

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Relavance Theory

Based on the discussion in chapter I, in this chapter researcher describes some theories related to the speaking ability, Problem Based Learning, and conceptual framework.

2.1.1 The nature of speaking

Speaking is one of the language skills which must be mastered by the language learners besides listening, reading, and writing. Speaking is used to convey the thinking, opinions, ideas, feeling, and even information. Many expert define speaking in different ways. According to Brown in Burns & Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is an interaction between speaker and listener. Brown.et al, (2005) states that speaking is oral intercation where participants need to negotiate meaning of ideas, feeling and information. When they talking, it means they are want to share their ideas, opinion or give some information to others.

Speaking skill is considered as an initial skill that leads learners to develop the other communication competences. O'Malley and Pierce (1996) also stated that speaking seems to be an important skill that a learner should acquire. This is saying that speaking is the first step that needs to be learned by young English language learners before they can read and write in English. According to Chaney (1998) says that speaking is the process of building and

sharing meaning through the use of verbal and non verbal symbols, in a variety of context. However, it is assumed that developing speaking skill to young learners in Indonesia is not easy because of the status of English as a foreign language in which it is not used in national or social life.

Speaking is a very important link in the process of students' learning and thinking developments. Speaking helps students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Collins (1989:766) states speaking skill is a skill to draw attention to the fact that what is spoken is not literally true, but it is a colorful way of describing a situation. It means that the students must be able to speak to express what they want to show to others. Speaking is the way to express feelings. In fact, in students, speaking is students should be able to speak in front of class without embarrassment. The students can express their ideas, opinion, suggestion or question.

2.1.2 The Concept of Teaching Speaking

Teaching is a process to give guidance the students to reach the goals. Teaching known as '*Instruction*' it means process that makes someone do learning (Longman, 1978: 424). From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown(2001: 275-276) states that there are seven principles for designing speaking techniques, they are:

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

The objective of teaching spoken language is the development of the ability to interact successfully in which language involves comprehension as well as production. According to Kalayo, speaking involves three areas of knowledge as follows:

- a) Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct pronunciation.
- b) Functions (transaction and interaction): knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building).
- c) Social and cultural rules and norms: understanding how to make account who is speaking to whom, in what circumstances, about what, and for what reason.

2.1.3 Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to

solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions.

Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

2.1.4 Components of Speaking

There are four aspects below have great influence in speaking skill, they are:

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words (Kline, 2001). In Goodwin's word: in teaching pronunciation, the goal of instruction is three fold: to enable our learners to understand and be understood to build their confidence in entering communication situations and to enable them to monitor their speech (Goodwin,2001).

Pronunciation is include vowel, consonant, stress and intonation of pattern. In this case, the students who are able to pronounce

correctly will be marked has foreign accent. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001).

2. Grammar

Grammar is needed by students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. Therefore, speakers must be aware of the grammar that they use in speaking. Grammar refers to the set of rules that allow use to combine words in our language into larger units (Greenbaum and Nelson, 2002).

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). It can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication (Adiani, 2013). Without having a sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and written form. It means Vocabulary is important in speaking skill and learning language. Knowing many vocabularies will be easier to express feeling. Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002). Students need to know words, their meanings, how they are spelled and how they are pronounced. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption. In teaching and learning process, if a teacher wants to check a student's fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and easily. The teacher does not correct immediately whereas the idea is that too much correction interferes with the flow of conversation (Pollard, 2008).

2.1.5 Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area.

Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated

questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.6 The Nature of Problem Based Learning

Problem Based Learning is teaching model characterized by real problem as a context for learners to learn critical thinking and problem-solving skills and to get knowledge (Duch, 1995 in Aris Shoimins' book). Problem based learning is real life experience as context of the students' media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning (Nurhadi in Dahlan, 2011:6). It is mean Problem Based Learning is potentially motivating, empowering and challenging to language learners, it usually results in building learners' confidence, improving students' language skills, and learning becomes fruitful for learners because they exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills.

Problem Based Learning was first introduced in the McMaster University in Canada in 1965. Soon after that, in 1974, the McMaster medical school Problem Based Learning model was established. This model inspired other universities to implement a similiar design into their curriculum. Since then, Problem Based Problem has been popularized and used in several higher educational across the world, such as in Australia, Denmark, and China (Kolmos et al., 2007 quoted by Masek, 2011).

According to Maricopa community colleges, center for learning and instruction, Problem Based Learning is a curriculum as well as a process. The curriculum encompasses carefully selected and carefully designed issues that

require students' critical efforts to acquire knowledge, solve problems, learn independently, and have good participation skills. Meanwhile, the Problem Based Learning process replicates the most widely used systematic approach in solving problems and meeting the demands of the world of life and careers.

