

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT IN  
AGREEMENT AND DISAGREEMENT EXPRESSIONS BY USING  
PROBLEM SOLVING STRATEGY  
AT GRADE VIII SMP SWASTA HKBP SIDORAME MEDAN**

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**ABSTRACT**

This study deals with the improving students' speaking achievement in agreement and disagreement expressions by using problem solving strategy. The objective of this study is to find out whether students' speaking achievement in expressing agreement and disagreement improved by problem solving strategy. The effectiveness of problem solving strategy are to make the students able to help them in solving their own and friends' problems, especially classmates' problem by expressing agree or disagree to the solution made and students be more active in the classroom. The findings of this study are important and useful for English teachers to improve students' interest and ability in speaking by problem solving strategy and the researcher who wants to conduct the research related to this study. This study was conducted by using classroom action research. The subject of this research was the second grade of SMP Swasta HKBP Sidorame Medan which consisted of 38 students. The research was conducted in two cycles, namely cycle I and cycle II. Each cycle consisted of the four steps of an action research: planning, action, observation and reflection. The instruments for collecting data used speaking test by interview and for the quantitative data and used diary notes, observation sheet and interview sheet for qualitative data. Based on the speaking test result, the students score kept improving in every test. In the orientation test the mean of the students' score was 22.3. In the post test cycle I the mean of the students' score was 56.3 and in the post test cycle II the mean of the students' score was 85. Based on the observation sheet, diary notes and interview sheet, it was found that teaching learning process ran well. The conclusion is that Problem Solving Strategy improves students' speaking achievement.

**Keywords :** Speaking, Agreeing and Disagreeing Achievement, Agreement and Disagreement Expressions, Problem Solving Strategy

## **INTRODUCTION**

### **Background of the Study**

Good & Brophy (1984) stated that there are four commonly observed types of classrooms: (1) this class is in continual chaos and uproar. The teacher spends much of the day trying to establish control but never fully succeeds. Directions and even threats are often ignored, and punishment does not seem to be effective for long. (2) This class is noisy, but the atmosphere is more positive. The teacher tries to make school fun for the students by introducing games and recreational activities, reading stories, and including lots of arts and crafts and enrichment activities. Still, there are problems. Many students pay little attention during lessons, and seatwork often is not completed or not done carefully. This occurs even though the teacher holds academic activities to a minimum and tries to make them as pleasant as possible. (3) This class is quiet and well disciplined because the teacher has established many rules and make sure that the rules are followed. Infractions are noted quickly and cut short with stern warnings, or with punishment when necessary. The teacher spends a lot of time doing this, partly because he is so quick to notice any misbehavior. He appears to be a successful disciplinarian because the students usually obey him. However, the class atmosphere is uneasy. Trouble is always brewing just under the surface, and whenever the teacher leaves the room, the class “erupts.”(4) This class seems to run by itself. The teacher spends most of her time teaching, not handling discipline problems. The students follow instructions and complete assignments on their own, without close supervision. Those involved in seatwork or enrichment activities interact with one another, so noise may be coming from several sources at the same time.

Based on the writer’s experience when having the PPLT in SMP Negeri 2 Gebang, there are so many problems was facing in the classroom. Some of them are noise, getting out and in of the class freely, saying anything in Bahasa in English lesson, and many more. The writer has taught how to use the expressions when they need to express opinion, disagreement, and permission. But they didn’t use it as the writer wanted. Actually the writer didn’t use any method in teaching all those expressions. She is only teaching as usual. That’s why from 40 students in the classroom, there were only 5

students or 12, 5 % who could be active in using the expressions when they are speaking.

So, here the writer wants to improve students' speaking ability by learning to express agreement and disagreement well by using problem solving strategy.

### ***Research Question***

Related to the background, the problem in this study is formulated as the following: "Does Problem Solving Strategy improve the students' speaking achievement in expressing agreement and disagreement?"

### ***The Scope of Study***

There are many genres in speaking, namely, narrative, descriptive, procedure, report, and argumentative. The scope of this study is limited on expressing argumentative expressions, that is agreement and disagreement expression.

### ***The Objective of the Study***

The objective of this study is to find out whether students' speaking achievement in expressing agreement and disagreement will be improved by the Problem Solving Strategy.

