

II. LITERATURE REVIEW

This chapter discusses about the review of previous related researches, review of related literature, concept of speaking, teaching speaking, concept of CLT, problem solving, procedures of teaching speaking through problem solving, advantages and disadvantages, theoretical assumption and hypothesis.

2.1 Review of Related Research

Speaking is an important skill in language teaching. But speaking is difficult for the language learners because it is as the productive skill. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. There are some previous research: Asep Rahmat Hidayat, this research entitled “Teaching Speaking Skill Using Problem-Solving at Class Tenth of SMA Bina Muda Cicalengka” . The objective of this research was to find out whether teaching speaking skill using problem solving could increase the students’ speaking skill at class tenth of SMA Bina Muda Cicalengka. The research used a quantitative method with one group pretest-posttest design. The instrument of this study was the test. The population

of this research was 47 of students of tenth grade of SMA Bina Muda Cicalengka. The sample was the entire population. The data of this research were collected by using the pretest and posttest to the students' sample. The results of the data analysis showed that: the mean of pretest score was 53.51, the mean of posttest score was 75.74, and t-observed was 10.10. The t-critical value with degree of freedom (df) = 46 and significance level at 0.05 was 2.3. Based on the analysis above, the alternative hypothesis of this research was accepted, because the t-observed was bigger than t-critical value ($10.10 > 2.3$). It could also be concluded that teaching speaking skill using problem-solving increased the students' speaking skill.

In the other hand, Beverly talking about thinking aloud pair on problem solving in Science Education journal to make an effective technique better than individual problem solving. Reviews research is relevant to the problem of unsatisfactory student problem-solving abilities and suggests a teaching strategy that addresses the issue. Author explains how she uses teaching aloud problem solving (TAPS) in college chemistry and presents evaluation data. Among the findings are that the TAPS class got fewer problems completely right, but they also got fewer problems completely wrong.

Donald tried to describes the problem hapened in problem solving in his research. He describes problems in teaching problem solving and summarizes research in this area. He Presents Guided Design or Guided Decision Making as a problem-solving approach in which groups of students work their way through a model of the problem-solving process as they wrestle with a discipline-specific situation.

2.2 Review of Related Literature

2.2.1 Concept of Speaking

According to Bryne (1984), speaking is an oral communication, the two way process between speaker and listener and involves productive and receptive skills of understanding. According to Welty (1976), speaking is the main skill in communication. In same lines, According to Irawati (2003), speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate an information, ideas, and emotions to other using oral language.

Meanwhile according to Brown (2001:250), speaking is an interactive process of construction meaning that involves producing, receiving, and processing in formation. Based on this idea, there are three important points that must occurred to the participants of communication (speaker and listener) to construct the meaning during the interaction among them.

According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context. Therefore, speaking can take place if the speaker uses verbal symbol like word and non verbal symbol like gesture and body language to convey the intention.

In speaking process, especially in dialogue, it needs at least two people. One becomes the speaker who produces information and other become the listener who receives information. Therefore, they can interact socially with each other.

Speaking must fulfill the following aspects, they are :

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Nunan (2003) said that fluency is use the language quickly and confidently with few unnatural pauses. Fluency is the smoothness or flow with which sound, syllables, word, and phrases are joined together when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty. For example, A and B : “Hi how are you today?”, B will be answer “ As always, happy .” It is answered well and quickly.

2. Accuracy (Grammar and Pronociation)

Accuracy focuses on an issues of aprroriateness and other formal factors. It relates to the use of grammar and pronunciation. According to Heaton (1978: 5), definition of grammar is the students ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones is needed for students to arrange correct sentences in conversation, while pronunciation refers to the ability to produce easily comprehensible articulation (Syakur:1987).

3. Comprehension

According to Syakur (1987), defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers.

There are some factors related to the speaking ability (Heaton, 1991) :

a. Fluency

According to Gilman (1968 :45) the characteristic of voices is commonly described as pitch, loudness, fluency, duration and quality.

b. Pronunciation

According to Brown (2001:198), teaching pronunciation are separated into two levels, there are :

1. The beginning level: The learner hopefully can surface that they should beneath which pronunciation detracts from their ability to communicate.
2. The advance level: The learners focus on elements that entrance communication intonation features that go beyond basic patterns, voice of quality, phonetic distinction between registers and other refinements that are far more important in the several stream of clear communication than rolling the English/r/or getting vowel to perfectly imitate a native speaker.

c. Comprehensibility

According to Carrel (1984:332), comprehension is a process in which the readers use their formal schemata (rhetorical structure language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol.

