

CHAPTER II

REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS

This chapter presents of the theories related to the teaching of speaking using Problem-based Learning. They are the definition of Problem-based Learning, the advantage of Problem-based Learning, the definition of speaking, the components of speaking, the step of Problem-based Learning in teaching speaking and action hypothesis.

2.1 Related Literature

2.1.1. The Definition of Speaking Ability

According to Thornbury (2005. p.6), Speaking is so much a part of daily life that we take it for granted. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. Meanwhile, Hafield and Charles (2001. p. 3) say that speaking means practicing to use language to communicate in real life, it implies that we are transferring meaning with other people. Brown and Yule (1983. p. 103) note that one of the main purposes in teaching speaking is to make the students able to communicate the information effectively in spoken language.

Based on the explanation above, Speaking is a requirement or capability we need and we have to communicate with others, whether the person is educated or not. Communication is to interact where ever we are with other whether we know or not.

Speaking is a complex skill which needs understanding and mastery of the component of language proficiency such a fluency, pronunciation, grammar (structures), and vocabulary. This implies, in producing speaking, the students should be competent enough to enhance their speaking skill through some aspects. Speaking ability is an important thing in the teaching learning process by using language in the real situation orally with consideration to the aspects of speaking namely, fluency, pronunciation, vocabulary, grammar.

2.1.2 The Components of Speaking Ability

There are components of speaking generally recognized in the analysis of speech namely fluency, pronunciation, vocabulary and grammar.

1. Fluency

Based on Thornbury (2005. p.6), Fluency is all the speaker pause- they have to, to draw breath and even proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up its conceptualization. The fluency of the students in speaking ability is not only focused on how students produced the language fluently, but it is also necessary to consider the appropriateness of what they want to talk, or in other words its accuracy. As Brown and Yule (1983. p. 53) state that to develop fluency in “self expression” in the spoken language, few things is more inhibiting that being constantly corrected. Therefore, in testing fluency teachers should not only focus on how the students produced the language fluently, but also they need to consider the appropriateness of what they want to talk about the other aspect of the target language.

2. Pronunciation

Based on Migrant (2002. p. 01), pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments) aspect of speech beyond the level of individual sound, such as, intonation, phrasing, stresses, timing and rhythm (suprasegmental aspect). In English learning context, pronunciation is aimed to develop the students speaking ability. Pronunciation becomes a very important component in teaching spoken language. Brown and Yule (1983. p. 2) elaborate that Students of the spoken language spent many hours learning to pronounce the sound of English. That is why the English teacher should teach them intensively in order to the students recognize and familiar to the words in target language.

3. Vocabulary

According to Hornby (1995. p. 6), Vocabulary means list of words with their meaning. To make an effective communication, the students need to know a large number of vocabularies and also the ability of using it. Students who have strong vocabulary will be easier in doing communication. Thus, the teacher should motivate the students to enrich their vocabulary, and to be active in using it as frequently as possible.

4. Grammar

Grammar is the rules of the sentence are put together with subject, verbs, and objects. It covers modal verbs, phrasal verbs, and conditional structural (Maxom, 2009. p. 4). Grammar is one of the aspects of the language system and essential element of speaking that relates to whether or not the students use

correct form of the target language. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

Thus, Grammar is one of the aspects of the language system and essential element of speaking that relates to whether or not the students use correct form of the target language. In our ability to speak understanding about grammar is also required, though not many people use correct grammar when speaking. But usually people use grammar correctly when they make a sentence.

2.1.3 Problem-based Learning

Problem Based Learning (PBL) model is a learning that focuses on students as learners and on authentic or relevant problems that will be solved using all the knowledge they have or from other sources. The application of the problem based learning model with concrete media can be an effort to improve speaking learning outcomes. This is because the problem based learning model raises problems as an initial step to collect and integrate new knowledge. The learning process begins with defining the problem, then the students conduct a discussion to equate perceptions of the issues discussed and then design goals and targets that must be achieved. The next activity is to search for materials from various sources such as books in the library, internet, observation. The teacher's assessment is not only on the learning outcomes of students but also on the processes that are undertaken during learning. The role of the teacher here is to monitor the development of students' learning to achieve the goals of learning. The teacher is also tasked with directing students to solve the problems given so that they remain in the right position (Fauzia, 2018. p. 42).

Problem Based Learning (PBL) also is facilitating learners to experience learning as a result of the process of working in order to understand or solve a problem. In other words, Problem Based Learning (PBL) is a strategy for construct or grow certain competencies by using problem as stimulus as well as focus learner's learning activities (Boud & Feletti, in Kristiyani, 2008. p. 17).

Problem Based Learning (PBL) is an educational approach in which the focus of learning is on small group tutorials. The goals of the scenarios are to provide a context for learning, to activate prior knowledge, to motivate students, and to stimulate discussion. Learning is student centered, and self-directed learning is emphasized. Students are instructed to seek information and gain practical skills with the help of a contextual chain of problems, and to use them in the most beneficial way in different situations (Korpi, et.al 2018. p. 2)

According to Kristiyani (2018. p. 18), some details PBL's basic objectives are: (1) encourage learners to take advantage a variety of multi-learning resources interdisciplinary; (2) push the growth of self-directed learning within oneself learner; and (3) grow competence in analyzing and find a solution to the problem. She also added some basic features problem based learning is:

1. The principle of self-directed learning or independent learning, namely learners responsible for the process own learning;
2. The principle of integration between theory and practice, namely responsible learners integrate knowledge about various concepts studied with the application in form and analysis skills find a solution to the problem

3. The principle of integration between disciplines, namely learners encouraged and trained to integrate sources of various disciplines in order to analyze and find a solution to the problem.
4. Learning process stimulated through small group work from the beginning to the end of the activity learning
5. The learning process takes place cumulatively and progressive, in the form of various mastery knowledge and skills wider and deeper order to analyze and find the solution to real problems.