### ***The Significance of the Study***

The significances of the study practically are;

- (1) for the teachers to enable and encourage them using strategy in teaching English and in their speaking class to improve the students' speaking achievement ;
- (2) for the students to develop communication, reasoning and critical thinking skills by expressing agreement and disagreement to improve their speaking skills in daily life and theoretically is for the readers as the students who want to conduct the same research.

## **CONCEPTUAL FRAMEWORK**

### ***A. Students' Achievement***

The word achievement in Oxford Learner's Dictionary (Hornby: 2010), means a thing that somebody has done successfully, especially using their own effort and skill. There are three aspects of learning achievement based on taxonomy bloom. They are cognitive, affective and psychomotor. Teacher get the achievement of the students by encourage their cognitive, affective and psychomotor ability.

#### **Students' Achievement in Expressing Agreement and Disagreement**

Agreement and disagreement expressions are often used in daily life. It is used when people want to show agree and disagree opinion about something. In this study the writer only focuses on the improvement of the students' achievement in expressing agreement and disagreement. Students' achievement will be excellent if the students are able to use those five expressions are given in each the lesson. So, the writer will focus on five agreement expressions and five disagreement expressions. To achieve this achievement, the writer will use problem solving strategy to help the students by giving one topic problem and discuss the best solution.

### ***B. Speaking***

#### ***Definition of Speaking***

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.”

According to Clark and Clark (1997), speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, bet, warn, and exclaim to affect them in still other ways.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

(1) Interactive, (2) partially interactive, (3) non- interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge: (1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation, (2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), (3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

### *The Functions of Speaking*

Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional function of speaking (in which it serves to establish and maintain social relations), and transactional function (which focus on the exchange of the information).

*a. Talk as Interaction*

This refers to what we normally mean by “conversation” and describes interaction which serves a primary social function.

Some of the skills involved in using talk as interaction are:

- 1) opening and closing conversation
- 2) choosing topics
- 3) making small-talk
- 4) recounting personal incidents and experiences
- 5) turn-taking
- 6) using adjacency-pairs
- 7) interrupting
- 8) reacting to others

*b. Talk as Transaction*

This type of talk refers to situations where the focus is on what is said or done.

Some of the skills involved in using talk for transaction are:

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questioning
- 4) Confirming information
- 5) Justifying an opinion
- 6) Making suggestion
- 7) Clarifying understanding
- 8) Making comparisons
- 9) Agreeing and disagreeing

*c. Talk as Performance*

The third type of talk which can usefully be distinguished has been called talk as performance.

Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate

- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving lecture

Among those three types of talk, in this study, the writer will choose talk as transaction as the object of speaking function because the writer's topic, agreement and disagreement belong to talk as transaction.

### ***C. Agreement and Disagreement***

#### ***1. Agreement***

Agreement expressions occur in daily life of human when making transaction in talking. According to Oxford Dictionary, agreeing is to have same opinion with other people.

In summary, the expressions of agreements are:

- a. I agree with your opinion
- b. I think so
- c. That is good idea
- d. Absolutely
- e. That is what I want

#### ***2. Disagreement***

Contrast with agreeing, disagreeing is to have different opinion with other people, stated in Oxford Advanced Dictionary.

The expressions of disagreements are:

- a. I disagree with your opinion
- b. I am not so sure
- c. I do not think you are right
- d. No, that is not like that
- e. I couldn't accept that idea

### ***D. Assessment of Agreeing and Disagreeing***

In agreeing and disagreeing, assessment is also needed to measure how competent the students in using it. It will be assessed by counting how often they use the expressions when giving opinion on a problem topic.

*1. Assessment of Agreeing*

From all the expressions which are taught, the writer generates an assessment that will be applied in measuring students' achievement in agreeing as follows:

**Table 2.1**  
**Assessment of Agreeing**

No.	Students	Expressions of Agreeing				
		1	2	3	4	5

Notes:

- a) Agreeing expression 1
- b) Agreeing expression 2
- c) Agreeing expression 3
- d) Agreeing expression 4
- e) Agreeing expression 5

*2. Assessment of Disagreeing*

As the assessment of agreeing, this assessment of disagreeing is not so different. The writer created this assessment to measure students' achievement in disagreeing. It is described as follows:



**Table 2.2**  
**Assessment of Disagreeing**

No.	Students	Expressions of Disagreeing				
		1	2	3	4	5

Notes:

