	76
15.	ErH	TBI	5	4	5	5	5	24	96
16.	RiH	TBI	5	4	3	4	3	19	76
17.	RaH	TMM	4	5	4	4	3	20	80
18.	WAR	TMM	4	4	3	5	3	19	76
19.	Ams	TMM	4	4	3	3	3	17	68*
20.	ReS	TMM	4	4	4	4	4	20	80
21.	HaN	TMM	3	4	4	4	4	19	76
22.	RFP	TMM	4	3	3	4	5	19	76
23.	SSM	PGMI	4	5	4	4	3	20	80
24.	RAL	PGMI	4	5	4	4	3	20	80
25.	AtR	PAI	4	5	4	4	4	21	84
26.	EIR	PAI	5	4	3	4	3	19	76
27.	AnT	PAI	3	4	3	4	4	18	72
Total Scores			110	114	98	111	106	539/ 27	2156
Mean			4.07	4.22	3.63	4.11	3.92	19.96	79.85
Percentage			92.59%						

APPENDIX 8

**Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class / Semester : I/II
Days / Date Of : Wednesday/17th May 2017
Cycle : I
Observer : Mr. Muhammad Syukur S.Pd.I as Collaborator

No	Name	Prog.	Activities				
			Who make noisy in the classroom	Who goes permission	Who sleeps in the classroom	Who walks around	Who doesn't attend
1.	MIH	TBI					
2.	DSM	TBI					
3.	FHN	TBI	√				
4.	WRL	TBI					
5.	DiS	TBI					
6.	SaT	TBI					
7.	SRS	TBI					
8.	YuM	TBI		√			
9.	ASDP	TBI	√				
10.	WRN	TBI	√				
11.	WSS	TBI					
12.	IhT	TBI					
13.	RAH	TBI					
14.	NiA	TBI	√				
15.	ErH	TBI					
16.	RiH	TBI	√				
17.	RaH	TMM					
18.	WAR	TMM		√			
19.	Ams	TMM	√				
20.	ReS	TMM					
21.	HaN	TMM	√				
22.	RFP	TMM					
23.	SSM	PGMI		√			
24.	RAL	PGMI					
25.	AtR	PAI	√				
26.	EIR	PAI					
27.	AnT	PAI					
Total			7	4	-	-	-
Condition of the Classroom			In cycle 1, condition of the classroom was not peaceful. Eight students (FHN, ASDP, WRN, NiA, RiH, Ams, HaN, and AtR)				

	made noisy in the classroom, and three students (SSM, WAR, and YuM) went permission. They were not enthusiasm and serious in doing Problem Solving Technique activity in the classroom. Then, the students seat formation was less effective because it was too narrow and it made the students noise.
--	--

Validator

Sojuangon Rambe, S.S., M.Pd.

Nip. 19790815 200604 1 003

Appendix 9

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : I/II
Days / Date Of : Monday/22th May 2017
Cycle : I
Observer : Mr. Muhammad Syukur S.Pd.I as Collaborator

No	Name	Prog.	Activities				
			Who make noisy in the classroom	Who goes permission	Who sleeps in the classroom	Who walks around	Who doesn't attend
1.	MIH	TBI					
2.	DSM	TBI					
3.	FHN	TBI					
4.	WRL	TBI					
5.	DiS	TBI					
6.	SaT	TBI					
7.	SRS	TBI					
8.	YuM	TBI					
9.	ASDP	TBI					
10.	WRN	TBI					
11.	WSS	TBI					
12.	IhT	TBI					
13.	RAH	TBI					
14.	NiA	TBI					
15.	ErH	TBI					
16.	RiH	TBI					
17.	RaH	TMM					
18.	WAR	TMM					
19.	Ams	TMM					
20.	ReS	TMM					
21.	HaN	TMM					
22.	RFP	TMM					
23.	SSM	PGMI					
24.	RAL	PGMI					
25.	AtR	PAI					
26.	EIR	PAI					
27.	AnT	PAI					
Total							
Condition of the Classroom							

Validator

Sojuangon Rambe, S.S., M.Pd.

