**Chapter II**

**Theoretical Foundation**

This chapter presents theoretical foundation of the research. It elaborates the underlying theories used in teaching speaking, covers the principles for designing speaking techniques, and speaking aspects. It also the theories used in problem solving method, covers problem solving group technique, including problem solving procedures, media in teaching speaking, evaluation, and Classroom Action Research (CAR).

1. **Teaching Speaking**

In learning English as foreign language, students should master the four language skills. Those are listening, speaking, reading, and writing skill. Speaking skill is often to measure students’ in mastering English well. Whole language skills are closely connected and related to each other.

In everyday life, people showed that they do more activities in listening and speaking. It can be understood as the beginning of human activities is an oral language, namely listening and speaking. In case, people can communicate what they think and feel. They are many ways for people to communicate. Some people prefer to use spoken language. When they speak, people try to convey information to listeners. Furthermore, speaking skill is the ability to pronounce the sounds of articulation or words to express, represent and convey thoughts, ideas, and feelings (Tarigan, 2008:16).

In teaching speaking, teacher should be focus on all aspects of speaking skills. It would be the foundations for students to learn speaking. Students should know all aspects of speaking. It provides them to be good speaker. Thus, according to Spratt (2005:35) teaching speaking means developing learners’ speaking skills by focusing regularly on particular aspects of speaking (fluency, pronunciation, grammatical accuracy, and body language). These are several aspects to be considered in speaking that students have to mastered, if they would be able to communicate in English well.

Before discussing more about teaching speaking, we need to know the definition of speaking and its importance. Speaking is more than just pronunciation of sounds or words. Speaking is a tool to communicate ideas that are prepared and developed according to the needs of the listener. Speaking can be defined as transferring idea or opinion through words orally. Mulgrave (1954: 3-4) stated, speaking can be defined as follows:

“Speaking is an instrument in expressing (messages) to the listener almost directly whether the listener understands or not, whether the speaker or listener understand the materials or not and whether the speaker or listener is in control and able to adjust the situation when he is communicating his idea or he is aware and enthusiastic or not.”

Therefore, it can be concluded that speaking is the process of changing shape of speaker’s message to be convey to listener through language as media in teaching and learning process. Actually, it has to be mastered by students for communication.

As previously mentioned, speaking is an important thing to be able to communicate well, especially in English. It included all the aspects of speaking that should be mastered by the students. Speaking is the most basic media of communications by people. It helps us to communicate our thoughts, ideas, suggestions, etc. This communication activity is always done everyday. Besides that, speaking is may become interactive process of learning. Students thought if they could master speaking skill, so they could master all English language skills.

While teaching and learning process, speaking means students had communicated and interact with others. They try to make good communication with others, they used good sentence and convey the message. Sometimes, there is some unpredicted event happens in process of teaching and learning speaking. The roles of teacher and techniques which is used are essential. In order to make speaking successful, some techniques for teaching speaking are should not be ignored.

1. **The Design In Teaching Speaking**

Thus, Brown stated about the principled teaching. It means a set of principles that form the skeleton of an overall approach to language in teaching and learning. There are number of practical principles for designing speaking techniques proposed by Brown (2001). It is provides the summary of principles given below:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

The designing speaking techniques pointed the teacher how to teach well. It is provide huge of teachers’ role in teaching and learning process. Teachers’ roles should be changed as facilitator to help students increase effectiveness sides in the teaching and learning environment.

An interaction in the classroom can decrease students’ anxiety in learning English speaking skills. Students should be changed the role from passive into active learners. It is not only about theories that students should be learned. They need more practically practice. In a brief, Thornbury (2005) suggested that,

“…teaching of speaking depends on there being classroom culture of speaking, and that classroom need to become talking classroom. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is regular features of lessons.”

Moreover, teacher should make good atmosphere of the classroom that can make students more enjoyable to learn English. The teacher should construct variation of English speaking activities in which for motivating students to learn. The communicative activities such as: discussion, problem solving, and role-playing can be effected used in the language classroom. The other important factors in using these activities are sequence of these activities should be recognized well.

1. **Problem Solving as a Method in Teaching Speaking**

In order to improve the quality of language teaching, especially in teaching speaking, an American linguist Edward Anthony proposed three terms in teaching and learning process, such ‘approach’, ‘method’, and ‘technique’. Anthony’s terms in order to clarify the difference among theories, principles and a set of procedures for language teaching. For more details, Anthony in Kimtafsirah (2011) said,

“An approach is a set of correlative assumptions dealing with the nature of language teaching and learning…Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach…Within one approach, there can be many methods…A technique is implementation that actually takes place in a classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objective.”