Teachers are required to choose a learning model that can spur the spirit of students to actively participate and engage in learning experience. And Problem Based Learning is one of the alternative learning models that developed students' thinking skills (reasoning, communication and connection) in solving problem. In Problem Based Learning, students learn that teamwork and collaboration is important for developing cognitive process useful for researching the environment, understanding problems, taking and analyzing important data and elaborating solutions. Students can write the dialogue, predict content of reading text or compare notes what they listened. It was proven that solving problem pairs or group was good technique in teaching and learning English because it could help students to increase their speaking skill and also solving problem and forced students to speak up. Furthermore, they were more enthusiastic and confident to speak up actively.

One of the main contents in the of Problem Based Learning is the formation of the problem demanding the settlement. In accordance with the opinion of Hudoyo (2002: 3 quoted in dr. Rusman, M.Pd), the problem presented in Problem Based Learning does not need to be the usual problem solving, but the formation of the problem which is then resolved. The aspects

presented are of course the things that match the experience in the life of the students, so the problems that arise be a contextual problem. It can be used to enhance content knowledge while simultaneously fostering the development of communication, problem-solving, critical thinking, collaboration, and self-directed learning skills.

Problem Based Learning also seems to match in English teaching and learning need. In Problem Based Learning, students have opportunities because it is student-focused, which allows for active learning and better understanding. From the statement above, it can be conclude that Problem Based Learning is a model to trains and develops the ability to resolve problem-oriented issues authentically from the students actual life, to simulate higher-order thinking. And the use of Problem Based Learning model is not only can improved students' speaking skill buat also actively the teaching and learning process.

2.1.7 Characteristics of Problem Based Learning

According to Kemendikbud, there are seven characteristics of PBL as follows:

Table 2.1
Characteristics of Problem Based Learning

No	What	How	Why
1.	Student center and experiential	The assigned problem should be chosen in accordance with the material being studied and meaningful and related to the child's talent and life. Students may be given the responsibility to seek and evacuate any source in the immediate environment to be raised into the issues discussed, to solve the problem.	Students will be more motivated to discuss and seek solutions whether the issues are related or close to their real life.
2.	Introduction of the content	It should be clear about the substance or content of the problem throughout the process of problem-solving discussion rather	Research proves that students' understanding will deepen as information is provided in a more precise and

		than explaining this before they discuss and solve the problem.	precise context when they need it.
3.	Builds on/challengers prior learning	f the problem is closely related to the child's real life, they can be asked to remember what is already known or thought about. Students can focus on previous learning outcomes, test their assumptions, organize supporting facts or strategies for learning or problem-solving.	Research results prove that the learning process occurs if there is a mismatch between what the previous student did not know and the information they just got.
4.	Problems are complex and ambiguous	Choose a real case example of appropriate teaching materials that require a simple answer or solution. Ask students to think through their	Making students to think high-level such as analyzing, mensitesa, evaluating and creating new knowledge.

		strategies for solving the problem.	
5.	Specific context	Choose a problem or a case that is often faced learners in schools and in the neighborhood and surrounding houses.	A more specific context will make understanding during the learning process more profound.
6.	Creates cognitive conflict	Choose a problem with information that makes troubleshooting not easy. When one part of the problem is solved then it allows the emergence of a new problem.	The results of the study prove that the learning process occurs if there is a discrepancy between what is known by the information they just got.
7.	Collaborative and interdependent	Ask students to work in groups to discuss the issues given.	By working together, the students will see the strategy of solving the problems expressed by other students, solving problems based on data or information from all

			group members and responsible for the process
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Problem-based learning is the use of the various intelligences necessary to confront real-world challenges, the ability to deal with all new things and the complexity that exists (tan, 2000).

The characteristics of problem based learning are as follows:

1. The problem becomes a starting point in learning.
2. The issues raised are the problems that exist in the unstructured real world.
3. Problems require multiple perspectives.
4. Problems, challenges the knowledge possessed by students, attitudes, and competencies that then require the identification of learning needs and new areas of learning
5. Learning self-direction becomes the main thing.
6. The use of diverse sources of knowledge, their use, and the evaluation of information resources is an essential process in Problem Based Learning.
7. Learning is collaborative, communicative and cooperative.
8. The development of inquiry skills and problem solving is as important as the mastery of the content of knowledge to seek solutions to a problem.
9. Process openness in Problem Based Learning includes synthesis and integration of a learning process and,

10. Problem Based Learning involves evaluation and review of student experiences and learning process.

Based on the above definition, it can be showned that the centre of teaching learning process used PBL method is students, teacher as facilitator and the purpose of the learning is problem solving to solve problems which is happen in the real world.