However in this research, the components of speaking that are observed were pronunciation, fluency, and comprehension. According to Heaton (1991), there are some criteria for analyzing oral ability as follows:

Table 2.1 Rubric of Scoring System

Range	Pronunciation	Fluency	Comprehensibility
81-90	Pronunciation only very slightly influenced by mother tongue	Speaks without too greats effort with a fairly wide range of expresion. Searches for word a occasionally but only one or two unnatural pauses.	Easy for listener to understand the speakers intention and general meaning.
71-80	Pronunciation is slightly influenced by the mother tongue. The most utterance are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speakers intention and general meaning are fairly clear.a few intruption by listener for the shake of clariffication or necessary.
61-70	Pronunciation still moderately influenced by the mother tongue but no serious phonological error.	Although she/he has made an effort and search for words, there are not too meaning unnatural pauses. Fairly smooth delivery mostly.	Most of the speaker say is easy to follow. His attention is always asre clear but several intruptions are necessary to have him to convey the message or to see the clariffication
51-60	Pronunciation is influenced by the mother tongue but only few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clariffication. Cannot understand of the speakers more longer or complex sentence.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort a times.	Only small bits (usually short and sentence and prhases) can be understood and then with considerable effort by someone used to listening the speaker.

The interpretation of grading system are as follows :

81-89 : excellent

71-80 : very good

61-70 : good

51-60 : fair

41-50 : moderate

According to Brown (2001: 250), the type of oral language is classified in two parts, such as monologue and dialogue. The first is monologue, Monologue is situation when one speaker uses spoken language, as in speeches, lectures' reading, news broadcast, etc. The listener have to process long stretches of speech without interrupting the stream of speech that will go on whether or not the listener comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. Monologues are divided into two kinds:

- Planned usually manifest little redundancy and are therefore relatively difficult to comprehend.
- Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

The second is dialogue, dialogue is divided in two parts such as interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiation nature for them than responsive speech does.

According to Brown (2001), type of classroom speaking performances are:

1. Imitative

Practicing an intonation contour or try to pinpoint a certain vowel sound is an example of imitative speaking. The imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language forms.

2. Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It goes one-stop beyond imitative speaking.

3. Responsive

A good deal of students speech in the classroom is responding short replies to the teacher or students-initiated question or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional

Transactional dialogue is carried out for the purpose of conveying or exchanging specific information or idea which is an extended from responsive language.

Conversation, for example, that may have more negotiate nature for them than does responsive speech does.

5. Interpersonal

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of facts and information. The conversation are little trickier for the learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert “agenda”.

6. Extensive

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this case, the register is more formal and deliberative. This monologue can be planned or impromptu.

2.2.2 Teaching Speaking

Teaching speaking is teaching the way to use the language for communication or transferring ideas, etc. One important thing in teaching speaking technique or strategy of the teacher. According to Rivers (1978:6), speaking is developed from the first context of the language. Thus, we have to introduce speaking with the language we are learning, because speaking is the process for the students to express their emotions and everything in their mind. According to Brown and Yule (1995), learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. On the other hands, according to Jespersen (1965), the essence of

language is human activity in the part of the individual to make him understood by another. It means that communication is very important for everyone.

The researcher used monologue unplanned as her oral speaking type and extensive as her speaking performance . The researcher assumed that monologue unplanned and extensive are suitable for problem solving technique and can explore the students' speaking ability .

The researcher also used familiar topic, it makes the students understand what teacher's talking about. Daily life topic makes the students have more background knowledge about the topic and it can help students in learning speaking ability to try speak in English and they get motivation to increase their ability.

The researcher concluded that the teacher must give real situation, opportunity and motivation for the students to practice in many context and applied in the classroom.

2.2.3 Concept of Communicative Language Teaching (CLT)

Communicative Language Teaching aims broadly at applying the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman, 2000: 121).

According to Widdowson (1983:118), communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to

record, to classify, and so on. It means teacher procedures should consider the formal structures in situational settings in the classroom.

The emphasis on the communicative makes the proponents of this approach pay attention to function as well as structural aspect of language. It is believed that no single set procedures or texts are accepted as typical procedure of CLT. Larsen-Freeman (2000: 129), the most obvious characteristics of CLT is that almost everything is done with a communicative intent. The students use the language through communication with different people. People have interpreted the concept of combination of functional and structural aspect of language in different ways (Richard and Rodgers, 1986: 66). For some CLT means an intergration of grammatical and functional teaching while for others, the approach means using procedures where learners work in pairs or groups employing available language resources in problem solving.

