Introduction

This chapter consists of background of the study, identification of the problem, limitation of the problem, research questions, purpose of the study, significance of the study, and research outline.

Background of the Study

Problem solving skill can be interpreted as an ability used by someone to solve problems that they are facing based on knowledge and information. According to Widjajanti (2009), "problem solving is a process used to solve the problem face" (p. 3). During the problem solving process, the person must use various information and knowledge to answer the problems. Students' creativity plays a significant role in finding a solution of problems based on existing data or information" (p. 3).

Problem solving skills are a set of ability used by a person to solve problems based on their knowledge. According to Iskandar (2017), problem skills are one of important abilities for every person that can be used in school, work or daily life. The benefit of problem solving skills in learning process is making students to maximize their knowledge. Students also get new experience to use their knowledge to make some solutions for their problems at school or in their social life. Therefore, practicing problem solving is very important to improve students' problem solving skills. Besides, problem solving can have an impact on students' critical thinking skills and make them more open-minded in and out of school.

Learning problem solving is very important for students. They can be more creative in answering a problem that they encounter. Thus, problem solving skills should be taught to students to conclude an idea and also increase their critical thinking. During the process of solving a problem, students will use all their knowledge and skills. With their knowledge, students will get a solution for the problem. They will also get new experiences in using their knowledge.

In improving students' problem-solving skills, lecturer can use strategies. Strategy also makes students to maximize their knowledge to solve some problems. Going further, lecturers become expert learners and mediator of students to improve problem solving skills in classroom. According to Santyasa (2007), "in addition to being a facilitator, more specifically the role of lecturers in learning is also as expert learners, manager, and also to be mediator in class" (p. 5). Besides, lecturers also give some motivation and more strategies to make students interested to understand problems and then solve them with their knowledge. Based on Widjajanti (2009), lecturers can teach students to solve problems by giving students a challenge or motivation, so they can be recognizing the problem, being interested to solve it, using all of their knowledge to formulate strategies to solve it, implementing the strategy, and assessing whether their answer is correct or not. Therefore, lecturers have an important role to improve students's problem solving skills because they are as mediator to give new knowledge by using strategies.

In addition, some strategies used by lecturers in improving students' problem solving skills turn out to be less successful. The researcher found any lecturer only uses one strategy to improve problem solving of students. This situation

can make students getting bored in class and also students cannot maximize their knowledge. For example, there is a lecturer who only gives a task and instructions to students creating a group, then each group must presents the results of discussion in front of the class. After the presentation, the lecturer does not give any feedback to the students related to their presentation. In this case, the students are not gaining new knowledge nor skills. This is crucial because feedback and new knowledge that students should have gained possibly affecting their problem solving skills.

Teaching-learning strategy conducted by a lecturer in the classroom is one important factor to improve students' problem solving skills. These strategies must include a problem and students are encouraged to solve it by using their knowledge and information. Strategy has an important influence in raising students' problem-solving skills. This subject becomes the reason why the researcher conducts the research about strategies which improve students' problem solving skills.p

Statement of the problem

Based on this problem, the researcher found similar problems at English Language Education Department. There are some lecturers only using one strategy to improve problem solving skills of students. In addition, the researcher also found lack of lecturer's attention in improving students' problem-solving skills. This kind of situation can make students getting bored in class and also students cannot maximize their knowledge.

The limitation of the problem

Based on the problem, the researcher interests exploring and observing strategies used by lecturers in improving their students' problem-solving skills in the classroom. The researcher only focuses on strategies used by lecturers in improving students' problem-solving skills. The researcher also wants to know what teaching strategies can be used in improving students' problem-solving skills. Researcher also wants to know the challenges faced by lecturer in using the strategy to improve students' problem-solving skill.

Research question

1. What teaching strategies do lecturer use to improve students problem-solving skills?

2. What are lecturers' perceptions of challenges related to strategies used by them to improve students' problem-solving skills?

Objective of the study

The purpose of this study is to find out lecturers' opinions on strategies that they typically do to improve students' problem-solving skills at English Language Education Department as well as to find what strategies used to improve students' problem-solving skills and also what challenges faced by lecturer in implementing the strategies.

Significance of the study

Lecturers. This study provides benefits for lecturers. They can find out what strategies can improve students' problem-solving skills. From this information, it is expected that lecturers can apply these strategies during teaching-learning process. Lecturer can implement their teaching-learning strategies to improve students' problem-solving skills

Students. Students will know the extent of strategy applied by the lecturer to improve their problem-solving skills. Hopefully, this research gives information to students of how important problem-solving skills in their daily life are.

For another researcher. There are other things which are related to strategies that can be researched by other researchers. Hopefully, this research can be a reference for further studies.

The Research Outline

Chapter one is introduction. It consists of background of the research, statement of the problem, research questions, significance of the research, and the outline of the research.

Chapter two is literature review. This chapter will review several theories about the definition of problem-solving skills, the importance of problem-solving skills, factor affecting students' problem-solving skills, strategies that improve students' problem-solving skills, and the last part consists of the related studies.

Chapter three is methodology. This part explains the research design, setting and participant, instruments of the research, data collection method, and data analysis.