

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Partinent Ideas

##### 2.1.1 The Concept of Speaking

##### 2.1.1.1 Definitions of Speaking

Speaking is fundamental an instrument. Speakers talk in other to have some effect on their listener. They assert things to change their state of knowledge/ they ask them question to do thing for them. And they promise , bet, war, and exclaim to affect them in still other ways.<sup>1</sup>

According to oxford advanced learner's dictionary, state speak is a little more formal and suggest that someone is using their voice or that one person is saying something to a group.<sup>2</sup>

Harmer writes that speakers have a great range of expensive possibilities at their command. A part from the actual words they use they can vary their intonation and stress which helps them to which part of what they are saying is most important. By varing the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too, they can indicate interest or lack of it for example , and they can show whether the wish to be taken seriously.<sup>3</sup>

Speaking skill is to know as an oral skill that plays essential role in human interaction and communication when people communicate their ideas, minds, and feeling to others.

---

<sup>1</sup>Herber H. Clark and eve V . Clark, *Psychology and Language* (Harcourt Brace Javanovich,) 1977 .p.67

<sup>2</sup> Harnby, A.S. *Oxford Advance Learners Dictionary Sixth Edition* (New York, Oxford Universities Press) 2000.p. 129

<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*. London and New York. Longman. 991. p. 46

There are three kinds of speaking situations in which find us:

2.1.1.1.1 Interactive,

2.1.1.1.2 Partially interactive, and

2.1.1.1.3 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 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.

Harmer points out six reasons when two people are engaged in talking to each other. What are these reasons?

2.1.1.1.3.1 They want to say something. 'Want' is used here in general way to suggest that speakers make definite decisions to address other people.

2.1.1.1.3.2 They have some communicative purpose. Speakers say things because they want something to happen as result of want they say.

2.1.1.1.3.3 They select from their language store. Speakers have an infinite capacity to create new sentences and in order to achieve this communicate purpose they will select (from the store of language they purposes) that language they think is appropriate for this purpose.

2.1.1.1.3.4 They want to listen to 'something'.

2.1.1.1.3.5 They are interested in the communicative purpose of what is being said.

In general people listen to language because they want to find out what the speaker is trying to say.

2.1.1.1.3.6 They process a variety of languages. Although the listener may have a good idea of what the speaker is going to say next, in general terms, he or she has to be prepared to process a great variety of grammar and vocabulary to understand exactly what is being said.<sup>4</sup>

Based on the definitions above, the researcher concluded that speaking is a particular of language that used to communicate with others and express ideas or opinion cause for the situation.

## 2.1.2 The Nature of Speaking Language.

Speaking is the skill that the students will be judged upon most in the real-life situation. It is an important part of everyday interactions and most often the first impression part of a person is based on his/her ability to speak English in the real world outside the classroom and the testing room.

There are eight characteristics of spoken language, they are:

2.1.2.1 Clustering, in spoken language, due to memory limitations and our predisposition for “chunking,” or clustering, we break down speech into smaller groups of words.

2.1.2.2 Redundancy, spoken language has a good deal of redundancy. The next time you’re in a conversation, notice the rephrasing, repetitions, elaboration, and little insertions of “ I mean” and “you know” here and there. Such

---

<sup>4</sup> Jeremy Harmer, *The Practice Of English Language Teaching*. London and New York . Longman. 1991.p. 46

redundancy helps the hearer to process meaning by offering more time and extra information.

- 2.1.2.3 Reduced forms, contraction, elisions, reduced, vowels, ect. All form special problems in teaching spoken English (see the section below on Teaching Pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn common.
- 2.1.2.4 Performance variables, in spoken language, except for planned discourse (speechless, lectures, etc.), hesitations, false starts, pauses, and corrections are common.
- 2.1.2.5 Colloquial language, Learners who have been exposed to standard written English and/or "textbook" language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversation.
- 2.1.2.6 Rate of delivery, virtually every language learner initially thinks that native speakers speak too fast! Actually, as points out, the number and length of pauses used by native speaker is more crucial to comprehension than sheer speed.
- 2.1.2.7 Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and it intonation patterns convey important messages.
- 2.1.2.8 Interaction, as noted in the previous sections, learning to produce weaves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component; the creativity of conversational negotiation.<sup>5</sup>