There are several types of communicative language teaching based on Larsen-Freeman (2000):

1. Authentic materials
2. Scrambled sentences
3. Language games
4. Picture strip story
5. Role play
6. Information gap
7. Jigsaw
8. Diagram

9. Picture (noting similarities and differences)
10. Working out sequence of picture
11. Following direction
12. Problem solving
13. Debates
14. Seminar
15. Panel discussion

2.2.4 Problem Solving

A problem is an opportunity to make things better, in a situation where the way something is now does not match your goal for the way you want it to be. Solving is to find a solution, explanation, or answer for solve the problem. Problem solving is the process of working through details of a problem to reach a solution. According to Ormond (2006:111), problem solving is using existing knowledge and skills to address an unanswered question or troubling situation, while problem based learning is approach to instruction in which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world. During a process of problem solving the students convert the actual now-situation into their desired goal-situation. Mayer (1995) notes that insight occurs when a problem solver moves from a state of not knowing how to solve a problem to knowing how to solve a problem. During insight, problem solvers devise a way of representing the problem that enables solution

Problem solving is one of the techniques that give the opportunity for the students to give their opinion based on the problem provided. The case studies which

require students to be reasonable and logical and help students to learn language in an interesting way are the types of problem-solving. In problem solving, the problems may be based on real or imaginary situations, and students are expected to find possible solutions for the problems. Problem solving can help students become more interested and active.

There are two type of problem solvings, i.e. real problem and imaginative problem. In this research the reseacher uses imaginative problem. The reseacher use imaginative problem because imaginative problem is more interesting for the students. The real problem is also too difficult for the students to solve it.

The process of teaching learning in a classroom has a tendency to meet the boredom. The boring situation in the classroom can happen . There are some instructional strategies in problem solving based on Centre for teaching excellence in University of Waterloo :

- Model a useful problem solving

Problem solving can be difficult and sometimes tedious. Show students by teachers' example how to be patient and persistent and how to follow a structured method, such as Woods' model described. Articulate the method as teacher use it so students see the connections.

- Teach within a specific context

Teach problem-solving skills in the context in which they will be used . Use real life life problems in explanations, examples and exams.

- Help students understand the problem

In order to solve problems, students need to define the end goal. This step is crucial to successful learning of problem solving skills.

- Take enough time

When planning a lecture/tutorial, budget enough time for : understanding the problem and defining the goal, both individually and as a class; dealing with a questions from you and your students; making, finding, fixing mistakes; and solving entire problems in a single session.

- Ask question and make suggestions

Ask students to predict “ what would happen if...” or explain why something happened. This will help them not only to develop analytical and deductive thinking skills, But also ask question and make suggestions about strategies to encourage students to reflect on the problem solving strategies they use.

According to Dewey (1910) the reflective of solving the problem, namely an active thinking process, be careful, which is based on thought process towards definitive conclusions through five steps:

1. Student identified the problem, the problem came from outside the student's own.
2. The next student would investigate and analyze the difficulty and determine the issues it faced.
3. And then he connected these essays is the result of analysis or each other, and the possibilities to solve such problems in the act he was led by his own experience.

4. Then he considered the possibility of an answer or a hypothesis with the consequences of each.
5. Then he tried to practice the one that he considered the best possible solutions. Results will prove whether the solution solve the problem, when the solution is not quite right, it would be tried on other possibilities to be find solving the right solution to the problem.

On the other hands, Fullerton (1992) suggests that teacher will also need to be able to engage in the following activities.

1. Formulating the problem

You must help the students to examine the problem from a number of perspectives so that they will understand exactly what the problem is.

2. Analyzing the problem

Before students try to solve a problem, you need to get them to break down the problem into its various components and assess the importance of each component.

3. Generating Ideas

When you present students with open-ended problems (rather than problems that have a specific answer), one of your major tasks will be to help students generate ideas or data that can be used for solving the problem. To do this you might :

- Help students to relate the problem situation to real situation
- Help students to develop or explore analogies that will lead them to creative solutions for the problem.

4. Evaluating ideas

When solving open-ended problems, students may have difficulty deciding on the relative merits of various ways of approaching the problem and/or the merits of various suggested solutions.

Then, we can divide the process of problem-solving into several steps:

- The first step of introducing the problem could be warm-up activity where the teacher can ask students to answer some questions related to the problem and thus giving a chance to predict what the problem might be and motivate the students. It can be a picture shown on the active-board, or a video.
- The second step is reading of the story or watching video. Find out what words are unfamiliar for the students and write them down on the blackboard. Be sure that the students understand the situation.
- The third step is comprehension check. Comprehension check can be done in different ways, for example as listening or reading exercises. At first the teacher can ask “yes” or “no” questions then go to special questions and then offers the students to ask their own questions. Or the teacher may offer different statements, which can be right and wrong and ask students to say whether they are correct or not and correct the wrong ones.
- In order to choose the best solution the teacher may divide students into pair group and ask them to discuss the possible consequences of their decision. In this activity the teacher gives the chance to shy students who can not speak in public, express his opinion. It is possible for students to

come up with new solutions if they consider them to be more successful. When the groups are ready to come up with their solution, ask them to sound it and explain why it was chosen. Ask the students from other pairs if they agree with it or not. Encourage the students to take active part in this discussion as it develops their ability to persist in opinion, giving his reasons in the target language.