Nip. 19790815 200604 1 003

Appendix 10

Indicator List of teacher in Teaching Learning Process in cycle 1

Physic appeareance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly.	√	
2. Standing and writing face to students.	√	
3. Energetic and enthusiasm.	√	
4. Writing and explaining integratedly.	√	
5. Writing is nice and readable.		√
6. Writing is read from the all roomside.	√	
7. Having certain sequence system.	√	
Sound and classroom management	Checklist	
	Yes	No
1. Audible sound.	√	
2. Talking intelligibly.	√	
3. Fluently: every word sounded clearly.	√	
4. Rhythm : it is clear in the important part.	√	
5. Neatness control.	√	
6. Class noise control.		√
7. Class formation arrangement.	√	
Material	Checklist	
	Yes	No
1. Explaining the learning objectives.	√	
2. Relating to students experience.		√
3. Explaining the learning benefit.	√	
4. Relevant to objectives and procedure.	√	
5. Brief presentation.	√	
Procedure	Checklist	
	Yes	No
1. The teacher determines the competence will be developed.	√	
2. The teacher determines the problem will be solved by students.	√	
3. The teacher explains to the students about the aim of this study is formulating solutions about the problem were prepared by the researcher and explains to them also about the procedure activity of this study is students is asked to give contributions about the problem. Students are asked to solve problems that were prepared.	√	
4. Teacher gives students guided question related to the topic.	√	
5. The Teacher explains vocabularies and expression is used.	√	
6. The Teacher divides student into some groups.	√	
7. The Teacher asks students to discuss the problem with her group.	√	
8. Teacher randomly ask student to retell the result of the discussion.	√	
9. The teacher gives comment and suggestion to the result of discussion.	√	

Reinforcement and interaction with students	Checklist	
	Yes	No
1. Individual performance reward.	√	
2. Group performance reward.		√
3. Celebration.		√
4. Stimulating students' responses.	√	
5. Stimulating students' questions.	√	

Validator

Padangsidimpuan,

2017

The Teacher

Sojuangon Rambe, S.S., M.Pd.
Nip. 19790815 200604 1 003

Safrina Hulu
NIM: 13 340 0031

Appendix 11

Indicator List of teacher in Teaching Learning Process in cycle 2

Physic appeareance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly.	√	
2. Standing and writing face to students.	√	
3. Energetic and enthusiasm.	√	
4. Writing and explaining integratedly.	√	
5. Writing is nice and readable.	√	
6. Writing is read from the all roomside.	√	
7. Having certain sequence system.	√	
Sound and classroom management	Checklist	
	Yes	No
1. Audible sound.	√	
2. Talking intelligibly.	√	
3. Fluently: every word sounded clearly.	√	
4. Rhythm : it is clear in the important part.	√	
5. Neatness control.	√	
6. Class noise control.	√	
7. Class formation arrangement.	√	
Material	Checklist	
	Yes	No
1. Explaining the learning objectives.	√	
2. Relating to students experience.	√	
3. Explaining the learning benefit.	√	
4. Relevant to objectives and procedure.	√	
5. Brief presentation.	√	
Procedure	Checklist	
	Yes	No
1. The teacher determines the competence will be developed.	√	
2. The teacher determines the problem will be solved by students.	√	
3. The teacher explains to the students about the aim of this study is formulating solutions about the problem were prepared by the researcher and explains to them also about the procedure activity of this study is students is asked to give contributions about the problem. Students are asked to solve problems that were prepared.	√	
4. Teacher gives students guided question related to the topic.	√	
5. The Teacher explains vocabularies and expression is used.	√	
6. The Teacher divides student into some groups.	√	
7. The Teacher asks students to discuss the problem with her group.	√	
8. Teacher randomly ask student to retell the result of the discussion.	√	
9. The teacher gives comment and suggestion to the result of discussion.	√	

Reinforcement and interaction with students	Checklist	
	Yes	No
1. Individual performance reward.	√	
2. Group performance reward.	√	
3. Celebration.	√	
4. Stimulating students' responses.	√	
5. Stimulating students' questions.	√	

