

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Definition of Skill

Skills are knowledge that naturally exist within humans and need to be studied in depth by developing the skills they have. There are several definitions of skills according to experts. First, Gordon states that skill is the ability to operate the job easily and carefully.¹ Second, according to Dunnette defined skill is the capacity needed to carry out several assignments which are the development of the results of training and experience gained.² Third, based on Wahyudi, skill is expertise to do a job that is only obtained in practice.³ These work skills are grouped into three categories, namely:

- 1) Mental skills, such as analysis, making decisions, calculating and memorizing.
- 2) Physical skills, such as skills related to limbs and jobs.
- 3) Social skills, such as being able to influence others, giving speeches, offering things and others.

Based on the explanation above, the researcher can conclude that skills are abilities that can be carried out by someone through the learning or training stage to do a job easily and carefully.

2. The Types of Skill

As claimed by Robbins, basically skills can be categorized into four, namely:

a. Basic Literacy Skill

Basic skills are someone's expertise that is certain and must be owned by most people such as reading, writing, listening, and others.

b. Technical Skill

Technical skill is a person's skill in the development of techniques that are owned, such as quickly mathematical calculations, operate computers, etc.

¹ P. Joseph Gultinan and W. Paul Gordon, *Manajemen Pemasaran*, Edisi 6. (Jakarta: Erlangga, 1994).

² Peter F Dunnette, *Keterampilan Mengaktifkan Siswa* (Jakarta: Media Group, 1976).

³ Bambang Wahyudi, *Manajemen Sumber Daya Manusia* (Bandung: Sulita, 2002).

c. Interpersonal Skill

Interpersonal skills are a person's ability to interact effectively with other people and colleagues such as being a good listener, expressing opinions clearly and working together in a team.

d. Problem Solving

Problem solving is an activity process to carry out logic, argue in solving problems and the ability to find out causes, develop alternatives and analyze and choose a good solution.⁴

Meanwhile, according to Katz, the types of skills, as follows:

a. Conceptual Skills

Conceptual skill is a manager's ability to see the whole organization as a complete entity. This skill includes an understanding of the cooperation of each work unit in the organization along with an understanding of the dependence of one work unit on other work units, changes in a work unit will also affect work units or departments. other. These conceptual skills are also often referred to as analytical skills or perceptual skills.

b. Humanity skill

Humanity skills is the ability of managers to interact effectively with their members of organizations, build understanding and cooperative effort within the team they lead. These skills are demonstrated in the way a manager relates to others, including the ability to motivate, provide tools, coordinate, guide, communicate, and resolve conflicts. These skills are also referred to as interpersonal skills or human skills.

c. Technical skill

Technical skills is the ability or knowledge to use certain techniques in carrying out certain tasks or jobs that are more specific. The proficiency level of these abilities will be distinctly different from soft skills. On the ability in the form of mastery of special skills that focus on knowledge to perform a particular task. These skills are often related to mechanics, such as in the application of information technology, mathematics, or scientific tasks.⁵

⁴ Robbins, *Keterampilan Dasar* (Jakarta: PT Raja Grafindo. 494, 2000).

⁵ Robert L Katz, *Tipe-Tipe Dasar Keterampilan* (Jakarta: PT Bumi Aksara, 2006).

3. Definition of Speaking Skill

Speaking is one of the language skills that must be mastered by students. The word "speaking" comes from the word speak, namely "speak is to express opinions; to say; to converse". Speaking is one of the communication tools that is useful for conveying messages in the form of ideas, intentions, thoughts by orally. According to Chaney, he stated that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".⁶ Then, Tarigan states that, "Speaking is a way of communicating for humans as social beings, namely an act of exchanging experiences, expressing and receiving thoughts, expressing feelings and express it."⁷ He thinks that speaking is a performance skill or the appearance of a personality radiance which is indicated by the following concepts:

- 1) Speaking and listening are reciprocal activities
- 2) Speaking is an individual process of communicating
- 3) Speaking is a creative expression
- 4) Speaking is behavior
- 5) Speaking is a learned behavior
- 6) Speaking influenced by natural wealth
- 7) Speaking means broadening horizons
- 8) Speaking of linguistic abilities⁸

In the opinion of Brown, he explained that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.⁹ Based on the statement above, it can be concluded that speaking is an activity that we do in daily life as social beings to convey messages, opinions, ideas, our feelings to others orally.