---

<sup>5</sup> Lihat Brown H. Douglas., *Teaching by Principles An Interactive Approach to Language Pedagogy* (second edition, San Fransisco State University Brown). 1994.p.238-240

### 2.1.3 The Components of Speaking

According to Harris in Azlina's research, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.<sup>6</sup>

#### 2.1.3.1 Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

#### 2.1.3.2 Grammar

It is needed for students to arrange a correct sentence in. It is in line with explanation that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility conversation of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### 2.1.3.3 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

---

<sup>6</sup> Harris in Azlina Kurniati. "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru" (Unpublish Thesis Riau University)

#### 2.1.3.4 Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

#### 2.1.3.5 Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

Based on the theory above, the researcher conclude that someone is said to be capable of speaking English if he can carry on a conversation reasonably. If he has good pronunciation, or produce words correctly and clearly (accuracy and fluency) he is said to have good English. Other components in speaking are effective

factors and interaction effect. In teaching speaking, teachers should encourage the students to speak, because when learning to speak, the learners are afraid of being wrong and making mistakes.

#### 2.1.4 Kinds of Speaking

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well. On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient in learning to speak. The kinds of speaking activities as follows:

##### 2.1.4.1 One-on-One Speaking (Student-Student or Student-Teacher)

This can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

##### 2.1.4.2 Small-Group or Team-Based Oral Work

In smaller scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

##### 2.1.4.3 Full-Class Discussions (Teacher- or Student-Led)

In this activity usually less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea,

problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

#### 2.1.4.4 Class Debates and Deliberations

A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production can range from two participants to a lecture hall.

#### 2.1.4.5 Speeches and Presentations

Usually, a speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

#### 2.1.4.6 Oral Examinations

This activity can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficulty if it used in large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.<sup>7</sup>

#### 2.1.5 Techniques Of Teaching Speaking

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. In teaching speaking,

---

<sup>7</sup>Six Types of Oral Communication Activities, 2007 (online) (<http://www.speaking.pitt.edu/about/oral-comm.html> assessed on January 22<sup>th</sup> 2019).



teacher should use technique to make the lesson more exciting, and can easy to be understood. Underhill explained that there are some technique which can be used to teaching speaking, namely:<sup>8</sup>

#### 2.1.5.1 Oral Report

Oral report consists of an introduction ("tell the audience what you are going to tell them"), a main body ("tell them"), and a conclusion ("tell them what you have told them").

#### 2.1.5.2 Learner-learner joint discussion/decision making

Learner-learner joint discussion/decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker.<sup>9</sup>

#### 2.1.5.3 Role play

Role play is the act of imitating the character and behavior of someone who is different from yourself, for example as a training exercise.

#### 2.1.5.4 Learner-learner description and re-creation

#### 2.1.5.5 Using a picture or picture story

#### 2.1.5.6 Reading aloud

#### 2.1.6 Types of Speaking Test

Test is used to measure the students' speaking ability. Harmer stated that, testing both informally and formally, takes place at the beginning and the end of

---

<sup>8</sup> Underhill in Ullin Nukhaq Kurniawati . "Improving Student's Speaking Ability by Using Three Step Interview " (Unpublished Thesis IAIN Tulungagung, 2016), p.4

<sup>9</sup>Wikipedia, The Free Encyclopedia 2019 (online) (<https://en.wikipedia.org/wiki/Decision-making>, assessed on January 22<sup>th</sup> 2019).

most language courses, as well as at various times during the course itself.<sup>10</sup> Harmer explained that there are some types of speaking test :

#### 2.1.6.1 Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. Such interviews are not without their problems, though. The rather formal nature interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive to testing more informal, conversational speaking styles. Not surprisingly, students often underperform in interview type conditions. It is also difficult to eliminate the effects of the interviewer, his or her questioning style, for example on the interviewee's performance. Finally, if the interviewer is also the assessor, it may be difficult to maintain the flow of the talk while at the same time making objective judgements about the interviewee's speaking ability. Nevertheless, there are ways of circumventing some of these problems. A casual chat at the beginning can help put candidates at their ease. The use of pictures or a pre-selected topic as a focus for the interview can help especially if candidates are given one or two minutes to prepare themselves in advance. If the questions are the same for each interview, the interviewer effect is at least the same for all candidates. And having a third party present to co-access the candidate can help ensure a degree of objectivity.