Validator

Padangsidimpuan,

2017

The Teacher

Sojuangon Rambe, S.S., M.Pd.
Nip. 19790815 200604 1 003

Safrina Hulu
NIM: 13 340 0031

Appendix 12

RESULT DISCUSSION OF STUDENTS' SPEAKING TEST IN THE FIRST CYCLE

A. 1st group : YuM, RFP, DSM, and WAR

1. Look for others, like foods fruits, vegetables, animals that you can eat. you can go around the island but, you must be careful, safe yourself. don't touch something dangerous.
2. We will search for and use whatever objects are there, such as collecting woods for burning.
3. Scream for people to see me.
4. In my opinion, if we got situation like that for the first time, I must be calm and pray to Allah S.W.T. I hope he saves me 'till I escape from this island because he is the best saver in our live.
5. I will find the safe place for living like wise land and get out from the jungle.

B. 2nd group : DiS, HaN, SRS, RAH, and SaT

1. If we stranded on a desert islan a long way from anywhere, the first thing in this situation is pray to Allah S.W.T. Tawakkallah, be positive thinking and optimistic that I can survive and I can et out of the sedert island safely.
2. I'll find water. water is critical when maintaining health and surviving. Dehidration can kill a person very quickly sometimes in as little as 2-3 days.
3. Next, I will search anything that eatable like fruits or animals and also woods to make fire. It is good to warm my body up and and cook the animals that was searched.

4. Then, I will create a rescue signal. It is good idea to leave rescues with a signal. The signal will help search parties find location and might try making some of these signals. May be like big “SOS or HELP ME”
5. Don't be panic and keep calm

C. 3rd group : EIR, SSM, WRL, and WRN

1. The first, we will calm down my self
2. Try to find the way home or a way that I have through it before.
3. On us, honestly we are afraid. I will pray to god and ask to Allah to help me, we know situation on a desert island is dangerous.
4. Look a place that you can stay there.
5. You can take off your cloth and make it become a flag and string with long stake and move it.

D. 4th group : ASDP, FHN, RaH, ReS, and WSS

1. The first way, we will pray to Allah
2. The second way, we will find the safe place for living
3. Try to find food and water.
4. We will take some small stones because we will make a fire for cooking.
5. We must find some plastics flag which the plastic have red and white colours because we will make the small flag.

E. 5th group : Ams, RiH, NiA, IhT, and AtR

1. According to us, the first way you must be quiet, don't be panic.
2. The second way, you must looking for the place for you to stay in that island.
3. You have to looking for some foods and water in that island.
4. Making a flag from your cloth, may be your jacket and it will help you.

5. The last way, make a small boat by yourself. Make your great ideas to make it and find the other island which there are society can help you, and pray to Allah S.W.T.

F. 6th group : ErH, MIH, RAL, and AnT

1. We will stay calm because the fear just will makes the situation worse.
2. We will look around to look are there any wild animals or not, looking for eating.
3. We search the safe place for protection.
4. We will look for some woods, stone to create fire, to help me, to warm my body.
5. Make some signals, so that people can find me there. Like make a flag on tree, make a fire on tree and look whether are people in that place etc.

Appendix 13

TRANSCRIPTION OF STUDENTS' SPEAKING TEST IN THE SECOND CYCLE

A. 1st group : RFP, AtR, NiA, Ams and RiH

1. We invite him to meet me, and ask him by polite, why he always does like that to me.
2. Make a cruel calculation to him so that he will be curred and he probably wont disturb me again.
3. We will make his like became tragic and may be we will make his life never be happy.
4. We will say to my teacher about that and ask my teacher to hand him.
5. We will say to my parents that in y class there is a naughty and bad boy who always hurts me.

B. 2nd group : AnT , MIH, , HaN , RAH, and ErH

1. First, I must talk to him about his reason why he always disturbs me, mean to me and anything else directly. If it doesn't work. I must be a strong woman and fight with him.
2. I wil go to some teacher who I believe and ask their advices about my problem.
3. I will make him shy like I will go in front of my school and say that I love him so much and I wanna be his girlfriend.
4. I ask my friends to protect me from him because I think if I have someone like a hero may be he wont to disturb me again.
5. We will saya this problem to my parents and ask them about he best way out of the problem.