Speaking activities cannot be separated from listening. Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is

⁶ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The internet TESL journal* 12, no. 11 (2006): 1–6.

⁷ Djago Tarigan and Henry Guntur Tarigan, *Teknik Pengajaran Berbahasa* (Bandung: Angkasa, 1987).

⁸ Ibid.

⁹ H Douglas Brown, *Principles of Language Learning and Teaching, Language Teaching*, Fifth., vol. 18 (San Fransisco, 1985).

learned.¹⁰ It can be concluded that speaking is skill that we acquire through listening skill. We have learned this skill from childhood to adult. As time goes by a child learns, they will get used to listening to other people's conversations and will imitate or respond to what they hears through speaking. However, it takes quite a while for the child to speak fluently because they had never done this before. Someone will be called good speaker when they had good listening skills.

4. Basic Types of Speaking

According to Brown, he explained that there are some basic types of speaking as in the following taxonomy:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests 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. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

¹⁰ Elizabeth Grugeon, Lorrain Hubbard, and Carol Smith and Lyn Dawes, *Teaching Speaking and Listening in The Primary School*, Third Edit. (London: David Fulton Publisher, 2005).

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.¹¹

5. Elements of Speaking

There are 5 elements in speaking. Harris stated, " that either four or five components are recognized in analyses of speech process. They are: pronunciation, grammar, vocabulary, fluency, and comprehension."¹² The researcher will explain in detail the elements of speaking below:

a. 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. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

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. Based on the statement above can be concluded that pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

b. Grammar

Grammar is needed for the 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

¹¹ Tarigan and Tarigan, *Teknik Pengajaran Berbahasa*.

¹² David Harris, *Testing English As a Second Language* (New York: Mc. Graw Hill Book Company, 1974).

language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language. Moreover, the other definition of grammar stated by Greenbaum and Nelson argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

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. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

c. Vocabulary

Vocabulary is essential for successful foreign language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. It is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. 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.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary. Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms.

d. Fluency

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

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

f. Activities to Promote Speaking Skill for EFL Classrooms

According to Suban, there are several activities to promote students speaking skill.¹³ The following are some practical activities can be done in speaking class :

1) Dialogue

Dialogue is a conversation between two or more person. It is a verbal exchange of ideas between people, and such fits the standard vision of how dialogue would function in the classroom. The purpose of using dialogue is to present a situation of real language in which the students role plays in safe environment before being met by the real thing. Ur states “ Dialogue is a good way to get learners to practice saying target language utterances without hesitation an within a wide variety of context.”¹⁴ Through dialogue students are able to practice and express their thought orally in the target language. Teaching by using dialogue can help students to develop their conversation skill in common practice in most English classes. The advantages of dialogue is that the students not only know the meaning about the words of English but also the correct English rules.

2) Surveys

One of the interesting techniques to stimulate student conversation and exchange of opinions is to conduct questionnaires and surveys.¹⁵ Doing surveys in the class can be a fruitful way of getting students to interact, produce question forms, and collect, analyze real information. This technique will be more useful if the students plan questionnaires themselves. Recent issues can be used as topics in this technique, such as the use of social media, globalization, lifestyle, etc. Based on Suban, there are some benefits of using survey techniques for speaking class. First, it varies the classroom structure periods from

¹³ Theodorus Suban, “Teaching Speaking: Activities To Promote Speaking Skills In EFL Classrooms,” *Lectio: Journal Of Language and Language Teaching*, no. 2003 (2021).

¹⁴ Angger Prabowo Akbar, “THE IMPLEMENTATION OF DIALOGUE BY THE ENGLISH TEACHER IN TEACHING SPEAKING AT THE FIRST GRADE STUDENTS IN MTS N PARE KEDIRI ACADEMIC YEAR 2017 / 2018” 02, no. 04 (2018).

