

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.1 Findings

4.1.1 Description of the research

To find out the answer to the research question in the previous chapter, the researcher administered a test. The test was a speaking test that was given twice the test are pre-test and post-test. The pre-test was given before treatment process to know the student's speaking skill, while the post-test was given after treatment, which aims to know the answer of the problem statement: "is Problem Solving Method as A Collaborative Learning able to improve students' speaking skill?. Post test was given to compare students' speaking skill before we apply and after we applied students' speaking skill. This research was encountered by using one independent sample to know there were any influences of the students' achievement in speaking when they talked after learning by applying problem solving method as a collaborative learning.

The first meeting, the researcher gave motivation about the importance of English as an international language before introduced the material and the aims of this treatment. After that, the researcher explained the students how to introduce themselves. The researcher gave some examples and explained all the difficult words and the important information After giving material about introducing the researcher explained the important points. The students applied problem solving method as a collaborative learning. They made four groups consist 5 persons in every group. The

researcher asked to study, analyze and discuss the problem. Then, the researcher asked students to perform their problem solution a person in group. The last, other students were given a chance to give addition or comment solutions.

In the second meeting, The students applied problem solving. They made four groups consist 5 person in every group. After that the researcher gave a problem to students. Then, the researcher asked to study, analyze and discuss the problem and after that every students performed in front of the class to share the result of their problem solution. After presenting their problem solution, other students were given a chance to give addition or comment solution. Finally the researcher concluded the material .

The next meeting is the third meeting where the students were able to open and close conversation and researcher gave some vocabularies to students before applied the problem solving method. The researcher explained some difficult words and the important information, then the researcher gave an example. The students applied problem solving as the previous session. Before the students performed in front of the class they had to study, analyze and discuss the problem. After that other students gave addition or comment solution.

The fourth meeting, students were able to introduce themselves in oral sentence formally. The researcher gave an expression for introducing and explained the difficult words to know. Before the students performed in front of the class they had to study, analyze and discuss the problem. After that other students gave addition or comment solution.

The fifth meeting, this meeting prepared students to be able to use a formal sentence when the students want to give comment or suggestion. The researcher gave expression for giving comment or suggestion in formal situation. After students understood, they applied problem solving. The last students performed in front of the class the result of study, analyze and discuss the problem given by researcher. The last, other students gave addition or comment solution.

The last meeting student should repeat all materials that have given before. The students applied the last full problem solving according to all materials that have given. The last students were practicing in front of the class to make sure that they mastered all the materials.

Teaching speaking is prominently for the students' oral functions. In teaching speaking, teacher needs to assess some aspects, namely grammar, pronunciation, vocabulary, fluency, and also comprehension. So, the students must speak in the teaching and learning process. This research uses problem solving method as a collaborative learning to improve the students' speaking skill. As Enikarmila Asni and M.Yulis Hasmidy stated the benefits of problem based learning are increasing communication skill of students, increasing critical mindset, and increasing the bravery of students to argue their arguments, therefore the students can be active.¹ It means that, problem solving method provides the students to speak actively, in order to gain the information from the solving problem in real life.

¹ Enikarmila & M. Yulis Hasmidy "PBL (Problem-Based Learning)" "JIK, v4i2. 2010). p. 98

After giving treatment students got benefits of problem solving namely : Problem solving creates simultaneous accountability, students share and apply different problem solution, and over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of thinking.

4.1.2 Finding through the Test

4.1.2.1 Score of Pre-test

The researcher has given pre-test to know the students' speaking skill before treatment by applying problem solving. The students were difficult to speak well in the pre test, that's why they have to get some treatments to improve the students' speaking skill. in this research the researcher gave 6 meetings to treat students.

There was the result of the students' pre-test.

