

**THE EFFECT OF USING REAL LIFE PROBLEM SOLVING  
ON STUDENTS' SPEAKING ABILITY AT SMA 3  
PADANGPANJANG**

**THESIS**



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**2011**

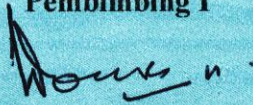
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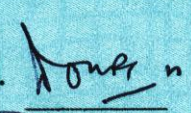
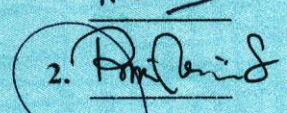
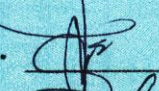
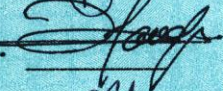

## HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

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## ABSTRAK

Suryani, Desi. 2011. "Pengaruh Penggunaan Pemecahan Masalah Nyata Pada Kegiatan Berbicara Terhadap Kemampuan Berbicara Siswa di SMA 3 Padangpanjang." *Skripsi*. FBS UNP.

Penelitian ini bertujuan untuk mengetahui sejauh mana pengaruh penggunaan pemecahan masalah nyata pada kegiatan berbicara terhadap kemampuan berbicara siswa kelas XI di SMA Padang-panjang. Temuan dari penelitian ini menunjukkan bahwa nilai dari kelompok eksperimen lebih baik dari kelompok kontrol. Ini terlihat dari nilai rata-rata kedua kelompok, nilai rata-rata kelompok eksperimen 76.71, sementara itu nilai rata-rata dari kelompok kontrol 72.71. Data ini juga dianalisa dengan menggunakan analisis statistik, dan ditemukan bahwa nilai siswa yang diajarkan dengan menggunakan pemecahan masalah nyata pada kegiatan berbicara dengan teknik konvensional atau tanpa menggunakan penggunaan pemecahan masalah nyata pada kegiatan berbicara mempunyai perbedaan yang significant. Data ini dianalisa dengan menggunakan t-formula, dan ditemukan t-hitung (5,61) lebih tinggi dari t-table (2,03) dengan tingkat signifikansi 0,05. Data ini menunjukkan bahwa siswa yang diajarkan dengan menggunakan pemecahan masalah nyata pada kegiatan berbicara memiliki kemampuan berbicara lebih baik dari siswa yang diajarkan dengan menggunakan teknik konvensional atau tanpa menggunakan pemecahan masalah nyata pada kegiatan berbicara pada siswa kelas XI di SMA 3 Padangpanjang.

## ACKNOWLEDGEMENTS

*Alhamdulillah*, the writer thanks Allah SWT with full of gratitude. The Ar-Rahman who gives me chance to finish this thesis entitled “The Effect of Using Real Life Problem Solving on Students’ Speaking Ability at SMA 3 Padangpanjang” and makes it runs well. She sends *shalawat* for the great prophet Muhammad SAW, the best leader ever and forever of human being.

Moreover, she would like to dedicate her sincere gratitude to Prof. Dr. Rusdi, Grad., Dipl, M.A., Drs. Don Narius, M.Si., and Rima Andriani Sari, S.Pd, M.Hum., as her advisors, who had guided her to accomplish this thesis patiently.

The writer’s gratitude also addressed to Dra.Hj.Yenni Rozimela, M.Ed., Ph.D., Havid Ardi, S.Pd., M.Hum., Rusdi Noor Rosa, Ss., M.Hum., as her thesis examiners who had given significant improvements to this thesis.

Then, the writer would like to dedicate her deeply gratitude to her great mom, Lisberiyetni and her dad, Suardi for their love, efforts, pray, and patience. Next, the writer’s gratitude goes to her sister and brother, Nani and Han for their supports, and all of her family; grandma, aunty, and uncle.

The last but not least, the writer would like to say thanks to all of her lovely friends Yeni, Deni, Imet, Reci, and Ipit, for the nice friendship, and her senior Nana, for her care and support.