#### 2.1.6.2 Live Monologues

Live Monologues is a speech presented by a single character, most often to express their mental thoughts aloud, though sometimes also to directly address another character or the audience.<sup>11</sup>

---

<sup>10</sup>Jeremy Harmer in Ullin Nukhaq Kurniawati . "Improving Student's Speaking Ability by Using Three Step Interview " (Unpublished ThesisIAINTulungangung, 2016), p.5

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

#### 2.1.6.3 Recorded Monologues

These are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favourite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded test is that the assessment can be done after the event, and results can be triangulated, that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

#### 2.1.6.4 Role-Plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing, the other role can be played either by the tester or another student, but again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that

---

<sup>11</sup>Wikipedia, The Free Encyclopedia 2019, (online) <https://en.wikipedia.org/wiki/Monologue>, assessed on January 22<sup>th</sup> 2019).

has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

#### 2.1.6.5 Collaborative tasks and discussion

These are similar to role-plays except that learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CV. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learner's interactive skills can be observed in circumstances that closely approximate real-life language use.

#### 2.1.7 Speaking assessments

The teacher needs to assess the speaking lesson to know how far the students mastered the speaking lesson. To assess the speaking lesson, students should perform their speaking skill in the teaching and learning process.<sup>12</sup> To find out the students' speaking ability, it is viewed from the four components and they are: fluency, accuracy, content, and pronunciation.

#### 2.1 Table Scoring Formulation for Students' Communicating Ability

Classification	Score	Criteria
Pronunciation	9-10	Equivalent to and fully accepted by educated native speaker
	7-8	Errors in pronunciation are quite rare

<sup>12</sup>Ullin Nukhaq Kurniawati . "Improving Student's speaking ability by using three step interview " (Unpublished ThesisIAINTulungagung, 2016), p.7

	<b>5-6</b>	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously
		continued
		foreign.
	<b>3-4</b>	Accent is intelligible though often quite faulty.
	<b>1-2</b>	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
<b>Grammar</b>	<b>9-10</b>	Equivalent to that of an educated native speaker
	<b>7-8</b>	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	<b>5-6</b>	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	<b>3-4</b>	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

	<b>1-2</b>	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		continued
<b>Vocabulary</b>	<b>9-10</b>	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
	<b>7-8</b>	Can understand and participate in any conversation within the range of his Experience with a high degree of precision of vocabulary.
	<b>5-6</b>	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
<b>Vocabulary</b>	<b>3-4</b>	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	<b>1-2</b>	Speaking vocabulary inadequate to express anything but the most elementary needs.
<b>Fluency</b>	<b>9-10</b>	Has complete fluency in the language such that his speech is fully accepted by educated native speakers

	<b>7-8</b>	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		continued
	<b>5-6</b>	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words
	<b>3-4</b>	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	<b>1-2</b>	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
<b>Comprehension</b>	<b>9-10</b>	Equivalent to that of an educated native speaker.
	<b>7-8</b>	Can understand any conversation within the range of his experience.
<b>Comprehension</b>	<b>5-6</b>	Comprehension is quite complete at a normal rate of speech.
	<b>3-4</b>	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge
	<b>1-2</b>	Within the scope of his very limited language

		experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
--	--	--

(Brown, H. Daughlas. *Language Assessment and Classroom Practice*<sup>13</sup>)

## 2.1.8 General Concept of Problem Solving Method as a Collaborative Learning

### 2.1.8.1 Definition Of Problem Solving Method

Education in the 21st century relates to new problems that exist in the real world. The PBM approach is related to the use of intelligence from within individuals who are in a group of people or the environment to solve problems that are relevant, and contextual.