C. 3rd group : FHN, WSS, ASDP, and WRN

1. Ask him what is wrong with him, why does he do like that to you, ask him like “Do I have a mistake? why do you always make me that he always mean to you”
2. Ask his friends or his bestfriend about his reasons that he always mean to you.
3. Ask his relative, does he has any problems in his house or not.
4. Don't be a coward person, if he makes you angry, against him and make him to stop his idiot behavior.
5. Say to your teacher about her attitude, so your teacher will ask him and give some advice.

D. 4th group : WRL, SSM, RaH, ReS, and EIR

1. I will talk to him directly and ask what is his problem actually. Tell him to stop bothering me.
2. I will go to my teacher who I can trust and ask for their advices.
3. I will think of doing revenge because I've had enough of his mean attitude towards me.
4. I will tell my parents about this whole problem because they know exactly what they should do to help me out.
5. I will see the police if it's needed and get him arrested.

E. 5th group : WAR, , YuM, DSM, and IhT

1. According to us, the first way is you must talk to him that you don't like if he disturb you. “Don't disturb me anymore, I don't like it”
2. I think you have to threatening him, say some words to makes him understand that you don't like him. Say “if you still disturbme, I'll do something for you that you cant forget it”
3. Then, if he still disturb you, say to your teacher and say anything what he has done for you so your teacher will advice him.

4. Reply all of his action, and be a ignorant girl to him so he feel sorry to you.
5. Say to your parents. They will make him be cured and he will say sorry to you and he will regret because he ever disturbed you.

F. 6th group : SRS, RAL, SaT and DiS

1. The first, you must talk to him why he do it to you like that.
2. Second, you can tell to your teacher about this problem.
3. Third, you can tell to your parents about this problem.
4. Fourth, if you want, you can bumps his back
5. Fifth, if he always do like that, I think he like to you but he does not know what he do for explaining his love and you can tell to him if you love me don't do that.

Appendix 14

The Result of Difference Scores between First Cycle and Second Cycle

No	Name	Prog.	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\Sigma D=D-MD$	ΣD^2
1.	MIH	TBI	68	80	12	-4.8	23.04
2.	DSM	TBI	64	76	12	-4.8	23.04
3.	FHN	TBI	80	88	8	-8.8	77.44
4.	WRL	TBI	64	80	16	-0.8	0.64
5.	DiS	TBI	68	76	8	-8.8	77.44
6.	SaT	TBI	76	96	20	3.2	10.24
7.	SRS	TBI	48	72	24	7.2	51.84
8.	YuM	TBI	80	96	16	-0.8	0.64
9.	ASDP	TBI	68	68*	0	0	0
10.	WRN	TBI	76	92	16	-0.8	0.64
11.	WSS	TBI	60	80	20	3.2	10.24
12.	IhT	TBI	76	84	8	-8.8	77.44
13.	RAH	TBI	56	72	16	-0.8	0.64
14.	NiA	TBI	60	76	16	-0.8	0.64
15.	ErH	TBI	84	96	12	-4.8	23.04
16.	RiH	TBI	68	76	8	-8.8	77.44
17.	RaH	TMM	64	80	16	-0.8	0.64
18.	WAR	TMM	60	76	16	-0.8	0.64
19.	Ams	TMM	68	68*	0	0	0
20.	ReS	TMM	52	80	28	11.2	125.44
21.	HaN	TMM	64	76	12	-4.8	23.04
22.	RFP	TMM	56	76	20	3.2	10.24
23.	SSM	PGMI	64	80	16	-0.8	0.64
24.	RAL	PGMI	40	80	40	23.2	538.24
25.	AtR	PAI	76	84	8	-8.8	77.44
26.	EIR	PAI	36	76	40	23.2	538.24
27.	AnT	PAI	60	72	12	-4.8	23.04
Total/N			1752	2156	420	31.25	1831.06
Mean			64.89	79.85	M_D= 15.55	ΣD= 1.16	ΣD^2= 67.82

Bold name that students who passed the passing grade (70) in first cycle

** Students that did not pass the KKM (78) in second cycle*

To test the significances, the researcher used t-test for small samples less than 30 students.