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edi. (Longman, 2001).

teacher-centered to learner-centered. Second, it allows students to move around (physical movement) the class rather than sitting for long hours. Last, it promotes a welcome variety of interactions.¹⁶

3) Picture Description

Pictures are a good visual tool for learning in class and can attract students to pay more attention. Huebner stated that, "A picture, one of the visual aids, is every type of pictorial presentation."¹⁷ Pictures are learning media that can attract students' attention so that they will enjoy learning English more. Through pictures, students will use their creativity to describe pictures and present them in front of the class. Thus, through this technique can improve students' speaking skills.

In addition, this technique can be applied using several different pictures. The goal is the students can find differences in each picture. Each student will be given a few different pictures, and then they will identify the pictures. After that, they will compare their pictures with other students.

4) Information Gap

As stated by Li, he states that an information gap is a form of communication between two or more people where the information is known only to several people and they need to exchange it to complete the task.¹⁸ As people usually communicate in order to get information from the others, teachers can apply information gap to avoid the repetition of the same pattern in improving students' speaking skill. By applying information gap, the learners can accustom to share information so that they can complete a task that contains exchanging information from one person to another.

¹⁶ Akbar, "THE IMPLEMENTATION OF DIALOGUE BY THE ENGLISH TEACHER IN TEACHING SPEAKING AT THE FIRST GRADE STUDENTS IN MTS N PARE KEDIRI ACADEMIC YEAR 2017 / 2018."

¹⁷ Zulfi Andriyani and Apriliyana Mega, "The Use of Describing Picture in Teaching Speaking Skill," *Journey: Journal Of English Language and Pedadogy I* (2021): 60–76.

¹⁸ Gibran Arjuna and Yenni Rozimela, "The Use of Information Gap Technique in Improving Students' Speaking Skill," *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)* 579 (2021): 212–215.

Information gap is a learning technique that contains game elements. Learning that contains games are proven to make students feel excited during the learning process. Learning to convey information using information gap technique provides opportunities for students to practice speaking directly and individually so that students practice speaking. In addition, learning with this technique uses visual pictures stimuli that are proven to be able to help students' memory. It is expected to provide enough opportunities for students to speak in the target language for an extended period of time so that students can increase their speaking skill naturally.¹⁹

5) Role Play

Hadfield stated that role play is a kind of motion game which there are goals, rules and involves an element of pleasure. This method is good for students to develop personal or interpersonal skills to make good communication with other people in a fun way. Through role playing, students try to explore human relations by demonstrating and discussing them, so that the students can explore feelings, attitudes, values, and various problem-solving strategies.²⁰ The role playing method is very suitable and can be a solution for use in learning English by playing characters, which students will be asked to speak in groups/pairs to say dialogues that were prepared before or also can do improvised results directly. In this way, it can train students' cohesiveness so they can express themselves without having to feel pressured or burdened because of mispronunciation. In addition, students can practice correct pronunciation, courage, enrich vocabulary, grammar, and can listen to each other's pronunciation of the interlocutor.

6) Story Completion

Story completion is a fun method. Based on Kayi, he said that story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle.²¹ In line with Hukom noted that story completion brings

¹⁹ Ibid.

²⁰ Mulyono, *Strategi Pembelajaran* (Malang: UIN-MALIKI Press, 2012).

²¹ Akramah, "The Effect Of Story Completion Technique On Students' Speaking Skill At The Tenth Grade Of MAN 1 Kota Jambi" (The State Islamic University Of Sulthan Thaha Saifuddin Jambi, 2019).

excitement and promotes equality in the classroom.²² In this learning technique, all students have the opportunity to speak where they sit around and gets an equal opportunity to contribute to building up a story in a less intimidating activity. The teacher start to telling a story, but after a few words, the teacher stops narrating. This is where each student begins to narrate from the point where the story ends. They can add to existing stories, add new characters, events, descriptions and more. In this learning process the teacher provides key-words to help this process run pleasantly.

7) Story Telling

Storytelling is an effective learning model. Storytelling is a telling story activity, which is also the ability to tell a story, setting scenes, events, and dialogue. Storytelling is a good strategy to apply to beginner students in learning English. In the opinion of Atta-Alla, storytelling helps develop integrated language skills at once; listening, speaking, reading, writing, interactional, vocabulary, and literacy.²³ Teachers can use pictures as media and outline a story. The use of pictures and outlines can increase the attention of students, making it easy to obtain information.