The expected educational outcomes include patterns of competence and intelligence needed to take part in the 21st century. Education not only prepares the future, but also how to create the future. Education must foster the development of critical individuals with a very high level of creativity. The teacher must also be able to provide skills that can be used in the workplace. Teachers will fail if they use the learning process that does not affect long life education.

Boud and Feletti in Rusman's book suggests that problem-based learning is the most significant innovation in education. Margetson also stated that the PBM curriculum helps to improve the development of lifelong learning skills in an open mindset. Reflective, critical, and active learning. The PBM curriculum facilitates the success of problem solving, communication, group work and interpersonal skills with more than other approaches.

---

<sup>13</sup>Daughlas H Brown. *Language Assessment and Classroom Practice*, (San Francisco: State University, 2004), p. 406-407.



Problem based learning was first introduced in the early 1970s at the University of Mc Master of Canada's Faculty of Medicine, as an effort to find a solution in a diagnosis by asking questions according to the situation.<sup>14</sup>

In this section the researcher will describe some explanations about one problem-based learning method, namely problem solving method.

In language problem solving comes from two words, namely problems and solves. The meaning of language from a problem is "a thing that is difficult to deal with or understand", it can be interpreted as "a question to answer or solved" (a question that needs an answer or a solution), while the solve can be interpreted as "to find an answer to problem" (looking for answers to a problem).

While terminology problem solving as interpreted by Syaiful Bahri Djamarah and Aswan Zain is a scientific way of thinking to find solutions to a problem.<sup>15</sup>

Whereas according to the term Mulyasa problem solving is a teaching approach that confronts students with problems as a context for students to learn about critical thinking and problem skills, and to acquire essential knowledge and concepts from learning material.<sup>16</sup> The problem solving method in question is a learning that makes real life problems, and these problems are answered by scientific, rational and systematic methods. Regarding how the steps in answering a problem scientifically, rationally and systematically will be the author in the subsection below. Learning with problem solving is intended so that students can use the

---

<sup>14</sup> Rusman, *Model- Model Pembelajaran; Mengembangkan Profesioanlisme Guru* (Bandung: Rajawali Pers, 2010), p.230

<sup>15</sup> Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), p. 102

<sup>16</sup> Mulyasa, E. *Implementasi Kurikulum 2004 Panduan Pembelajaran KBK* (Bandung: PT Remaja Rosdakarya, 2004), p.111

thinking (ratio) as wide as possible to the maximum point of their capture power. So students are trained to keep thinking by using their thinking skills.<sup>17</sup>

As for some opinions regarding the understanding of problem solving, including:

According to Sangkani in his research Problem solving is a method used in learning, specifically focusing on ability training in problem solving.<sup>18</sup>

Priswanto argues that the problem solving method is a teaching method used by teachers to encourage students to find and find and solve problems.<sup>19</sup>

Adrian stated, Problem solving is a method of teaching in which students are given questions, then asked for solutions. The purpose of the problem solving model is to instill in students how to think systematically and logically in overcoming a problem faced.<sup>20</sup>

The definition of problem solving according to Ismail is a learning method that encourages students to search for and solve certain problems. this method is not just an ordinary learning method but is also a method of thinking, because in problem solving can use other methods starting with finding data to draw conclusions.<sup>21</sup>

---

<sup>17</sup> Armei Arif, *Pengantar Ilmu dan Metodologi Pendidikan Islam*. (Jakarta: Ciputat Pers. 2002),p. 101

<sup>18</sup> Sangkani Dewi Puspita, *Penggunaan Metode Problem Solving Untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi Pada Mata Pelajaran IPS Kelas IV SD Karangondang Sewon Bantul Tahun Ajaran 2014/2015* (Unpublish Universitas Negeri Yogyakarta, 2015) p.26

<sup>19</sup> Priswanto, "Penerapan Metode Pemecahanan Masalah (Problem Solving) untuk Meningkatkan Pemahaman Siswa tentang Komponen Peta," *Wahana Pedagogika* 2, no.2