Table 4.1 The Students' Score of Pre-test

No	SPEAKING SCORING					SUM	Score
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1.	5	4	4	4	2	19	38
2.	6	4	4	4	4	22	44
3.	8	6	6	5	7	32	64
4.	4	4	3	3	2	16	32
5.	4	2	4	4	2	16	32
6.	4	4	4	3	2	17	34
7.	4	4	2	2	2	14	28
8.	6	5	5	5	4	25	50
9.	5	4	4	4	4	21	42
10.	4	4	4	4	2	18	36
11.	4	4	4	4	2	18	36
12.	7	4	6	5	5	27	54
13.	5	5	4	4	4	22	44
							To be continued

							Continued
No .	SPEAKING SCORING					SUM	Score
	Pronunciati on	Grammar	Vocabullay	Fluency	Komprehension		
14.	5	4	3	3	3	18	36
15.	5	5	4	4	4	22	44
16.	6	6	4	4	4	24	48
17.	6	4	5	4	3	22	44
18.	4	5	4	4	4	21	42
19.	5	4	4	4	3	20	40
20.	6	4	4	4	4	22	44
21.	4	5	5	5	4	21	42
22.	4	4	4	3	2	19	38
23.	5	4	4	4	4	21	42
24.	5	4	4	4	4	21	42
25.	5	4	4	4	4	21	42
						456	1.038

Source: The Students of Madrasah Aliyah Putri As'adiyah Sengkang

Based on the result of pre-test analysis in the table above, it shows that there are 1 student got fair, there are 14 students got poor and there are 10 students got very poor. However, the average score is 1.038 from the overall students achieved of their speaking. It is described that the quality of the students' speaking skill is still poor before getting a treatment.

Tabel 4.2 The Students' Score in Pre-test

No	Pre-test of Students (X1)		X1 ²
	Max Score X	Score X1	
1.	100	38	1.444
			To be continued

			continued
No.	Pre-Test of Students (XI)		XI ²
	Max Score X	Score XI	
2.	100	44	1.936
3.	100	64	4.096
4.	100	32	1.024
5.	100	32	1.024
6.	100	34	1.156
7.	100	28	784
8.	100	50	2.500
9.	100	42	1.764
10.	100	36	1.296
11.	100	36	1.296
12.	100	54	2.916
13.	100	44	1.936
14.	100	36	1.296
15.	100	44	1.936
16.	100	48	2.304
17.	100	44	1.936
18.	100	42	1.764
19.	100	40	1.600
20.	100	44	1.936
21.	100	42	1.764
22.	100	38	1.444
			To be continued

			continued
No	Pre-Test of Students (XI)		\mathbf{x}^2
	Max Score X	Score XI	
23.	100	42	1.764
24.	100	42	1.764
25.	100	42	1.764
Σ		1.038	16.042.844

Data Source: Students' score of pretest

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$\bar{X} = \frac{\Sigma E}{N}$$

In which:

X = Mean score

ΣE = Total f row score

N = Number of Students²

$$X = \frac{1.038}{25}$$

$$X = 41.52$$

So, the mean score of pre-test is 41.52

After determining the mean score of pre-test was 41.52 it could be seen that student's speaking skill was in poor category. Based on Suarsimi akunto "Dassar-

²L.R. Gay, *Educational Research*(New York: Charles Merril Publishing Company, 1987), p.298.

dasar pendidikan”.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{16.042.844 - \frac{(1.038)^2}{25}}{25 - 1}}$$

$$SD = \sqrt{\frac{16.042.844 - \frac{1.077.444}{25}}{24}}$$

$$SD = \sqrt{\frac{16.042.844 - 43.097,76}{24}}$$

$$SD = \sqrt{\frac{15.999.746,24}{24}}$$

$$SD = \sqrt{666.656,093}$$

$$SD = 816,496$$

Thus, the standard deviation of the pre-test is 816,490

4.1.2.2 Score of Post-test

The researcher have given post-test to know the students speaking skill after giving treatment by applying problem solving method for 6 six meetings. Most of them were better than before.