The procedures of interpreting the data were:

1. Formulating Hypothesis alternative (H_a) and Hypothesis nihil (H_0):

H_0 = There is not significant improvement among students' speaking test in the first cycle and second cycle.

H_a = There is significant improvement among students' speaking test in the first cycle and second cycle.

2. Calculating the signification of t_0 by comparing t_0 and t_t and calculating the degree of freedom (df) with $df=N-1$.
3. Looking for level of signification 5% or 1% in t table (it can be seen from df).
4. Comparing the result of t_0 and t_t with the criterion:
 - a. If t_0 bigger than t_a or t_0 same with t_t , so H_0 is rejected and H_a is received. It means that there is significant improvement of students' learning process result.
 - b. If t_0 smaller than t_t , so H_0 is received and H_a is rejected. It means that there is not significant improvement of students' learning process result.
5. Making conclusion from the result.

Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{D}{N}$$
$$= \frac{420}{27} = 15.55$$

ΣD = Number of difference Score Between Second Cycle and First Cycle, $D = X - Y$

$N = 27$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$
$$SD_D = \sqrt{\frac{1831.06}{27} - \left(\frac{31.25}{27}\right)^2}$$

$$SD_D = \sqrt{67.82 - 1.16}$$

$$SD_D = \sqrt{66.66}$$

$$SD_D = 8.16$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$$SE_{MD} = \frac{8.16}{\sqrt{27 - 1}}$$

$$SE_{MD} = \frac{8.16}{\sqrt{26}}$$

$$SE_{MD} = \frac{8.16}{5.09}$$

$$SE_{MD} = 1.60$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{15.55}{1.60}$$

$$t_o = 9.72$$

Degrees of freedom (df) = N-1 = 27-1 = 26

The calculation result of $t_o = 9.72$, t_{table} with df = 27, level of significance in t table 5% is 2,056. It can be known that the result of t_o is bigger than t_t , it is $9.72 > 2.056$. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (79.85) is greater than first cycle (64.89). It shows that “Problem Solving Technique” influenced to improve the students’ speaking ability at the 1st Class 2nd Semester of Ma’had Jami’ah IAIN Padangsidempuan.

APPENDIX XXVII

LIST OF INTERVIEW

Interview to the students before action

Name : Emas Permata Sari

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?
(Do you like English?)
Answer: Sedikit suka
2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?
(Do you often use English to speak with your friend?)
Answer: Tidak terlalu sering, kadang-kadang.
3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?
(Do you feel difficult to speak English? Why?)
Answer: Ya, karena berbicara pakek Bahasa Inggris itu sulit sekali.
4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?
(What are your difficulties in pronouncing the words or sentences?)
Answer: Susah untuk mengucapkan kata-katanya.
5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?
(Do you feel boring to speak English?)
Answer: Ya, saya sering diam saja.
6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?
(What is your effort being able to speak English?)
Answer: Diam, tapi kadang bertanya.
7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!
(Do you know about the topic of learning today? Give your reason!)

Answer: Sedikit.

LIST OF INTERVIEW

Interview to the students after action

Name : Emas Permata Sari

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?

(Do you like English?)

Answer: Iya, sedikit suka Bahasa Inggris.

2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?

(Do you often use English to speak with your friend?)

Answer: Iya, dikelas mulai memakai Bahasa Inggris dengan teman.

3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?

(Do you feel difficult to speak English? Why?)

Answer: Tidak terlalu sulit lagi, karena ibu guru menyuruh berbincang-bincang. Ada yang jadi penjual dan saya pembelinya.

4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?

(What are your difficulties in pronouncing the words or sentences?)

Answer: Pada waktu mengucapkan kata Bahasa Inggris yang panjang-panjang kalimatnya.

5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?

(Do you feel boring to speak English?)

Answer: Sekarang tidak lagi karena ibu guru sering menyuruh saya maju kedepan.

6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?

(What is your effort being able to speak English?)

Answer: Mempraktekkannya.

7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!

(Do you know about the topic of learning today? Give your reason!)

