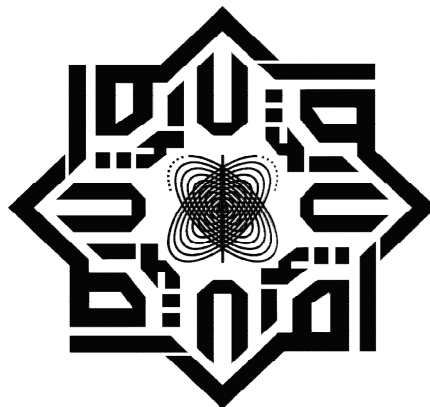


**THE EFFECT OF USING CREATIVE PROBLEM SOLVING (CPS)
METHOD TOWARD STUDENTS' SPEAKING ABILITY
OF THE SECOND YEAR AT STATE ISLAMIC
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TEMBILAHAN**



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PEKANBARU
1435 H/2014 M**

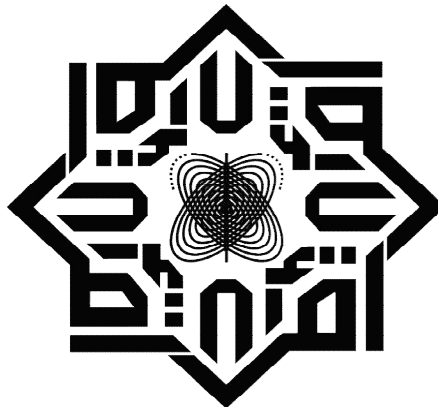
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Thesis

Submitted as Partial Fulfillment of the Requirements

For the Degree of Bachelor of Education

(S.Pd.)



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ABSTRACT

Nurfadhlina (2013): “The Effect of Using Creative Problem Solving (CPS) Method towards Students’ Speaking Ability of the Second Year at State Islamic Junior High School 094 Tembilahan.”

This research was carried out because of the students’ speaking problems in learning English. The problems were: some of the students get difficulties in expressing their ideas in speaking English, some of the students get difficulties in pronouncing words, some of the students are not confident in speaking English, some of the students have lack of vocabulary in speaking English.

The main focuses of this research were: To find out whether the students’ speaking ability in telling recount text by using Creative Problem Solving (CPS) method is higher than without using Creative Problem Solving (CPS) method of the second year students at MTs N 094 Tembilahan and to find out whether there is a significant effect of using Creative Problem Solving (CPS) method toward speaking ability in telling recount text of the second year at MTs N 094 Tembilahan.

In the research, the type of the research was *quasi experimental* research. The writer used two classes which consisted of an experimental and a control class. The experimental class was taught by using Creative Problem Solving (CPS) method and the control class was taught by using conventional strategy. The technique of data collecting was test which consisted of pre-test and post-test. It was used in order to collect the data of students’ speaking ability in telling recount text. The speaking test was scored by two raters. The technique of data analysis used *Independent Sample T-test* formula in order to find out the significant effect of using Creative Problem Solving method toward students’ speaking ability by using SPSS 16.0 version.

After analyzing the data, the writer has found that there was a significant effect of using Creative Problem Solving (CPS) method towards students’ speaking ability of the second year at State Islamic Junior High School 094 Tembilahan. It can be seen from $t_o = 3.156$ is higher than t-table either at significance level of $5\% = 2.02$ or $1\% = 2.72$. It can be read $2.02 < 3.156 > 2.72$. Therefore, alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

ABSTRAK

Nurfadhlina (2013): "Pengaruh Penggunaan Metode Creative Problem Solving (CPS) terhadap Kemampuan Berbicara pada Siswa Tahun Kedua Madrasah Tsanawiyah Negeri 094 Tembilahan."

Penelitian ini dilakukan karena adanya permasalahan yang sedang dihadapi siswa dalam belajar bahasa Inggris. Permasalahan adalah beberapa siswa kesulitan dalam mengekspresikan ide dalam berbicara bahasa Inggris, beberapa siswa kesulitan dalam mengucapkan kata – kata bahasa Inggris, beberapa siswa tidak percaya diri dalam berbicara bahasa Inggris dan beberapa siswa kurang menguasai kosa kata dalam berbicara bahasa Inggris.

Fokus utama dalam penelitian ini adalah: untuk mengetahui kemampuan berbicara siswa dalam menceritakan teks recount dengan menggunakan metode Creative Problem Solving (CPS) lebih tinggi daripada siswa yang diajarkan tanpa menggunakan metode Creative Problem Solving (CPS) pada siswa tahun kedua MTs N 094 Tembilahan, dan untuk mengetahui pengaruh yang significant dari penggunaan metode Creative Problem Solving (CPS) pada siswa tahun kedua MTs N 094 Tembilahan.

Pada penelitian ini, jenis penelitian yang digunakan adalah *quasi experimental*. Penulis menggunakan dua kelas yang terdiri dari kelas eksperimen dan kelas kontrol. Kelas eksperimen diajarkan dengan menggunakan metode Creative Problem Solving (CPS) dan kelas kontrol diajarkan dengan menggunakan strategi biasa. Teknik pengumpulan data yang digunakan adalah test yang terdiri dari pre-test dan post-test. Test digunakan untuk mengumpulkan data tentang kemampuan berbicara siswa dalam menceritakan teks recount. Test berbicara diberi skor oleh dua rater. Teknik analisa data menggunakan rumus *Independent Sample T-test* dengan tujuan untuk mengetahui pengaruh signifikan dari penggunaan metode Creative Problem Solving terhadap kemampuan berbicara siswa dengan menggunakan SPSS versi 16.0

Setelah menganalisa data, penulis menemukan bahwa ada pengaruh yang signifikan dari penggunaan metode Creative Problem Solving (CPS) terhadap kemampuan berbicara pada siswa tahun kedua Sekolah Menengah Pertama 094 Tembilahan. Hal ini dilihat dari jumlah $t_0 = 3.156$ lebih tinggi dari jumlah t_{table} pada taraf signifikan $5\% = 2.02$ atau pada taraf $1\% = 2.72$, dapat dibaca $2.02 < 3.156 > 2.72$. Hal ini berarti bahwa H_a diterima dan H_0 ditolak.