- a) Disagreeing expression 1
- b) Disagreeing expression 2
- c) Disagreeing expression 3
- d) Disagreeing expression 4
- e) Disagreeing expression 5

***E. Problem Solving Strategy***

As quoted in Learning Skill book, (199 - 205) there are six steps in problem solving process: **1. Identify and Select the Problem.** The objective of this step is to identify the problem. That sounds simple enough, but problems usually are tied to very emotional issues. Egos are usually connected to the problem or the possible solution. Because the emotions are a part of the process, people can miss reading the problem. So, the first step for everyone involved is to step back from the issue. This is a good time to bring up an agreement process that helps to bring everyone to the same page of agreement, but that isn't easy. Consensus simply means everyone is in agreement or they can live with the agreement. If they cannot live with the agreement, the group or team has not reached consensus. Then, more discussion, understanding each other's

point of view, and keeping an open mind are required. This process requires cooperation, good intentions, and a willingness to be flexible about personal feelings and issues. So consensus has these three elements: (1) *I agree*, (2) *I don't fully agree, but I can live with and support the agreement*, (3) *I don't agree, and I cannot live with or support the agreement*.

**2. Analyze the Problem.** Now that the problem is defined, analyze it to see what the real bottom line root cause is. Often people get caught up in symptoms or effects of a problem or issue and never get down to the real cause. They get mad at someone's attitude, anger, or actions, which are not the cause of the problem. The key here is to focus everyone's efforts on analyzing the problem for the real cause. Once the cause is found, plans can be made to fix it. Analyzing means to gather information. If there is not enough information, figure out how to research and collect it. Once the information is gathered, take a very close look at what is going on. Try to come to consensus on why the particular problem or issue occurs.

**3. Generate potential solutions.** Now that the problem has been analyzed, the group can begin to develop possible solutions. This is a creative as well as practical step where every possible solution or variation is identified. In this step use the brainstorming process that has been used in class before to generate as many solutions as possible. There are no wrong answers here, and judgments should not be passed on another person's suggestions. Toward the end of this brainstorming session, allow time for each person to clarify his or her suggestion so there is a common understanding for a later selection.

**4. Select and plan the solution.** Now that there are a wide variety of possible solutions, it is time to select the best solution to fix the problem given the circumstances, resources, and other considerations. Here the group is trying to figure out exactly what would work best given who they are, what they have to work with, and any other considerations that will affect the solution. There are always a number of things that can affect a solution: money, time, people, procedures, policies, rules, and so on. All of these factors must be thought about and talked through. The group should prioritize the solutions into what would work the best. This is a slow process of elimination. There may be some possible suggestions that are immediately eliminated. Eventually, the group boils down the choices to one or two best solutions. The group should then discuss those solutions and come to consensus on the best solution. At this point the group should do a PDSA ( Plan, Do, Study, Act ) to have a clear plan of action to track

the solution, gather information on how it is working, and make necessary adjustments.

**5. Implement the solution.** This is the **do** stage of PDSA. Make sure the solution can be tracked to have information to use in the **study** stage. This may seem to be an easy stage, but it really requires a scientific approach to observing specifically what is going on with the solution.

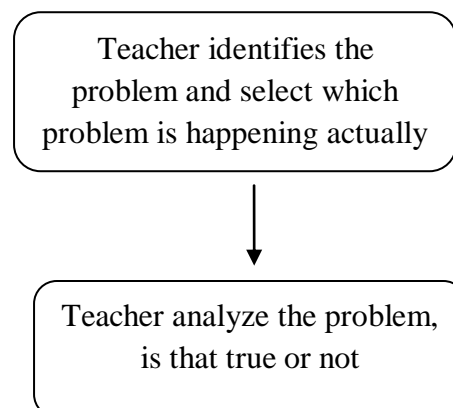
**6. Evaluate the solution.** This final step is the **study** stage of PDSA. Did the solution work? If not—why not? What went right, and what went wrong? What adjustments does the group have to make to make the solution work better? This is a careful analysis stage that improves upon the best solution using the information gathered during the **do** stage. After this analysis the group is ready to **act** upon their findings and the problem should be solved or better under control.

#### *F. The Application of Problem Solving Strategy in Agreement and Disagreement Expressions*

Teachers often find some problems are happened when teaching and learning process is taking place in the classroom. And the punishment was almost never be done by teacher because they are afraid it would be related to the law. So, for the comfort of everybody, it's better to discuss the solution together by using problem solving method.