Padang, May 2011

The Writer

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## CHAPTER 1

### INTRODUCTION

#### **1.1 Background of the Problem**

One of English skills that students are asked to be able to do is speaking. It is as essential as the other skills like reading, writing and listening. Furthermore, speaking is the barometer to see how well someone is in understanding English. By speaking, it is seen clearly how well is the speaker's grammar, pronunciation, vocabulary, and ability in comprehending a message and in delivering ideas.

Teachers should give more chance to students to speak and encourage them to do it. Harmer (2007) states there are three main reasons why the students have to speak in the classroom. First, speaking activities provide trial chances. Second, speaking task provides feedback for teacher and students. Third, the more students practice the elements of language, the better it will be. Therefore, it can be concluded that speaking plays a crucial part to master English.

Learning speaking is not easy, however, especially for foreign students. Shumin (1997) says that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. He adds that learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also get the knowledge of how native speakers use the language. Variety in communication involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition,

there are non-linguistic elements such as gestures and body language/posture, facial expression, and so on.

In fact, the students' ability to speak is hardly improved. There are two main reasons. The first reason is from the student's side. Students are lack of confidence and motivation. If they feel bad about themselves, it will influence their braveness to speak and finally affect their speaking ability. Koch (2004) argues the most important factor about the ability to communicate is the image or concept about own self. How someone sees herself is directly related to the ability to communicate. The better his or her self-concept is, the more likely he or she will be able to communicate positively and confidently.

Based on the researcher's interview with the third grade English teacher in SMA 3 Padangpanjang, most of students do not want to speak in the class because if they make mistakes, their friends will laugh at them and finally they are not self confident. When one of the students is speaking, then suddenly he is nervous, and speaks uncomfortably. Looking at that, the others laugh. As a result, the speaker stops speaking and hardly tries to continue.

Based on the researcher's interview with the third grade English teacher in SMA 3 Padangpanjang, SMA 3 students, who are not self-confident to speak, feel that they are bad in grammar, pronunciation, and they think they have lack of vocabulary. No matter it is true or not, their worry is more than what it is. They think 'what if I make mistakes then my friends will laugh at me again'. Besides, they are not motivated enough to do it. Finally, they decide not to speak and just keep silent. In addition, the time provided for them to speak is limited. In one

meeting, not all of the students in class can speak. Around five to eight students can get chance to speak. The others do not get chance to speak.

In addition, the student's ability to speak is limited. It is seen clearly from their pronunciation, vocabulary and their grammar. Based on the researcher's interview with the third grade English teacher in SMA 3 Padangpanjang, the score of the students' speaking test is not good enough. The average mark of those five classes is less than 70. It is around 68.

The second reason of problems in improving students' speaking ability is from the teacher's side. Based on the researcher's observation in SMA 3 Padangpanjang, teacher did not provide interesting techniques to attract students to speak. Teacher tend to speak in the classroom and students just listen to it. In contrast, Rudder (1996) states that the communicative approach emphasize ways to increase student-talk and decrease teacher-talk. This approach is necessary in the lesson plans or performance stage, in which students have the opportunity to use the new language in simulated real-life situations. It is better to create activities that engage students in meaningful interaction, in which their attention is focused more on what they are saying than on how they are saying it.

In addition, the media used by the teacher is not appropriate or even limited. In fact, Meyer (2010) states teaching English to speakers of other languages requires more than just an understanding of the grammar or perfect pronunciation. Using specific methods and appropriate media, English teachers can have better interact with their students and help them achieve their language learning goals.

In English teaching, there are some good ways to attract the students in doing speaking; one of the ways is by using problem solving to encourage students to speak. Problem solving is a technique of teaching that includes a mental process and is a part of the larger problem process that includes problem finding and problem shaping. Koch (2004) states group problem solving is better to individual problem solving for a number of reasons. First, an individual's background and experience can seldom match persons of a group. The more people are working on a problem, the more information is available to solve it. Second, the more people that have been looked at a problem, the more likely others are able to solve it correctly. In a group, an error by one individual is likely to be covered by someone else.