There was the result of the students' post-test :

Table 4.3 The Students' Score of Post-test

NO	SPEAKING SCORING					SUM	Score
	Pronunciation	Grammar	Vocabullay	Fluency	Komprehension		
1.	6	6	7	5	6	30	60
2.	7	7	6	6	5	31	62
3.	8	8	8	7	8	39	78
4.	6	6	6	5	4	27	54
5.	6	5	6	5	4	26	52
6.	6	5	7	4	5	27	54
7.	6	6	5	4	5	26	52
8.	7	7	6	6	6	32	64
9.	7	6	5	6	5	29	58
10.	6	6	7	4	5	28	56
11.	6	5	5	4	4	24	48
12.	7	7	6	6	5	31	62
13.	7	7	6	6	5	31	62
14.	6	5	5	5	4	25	50
15.	7	6	6	5	7	31	62
16.	8	8	7	7	6	36	72
17.	7	6	5	5	5	28	56
18.	7	7	6	5	6	31	62
19.	6	5	6	4	4	24	40
20.	7	6	6	5	4	28	48
21.	7	5	6	5	5	28	48
22.	6	5	5	4	6	26	52
23.	7	5	6	5	5	33	42
24.	7	6	6	6	7	32	42
25.	7	6	6	5	7	36	42
						739	1.378

Source; The Students of Madrasah Aliyah Putri As'adiyah Sengkang

Based on the result of the post-test analysis in the table above, it shows that there are 2 students got good, there are 10 students got fair, there are 12 students got poor and 1 student got very poor category. However, the average score is 1.378, from the overall students achieved of their speaking. It described that the quality of

the students' speaking skill is still in poor category, but they got an improvement after getting treatment by problem solving.

Tabel 4.4 The Students' Score in Pre-test

No	Post-test of Students (X2)		X2 ²
	Max Score X	Score X2	
1	100	60	3.600
2	100	62	3.844
3	100	78	6.084
4	100	54	2.916
5	100	52	2.704
6	100	54	2.916
7	100	52	2.704
8	100	64	4.096
9	100	58	3.364
10	100	56	3.136
11	100	48	2.304
12	100	62	3.844
13	100	62	3.844
14	100	50	2.500
15	100	62	3.844
16	100	72	5.185
17	100	56	3.136
18	100	62	3.844
			To be continued

			continued
No	Post-test of Students (X1)		X1²
	Max Score X	Score X2	
19	100	40	1.600
20	100	48	2.304
21	100	48	2.304
22	100	52	2.704
23	100	42	1.764
24	100	42	1.764
25	100	42	1.764
		1.378	25.075.569

Calculating the mean score of post-test as follow:

$$\bar{X} = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students³

$$X = \frac{1.378}{25}$$

$$X = 55.12$$

³L.R. Gay, *Educational Research*(New York: Charles Merrill Publishing Company, 1987), p.298.

So, the mean score of pre-test is 55.12

After determining the mean score of pre-test was 55.12 it could be seen that student's speaking skill was in a poor category. Based on Suarsimi akunto "*Dassar-dasar pendidikan*".

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{25.075.569 - \frac{(1.378)^2}{25}}{25 - 1}}$$

$$SD = \sqrt{\frac{25.075.569 - \frac{1.898.884}{25}}{24}}$$

$$SD = \sqrt{\frac{25.075.569 - 75.955,36}{24}}$$

$$SD = \sqrt{\frac{24.999.613,64}{24}}$$

$$SD = \sqrt{1.041.650,568}$$

$$SD = 1.020,612$$

Thus, the standard deviation of the post-test is 1.020,612

4.1.3 The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by using problem solving method in this research. In other words to determine the student's knowledge level of their oral communicative ability, the pre-test is given to the students by oral test before doing

treatment, it means that the students had to answer the test orally and the post-test is given to the students also by oral test after doing treatment with the same test. In another word to measure the students' knowledge level of their oral communicative ability is doing an oral pre-test, treatment by using problem solving method also oral post-test ways.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 The Comparison between Pre-test and Post-test Result

No	Respondent	The Students' Score	
		Pre-test	Post-test
1	RS 1	38	60
2	RS 2	44	62
3	RS 3	64	78
4	RS 4	32	54
5	RS 5	32	52
6	RS 6	34	54
7	RS 7	28	52
8	RS 8	50	64
9	RS 9	42	58
10	RS 10	36	56
11	RS 11	36	48
12	RS 12	54	62
13	RS 13	44	62
14	RS 14	36	50
15	RS 15	44	62
16	RS 16	48	72
17	RS 17	44	56
18	RS 18	42	62
19	RS 19	40	40
20	RS 20	44	48
			To be continued