Storytelling is an effective activity to involve and develop oral language skills (speaking and reading). According to Ling, storytelling as a learner-centered method helps the students to use the information and delivers the messages to others.²⁴ Storytelling not only provides a model of effective oral communication and a single activity in developing oral language skills, but also actively trains and develops all language skills. Factual and conceptual information is retained longer, is easier to remember, and is applied to new situations more successfully when it is received as part of a story.

²² Salmon J Hukom, "Story Completion: A Technique In Teaching Speaking," *Tahuri* 16, no. 2 (2019): 1–9, <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

²³ Monir Nazir Atta-Alla, "Integrating Language Skills through Storytelling," *English Language Teaching* 5, no. 12 (2012): 1–13.

²⁴ Tsu-Chia Hsu, "Telling Tales: Using Storytelling to Teach EFL Kindergarten Students in Taiwan," *International Journal of Research Studies in Education* 4, no. 4 (2015): 13–25.

Storytelling can be used as an alternative learning model that can improve English speaking skills at school.

g. Problems in Speaking Activities

In learning English for EFL learners, many problems occur both in terms of material and learning strategies, especially in speaking skill. Ur explained that there are four problems of speaking face in learning English language below:²⁵

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Learners with a weak self-esteem will feel more inhibition to perform, and will put up barriers to protect themselves against failure. They might not be prepared to take risk, such as making intelligent guesses or experimenting with the language they already know for fear of making mistakes and subsequently feeling embarrassed.²⁶ This lack of self-confidence will have an impact on students' real lives when dealing with the social and surrounding environment.

2) Nothing to Say

Even if they are not inhibited, the students have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. They have no motive to express themselves beyond the guilty feeling that they should be speaking. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

²⁵ Roni Setiawan, "The Effect of Problem Based Learning Strategy on Increasing the 11th Grade Students' Speaking Ability At MA Islam Al-Azhar NW Kayangan Batulayar In Academic Year 2020/2021" (State Islamic University Of Mataram, Mataram, 2021).

²⁶ Brown, *Principles of Language Learning and Teaching*, vol. 18, p. .

3) Mother tongue

Students prefer to use mother tongue because it is easier, because it feels unnatural to speak to one another in a foreign language, and feel less "exposed" if they are speaking their mother tongue.²⁷ Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress.

4) Low participation

There will always be dominant students in an English class making it difficult for more reserved students to express themselves freely. In line with Swary, this problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.²⁸ Dominant students who interrupt frequently or who constantly look for the teacher's attention tend to create an environment in the EFL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

h. Definition of Problem Based Learning

Problem Based Learning or also called PBL is a learning model that using a Students-Centered Learning approach. This learning model presents a real problem in daily life as a basis for students to think critically and find alternative solutions to problems. This learning model requires students to learn independently and be active. As stated by Bashith & Amin, Problem-based learning is a learning model that challenges students to learn to solve real-world problems collaborative.²⁹ Consequently, problem Based Learning (PBL) is one model learning that can help students to improve the skills needed in the current era of globalization. Through this learning model, students early have been faced with various

²⁷ Devi Novita Swary, "A STUDY OF STUDENTS' PROBLEMS IN LEARNING SPEAKING ENGLISH AT THE SECOND GRADE OF SMP NEGERI 1 TALAGA" (Syekh Nurjati State Institute For Islamic Studies, Cirebon, 2014).

²⁸ Ibid.

²⁹ Abdul Bashith and Saiful Amin, "The Effect of Problem Based Learning on EFL Students' Critical Thinking Skill and Learning Outcome," *Al-Ta lim Journal* 24, no. 2 (2017): 93–102.

life problems that they might encounter later when they have graduated from school.

Another definition of Problem Based Learning is a teaching method with a focus on solving real problems, the process by which each student carries out group work, feedback, discussions that can serve as springboards for investigations and final reports. Thus, students are encouraged to be more actively involved in learning materials and develop critical thinking skills. In line with Duch suggests that the meaning of the Problem Based Learning model is: Problem Based Learning (PBL) is a teaching model characterized by real problems as a context for students to learn to think critically, problem-solving skills and acquire knowledge.³⁰ Meanwhile, according to Kamdi argues that: The Problem Based Learning model is defined as a learning model in which students are involved to trying solve problems by going through several stages of the scientific method so that students are expected to be able to learn knowledge related to these problems and at the same time students are expected to have skills in solving problems.³¹

Based on some definitions above, it can be concluded that the Problem Based Learning is a learning model that seeks to apply problems that occur in the real life as a context for students to practice how to think critically and gain skills in problem solving, and gain knowledge as well as important concepts from the teaching material that being discussed.

i. Characteristics of Problem Based Learning

Problem-based learning is using various kinds of intelligence needed to confront real-life challenges. The most important characteristic of the PBL learning model is the appearance of problems at the beginning of learning.

