

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about speaking and Problem Based Learning.

A. Speaking

There are many aspect on the speaking, in this chapter the researcher will discuss about definition of speaking, teaching speaking.

1. Definition of speaking

The terms 'speaking', according to Brown (2001:267), is an interactive process of constructing meaning that involves producing and receiving and processing information.⁵ Commonly we use speaking to communicate and interaction to others people., that involvement of speaker and listener. Then, by speaking we can explore the ideas, opinion and giving argue, explain and etc.

Richard (in Nunan, 1992) provides characteristics of communicative competence including: a) knowledge of grammar and vocabulary of the language, b) knowledge of rule of speaking e.g. knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations, c) knowledge of

⁵ Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)*. New York: Addison Wesley Longman, Inc,2001)

how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and d) knowledge of how to use language appropriately⁶.

An above definition, it can be inferred that speaking is the productive skill in the coal made; it involves more than pronouncing and pronouncing words. Then, it is used in member of society in order to bulid a relation in communication which by interactional and transactional.

2. Teaching Speaking

Speaking is a difficulty of second language learning and teaching in Indonesia. It is caused of the cultural that differences these countries and mother tounge. So, to speak English they are fell too hard to communicate English language. Therefore, in teaching speaking has been undervalued and English language teachers have continued to teach speaking; however in the goal of teaching speaking skills is communicative efficiency. Therefore, the learners should make themselves understood; try to avoid confusion in the pronunciation and to observe the social and cultural rules to apply in communication situation.

To develop out speaking skill, we must learn more to growth our competence in communication. These are that to make support to growth our speaking.

⁶ Nunan, D, *Designing Task for the Communicative Classroom*(Sidney: Cambridge University Press. 1992)

a. Discussion.

In the discussion, we can explore our ideas and giving opinion, it makes feel a confidence and more communicative and exchange the idea. Then, with discussion it will make be growth thinking better then develop speaking skills.

b. Reporting.

Before start the learning process, they have to report their friends in front of this class about what did their in the last time or their will do in the future. So, it can make them to be communicative and growth to think.

c. Using minimal responses.

Minimal responses are predictable, an idiomatic phrases, that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables to learn, focus what did say the other participant, without having to simultaneously plan a response.

d. Recognizing scripts

Instructors can help students develop speaking skills by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.⁷

⁷ Thornbury Scott, *How to Teach Speaking* (longmanseries editor. Jeremy Harmer)5.

B. Problem Based Learning.

There are many aspect on the problem based learning, in this chapter the researcher will discuss about definition of PBL, characteristics of PBL, PBL and problem in the learning process, steps of PBL and the advantages of PBL.

1. Definition of problem based learning.

The first application of PBL was in medical schools which rigorously test the knowledge based of graduates. According to García-Famoso (2005), "PBL was first applied in the 60s, in the Faculty of Health Sciences of McMaster University (Canada) and in the School of Medicine of Case Western Reserve University (United States). The main objective was twofold: to develop problem solving skills and bring learning closer to real medical problems. After these first experiences, many medical and professional schools started used a form of PBL. For example: Harvard Medical School or, in Europe, Maastrich University and many medical and professional schools, as well as undergraduate and graduate programs, use PBL in some form. Over 80% of medical schools use the PBL methodology to teach students about clinical cases, either real or hypothetical.⁸

Problem Based Learnis is an instructional student-centred approach which uses carefully constructed clinical problems as a context for students to: defining their learning needs, conducting self-directed enquiry,

⁸ WWw. Pbli. Org

integrating theory and practice, and applying knowledge and skills to develop a solution a defined problem.

Problem Based Learning is learner centered that give the learners progressively and giving the students more responsibility and independence in their education and the model of learning process based on the problem in real life⁹. Real life problems have parallel well-structured problems; the ability to solve traditional school-based problems does little to increase relevant, critical thinking skills. Real-life problems present an ever-changing variety of goals, contexts, contents, obstacles, and unknowns that influence how each problem should be approach. To be successful, students need to practice solving ill-structured problems that reflecting life beyond the classroom. By Problem-Based Learning, students engage found an authentic experience. In PBL, problem drives the curriculum, it does not test a skill; it assists in the development of the skill itself. There is no one solution: the problem solves an iterative process where the perception of the problem can change.

For the history on above, problem based learning have a part that important to growth and develop of student. Why? Learning that based on real problem students will be critical and creative to solve a problem, then PBL carrying for innovative approaches to education. Next, PBL offers an opportunity to practice use (and even develop) such processing skills as problem solving, interpersonal, group and team skills, that importantly.

⁹ Amir, M Taufiq. *Inovasi Pendidikan melalui problem based learning* (Jakarta: Kencana, 2009)12

2. The Characteristics of PBL

- a. Problem drive the curriculum, vehicle to develop skills. The students must have the responsibility for their own learning.
- b. Problems are ill – structured that many possible solution.
- c. Learners are responsible for their own education increasingly, independent of the teacher. for their education.
- d. Teacher provides materials and guidance that as facilitate learning, coach, mentor, tutor, rule.
- e. Learners must collaboratively in small groups to address the problem.

3. Problem Based Learning in the learning process.

There are several model of the PBL process in how to design a problem-based curriculum for the preclinical years, 1985.

- a. Student read and address problem, without background preparation, it does to teach students an encode and an organize information. And allows the students to find what they know and what they don't know.
- b. Students discuss and analyze problem using priority knowledge and resources available.
- c. The purpose on above a development of cognitive skills for problem solving process then development of self-monitoring skills to identify the learning needs and development of habitual students, initiated questioning.

- d. Students decide what they need to know and where they might best find the information. It's to try the student growth to think self and more to think, or self directed study.
- e. Students revisit problem with new information and knowledge acquired during self study. Students critique learning resources used. Group decides appropriate hypothesis and critiques prior performance. It is to reach new organization of information to problem solve.
- f. Students should think about how what they learned has added to their understanding.

4. The steps of PBL

Problem Based Learning in tutorial process:

- a. Step 1: Identifying and clarify term presented in the scenario; scribe lists those that remain unexplained after discussion.
- b. Step 2: Defining the problem or problem to be discussed; students may have different views on the issues, but all should be considered; scribe records a list of agreed problems.
- c. Step 3. "Brainstorming" session to discuss the problem(s), suggesting possible explanation on basis of prior knowledge; students draw on each other's knowledge and identify areas of incomplete knowledge; scribe records all discussion.
- d. Step 4. Reviewing steps 1 and steps 2 and arrange explanation into tentative solutions; scribe organises the explanation and restructures if necessary.

- e. Step 5. Formulating learning objectives, group reaches consensus in the learning objective; tutor ensuring learning objectives are focused, achievable, comprehensive, and appropriate.
- f. Step 6. Private study (all students gather information related to each learning objective)
- g. Step 7. Group sharing result of private study (students identify their learning resources and share their results); tutor checks learning and may assess the group.¹⁰

5. The advantages of PBL.

Problem based learning is learning centred, which the teacher as facilitator, then in the using PBL as a strategic tool in the classroom that the developments of the teacher as a facilitator in learning and innovator in the learning process absolutely.

The advantages of PBL, they are: The students more increase the skills to resolution problem and easier to remember. Increasing the understanding, think. Build as a leader and team works. Motivated learners, develops lifelong learning skills, for future problems solvers. It's a student's centred approach.

¹⁰ Ibid 2