- The next step is discussion. Here the students are encouraged to talk about the issues presented in the reading and also their personal experience. The questions may require students to make suppositions and use their judgment. There are no correct answers. Encourage them to use their imagination and critical thinking to come up with the possible consequences.
- The last is asked the students to come in front of class to give their own opinion how to solve the problem.

Larsen-Freeman (2001: 134) says that the activity just described is an example of using a problem-solving tasks work well in CLT because they usually include the three features of communication. What's more, they can be structured so that students share information or work together to arrive at a solution. Therefore, problem solving uses their background knowledge to understand their situation and solve the problem. Indirectly, they can feel liveness in that situation.

2.2.4 Concept of Pair work

The researcher used pair work in this research. Pair work is work on two (Kerr : 1986). It is learnt to solve the task or problem between two people. Pair group work provides greatly exchange opportunity for communication between students and mostly in the communication. The atmosphere in working in groups can reduce their fear in making mistakes while speaking in English. The students in the group can support the others team needing help.

There are some advantages of pair group such as:

- The students can help each other
- The students can share their ideas and knowledge
- The students are more involved and active in the classroom.

2.3 Procedures of Teaching Speaking through Problem Solving

The researcher modified problem solving procedure from Dewey and Fullerton as follows:

a. Pre-teaching

- The teacher greets the class.
- The teacher gives the question about the topic to warm up the students.

b. While teaching

- The students read the text they get from the teacher.
- The teacher explains about the problem .

- The teacher gives chances to the students to state their opinion about that problem.
- The teacher asks the students to give their solution.
- Then the teacher gives other problems to the students and gives ten minutes for them to prepare their solution .
- The teacher asks them in pair to come in front of class and give their solution.
- The teacher evaluates the students' speaking ability, such as, pronunciation, fluency, and comprehensibility by using oral test sheet consist of students' score based on their oral production.

c. Post activities

- The teacher gives comment and explains necessary things.
- The teacher provides a chance for the students to ask a question and try to answer them.
- The teacher asks the students representative to conclude that lesson.
- The teacher closes the meeting.

2.4 Applicability of the Procedure Implementing Problem Solving In English Class

a. Teacher

This study might give contribution to develop of teaching English. This result of the study could be useful for additional information that could be applied by general English teacher in teaching and implementing problem solving.

In the procedure of implementing problem solving in the class the researcher was as teacher. She asked the question about related problem to warming up. After that, giving a chance to predict what the problem might be and motivate the students.

She distributed the case problem text. She asked the students the difficult word in text to sure that students understand about text. She also check their comprehension use “yes” or “no” question. Next she divided them into pair group.

Then the student discussion. Here the students are encouraged to talk about the issues presented in the reading and also their personal experience. The questions may require students to make suppositions and use their judgment. There are no correct answers. Now the students are ready to identify the problems and to find the solutions and talk about the consequences. Encourage them to use their imagination and critical thinking to come up with the possible consequences.

The last is asked the students to come in front of class to give their own opinion how to solve the problem.

b. Students

In the first treatment, they were looked ashamed. It caused we had the first meeting, so their confidence were not explored yet, but after first pair come in front of class to give their own opinion about how to solve the problem, they were looked so friendly. The students had a good intention with the case studies from the researcher. In the second treatment, the students had looked interested to discuss the problem. They were looked active in the class. In the last treatment they had looked interested to discuss and give their own opinion about how to solve problem.

2.5 Advantages and Disadvantages

Problem solving promotes language acquiciation through the types of language and interaction they require. Such as :

1. The students are able to learn how to solve problems in which they are involved.
2. Problem solving is the technique that gives chance for the students get some speaking practice in front of class.
3. Problem solving can make the students creative in solving a problem.
4. Under the roles, the students can be free to speak English in giving a solution.
5. The students are more active and more motivated in English lesson.

But on the other hands, problem solving also has disadvantages, such as :

- 1.Sometimes the students just follow their friends' answers.
- 2.Problem solving is time consuming.

2.6 Theoretical Assumption

English teaching is regarded to increase the students' ability in using English as a means of communication. According to school based curriculum for the first grade of SMA, the students are expected to increase their language skills such as listening, speaking, reading, and writing skills. One of the ways to increase students speaking skills is by asking them to practice speaking more often. The reason to recommend problem solving in teaching speaking is that the problem solving teacher assumes a responsibility for determining and responding to learner language needs. From the literature review above, the researcher assumes that problem solving technique can increase the students' speaking ability.

2.7 Hypothesis

Regarding the theories and assumption above, the researcher would like to formulate hypothesis as follows:

H₁: There is a significant difference of students' speaking ability after being taught through problem solving.

H₀: There is no significant difference of students' speaking ability after being taught through problem solving.