2.1.3.1 The Advantages of Problem-based Learning

The writer observes that teaching speaking by using Problem-based Learning has good improvement to the students. Using Problem-based Learning gives the students a lot of ideas to tell. Problem-based Learning is well suited to help the students become active because it situates learning in real-world problems and make students responsible for their learning. So it will invite them into a conversation situation during teaching learning process. According to Wood (2003. p. 4), Problem-based Learning also has advantages :

1. *Student centred PBL*, It fosters active learning, improved understanding, and retention and development of lifelong learning skills
2. *Generic competencies*, PBL allows students to develop generic skills and attitudes desirable in their future practice
3. *Integration*, PBL facilitates an integrated core curriculum
4. *Motivation*, PBL is fun for students and tutors, and the process requires all students to be engaged in the learning process

5. *“Deep” learning*, PBL fosters deep learning (students interact with learning materials, relate concepts to everyday activities, and improve their understanding)
6. *Constructivist approach*, Students activate prior knowledge and build on existing conceptual knowledge frameworks

2.1.3.2 The Use of Problem-based Learning in Teaching Speaking.

Problem-based Learning is a learning method that begins with problems to collect and integrate new knowledge in an effort to solve the problem students will get the knowledge and skills needed for the problem. The learning process begins with defining the problem, then the students conduct a discussion to equate perceptions of the issues discussed and then design goals and targets that must be achieved. The next activity is to search for materials from various sources such as books in the library, internet, observation. The teacher's assessment is not only on the learning outcomes of students but also on the processes that are undertaken during learning. The role of the teacher here is to monitor the development of students' learning to achieve goals (Fauzia, 2018. p.42).

According to Silver (2004. p. 244-245), having good problems is a necessary but not sufficient condition for effective PBL. The facilitator role is critical to making PBL function well. With its emphasis on learning through problem solving and on making key aspects of expertise visible, PBL exemplifies the cognitive apprenticeship model. In PBL, the teacher or facilitator is an expert learner, able to model good strategies for learning and thinking, rather than an expert in the content itself. Problem Based Learning (PBL) was designed with several important goals. It is designed to help students.

- 1) construct an extensive and flexible knowledge base;
- 2) develop effective problem-solving skills;
- 3) develop self-directed, lifelong learning skills;
- 4) become effective collaborators; and
- 5) become intrinsically motivated to learn.

According to Utecht (2003, p. 9-10), in designing a PBL lesson, teachers should first identify what standards or outcomes they want their students to know by the time they reach a viable conclusion to the problem. By first knowing what outcomes teachers want from their students, teachers can then choose or develop a problem that allows students to successfully reach those assigned standards or outcomes. There are many resources teachers can use in developing a problem for a PBL lesson. Knowing that PBL should mirror real-world problems and situations, teachers can turn to their community and colleagues. The teacher must give the control to the students and allow them to make their own path to the answer, rather than the teacher laying the path out for them. Many teachers have also stated that PBL has changed their attitudes about teaching and is professionally rewarding in many ways. lists several ways teachers have found PBL rewarding:

1. Students are more motivated and enthusiastic about learning
2. Teachers often experience revitalization about teaching and a renewed interest in expanding their own knowledge through additional studies, either on their own or by taking additional classes.
3. Teachers acquire new professional skills in technology.
4. Teachers learn effective and rewarding teaching techniques.

5. Teachers work collaboratively with other teachers to develop interdisciplinary problems or projects, often distant collaborations.
6. Teachers employ a variety of assessment methods.
7. Teachers learn to manage a class where student teams are working independently and at a different pace.

2.1.3.3 The Step of Problem-based Learning

The subject disciplines are integrated through relating the case to professional practice. For example, in the field of medicine, the starting point is often a description of the patient. According to Kim (2018. p. 4) There steps of using Problem-based Learning: (a) defining problems, (b) determining information for addressing the problems, (c) finding, evaluating, and utilizing information as evidence for their solutions, and (d) generating an argument in support of the solution. Thus, it supported by Lidinillah (2003. p. 2) she noted that the Six Step' method of PBL:

1. Students were given questions by the teacher (or questions revealed from student experience)
2. Students did small group discussions and did things as follow :
 - Clarified the issue of coverage provided
 - Defined the problem
 - Exchanged thoughts based on the knowledge
 - Established the things needed to solve the problem
 - Defined the things that must be done to solve the problem
3. Students conducted an independent study of the problem

- must be completed. Can be used by searching
- sources in the library, database, internet, personal sources or
- make observations

4. Students returned to the original PBL group to exchange information, learning colleagues, and work together to solve problems.

5. Students provided the solutions they find

6. Students learned by learning to evaluate learning with all learning activities.

This is published exceeding the knowledge that has been obtained by students and also the role each student in a group.

Based on Lidinillah explains above, it could be concluded that problem based learning is good learning strategy to improve students' speaking ability.

2.2 Action Hypothesis

The use of Problem-based Learning can improve student's speaking ability of the Class X at SMK Muhammadiyah Jember in the 2019/2020 Academic Year by looking for problem solving, discussing the material with group, clarify the problems, find the information of the problem and help each other.