2.1.8 The Advantages of Problem Based Learning

According to Kemendikbud, there are several teh advantages of Problem Based Learning, they are follows:

1. Learning becomes more meaningful
 - a) Learners are motivated to learn to solve problems
 - b) Learners will realize that to be able to solve the problem required certain knowledge and skills are relevant
2. Improve the ability to think critically
 - a) Develop skills to analyze the reasons for problem solving
 - b) Understand what knowledge is needed to solve the problem
 - c) Identify sources of information that can be used to solve problems
3. Develop interpersonal skills
 - a) Learning in groups (teamwork)

b) Communicate to form a network (networking)

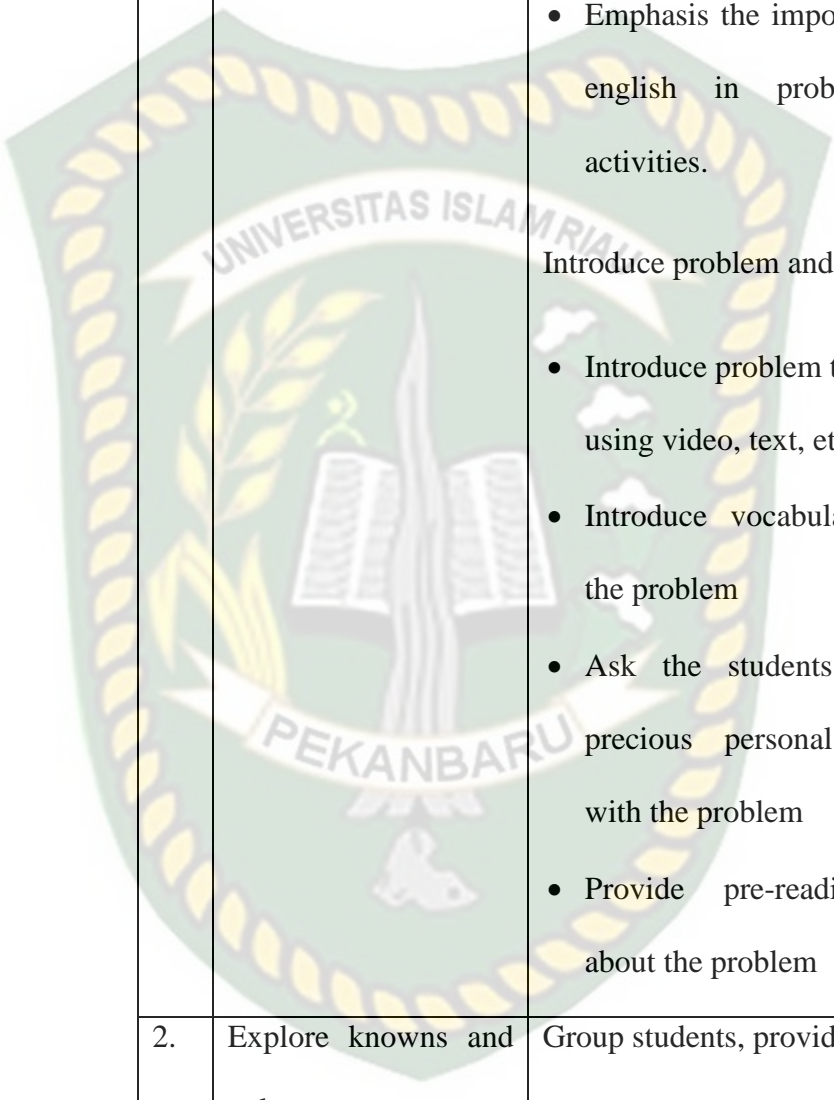
The advantages of Problem-Based Learning (PBL) strategy for students are: (1) PBL promotes self-motivation and self-responsibility in learning. (2) PBL caters more enjoyable and effective learning. (3) PBL engages learning from experience, allowing students for using and organizing what has ever been learnt to know problems. (4) PBL integrates the ability to understand problems, to identify and acquire knowledge and skills needed to deal awith real-life situation. (5) PBL fosters teamwork and communication skill. (6) PBL trains students to be reflective and assess their own and other’s work. So, it is conclude that Problem Based Learning can improved students speaking skill.

2.1.9 How to Create Problem Based Learning

According to Kemendikbud, there are four steps to create PBL as follows:

Table 2.2
Steps to Create Problem Based Learning

No	Process for Students	Role of the teacher
1.	Meet the problem	Pre-teaching: <ul style="list-style-type: none"> • Make sure students understand of the goal and benefits of a



		<p>problem based approach for language learning.</p> <ul style="list-style-type: none">• Emphasis the important of using english in problem solving activities. <p>Introduce problem and vocabulary:</p> <ul style="list-style-type: none">• Introduce problem to the students using video, text, etc.• Introduce vocabulary relate to the problem• Ask the students about their precious personal experiences with the problem• Provide pre-reading exercise about the problem
2.	Explore knowns and unknowns	<p>Group students, provide resources:</p> <ul style="list-style-type: none">• Make sure students understand about the problem and the expectation of them.