<sup>20</sup> Adrian, *Metode Mengajar Berdasarkan Tipologi Belajar Siswa* (Yogyakarta: PPs UNY, 2004)

<sup>21</sup> Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM; Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan* (Semarang: RaSIAL Media Group, 2008)

According to Suharsono in Made Wena, problem solving abilities are very important for students and their future. Learning experts agree that problem solving skills within certain limits can be formed through the fields of study and the disciplines taught. So the problem of how to teach problem solving will never be resolved regardless of the type of problem you want to solve, the suggestions and forms of the program that are prepared as well as the variables of the student's nature.<sup>22</sup>

Janawi in his book states that problem solving is a learning model where students are faced with a problematic condition. For that students must find a number of strategies to be able to solve the problem. Students must have the ability to apply laws and associate with the environment then reconstruct it. Problem solving activities require complex cognitive operations and abstracts include all previous learning abilities. This model becomes important to use because students and even people are always faced with various problems. Human reliability in solving various problems enables humans to adapt and change their environment to survive.<sup>23</sup>

From various opinions about the notion of problem solving researchers can conclude that, Problem solving is a learning method where students are required to solve a problem that occurs in real life so that it creates a critical thinking effect, problem solving skills for students, certainly will increase student activity learning process.

---

<sup>22</sup> Made Wena, *Strategi Pembelajaran Inovatif Kontenporer; Suatu Tujuan Konstitual Optimal* (Jakarta: PT Indeks, 2012), p.53

<sup>23</sup> Janawi, *Metodologi dan Pendekatan Pembelajaran*. Pangkal Pinang: OMBAK (Anggota IKAPI), 2013), p.213

#### 2.1.8.2 Definition of Collaborative Learning

Everyone feels they can do their own tasks and do not care about the people around them. In learning smart students also feel they are the smartest and let their friends who have not been able to study harder. The weakening of mutual cooperation in this era, collaborative learning was made, in addition to eliminating individualist characters also had other benefits. Cooperative learning is often interpreted as well as Collaborative Learning whereas basically cooperative learning is a form of collaborative learning.

Collaborative Learning comes from the word Collaboration and learning Panitz in Laal et al argues that collaboration is a philosophy of interaction and a person's lifestyle in which individuals respond to actions that occur during the learning process and care about contributions from other members.<sup>24</sup>

Gokhale defines that "collaborative learning" refers to teaching methods in which students in a group vary in their level of ability to work in small groups that lead to shared goals.<sup>25</sup> Patel argues that collaboration is a process of functional interdependence in trying to coordinate skills, to coordinate skills, tools, and rewards. Sato states that collaborative learning is a method that gives students the opportunity to learn from each other.<sup>26</sup> In learning there is a reciprocal relationship or mutual teaching relationship. According to Marr in Elizabeh states that in collaborative

---

<sup>24</sup> Laal Marjan.DKK, "What do we achieve from learning in collaboration?", 1 Maret 2014 ([www.elsevier/locate/procedia](http://www.elsevier/locate/procedia))

<sup>25</sup> Gokhalde, A Anuradha.. "Journal of Technologi Education: Collaboraion Learning Enhances Critical Thingking" 7, no.1.1995

<sup>26</sup> Sato, M.. "Mereformasi Sekolah: Konsep dan Praktik Komunitas Belajar (Terje-mahan Fatmawati Djafri)",Tokyo, 2012

learning its members consist of students who are diverse in language, abilities, talents and so on.<sup>27</sup>

From the understanding of collaboration expressed by various experts, researcher can conclude that the notion of collaborative learning is a learning strategy in which students with multilevel variations work in small groups towards one goal. In this group students help each other with each other. So, the situation of collaborative learning is a positive element of dependence to achieve success.