Based on the theory developed by Borrow, Min Liu explains the characteristics of PBL or problem based learning, namely:

1) Learning is student-centered

The learning process in PBL focuses more on students as learning object. Therefore, PBL is also

³⁰ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2014).

³¹ Kamdi, *Strategi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2007).

supported by constructivism theory where students are encouraged to be able to develop their own knowledge.

2) Authentic problem form the organizing focus for learning

The problems presented to students are authentic, so that students can easily understand these problems and can apply them in their professional life later.

3) New information is acquired through self-directed learning

In the process of solving problems, it is possible that students do not know and understand all the knowledge prerequisites so that they try to find their own through the source, either from books or other information.

4) Learning occurs in small groups

To build scientific interaction and exchange of ideas in building knowledge collaboratively, PBL is carried out in small groups. The group is created demands a clear division of tasks and clear goal setting.

5) Teachers act as facilitators

In the implementation of PBL, the teacher acts as a facilitator. Hence, the teacher must always monitor development of student activities and encourage them to achieve the targets.³²

However, another opinion also expressed by Rusman which states that the characteristics of problem-based learning are as follows:

- a) The problem becomes the starting point in learning
- b) The problems raised are exist in the real life that are not structured
- c) Problems require multiple perspectives
- d) Problems challenged students' knowledge, attitudes, and competencies which then require identification of learning needs and new field of learning
- e) Learning self-direction becomes the main thing
- f) The utilization of various knowledge sources, their use, and evaluation of information sources is an essential process in PBL

³² Ibid.

- g) Learning is collaborative, communication, and cooperative
- h) The development of inquiry skill and problem solving skills as important as mastering the content of knowledge to find solutions to a problem
- i) Process openness in PBL includes the synthesis and integration of a learning process
- j) PBL involves evaluating, reviewing students' experiences and learning processes.³³

From the explanation above, it can be concluded that learning using the Problem Based Learning (PBL) model is more centered on students because in this learning students are faced with a problem in the real world to start learning. In the learning process using this model, the teacher acts as a problem presenter, questioner, holds dialogues, helps find problems, provides learning facilities and focuses on helping students achieve skills.

i. Steps using PBL in Classroom

Arends states that learning syntax is problem-based consists of five main phases. These phases refer to the stages practical activities carried out in learning activities with PBL. The five phases are:

Phase 1. Provide Orientation Problem to Students.

At the beginning of a PBL lesson, like all other types of lessons, the teacher should clearly communicate the purpose of the lesson, develop a positive attitude toward the lesson, and describe what is expected of it for students to do. Teachers need to present problematic situations carefully or have clear procedures to involve students in problem identification. The teacher should present the problem situation to students as interesting as possible.

Phase 2. Organizing Students for Research.

PBL requires teachers to develop collaboration skills among students and help them to investigate the problem together. PBL also requires teachers to help students to planning investigative tasks and reporting.

Phase 3. Assisting Independent and Group Investigations.

³³ Rusman, *Model-Model Pembelajaran (Mengembangkan Profesionalisme Guru)* (Jakarta: Raja Grafindo Persada, 2014).

Investigations conducted independently, in pairs, or in small study teams are the essence of PBL. Although each problem situation requires slightly different investigative techniques, most involve processes of gathering data and experimentation; generating hypotheses and explanations; and providing solutions.

Phase 4 Presenting Group Investigation Results.

The investigative phase is followed by preparing a discussion report regarding the problem given by the teacher to each group. Group presentations were carried out alternately and also held question and answer sessions. The teacher stimulated other groups to ask each group that presented in front of the class.

Phase 5. Analyzing and Evaluating the Problem Solving Process.

