

CHAPTER I

INTRODUCTION

A. The Background

Speaking is one of the skills that should be mastered by the learners especially for English learners. It means that speaking includes into a crucial skill. Speaking means to say words, when doing this, a person uses his brain and arbitrary organs to say the words or the utterance. Through the activities, the speaker's purpose is to deliver meaning the person whom is talking to. According to Nunan, "speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning"¹. As one of the language skills, speaking is the important one for our life which is uttered by everyone. Speaking is importantly considered to learn a long with important elements such as, grammar, spelling, vocabulary, language use and etc. All of the elements are valuable to improve the ability of students in learning speaking.

As one of the language skills in teaching language, speaking has an important role in communication because it is an essential need for human beings. People will be able to express their thoughts and feelings by using a language. It is a process of transferring message of human life, such as conversation, discussion, speech, and etc. Hasibuan points out, "In the communicative model of language teaching, the instruction helps their

¹David Nunan. *Practical English Language Teaching*. New York: McGraw Hill. 2003. p. 48.

students develop three areas of knowledge of speaking by providing authentic practice that prepares students for real-life communication situations”.² On development skills here means that the teacher helps students produce language grammatically, logically, and in right pronunciation.

The ability of interacting in English is one of the primary objectives of teaching English at Junior High School in accordance with KTSP (Education Unit Level Curriculum), in which the student are expected to be able to respond the meaning transactional and interpersonal conversation either formal and informal context accurately and fluently. On the other hands, to reach the goal of the curriculum demanded, the students have to have ability in English interaction both formal and informal situation.

Based on the writer’s preliminary research at MTs N 094 Tembilahan, English has been taught twice a week with duration 40 minutes for one-hour-learning process. The students are demanded to reach the passing score. The passing score of English is 70. The teaching of English to students at MTs N 094 Tembilahan has begun since the first year until the third year. The teacher used various methods to improve students’ speaking ability in teaching and learning process. Teaching speaking is done by the teacher through practicing and dialogue. The students are given the topic of speaking. They are divided into some groups, which the number of students in each group is based on the roles of the dialogue. They are then asked to memorize the dialogue. Afterward, they perform it in front of the class. It is found that there are many

²Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as A Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graham Unri Press. 2008. p. 102.

students having problems in speaking English. By looking this problem, the writer finds phenomena that happen as follows:

1. Some of the students get difficulties in expressing their ideas in speaking English.
2. Some of the students get difficulties in speaking English.
3. Some of the students get difficulties in pronouncing words.
4. Some of the students are not confident in speaking English.
5. Some of the students have lack of vocabulary in speaking English.

It is probably caused by the techniques, strategies, or methods employed by the teacher which are not appropriate with the students' condition. In other words, the techniques, strategies, or methods use cannot lead the students to be able to speak English communicatively. It is due to the inappropriate speaking activities, which the students are normally learned speaking by memorizing and practicing the dialogue given. That is why the students' ability in speaking English is relatively low.

From the problem above, the English teacher is encouraged to implement a teaching method for the sake of the students' succes in learning English particularly speaking. One of the methods as a possible solution that can be used is CPS (Creative Problem Solving) method.“ The CPS process (Parnes, 1985, 1988, 1992, 1997) is one method for empowering teams of teachers and students to work together to meet the challenges of educating a

heterogeneous school population”³. CPS incorporates brainstorming into a six steps strategy to solve problem. There are choosing a problem, finding relevant information, making a problem statement, thinking up solution, deciding on the best solution, and creating an action plan for implementing the solution⁴.

Based on the explanation above, the writer is interested in carrying out a research entitled: The Effect of Using Creative Problem Solving (CPS) Method toward Students’ Speaking Ability of the Second Year at State Islamic Junior High School 094 Tembilahan.

B. The Definition of the Terms

1. Creative Problem Solving

Creative Problem Solving is one of the strategies that help the student to improve their learning in speaking English. Davis (1999) held that one of the most effective and teachable strategies is Creative Problem Solving (CPS)⁵. It is meaningful, therefore, that school teachers use CPS in their class. In order to encourage them to do so, it is essential for them to know how CPS is actually used in classes and how the teachers using CPS have perceived the impact on their students. CPS incorporates brainstorming into a six stage strategy to solve problem. They are choosing the problem, finding relevant information, making a

³Michael F. Giangreco et al. “Problem Solving Methods to Facilitate Inclusive Education” (an article). Retrieved on Mei¹⁷th 2013.

⁴Hall Houston.”Creative Problem Solving” (Short article). Hongkong: University of Hongkong. 2007.

⁵Hideki Munoyeshi. Identifying How School Teachers Use Creative Problem Solving (An Abstract of A Thesis in Creative Studies). New York: State University of New York. 2004. p. 8

problem statement, thinking up solution, deciding the best solution, and building acceptance.

2. Speaking Ability

Speaking ability is a proficiency of using the language orally.⁶ It means that how the students explore their ideas in spoken language. In this research, speaking ability is the students' ability in speaking.

C. The Problem

1. The Identification of the Problem

Based on the background and the symptom above, it can be seen that some of the students at the second year of MTs N 094 Tembilahan have some problems that can be identified as follows:

- a. The students have low speaking ability.
- b. The students have less vocabulary.
- c. The students get difficulties in using grammar and tenses.
- d. The students have difficulties in pronouncing words.
- e. The teacher's strategy is not appropriate to help the students speak English in telling recount text.

2. The Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. These problems could be caused from the technique used. It demonstrates that the application of the technique that the teacher uses three phase technique is less effective on

⁶Scott Thornbury. *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Longman: Macmillan. 2006. p. 208

students' speaking ability. Therefore, the researcher limits the problems on the teaching technique used by the teacher. The researcher tries to use a new teaching method called Creative Problem Solving that method can give a significant effect to the students' speaking ability of the second year at MTs N Tembilahan.

3. The Formulation of the Problem

Based on the problems above, the writer formulates the problem of this study as in the following questions:

- a. How is the students' speaking ability in telling recount text taught by using Creative Problem Solving (CPS) method of the second year at MTs N 094 Tembilahan?
- b. How is the students' speaking ability in telling recount text taught by using conventional strategy of the second year at MTs N 094 Tembilahan?
- c. Is there any significant effect of using Creative Problem Solving (CPS) method toward students' speaking ability in telling recount text of the second year at MTs N 094 Tembilahan?

D. The Objectives and Significances of the Research

1. The Objectives of the Research

- a. To find out the students' speaking ability in telling recount text taught by using Creative Problem Solving (CPS) method of the second year at MTs N 094 Tembilahan?

- b. To find out the students' speaking ability in telling recount text taught without using Creative Problem Solving (CPS) method of the second year at MTs N 094 Tembilihan?
- c. To find out there is a significant effect of using Creative Problem Solving (CPS) method toward students' speaking ability in telling recount text of the second year at MTs N 094 Tembilihan?

d. The Significances of the Research

- a. To give information to the teacher about Creative Problem Solving (CPS) method in teaching speaking.
- b. To give contribution and motivation in learning process especially to improve speaking subject of the second year students at MTs N 094 Tembilihan.
- c. To fulfill one of the requirements for the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.