These are the steps how the problem solving method will be applied in expressing agreement and disagreement expressions process:

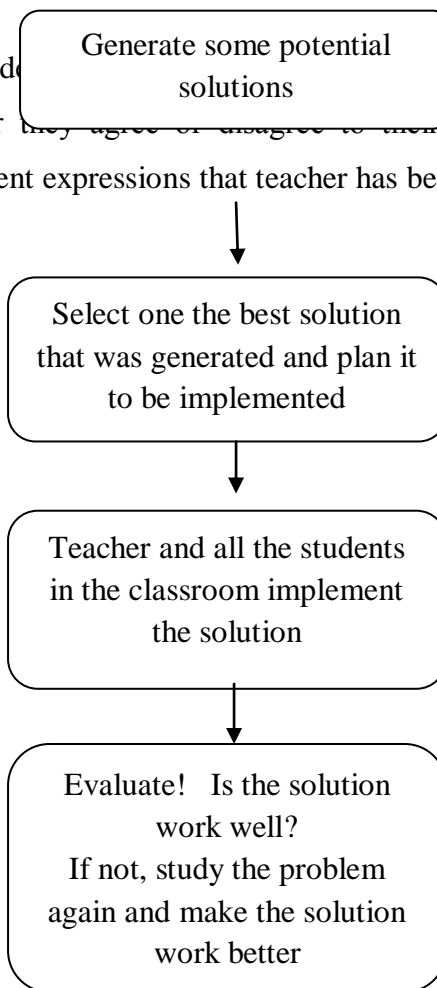
When a problem is happened in the classroom, for example two students are fighting because one of them cheats his in examination,



After analyzing the problem and teacher find that it is true, then, teacher invite the students to,



In this section students generate some potential solutions. This is the time for them to express whether they agree or disagree to their friend's opinion by using agreement and disagreement expressions that teacher has been taught before.



### ***G. Conceptual Framework***

Speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. To have an ability to speak in expressing agreement and disagreement expressions for grade VIII in Junior High School is the main goal of the writer.

Expressions of agreement and disagreement often occur in daily life even when it is in formal situation and informal situation. But it is more popular in informal situation because those expressions belong to speaking as transaction. Those expressions are found when people want to deliver their opinion. However students are rarely used it because it is in English and teacher didn't give more attention to this lesson. Meanwhile, it is very important when doing transaction to another in daily conversation.

So, these were the way how the writer improved students' speaking ability in expressing agreement and disagreement expressions. Firstly, the writer let the students know what the purpose of that lesson will be. Secondly, she gave the expressions of agreement and expressions of disagreement. Then, she taught the students to pronouncing them correctly and told the students when it would be used. For the next step, teacher told them what method that would help them to achieve that and all six steps that would be used, from identifying and selecting the problem until evaluating. After that, in cycle 1, the writer applied this teaching method in 3 meetings with assessment. Then, if it is not improve yet, she would continue to the cycle 2 by studying more about the problem and the solution.

To evaluate the students' improvement in expressing agreement and disagreement expressions by using problem solving strategy, the writer used oral scoring made by herself. The category of the assessment depend on their ability in expressing five agreement expressions and five disagreement expressions which were considered by the researcher. The students is assumed passing the test if they could achieve score  $\geq 80$ . So, they have to be able to express at least eight expressions from all ten expressions available.

## **RESEARCH METHODOLOGY**

### ***A. Research Design***

This research was conducted by applying Classroom Action Research (CAR). CAR is a research in the context of a process in which teachers investigate teaching and learning focused efforts to improve the quality of teaching and learning in the classroom. Kemmis & Mc Taggart as quoted in Burns (2010: 9) stated that there are four stages of action research that are planning, action, observation and reflection.

### ***B. The Subject of the Research***

The subject of this research was Grade VIII Private Junior High School (Sekolah Menengah Pertama Swasta : SMP Swasta) HKBP Sidorame Medan which consists of 38 students. It is located in Jln. Dorowati No.40 Medan.

### ***C. The Instrument for Collecting Data***

The quantitative data was collected through the whole process in every meeting by the writer. The students were asked to express their agreement and disagreement about a solution on the problem which happened in the classroom.