The final phase of PBL involves activities intended to help students analyze and evaluate their own thinking processes as well as their investigative skills and intellectual skills they used. During this phase, the teacher asks students to reconstruct their thoughts and activities during the various phases of the lesson.³⁴

k. Advantages and Disadvantages of Problem Based Learning

Based on R.W Jones, the advantages and disadvantages of using Problem Based Learning as follows :

1) Advantages of PBL

- 1) Making curriculum content relevant by building learning around clinical, community or scientific problems.
- 2) Focusing learning on core information relevant to real scenarios and reducing information overload.
- 3) Fostering the development of valuable transferable skills useful throughout lifelong learning. These include leadership, teamwork and communication as well as problem solving.
- 4) Facilitating trainees becoming responsible for their own learning. This is an essential skill for medical specialists actively engaged in their own continuing

³⁴ Richard Arends, *Learning To Teach*, Ninth Edit. (McGraw-Hill, 2012), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

professional development throughout their professional lives.

- 5) Increased motivation of trainees to learn by focusing the learning on 'real-life' scenarios.
- 6) Encouraging a deep rather than surface approach to learning by forcing trainees to interact with information on multiple levels and to a greater depth than traditional teaching approaches.
- 7) Using a constructional approach to learning where by trainees construct new learning around their existing understanding.³⁵

2) Disadvantages of using PBL as follows :

- 1) The replacement of the traditional teacher role by the facilitator which may make it difficult for trainees to emulate good teachers as role models.
- 2) Teaching faculty being required to facilitate learning rather than to directly impart their knowledge. This may be considered inefficient and possibly, demotivating to faculty.
- 3) Knowledge acquired through problem based learning (PBL) being less organized than knowledge acquired through traditional learning.
- 4) The difficulty of training facilitators and the scarcity of teaching faculty with the skills of facilitating rather than the skills of traditional teaching.
- 5) The time required of trainees to fully engage in problem based learning (PBL). This can be particularly problematic for time-poor faculty and trainees who are being asked to teach and learn within an increasingly crowded curriculum.³⁶

B. Theoretical Framework

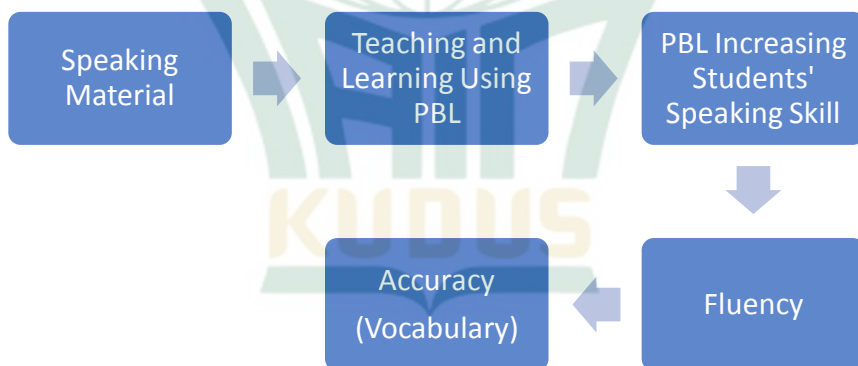
English is a compulsory subject in Indonesia which requires students to master four skills, one of them is speaking skill. However, in the learning process at school there are still many problems or obstacles that make it difficult to achieve learning goals. These problems can come from either students and teachers, but the success

³⁵ Setiawan, "The Effect of Problem Based Learning Strategy on Increasing the 11th Grade Students' Speaking Ability At MA Islam Al-Azhar NW Kayangan Batulayar In Academic Year 2020/2021."

³⁶ Ibid.

in learning English is determined by the students themselves. Most students still do not understand the learning material delivered by the teacher. It happens because the teacher is still using conventional learning models or strategies, so that students feel bored and not interested in English. As a result, students do not pay attention to the teacher who is explaining the material in front of the class, talking with their mates, and playing with their gadgets during the lesson.

Problem-based learning is a cooperative learning model where students will easily find and understand difficult concepts if they can discuss these problems with their friends. The teacher will provide opportunities for students to express their own opinions, hear the opinions of their friends, and discuss the problems given by the teacher. The use of this learning model provides a different experience because it will train students to define and organize their learning tasks; collect information to solve problems; make reports and reflect on experiments; then present it in front of the class that requires communication skills. By using this learning model, it is hoped that it will contribute to students' English speaking skill.