مخلص

نور فضيلينا (٢٠١٣) : تأثير استخدام طريقة حل المشكلات الإبداعي إلى القدرة على الكلام للطلاب في السنة الثانية في المدرسة الثانوية الحكومية ٠٩٤ تيمبيلاهن

أجريت هذه الدراسة بسبب مشاكل التي يواجهها الطلاب في تعلم اللغة الإنجليزية. المشكلة هي بعض الطلاب صعوبة في التعبير عن الأفكار في يتحدث الإنجليزية، وبعض الطلاب صعوبة في لفظ الكلمات اللغة الإنجليزية، وبعض الطلاب ليسوا على ثقة في يتحدث الإنجليزية وبعض الطلاب لم يكن السيطرة على المفردات في يتحدث الإنجليزية.

الرئيسي لهذا البحث هو لمعرفة قدرة على الكلام للطلاب في يقول نص إعادة فرز باستخدام طريقة حل المشكلات الإبداعي أعلى من الطلاب تدرس دون استخدام طريقة حل المشكلات الإبداعي طلاب السنة الثانية في المدرسة الثانوية الحكومية ٠٩٤ تيمبيلاهن و لمعرفة تأثير كبير استخدام طريقة حل المشكلات الإبداعي في طلاب السنة الثانية في المدرسة الثانوية الحكومية ٠٩٤ تيمبيلاهن

في هذه الدراسة، نوع من الدراسة هو دراسة شبه تجريبية. يستخدم الكتاب اثنان فصول تتكون من فئة تجريبية و فئة مجموعة تحكم. فئة تجريبية تدرس باستخدام طريقة حل المشكلات الإبداعي و فئة مجموعة تحكم تدرس باستخدام استراتيجية المعتادة. تقنيات جمع البيانات هو الاختبار والملاحظة قبل الاختبار و بعد الاختبار وسجل اختبار يتحدث من قبل اثنين من ذوي المرتبة. لتحليل البيانات وباحثين باستخدام صيغة اختبار تي المستقلة لتحديد تأثير كبير بين متوسط بعد الاختبار فئة التجريبية فئة عنصر التحكم باستخدام الإحصائي للعلوم الاجتماعية الإصدار ١٦,٠.

بعد تحليل البيانات، وجد الباحثون أن تأثير كبير استخدام طريقة حل المشكلات الإبداعي إلى القدرة على الكلام للطلاب في السنة الثانية في المدرسة الثانوية الحكومية ٠٩٤ تيمبيلاهن ينظر إليه من المبلغ تو = ٣,١٥٦ أعلى من تي جدول عند مستوى ٥٪ هو ٢,٠٢ وعند مستوى ١٪ هو ٢,٧٢ ويمكن كتابة $٢,٠٢ > ٣,١٥٦$ ، لذلك، وهذا يعني أن رفض هو وقبلت ها.

ACKNOWLEDGEMENT

Bismillaahirrohmanirrohiim

Praise belongs to Allah Almighty; the Lord of universe by His guidance and His blessing, the writer has completed this academic requirement, and then, the writer conveys peaces be upon him, Prophet Muhammad.

This thesis is researched and intended to submit in partial fulfillment of the requirements for the bachelor degree in English Education Department of Education and Teacher Training Faculty of State Islamic university of Sultan Syarif Kasim Riau. The title of the thesis is *“The Effect of Using Creative Problem Solving (CPS) Method toward Students’ Speaking Ability of the Second Year at State Islamic Junior High Scholl 094 Tembilahan”*. In this occasion, the writer also expresses her sincere thanks and deep gratitude to:

1. Prof. Dr. H. M. Nazir, the rector of State Islamic University of (UIN) Sultan Syarif Kasim Riau.
2. Dr. H. Mas’ud Zein, M.Pd, the dean of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. M. Syafi’i S, M.Pd, the head of Department of English Education and the writer’s academic advisor. Thanks for his kindness and encouragement
4. Muhammad Fauzan Ansyari, M.Sc, the secretary of English Education Departmentt. Thanks for his kindness and encouragement.
5. Drs. H. Kalayo Hasibuan, M.Ed-TESOL, the writer’s supervisor who has given her correction, support, advice, and guidance in accomplishment of this thesis.
6. Yasir Amri, M.Pd and Kurnia Budianti, M.Pd, the raters in this research. Thanks for their kindness and encouragement.
7. All lectures of the English Education Department of UIN Suska Riau who have given their knowledge and information during they study at English Education Department of UIN Suska Riau.

8. Drs. H. Rusli, the headmaster of MTs N Tembilahan for his cooperation during collecting the data of the research.
9. Himron Karya, S.Pd, the English teacher of MTs N Tembilahan for their cooperation in gathering the data of their research.
10. All of the teachers and staffs of MTs N Tembilahan that help her in finishing this research.
11. Abdullah and Rostina, her beloved parents who have given love, affection, finance and motivation to accomplish this thesis soon. Thanks for their praying.
12. Writer's Big family who have given the writers support and motivation to accomplish this thesis.
13. All her classmates and friends that cannot be mentioned their names one by one for their encouragement and motivation.

Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comment, critiques, and constructive suggestions are very much appreciated.

May Allah Almighty, the Lord of universe, blesses them all.

Pekanbaru, November 29th 2014
The Writer,

NURFADHLINA

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