#### 2.1.8.3 Definition of Problem Solving Method as A Collaborative Learning

After knowing what is meant by problem solving and collaborative learning, in this section the researcher will discuss about problem solving as collaborative learning. Here are some opinions of researchers who have researched the use of the problem solving as collaborative learning method:

Collaborative Problem Solving. J. Sari in his research wrote that Model was first introduced by Dr. Greene in the book "The Explosive Child" Dr. Greene argued that "Collaborative Problem Solving applies two main principles, the first of which is the social, emotional and behavioral challenges of children should be understood as a by-product of the development of cognitive abilities. Second, collaborative problem solving should be the focus of attention in facing a challenge. " Greene developed this approach in the development of child psychology.<sup>28</sup>

Nelson divided the guidelines for applying Collaborative Problem Solving into three categories, namely guidelines for teachers, students and joint guidelines for

---

<sup>27</sup> Elyzabeth Cohen G, DKK, "Teaching Cooperative Learning," USA, 2004

<sup>28</sup> J Sari, "Collaborative Problem Solving, Kemampuan Berpikir Kritis, Pembelejaraan Biasa, dan Sikap," 2016, p.9 (repository.ac.id)

teachers and students, the following will be explained about the guidelines for implementing these lessons.

#### 2.1.8.3.1 Guidelines for implementing Collaborative Problem Solving

##### 2.1.8.3.1.1 The teacher acts as a facilitator

In this learning the teacher only acts as a facilitator, not as a knowledge provider for students. The responsibility in implementing the learning that was previously held by the teacher turned into the responsibility of students. Students determine what information and sources are needed and how to obtain them. Teachers guide, provide feedback, and develop the skills they need.

##### 2.1.8.3.1.2 Creating a collaborative learning environment

The teacher creates a learning environment that provides opportunities for students to learn in a small group with diverse abilities. This can provide a more in-depth learning experience for students.

##### 2.1.8.3.1.3 Formulate the focus of the problem

The teacher formulates questions to focus students on the most important aspects of their own content and learning process. This is how the teacher facilitates student learning without excessive control. The teacher acts as the student's cognitive mentor, students are asked to examine the questions in order to focus on the most important aspects of a content and support to investigate certain aspects more deeply.

##### 2.1.8.3.1.4 Give an explanation when asked by students

When there is some information and knowledge that cannot found alone, this is where the teacher gives an explanation, or demonstrates so that students get the knowledge or skills needed.

#### 2.1.8.3.2 Guidelines for applying Collaborative Problem Solving for students

2.1.8.3.2.1 Determine how to use information and various sources obtained to solve problems

2.1.8.3.2.2 Determine and take into account the time allocation for individuals and groups

2.1.8.3.3 Guidelines for the application of Collaborative Problem Solving for teachers and students

2.1.8.3.3.1 Teachers and students collaborate to determine issues and objects Learning

2.1.8.3.3.2 Gathering the necessary learning resources

2.1.8.3.3.3 The teacher evaluates students, both individually and in groups.<sup>29</sup>

J Sari also state Collaborative Problem Solving is a learning model that begins with a problem that can be solved in groups.<sup>30</sup>

From all opinions regarding Collaborative Problem Solving, the researcher concludes that problem solving as a collaborative is a learning model where students participate in a problem solving project that is solved together and listens to one of his colleagues to explain the results of the work.

2.1.8.4 Procedure of problem solving method

Problem solving method or Problem-based group discussion is frequently implemented by using the following procedures:

2.1.8.4.1 Studying the problems

---

<sup>29</sup> Nelson, L. M, Collaborative Problem Solving. In C. M. Reigeluth (Ed.), Instructional Design Theories And Models: A New Paradigm of Instructional Theory , 2015,p. 241-267, Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

<sup>30</sup> J Sari, “*Collaborative Problem Solving, Kemampuan Berpikir Kritis, Pembelejaraan biasa, dan Sikap,*”, 2016, p.9 (repository.ac.id)

The students are required to learn the problems given in the scenario in detail.

#### 2.1.8.4.2 Analyzing the problems

The students begin organizing their previous knowledge associated with the cases and recollect all relevant information to make a list of possible opinions.

#### 2.1.8.4.3 Formulation possible solutions

The students convey the relevant knowledge and information to the problems as opinions and possible solutions.

#### 2.1.8.4.4 Discussing the possible solutions

The other students are posing any additional question associated with the possible solutions for clarification and another have to respond the questions.