No	Respondent	Continued	
		The Students' Score	
		Pre-test	Post-test
21	RS 21	42	48
22	RS 22	38	52
23	RS 23	42	42
24	RS 24	42	42
25	RS 25	42	42
Mean		41,52	55,12

(Source: Primary Data Processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their speaking skill by problem solving method. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 2.8 and the maximum was 6.4, beside that the minimum score of post-test is 4.0 and the maximum score of post-test is 7.8. The mean of pre-test is 41.52 and the mean of post-test is 55.12. Before treatment the students got poor category and after doing treatment by using problem solving the students still got poor category, but there are improvements with students' speaking skill.

4.1.2 4.2.3 T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post- test.

Table 4.6 The Worksheet of the Calculating of the Score on Pre-test and Post-

test

N o	Pre - test	Post- test	(D)	D ²
1.	38	60	22	484
2.	44	62	18	324
3.	64	78	14	196
4.	32	54	32	1024
5.	32	52	20	400
6.	34	54	20	400
7.	28	52	24	576
8.	50	64	14	196
9.	42	58	16	256
10.	36	56	20	400
11.	36	48	12	144
12.	54	62	8	64
13.	44	62	18	324
14.	36	50	14	196
15.	44	62	18	324
16.	48	72	24	576
17.	44	56	12	144
18.	42	62	18	324
19.	40	40	0	0
20.	44	48	4	16
21.	42	48	6	36
22.	38	52	14	196
23.	42	42	0	0
24.	42	42	0	0
25.	42	42	0	0
Σ			348	6.470

(Data Source: The Worksheet of the Calculating on Pre-test and Post-test)

In the other to see the student's score, the following is the table of mean score and standard deviation pre-test and post-test:

Table 4.7 Mean Score and Standard Deviation

No.	Mean Score	Score	Standard Deviation	Score
1.	Pre-test	41.52	Pre-test	816,496
2.	Post-test	55.12	Post-test	1.020,612

The data in table 4.7 shows that the mean score of the pre-test was 41.52 (X_1) while the mean score of the post-test increased 55.12 (X_2). The standard deviation of pre-test was 816,496 (SD) while the standard deviation of post-test was 1.020,52 (SD).

In the other to see students's score, the following is the table of t-test and t-table.

Table 4.8 T-test and t-table

Variable	T-test	T-table
Pre-test – post-test	8,462	1,7108

4.1.3 4.2.5 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T- test is $t = 8,462$. To find out the degree of freedom (df) the researcher used following formula;

$$Df = N-1$$

$$Df = 25-1$$

$$Df = 24$$

For the level of significance ($p = 0,05$) and $df = 24$ then the value of the table= 8,462 the value of the T-test was greater than the t-table ($8,462 > 1,7108$) it means that there was an improvement with the students' speaking skill after giving treatment by using problem solving to the students of Madrasah Aliyah Putri

As'adiyah Sengkang.

4.2 Discussion

4.1.2 The way of the implementation Problem solving method to upgrade students' speaking skill

There were six meetings for doing the treatment of this research. The first meeting was conducted on Monday, November 25th 2019. The lesson was started by praying together and checking attending list. Then, the researcher informed the activities that would be conducted in the meeting. She introduced herself and gave information about her aim with the students made the students interest to do the next instruction from researcher. In this meeting, the researcher did not giving treatment. The researcher gave a work of pre-test with consist of introducing selves questions and solving a problem. It purposed to know the students' improvement in speaking before getting treatment. This pre-test was given one by one for students so it was little bit wasting a long time. Before closing the class, the researcher informed to students about the treatment that would give in the next meeting and giving introducing of problem solving that would used.

The second meeting was conducted on Tuesday, November 26th 2019. The researcher greeted the students to pray together and checking attending list. In this meeting, the researcher before applying problem solving method but the researcher gave a material about introducing ourselves. The researcher explained how to introduce ourselves and gave some examples. The researcher explained all the difficult words. Then, the students did the problem solving but, before doing it the students were divided into 5 groups and every group chose a leader of group. The researcher gave the topic to students. The title of topic is "How to vanish a student

who breaks a rule in school (students are prohibited from using over make up / stylish in school)?”.