Answer: Ya, saya mengerti.

LIST OF INTERVIEW

Interview to the students before action

Name : Sukri Hadi

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?
(Do you like English?)
Answer: Saya gak suka karena sulit.
2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?
(Do you often use English to speak with your friend?)
Answer: Tidak, tapi pernah.
3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?
(Do you feel difficult to speak English? Why?)
Answer: Ya, sulit sekali.
4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?
(What are your difficulties in pronouncing the words or sentences?)
Answer: Mengucapkan kata-kata Bahasa Inggrisnya.
5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?
(Do you feel boring to speak English?)
Answer: Ya, terkadang merasa ngantuk.
6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?
(What is your effort being able to speak English?)
Answer: Terkadang saya diam dan bertanya.
7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!
(Do you know about the topic of learning today? Give your reason!)
Answer: Sedikit.

LIST OF INTERVIEW

Interview to the students after action

Name : Sukri Hadi

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?
(Do you like English?)
Answer: Iya, saya lumayan suka.
2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?
(Do you often use English to speak with your friend?)
Answer: Iya, dikelas saya mempraktekkan Bahasa Inggris bersama teman.
3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?
(Do you feel difficult to speak English? Why?)
Answer: Sedikit kalau kata-katanya banyak.
4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?
(What are your difficulties in pronouncing the words or sentences?)
Answer: Waktu mengucapkan kata-kata yang panjang.
5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?
(Do you feel boring to speak English?)
Answer: Tidak lagi.
6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?
(What is your effort being able to speak English?)
Answer: Berlatih-latih sama kawan.
7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!
(Do you know about the topic of learning today? Give your reason!)
Answer: Ya, tadi kami belajar tentang member dan menawarkan bantuan.

LIST OF INTERVIEW

Interview to the students before action

Name : Risky Sopianna Harahap

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?
(Do you like English?)
Answer: Gak suka, karena Bahasa Inggris itu sulit terutama berbicara Bahasa Inggris.
2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?
(Do you often use English to speak with your friend?)
Answer: Kadang-kadang sama teman dan kalau disuruh guru.
3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?
(Do you feel difficult to speak English? Why?)
Answer: Ya, terutama kata-kata yang sulit mengucapkannya.
4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?
(What are your difficulties in pronouncing the words or sentences?)
Answer: Saya tidak mampu mengucapkannya.
5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?
(Do you feel boring to speak English?)
Answer: Terkadang saya merasa bosan.
6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?
(What is your effort being able to speak English?)
Answer: Berlatih-latih saja.
7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!
(Do you know about the topic of learning today? Give your reason!)
Answer: Iya, saya mengerti.

LIST OF INTERVIEW

Interview to the students after action

Name : Risky Sopianna Harahap

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?

(Do you like English?)

Answer: Saya sudah mulai suka.

2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?

(Do you often use English to speak with your friend?)

Answer: Tidak terlalu sering tapi kalau di sekolah kita disuruh berbicara Bahasa Inggris dan gak boleh takut.

3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?

(Do you feel difficult to speak English? Why?)

Answer: Lumayan, tapi sekarang karena kata ibu harus mengatasinya dengan cara berbicara dengan teman sekelas.

4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?

(What are your difficulties in pronouncing the words or sentences?)

Answer: Waktu mengucapkan kalimat yang panjang-panjang dan susah dibaca.

5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?

(Do you feel boring to speak English?)

Answer: Tidak lagi.

6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?

(What is your effort being able to speak English?)

Answer: Berlatih-latih di rumah dan di sekolah.

7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!

(Do you know about the topic of learning today? Give your reason!)

Answer: Ya, ibu guru menjelaskan mulai dari meminta sesuatu, meminta bantuan, dan cara menawarkannya.