Real life problem solving is a technique where students talk about their own real life problem and try to solve it. This technique is interesting because it is natural for human to talk about a problem then solve it. Students will be attracted to do it because they need to share each other and they usually do it in their real life. Therefore, the researcher decides to do an experiment to students by using this technique to improve students' speaking ability. That is why in this research, the researcher chooses real life problem solving technique to improve students' speaking ability in SMA 3 Padangpanjang to be researched.

## **1.2 Identification of the Problem**

Based on the background of the problem above, the researcher identifies some reasons why students are not attracted speak in the classroom. First, the

students are lack of self-confidence. Second, their ability to speak is limited. Third, they get less motivation to speak. Fourth, teacher provides limited time for them to speak. Fifth, technique used by the teacher is not interesting. Therefore, a selected technique is applied. It is the real life problem solving which is aimed at improving students' speaking ability.

### **1.3 Limitation of the Problem**

This research is limited to the effect of using real life problem solving in improving students' speaking ability at SMA 3 Padangpanjang.

### **1.4 Formulation of the Problem**

Based on the limitation, the problem of this research is formulated into: "Do students who are taught by using real life problem solving have better speaking skill than those who are taught by using non-real life problem solving at the second year science students of SMA 3 Padangpanjang?"

### **1.5 Hypothesis**

The proposed hypothesis of this research: "The students who are taught by using real life problem solving have better speaking than those who are taught by using non real life problem solving at second year science students of SMA 3 Padangpanjang"

### **1.6 Purpose of the Research**

The goal of this research is to find out whether there is a significant difference between teaching speaking by using real life problem solving and

teaching speaking by conventional technique in SMA 3 Padangpanjang.

### **1.7 Significance of the Research**

The researcher expected that this study will give information to English teachers about real life problem solving technique to improve students' speaking ability at SMA 3 Padangpanjang. The researcher also expects that this research can be useful for further researcher in getting valuable information about teaching speaking.

### **1.8 Definition of Key Terms**

1. Conventional technique: is a technique that is traditionally used. In this study, it refers to teaching speaking in which the teacher uses dialogues technique.
2. Problem solving: is technique of teaching that includes a mental process and is part of the larger problem process that includes problem finding and problem shaping.
3. Real life problem: is a real or actual problem that someone has in her / his life.
4. Real life problem solving: is a technique of teaching where students talk about their own real life problems and try to solve it. Students do it in a small group consist of four or five students.
5. Speaking ability: is the ability to speak the language to express one's ideas in order to perform a natural communication.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the findings in chapter IV, it can be concluded that the result of students' speaking ability by using real life problem solving was better than conventional technique or without using real life problem solving in speaking activity. This hypothesis can be accepted based on the average scores of the students' posttest that shows the significant difference between two groups, where the mean score of the students' in experimental group is higher than in control group. Besides, it has been proven by using statistical analysis that teaching speaking by using real life problem solving in speaking activity gives significant effect on students' speaking skill. This fact can be proved from the data that shows the value of t-calculated (5,61) is higher than the value of t-table (2,03). Based on the data, it can be concluded that the students who are taught by using real life problem solving in speaking activity have better speaking skill than those students who are taught without using real life problem solving in speaking activity (conventional technique).

#### B. Suggestions

Based on the research findings above, the researcher suggests some points:

1. For teacher: It is suggested to apply this technique because first, it will motivate them to speak and make them more enthusiasts. Second, by asking them to solve their own problem they will have a good critical

thinking. Third, by asking them to discuss in a group, it will develop their social communication. Fourth, using real life problem solving in teaching speaking will improve students' speaking skill.

2. For further researcher: Everything that is not covered yet should be continued to be researched.

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