Every group was given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group. After twenty minutes, every group chose a person to present the solution of problem that they have discussed, started from the first until the last group. After presenting their solutions, other person in every group was given a chance to give addition or comment solutions to others groups. The researcher determined the final solutions from students. The researcher gave motivation to students to always practice their English. Before closing the class, the researcher gave some vocabulary that used in the next meeting to be memorized by students.

The third meeting was on Wednesday, November 27th 2019. Before starting the class, the researcher evaluated material and vocabulary that was given in the last meeting. Students did problem solving. The researcher divided students into 5 groups with different member than the last meeting. Students were given the motion “My Brother” and discussed about it. After discussing, students present their argument. The other member was given a chance to give suggestion and comment or addition if their friends had presented the arguments. The researcher determined the final solutions from students. The researcher gave motivation to students to always practice their English. Before closing the class, the researcher gave some vocabularies that used in the next meeting to be memorized by students.

The fourth meeting was on Thursday, November 28th 2019. Before starting the class, the researcher evaluated students’ vocabulary. The students did problem solving. The researcher gave motion to students which divided into 5 groups. The

title of the motion is “Bullying”. Every group was given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group. After twenty minutes, every group chose a person to present solution of problem that they have discussed, started from the first until the last group. After presenting their solutions, other person in every group was given a chance to give additions or comment solutions to others groups. The researcher determined the final solutions from students. The researcher gave motivation to students to always practice their English. Before closing the class, the researcher gave some vocabulary that used in the next meeting to be memorized by students. The researcher closed the class.

The fifth meeting was conducted on Saturday, November 30th 2019. Before starting the class, the researcher evaluated students’ vocabulary. The students did problem solving. The researcher gave motion to students which divided into 5 groups. The title of the motion is “Dilemma”. Every group was given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friends group. After twenty minutes, every group chose a person to present the solution of problem that they have discussed, started from the first until the last group. After presenting their solutions, other person in every group was given a chance to give additions or comment solutions to others groups. The researcher determined the final solutions from students. The researcher gave motivation to students to always practice their English. Before closing the class, the researcher gave some vocabulary that used in the next meeting to be memorized by students. The researcher closed the class.

The six meeting was on Sunday, December 1, 2019. Before starting the class, the researcher evaluated students' vocabulary. The students did problem solving. the researcher gave motion to students which divided into 5 group. The title of the motion is" Dilemma". Every group was given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friend group. After twenty minutes, every group chose a person to present the solution of problem that they have discussed, started from the first until the last group. After presenting their solutions, other person in every group was given a chance to give additions or comment solutions to others groups. The researcher determined the final solutions from students. The researcher gave motivation to students to always practice their English. Before closing the class, the researcher gave some vocabulary that used in the next meeting to be memorized by students. The researcher closed the class.

The seventh meeting was on Monday, December 2, 2019. Before starting the class, the researcher evaluated students' vocabulary. The students did problem solving. The researcher gave motion to students which divided into 5 groups. The title of the motion is "Dilemma". Every group was given five minutes to study the problem, five minutes to analyze the problem, five minutes to formulate the possible solutions, and five minutes to discuss the possible solutions with their friend group. After twenty minutes, every group chose a person to present the solution of problem that they have discussed, started from the first until the last group. After presenting their solutions, other person in every group was given a chance to give additions or comment solutions to others groups. The researcher determined the final solutions from students. The researcher gave motivation to students to always practice their

English. Before closing the class, the researcher gave some vocabulary that used in the next meeting to be memorized by students. The researcher closed the class.

After doing treatment for six meeting, on December 3, 2019 the researcher conducted a post-test. During 8 meeting, researcher proved that learning speaking using problem solving can improve students' speaking skill. It can be proven through the score pre-test and post-test result and data analysis.

4.2.2 The Result of the Test

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had improved after being given treatment. The students' score after treatment was higher than before the treatment. Before the treatment the students faced some problems in speaking class activity, they are:

The first is they felt difficult to convey their words to other. The students were afraid to speak English and they did not want to make any mistake, in addition they were afraid to arrange a word.