LIST OF INTERVIEW

Interview to the students before action

Name : AHIRUDDIN

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?
(Do you like English?)
Answer: Tidak, karena Bahasa Inggris itu sulit dipahami.
2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?
(Do you often use English to speak with your friend?)
Answer: Tidak sering.
3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?
(Do you feel difficult to speak English? Why?)
Answer: Ya, saya merasa kesulitan sekali.
4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?
(What are your difficulties in pronouncing the words or sentences?)
Answer: Banyak kata-kata yang tak tahu cara bilangannya.
5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?
(Do you feel boring to speak English?)
Answer: Iya.
6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?
(What is your effort being able to speak English?)
Answer: Bertanya kepada guru yang tidak mengerti.
7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!
(Do you know about the topic of learning today? Give your reason!)
Answer: Iya, saya mengerti.

LIST OF INTERVIEW

Interview to the students after action

Name : Ahiruddin

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?
(Do you like English?)
Answer: Lumayan suka.
2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?
(Do you often use English to speak with your friend?)
Answer: Sekarang ibu guru pakai Bahasa Inggris kalau bicara.
3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?
(Do you feel difficult to speak English? Why?)
Answer: Lumayan, tapi kata ibu harus bisa.
4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?
(What are your difficulties in pronouncing the words or sentences?)
Answer: Kata-kata yang panjang.
5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?
(Do you feel boring to speak English?)
Answer: Tidak lagi.
6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?
(What is your effort being able to speak English?)
Answer: Bertanya kepada guru yang tidak mengerti.
7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!
(Do you know about the topic of learning today? Give your reason!)
Answer: Ya, saya mengerti karena sudah dijelaskan ibu guru.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat: Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor : 21/In.14/E.6a/PP.00.9/09/2016

Sifat : Biasa

Padangsidimpuan, September 2016

Lamp : -----

Hal : Pengesahan Judul dan Pembimbing
Skripsi

Kepada Yth:

1. Zainuddin, S.S., M.Hum (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di -

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

Nama : Safrina Hulu
NIM : 13 340 0031
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi : **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PROBLEM SOLVING TECHNIQUE AT THE 1st GROUP 2nd SEMESTER STUDENTS OF MA'HAD JAMI'AH IAIN PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Ketua Jurusan TBI

Sekretaris Jurusan TBI

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**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat: Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

nomor: 21/In.14/E.6a/PP.00.9/09/2016

jenis: Biasa

Padangsidimpuan, September 2016

tempat: -----

judul: **Pengesahan Judul dan Pembimbing
Skripsi**

Kepada Yth:

1. Zainuddin, S.S., M.Hum (Pembimbing I)
2. Sojuangon Rambe, S.S.,M.Pd' (Pembimbing II)

Di -

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

Nama : Safrina Hulu
NIM : 13 340 0031
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi : **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PROBLEM SOLVING TECHNIQUE AT THE 1st GROUP 2nd SEMESTER STUDENTS OF MA'HAD JAMI'AH IAIN PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Ketua Jurusan TBI

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B - **852** /In.14/E.4c/TL.00/05/2017
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

29 Mei 2017

Yth. Kepala P2B IAIN Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Safrina Hulu

NIM : 133400031

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Alamat : Jl. Imam Bonjol Gg. Halim Padangmatinggi Padangsidempuan.

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Improving Students' Speaking Ability Through Problem Solving at The 1ST Group 2ND Semester Students of Ma'had Jami'ah IAIN Padangsidempuan**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA**

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16 Juni 2017

SURAT KETERANGAN
B-1/28/In.14/J.2/PP.00.9/06/2017

Yang bertanda tangan dibawah ini Kepala Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : Safrina Hulu

NIM : 133400031

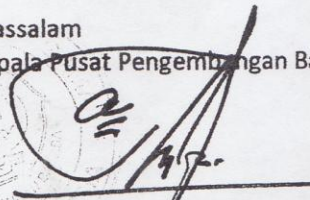
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan

Jurusan : Tadris Bahasa Inggris

Benar telah melaksanakan penelitian Skripsi dengan judul : **“Improving Students’ Speaking Ability Through Problem Solving at The 1ST Group 2ND Semester Students of Ma’had Jamiah IAIN Padangsidimpuan”** pada Pusat Pengembangan Bahasa (P2B) IAIN Padangsidimpuan dari Tanggal 29 Mei-15 Juni 2017

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Wassalam
Kepala Pusat Pengembangan Bahasa,



Syahid Muamma Pulungan