#### 2.1.8.4.5 Determining final solutions

The students identify the best opinions as the solutions to the problems.<sup>31</sup>

#### 2.1.8.5 Benefit of Problem Solving Method

Enikarmila Asni and M.Yulis Hasmidy stated the benefits of problem based learning are increasing communication skill of students, increasing critical mindset, and increasing the bravery of students to argue their arguments, therefore the students can be active.<sup>32</sup>

---

<sup>31</sup> Bahar, K. *Transactional Speaking*. (Gowa: Gunadarma Ilmu, 2014), p. 86

<sup>32</sup> Enikarmila & M. Yulis Hasmidy "PBL (Problem-Based Learning)" "JIK, v4i2. 2010). p.



## 2.2 The Previous Research Findings

Many researchers have reported to exposing the identification of the student's speaking ability to make the teaching and learning process more effective, especially in the teaching of speaking. Some of the researcher findings are cited concisely below.

Alim Akkas in his result research (Improving Speaking Skills Through Peer Tutoring Strategy at Member of YMPI English Meeting Club (YEMC) At Mts Ympi Rappang Kabupaten Sidrap) showed that there is a significant difference between the members' speaking skill before and after being taught through "peer tutoring" strategy, it was proved by the development of mean score from 7,4 on pre-test to 10,35 on post-test, while the t-test value 11,513. therefore, "peer tutoring" strategy was able to improve speaking skill of the members of YMPI English meeting club (YEMC).<sup>33</sup>

Eva Shinta Dewi in her result research "Improving speaking skill through numbered heads together of the seventh grade students of SMP PGRI 4 Denpasar in academic year 2014/2015" Showed that numbered head together could make students active in learning and significantly improve their speaking ability.<sup>34</sup>

Rindawati Noviasari in her result research "Teaching speaking through talking stick method" showed that talking stick method can be effective in helping

---

<sup>33</sup> Alim Akkas, "Improving Speaking Skills through Peer Tutoring Strategy at Member of YMPI English Meeting Club (YEMC) At Mts Ympi Rappang Kabupaten Sidrap" (Unpublished Skripsi STAIN Parepare, 2015), p.70.

<sup>34</sup> Eva Shinta Dewi, "Improving Speaking Skill through Numbered Heads Together of The Seventh Grade Students Of Smp PGRI 4 Denpasar In Academic Year 2014/2015 (Unpublished Journal Denpasar University, 2015), P.6

the students to master speaking skill and made them understood the English material well.<sup>35</sup>

Based on the several research finding above, the research concluded that in learning and teaching speaking process, teachers have to make the students interested in learning process by creating a good atmosphere or varieties media and techniques in teaching English, particularly in teaching English.