The second is the students had less vocabulary and most of students did not have motivation to memorize some of the expression, this condition made them did not have any sentences, as well as made the students unable to say a sentence during speaking class.

The third is the students were shy to speak English because in their daily activities they never used the target language to communicate with their friends or teacher and the students did not have a good confidence in speaking so when they tried to speak they need a long time to make an effort at times to search for words.

Therefore, after being given treatment by using problem solving method, there was an improvement to the students Madrasah Aliyah Putri As'adiyah

Sengkan activity such as, the students had a good grammar than before and they are able to use good tenses when they were arranging a sentence.

The students spoke more fluency than before and they also more had a good confidence to face the material. They braved to use English to communicate while the teaching and learning class is continuing, that really different with the students' skill before giving treatment some of them had a long pause while they arrange a sentence and felt shy to use the English language to communicate.

The students were bravely to say something in target language even though sometimes they made any mistakes in grammar, the students tried use target language to speak, for example when they wanted to ask permission they used English. It made them easier to explain the material and the students got a good confidence to practice their English language during the teaching and learning activity by using problem solving method.

All the same, based on the teaching's rating scale accuracy, fluency, content, and pronunciation for speaking skill actually the students more had an improvement in their fluency than in their accuracy, content and pronunciation thus they had already memorized some new expression it helped them to be easier to make sentences but, some of them did not have a good accuracy because, they need much time to learn how to spell a word correctly with a good pronunciation but, it better than before.

Nevertheless, problem solving method was able to improve effectively their speaking skill. This method was able to improve students critical thinking, because the problem that was given by researcher was related with students' real life so students were active in class.

On the other side, there were some improvements which were achieved by

the students of Madrasah Alyah As'adiyah Putri Sengkang after applied problem solving method

Firstly, the students were able to introduce their self confidently. They were able to describe something or someone in English correctly . They were not only knowing the theory but also practicing more and more than, it could make them understand by doing problem solving.

Secondly, the students were able to speak English fully and fluently than before, they felt free and confidence to speak English because, they got many vocabularies and expression from their friends. they practiced many times each others by doing problem solving.

The last, all the members were inspired to share more with their friends. They have been aware that sharing is actually important, sharing is basically helping, sharing is sincerely caring and sharing is really needed by everyone, every time and everywhere because, they have felt the wonder of helping and sharing each other and the power of collaboration and students were more aware that solving a problem by discussion were easy than doing it personally.

Before giving them treatment the score of pre-test was 41.52 and post-test 55.12. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (8,462) with the degree of freedom (df) = $N-1 = 25 - 1 = 24$ for level of significance $0,05 = 1,7108$. It showed that the students' had improvement from fair classification to good classification in their speaking skill.

From the explanation above, it can be concluded problem solving method as a collaborative learning is able to improve Students' speaking skill of Madrasah Aliyah As'adiyah Putri Sengkang. The description of the data by using problem

solving method as a collaborative learning in the previous section showed that the student's speaking skill before giving the treatment in teaching was fair in the mean score of pre-test = 41.52 it was caused by the students' speaking faced some problems based on the criteria of speaking components (conversational discourse, pronunciation, accuracy, fluency, effective factors and interaction effect) well. The initial problems are the students were difficult to express their ideas and speak slowly while thinking (fluency), made a bad pronunciation.

After giving the treatment and explaining how to do problem solving method as a collaborative learning, the students understood and told enough well. They could express their ideas and be not shy to speak and for the mean score result of post-test which was higher than mean score of pre-test provided.

Therefore, there was a difference between the students speaking skill before and after giving treatment by using problem solving as a collaborative learning. It showed that the teacher can try this technique in the teaching and learning process activity in the speaking class to make the students more talkative, thus the students not only know how to write well in target language (English) subject but also the students able to use English to communicate each other.

Besides to make the students master in English, of course, they need study more perfectly and seriously by practicing especially for speaking skill because all humans learn to speak as a need to interact and communicate each other, so that's a way the skill of speaking can measure the success of learning a language and using some method especially problem solving method. It is one of the alternative method that the teacher can be used in the classroom activity.