C. Review of Previous Study

Review of previous studies is a collection of previous studies made by other people related to this research. The researcher must learn from them to avoid duplication and repetition of research or the same mistakes made by previous researchers. The following is a previous related study that can support this research:

First, Harianto a student from English Education Departement of Makassar Muhammadiyah University conducted a thesis entitled

"The Effect Of Using Problem Based Learning (PBL) Method Toward Student's Speaking Skill (An Experimental Research at the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa). This research using quasi experimental research method and quantitative research approach. He took two classes from the eleventh grade students as the sample. It was class XI IPS 1 with 40 students and XI IPS 2 with 40 students. XI IPS 1 was as a control class and XI IPS 2 as an experimental class. To collect the objective data, the researcher will apply three steps, namely pre-test, treatment, and post test.

The results of his study indicate that using Problem Based Learning in teaching speaking was succeed in increasing students' score in speaking skill. From the result of statistical calculation, the value of t or t -test was 6.8 and the degree of freedom (df) was 78. The value of t in the degree of freedom of 78 and at the degree of significance 1% or t -table of df 78 $\alpha=0.01$ with $t(1-1/2\alpha)$ or $t(0,995)$ was 2,640. The result showed that t -test (t_o) > t -table (t_t) (6.8>2.640). It means that H_o was rejected and H_a was accepted. From the data above, students' scores can be increased after the use of Problem Based Learning.³⁷

Second, Arum Febriana Putri a student from English Education Department of University of Nusantara PGRI Kediri conducted a thesis article entitled "Teaching Speaking Using Problem Based Learning To Seventh Grade Students Of SMP Pawyatan Daha 1 Kediri In The Academic Year 2016/2017." This research aimed to find out the effectiveness of PBL in teaching speaking. This research using quantitative research method and the strategy is experimental research. She chooses 7A class as the sample of the research. This class consists of 40 students in this class, with 17 male and 23 female. For the sampling technique, she used cluster sampling to determine the sample of the research.

The result of her research is that she found that students' speaking skill after being taught using PBL was effective. The means of the students score in speaking skill is 60, and the score of each aspect of speaking are as follows: the means of pronunciation ability was 66, the means of fluency ability was 63, and the means of accuracy in grammar was 50. PBL is an appropriate method in teaching speaking skill and the higher score after being taught using

³⁷ Harianto, "THE EFFECT OF USING PROBLEM BASED LEARNING (PBL) METHOD TOWARD STUDENTS' SPEAKING SKILL (An Experimental Research at the Eleventh Grade Students' of SMA Somba Opu Kabupaten Gowa)."

PBL was pronunciation than the other aspect. It was an effective enough score based on the classification score.³⁸

Third, Yuni Mahtawarmi a student from Department of English Language Education in Ar-Raniry State Islamic University Darussalam, Banda Aceh conducted a thesis entitled " Improving Students Speaking Skill By Using Problem Based Learning (PBL) Model (A Study at Second Grade Junior High School of SMP N 1 Timang Gajah). This research focused on the speaking skill by using the PBL model in teaching and learning process. The subjects of this research were 19 students of class VIII-1. While the method used in her research was quantitative research and also conducted an experimental method.

The result of her research is that teaching speaking by using problem based learning model could improve the students' speaking skills. It was shown clearly in the students' test scores, where the mean score of post-test was higher than pre-test 75.10 and 48.87, respectively. In addition, in the hypotheses testing the H_0 was rejected and H_a was accepted. In terms of student responses, the students felt some advantages of PBL in learning English and PBL could motivate them to increase their speaking skills.³⁹

³⁸ Arum Febriana Putri, "Teaching Speaking Using Problem Based Learning To Seventh Grade Students Of Smp Pawyatan Daha 1 Kediri In The Academic Year 2016 / 2017" 01, no. 02 (2017).

³⁹ Yuni Mahtawarmi, "Improving Students' Speaking Skill By Using Problem Based Learning (PBL) Model (A Study at Second Grade Junior High School of SMP N 1 Timang Gajah)" (Ar-Raniry State Islamic University Darussalam Banda Aceh, 2019).