In qualitative data, the writer will use :

1. Observation sheet

This instrument is used to collect the qualitative data. The aim of this instrument is to identify student's attitude during teaching and learning process.

2. Diary notes

This instrument also used to collective the qualitative data. It is a personal record, usually done by researchers that will be written daily after the writer finished with the teaching and learning process.

3. Check list

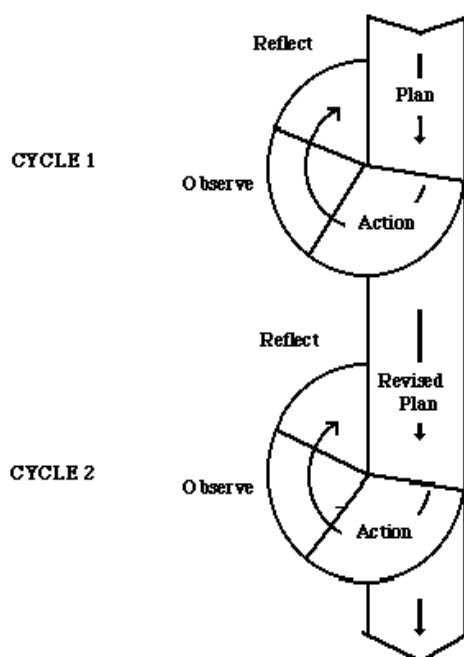
Check list is the list which correspondence by put check (√) in the suitable column.

4. Questionnaire Sheet

Questionnaire sheet consist of some questions of the writer to the students.

***D. The Procedure of the Research***

The procedure of data collection is conducted in two cycles: that is cycle I and cycle II. Each cycle is conducted in four steps, namely: planning, action, observation and reflection. Visually, below is the model of action research :



**Figure 3.4. Action Research model based on Kemmis & Mc. Taggart (1988) in  
Burns (2010:9)**

**1. Cycle I**

*a. Planning*

This phase was an arrangement for doing something. In planning it is considered everything that is related to the action that is done and it prepared everything that is needed in teaching and learning process. Any activities were done in planning, namely:

- 1) Designing the lesson plan for three meetings in cycle 1
- 2) Preparing the teaching facilities, for example media in teaching
- 3) Preparing the instrument for collecting data which are observation sheet and diary note
- 4) Preparing the test to measure the result of the study
- 5) Teacher : The teacher should not be only as the teacher who does the lesson plan
- 6) Students : Students should be involved actively in teaching and learning process

*b.Action*

This phase of action means the process of activity that is done. The researcher applied problem solving strategy as the strategy in teaching agreement and disagreement expressions. Classroom activities in problem solving should be wise and active with attention on the problem they were talking. In the beginning, in the first cycle, the students would work individually and if the score is still low, in the second cycle they would be divided into groups and every group discussed the issue. They made a solution or conclusion on that whether they agree or not. The students were led to speak in expressing agreement and disagreement by using problem solving strategy.

*c. Observation*

Observation was done to find out information in teaching and learning process, such as the attitude of the teacher or the students in the classroom. Observation is conducted to record the behavior, attitude, performance, skill and all activities during the teaching and learning process. The observer observed the strategy that is used by the teacher in order to give the comprehension and to improve the result of the students' learning to the teaching material given.

*d. Reflection*

Reflection is used to help the teacher to make decision to go to the next step. If the result of the study did not reach that is determined, this study is continued to the second cycle.

The reflection phases consist of some steps, as follows:

- 1) The writer made conclusion
- 2) The writer did the second cycle by repeating the pre step to find the problem
- 3) The writer made the planning to solve it.

## 2 Cycle II

In the cycle II, the problem had not been identified clearly because the data of the action in cycle I had been gotten. If there were a problem, so it would be done the second cycle and determined the planning and action.

### *E. Technique of Data Analysis*

(<http://www.okstate.edu/ag/agedcm4h/academic/aged598a/5890/newpage21.htm>)

Quantitative data was all about quantifying relationships between variables. Variables were things like weight, performance, time and treatment. You measured variables on a sample of subjects which can be tissues, cells, animals, or humans. You expressed the relationship between variable using effect statistics, such as correlations, relative frequencies, or differences.

(<http://www.sportsci.org/jour/0001/wghdesign.html>)

The qualitative data are taken from the interview and observation sheet will be used to describe the situation during the teaching and learning process while quantitative data taken from the student's oral test score to analyze the improvement of the student's achievement in each cycle.