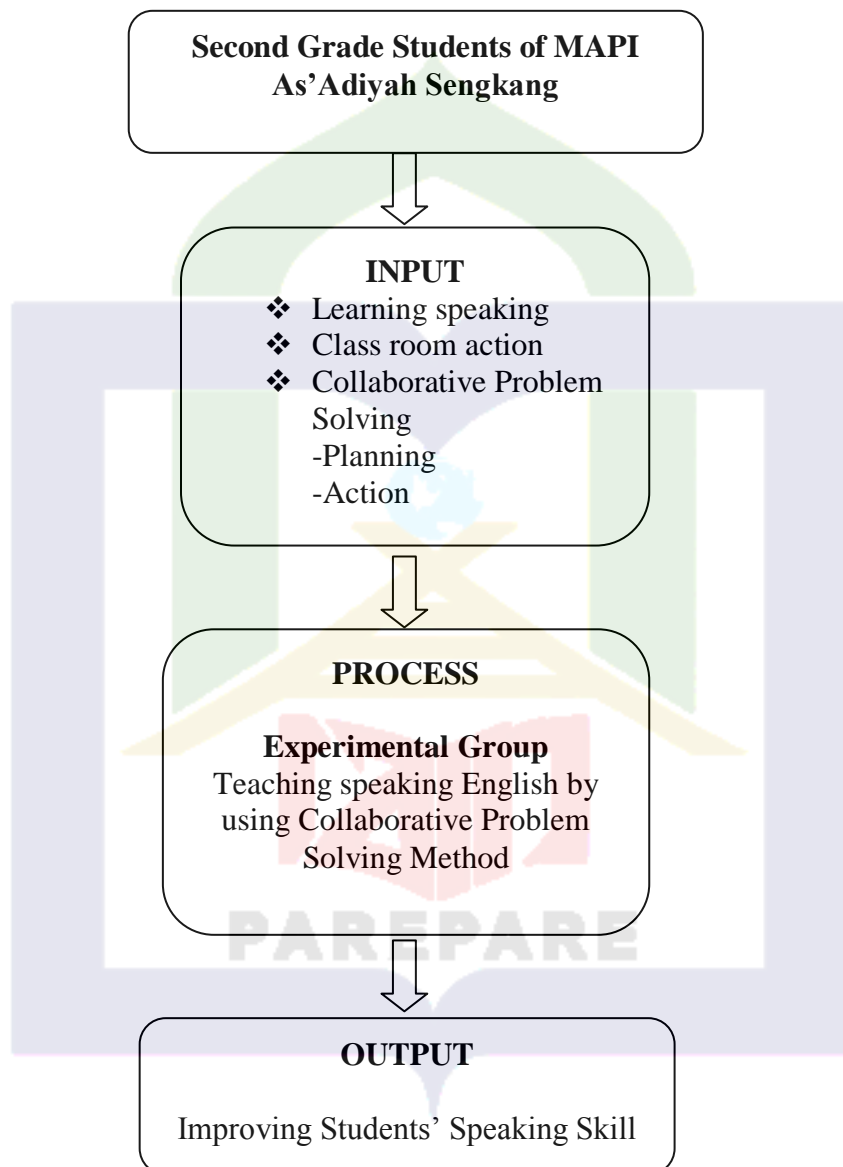
Based on researcher findings above, it showed that by using some media and techniques in teaching English in the classroom can influence and improve students speaking skill. The researcher also concludes that studies above just effective in the general learning process. So the researcher assumes that by using Collaborative Problem Solving Method also can improve the speaking skill of the students in the classroom and able used in teaching English for business.

---

<sup>35</sup>Rindawati Noviasari, "Teaching Speaking through Talking Stick Method" (Unpublished Journal Bung Hatta University, 2014), P.10

### 2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram.



There are three components are explained in the following:

## 2.4 Hypotheses

Input	: Learning speaking, Class room action, Collaborative Problem Solving (Planning and Action)
Process	: Experimental Group (Teaching speaking English by using Collaborative Problem Solving Method)
Output	: Improving students' speaking skill

## 2.5 Operational Definition of Variables

### 2.5.1 Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.<sup>36</sup> This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

#### 2.5.1.1 Independent variable is problem solving method

Independent variable (X) is a variable which influences or causes and effect to the dependent variable. Independent variable of the research is teaching by using problem solving method which consist of six meetings where the first and second meeting is giving material about problem solving method and then the third until the sixth meeting is practices of problem solving method.

#### 2.5.1.2 Dependent variable is Student's speaking skill of MAPI As'Adiyah Sengkang's Students

---

<sup>36</sup>Christopher L. Heffner, Defining Variable (<http://allpsych.com/researchmethods/definingvariables>) (accessed on 22<sup>th</sup>, January 2019).

Dependent variable is variable that is influenced by the independent variable. The dependent variable of this research is the improvement of MAPI As'Adiyah Sengkang's Students.

## 2.5.2 Operational Definition of Variables

2.5.2.1 In this research, researcher defines that speaking skill that should be hold by students is students can communicate and express the foreign language specially in giving opinion, comment and reject other students opinion about a problem in real life and there are some communicating ability should be known by students here, they are pronunciation, grammar, vocabulary, fluency and comprehension.

2.5.2.2 Problem Solving as Collaborative is a learning model where students participate in a problem solving project that is solved together and listens to one of his colleagues to explain the results of the work.