		<ul style="list-style-type: none"> • Emphasis that there is no single answer or solution and that they need to choose what appear to be the most viable solution to them and be prepared to explain why they choose that solution. • Give students access to resources such as the internet, books, magazines, brochures, newspapers, televisions, and telephones.
3.	Generate possible solutions	<ul style="list-style-type: none"> • Make sure the students are aware of the range available and how to use them. • Group students, preferably in group with different English proficiency level and character.
4.	Consider consequences and	<p>observe and support:</p> <ul style="list-style-type: none"> • Observe students and provide

	choose the more viable solution	support needed, but do not attempt to direct their activities in solving the problem. • Observe, take notes
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According to Kemendikbud, there are four example of implementation of Problem Based Learning:

1. Before starting the teaching-learning process in the classroom, learners are also required to observe a phenomena first. Then learners are asked to note the problems that arise.
2. After that the teacher's job is to stimulate learners to think critically in solving existing problems. The teacher's job is to direct students to ask questions, prove assumptions, and listen to different opinions from them.
3. Leverage the learners environment to gain a learning experience. The teacher can provide the best practice in various environment of learners, among others in school, family, and society.
4. The assignment provided by the teacher provides an opportunity for learners to be able to get a hands-on experience of what is being learned. Learning experience is a learning activity to be

done learners in order to achieve mastery of competency standards, basic skills and learning materials.

2.2 Relavance Studies

Several researches about using Problem Based learning in teaching speaking has been conducted and done. First, on March to May 2014, Abdur Rohim conducted a classroom action research on the application of problem based learning in improving students' speaking skill at tenth year students of MA Al-Ma'arif Singosari Malang. The result shows that the application of problem based learning strategy was able to improve the students' speaking skill in term of proviency in producing English sentences. Problem solving case can stimulate students in expressing their ideas and imaginations independently.

The second, on 2014, Uzin Mufaedah finding out how Problem Based Learning could enhance students' speaking skill, how is Problem Based Learning method in Bazaar activity enhance students' activeness, motivation and vocabulary in their speaking skill, and what are students' opinion about how Problem Based Learning in Bazaar activity can enhance their speaking skill on the second students of SMPN 1 Atap Bandungan. The researcher used descriptive qualitative and quantitative method and researcher also uses test, observational checklist, documentation and interview (open-ended question) to collect the data. The populations of this research were the eighth grade of SMPN 1 Atap Bandungan in academic year of 2014/2015. The total numbers of

the population are 117 students and the researcher took 30 students as the subject. Based on the result of the research, the researcher concluded that there was any significant enhancement about PBL method to students' speaking skill of the eighth grade of SMPN 1 Atap Bandungan in the academic year 2014/2015 because the result of this research showed that the score was good and medium of students' speaking skill in Bazaar activity used by English language teacher in PBL method. Bazaar activity in PBL method could enhance students' activeness, motivation and vocabulary. Teacher and students stated that PBL method in Bazaar activity gave more knowledge that the teaching learning process was not only study but also could play game which related to the material of lesson and it more gave understanding than just learned more in learning English without game.

Third, Rido Angga Mulia et al (September 2013) was research the effect of problem based learning strategy toward students' speaking ability at the first grade of SMAN 1 Enam Lingsung. This study was to see implementation of Problem Based Learning as one of strategies in learning descriptive text toward students speaking ability in describing people, things, or places. It was done to the students at the first grade of X2 and X6 at SMAN 1 Enam Lingsung registered in 2012/2013. The data of the study were collected through tests. The findings of the study showed that experimental group taught by the problem based learning methods have better ability than control group which is taught by the conventional method. So, it can conclude that the used of problem based

learning in teaching descriptive text can improve students' speaking ability in expressing description about people, things, or places.

The differences between this research and previous research are both of previous research conducted classroom action research. Meanwhile, the previous research use Problem Based Learning as methods and Problem Based Learning as strategy, but in this research use Problem Based Learning as model. And this research was conducted at Sekolah Model SMA Negeri 1 Model Kampar Kiri.

2.3 Hypothesis

Null Hypothesis (H_0): There is no significant difference of students' speaking ability before being taught by using Problem Based Learning and after being taught by using Problem Based Learning at the first grade of Sekolah Model SMA Negeri 1 Model Kampar Kiri.

Alternative Hypothesis (H_a): There is significant difference of students' speaking ability before being taught by using Problem Based Learning and after being taught by Problem Based Learning at the first grade of Sekolah Model SMA Negeri 1 Model Kampar Kiri.