To find out class mean score in each cycle, the following formula will be applied :

$$X = \frac{\sum x}{N} \times 100\%$$

Where,

X = the mean of students' score

$\sum x$  = The total score

N = the number of the students

Next, to categorize the number of competent students in expressing agreement and disagreement, the following formula is applied :



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

Where, P= the percentage of those who get the points up to 80.  
R= the number of students who get the points up to 80  
T= the total number of the students

## **DATA AND DATA ANALYSIS**

### ***A. Data and Data Analysis Cycle 1***

#### *1. Planning*

In cycle 1, the researcher planned to collect qualitative data by interviewing and observing the students and for quantitative data, the researcher did oral test. Interview would do by asking the students about their background ability in agreeing and disagreeing and students' percentage that'd ever delivering agreement and disagreement in daily life. Observation would do by observing the students when teaching and learning process is run.

#### *2. Action and Observation*

The writer began this phase by interviewing the students about their background in agreeing and disagreeing and then introduced the topic. The writer invited them to pronounce the expressions well in order that they could be familiar with the expressions. After that, the writer explained about problem solving strategy and all the six steps. By giving an example of problem, the writer asked the students to try to solve it together by using the six steps of problem solving strategy. To enable them to understand the strategy easier, the writer took a problem which is closed to them. The writer took a problem around the school. Then, the writer asked them to find the solution by themselves. Students were identifying the problem, analyzing, generating potential solution. From the solution was generated, the teacher put questioning by asking them of their agreement for this solution, it solution and other solution because they must be agree on one solution. If the students agreed on that, then it would be implemented.

#### *3. Reflection*

The writer found that they couldn't express their ideas in agreement and disagreement yet. Other students said that they still had no confident to talk their ideas in English even though they had learned it for a long time. When the writer explained

about agreement and disagreement expressions, then she explained about the strategy would be used, in the beginning the students confused about the strategy explained but after the researcher gave an example about a problem and how to relate the strategy with the expressions, they became understand. They seemed enthusiast and serious in learning the topic.

The data from doing the research in cycle 1 were taken from one class which consists of 38 students and the teaching process of agreement and disagreement expressions was done by problem solving strategy. But the result was not satisfied. It was not as the researcher predicted before. The students still felt difficult to express their ideas, especially in agreeing and disagreeing. The result of data observation showed that 30% students didn't know agreement and disagreement expressions and almost 70% of them could not able to agreeing and disagreeing. This data was got from interview and questionnaire sheet which can be seen in the appendix.

### ***B. Data and Data Analysis Cycle 2***

After doing the first cycle, the students' problems were found and it gave information about their ability that still bad and didn't achieve the standard was determined because mean of the students in the first cycle was 56, 3. Therefore, the writer had good motivation to conduct the second cycle which was carried out in two meetings namely fourth and fifth meeting. It was expected that the second cycle would get better result than the first cycle.

#### *1. Planning*

Based on the data from the first cycle, the writer revised the planning in cycle I by adding some activities in learning process. The writer planned to divide the students into some groups so that they could brought out the ideas on their mind. Another activity that the writer planned to do was to use real example which happened around the classroom.

#### *2. Action and Observation*

The writer explained again about the same topic in the cycle 1 and what should be done about the topic provided. The writer invited the students to practice the expressions well. They were divided into groups and work in groups. To refresh their mind with the strategy, the writer asked them to describe the steps of problem solving first. Then the writer gave a problem, that is fighting which happened in the previous

meeting between their classmates, Albedo and Fransisco. The writer asked them to discuss it in group. Almost all the students in group focused to find the best solution after identified and analyzed the root of causes the problem. They were more active when they worked in group than when they worked individually. Then, the writer asked the representativeness from each group to deliver the result of their discussion in solving the problem. After the writer asked the students to express their ideas based on the topic provided, the writer reminded them to prepare themselves to have interview with the writer about solving a problem by expressing agreement and disagreement expressions as the last test.

In this phase, the researcher examined the students individually by telling a problem per students. The researcher asked them to give some solutions on that problem and asked for their agreement and disagreement on a solution selected.

### 3. Reflection

The students got improvement in learning process. The comparison of the improvement score from orientation test, test cycle I until test cycle II, can be seen as follow:

**The Score of the Students in Test I until Test III**

No.	Students' Initial	The Score in Orientation Test	The Score in Test Cycle I	The Score in Test Cycle II
1.	AB	30	60	90
2.	AL	20	50	80
3.	AN	20	50	80
4.	AND	20	70	90
5.	AY	30	80	100
6.	BE	20	50	80
7.	BR	20	50	80
8.	CO	20	50	80
9.	CY	30	60	100
10.	DA	20	60	80
11.	DAV	30	60	100
12.	DEL	20	50	80

13.	DES	20	50	90
14.	ED	20	50	80
15.	FR	20	50	80
16.	GA	30	70	100
17.	GR	20	50	90
18.	HA	20	50	80
19.	HE	20	50	80
20.	IR	30	70	100
21.	JE	20	50	90
22.	JOI	20	50	80
23.	JON	20	50	80
24.	JOS	20	60	90
25.	LE	20	50	80
26.	MA	20	50	70
27.	ME	30	80	100
28.	MEG	30	80	100
29.	MI	20	50	70
30.	NI	20	50	80
31.	RA	20	50	80
32.	RIA	20	50	80
33.	RIK	20	50	70
34.	RU	30	80	100
35.	SAM	20	60	80
36.	SI	20	50	80
37.	TA	20	50	80
38.	WI	20	50	80
	<b>Total</b>	<b><math>\sum x = 850</math></b>	<b><math>\sum x = 2140</math></b>	<b><math>\sum x = 3230</math></b>
	<b>Mean</b>	<b><math>X = 22,3</math></b>	<b><math>X = 56,3</math></b>	<b><math>X = 85</math></b>

From the table above, it can be concluded that the student's score had improved for each students from the orientation test I score until test cycle 2 score.

The improvement of the students' score in expressing agreement and disagreement expressions by using problem solving strategy could be seen from the mean of the students score in each test by using this formula :

$$X = \frac{\sum x}{N} \times 100\%$$

Where, X = the mean of students' score

$\sum x$  = the total score

N = the number of the students

In the first test, the total score of the students was 870 and the number of the students was 38, so the mean was  $X = \frac{870}{38} \times 100\% = 22, 3$ . In the second test, the total score of the students was 2100 and the number of the students was 38, so the mean was  $X = \frac{2140}{38} \times 100\% = 56, 3$ . The last test, the total score of the students was 3260 and the number of the students was 38, so the mean was  $X = \frac{3230}{38} \times 100\% = 85$ .

### *C. Research Finding*

Based on the research done, the researcher could manage the classroom effectively. The students listened and paid attention to the researcher's explanation and instruction. The students also brought dictionary and used it to help them in adding their vocabulary in expressing ideas. The students gave good response to the activities in the classroom and they felt interested in problem solving strategy even though sometimes they were very noisy in teaching process.

In the first meeting, most of the students were still confused about the writer purpose and the strategy that the writer used. They asked the writer about what problem solving is and the relation to agreement and disagreement. In the second meeting they still looked confused but some of them could accept and understand what the writer meant. They listened to the writer's explanation more seriously than in the meeting before. In the third meeting, most of them felt interesting studying the topic by using problem solving strategy. They could speak each other. They could express their ideas and be brave to help their friend's problem by giving opinion by using agreement expressions and disagreement expressions. In the fourth meeting, it was easier for them

to understand about the topic provided. In the fifth meeting, they could express their own ideas and enjoyed in interviewing for the last test with the writer. They felt English is fun.

## **CONCLUSION AND SUGGESTION**

### *1. Conclusion*

After analyzing the data, it was found out that the students' score improved from the test I and test II in cycle one until the test III in the second cycle. It means there is an improvement on the students' speaking in agreeing and disagreeing by using problem solving strategy. The result showed the mean of the second cycle was higher than the first cycle. Thus, by using problem solving strategy to improve speaking achievement in expressing agreement and disagreement expressions could be said worked well.

### *2. Suggestions*

The result of this study showed that the use of problem solving strategy could improve students' speaking achievement. The following suggestions are offered:

- 1) To English teachers, it is better to use problem solving strategy in teaching agreement and disagreement expressions because the students can express their ideas better and they can practice their speaking directly and stimulate students' critical thinking.
- 2) It is also suggested to the readers who infers for further study (university students) related to this research should explore the knowledge to enlarge their understanding about how to improve speaking skill and search another references.

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