In the final conclusion, Anthony stated that, “techniques carry out a method which is consistent with an approach”. These terms is used to apply in whole teaching and learning activities. It included in teaching language.

This is relevance with statement stated by Ormond, that problem based learning as an approach which covers to problem solving method used in language teaching. Thus, according to Ormond (2006:111), problem solving is using existing knowledge and skills to address an unanswered question or troubling situation, while problem based learning is approach to instruction in which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world.

Furthermore, Finkle and Torp (1995:1) clarified,

“Problem-based learning is a curriculum development and instructional system that simultaneously develops both problem-solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured problem that mirrors real-world problems.”

Therefore, problem solving is generally held to be a structured set of circumstances' that mirror real life and in which the participants speak and communicate as instructed. Problem solving also belongs to method which is used in teaching and learning speaking. According to Sudirman (1978:146), problem solving method is a way of presenting the lesson itself by presenting the material as a starting point the discussion of issues to be analyzed and synthesized in an attempt to find a solution or answer by the students.

Problem-solving is a method to solve the problem as starting point for discussion, researched, analyzed to seek alternative solution that are useful for the students. It allowed a lot of discussion involved in the classroom activities. Meanwhile, discussions stage occurs when a group assembles to communicate with one another through speaking and listening about a topic or event of their mutual interest. Perhaps, discussion process in the group makes them more easily to state their thought. It is inspired by Tarigan (2008:40), “discussion is essentially a method to solve the problems with the process of group thinking. Therefore, the discussion is a cooperative activity or coordinated activities that contain certain basic steps that must be obeyed by the whole group”

Thus, it can be concluded that using problem solving as learning activities inside the classroom has changed the role of teacher. The atmosphere of the class becomes more of student-centered rather than teacher-centered one. The teacher is merely as a facilitator. The students have roles, functions, duties, and responsibilities within a structured situation in involving. Problem solving activity not only gives practically, but it can be more valuable for students in the learning process, because the students are directly involved in it.

Dewey (1933) mentioned that, various ways including attempts to fit the data in problem solving process defined classification. However, several attempts at classification of the data, four major headings were selected:

1. Understanding of nature of the problem.
2. Understanding of the ideas contained in the problem
3. General approach to solution problems
4. Attitude toward the solution of problems
5. **Problem Solving Group Technique**

Problem solving is used in language teaching and learning. It also used by the teacher which is applied as classroom activities. Teaching speaking by using problem solving method works and can improve its speaking skill competency. Problem solving involves students instead pair work and group working. It can increase students’ confidence and the ability to speak English with their own group. Problem-solving group techniques focus on the group’s solution of a specified problem, Brown (2001) stated that,

“….the problem itself might be relatively simple, moderately complex, or quietly complex. Problem solving group technique centered students’ attention of meaningful cognitive challenge and not so much on grammatical or phonological form.”

Problem solving activities encourage students to discuses and find useful alternative solution to various types of problem. Most of the problem solving tasks requires pair or group work but students can work on their own. In case, students will have a discussion to make suggestions, give reasons and accept, modify or reject suggestions and reasons given by others.

Some difficulties were experienced owing to use of group technique. These were difficulties used problem solving group technique stated by Bloom (1950):

1. Little time to be devoted to individual problems. Emphasis was necessarily placed on general areas of difficulty.
2. Responsibility for recognizing they own area of difficulty was placed on students. They had much gather opportunity to observe problem solving behavior of others and other students might help to recognize their own difficulty.
3. During the practice sessions, it was difficult to keep students’ attention on the method of problem solving rather than on the accuracy of answers.
4. A few students were unable to work under the group conditions. These students were extremely ill at ease and were unable to formulate their thought when speaking aloud.

Despite the difficulties in problem solving group techniques, Bloom (1950) clarified the subjective impression of group technique in problem solving, it indicates that:

* + - 1. Problem solving analysis and practice can be carried on with groups of students, although our experience indicates that twenty students would seem to be maximum number which can be profitably assigned to one group.
      2. Students can recognize their own areas of difficulty in problem solving can assume responsibility for detecting their efforts toward alleviating these difficulties. They can also recognize these difficulties in others.
      3. Respect holding the attention of the students and their contracted effort.

1. **Problem Solving Procedure**

In order to group conveniently, there are four phases of work to apply problem solving. These are some procedures that stated by Polya, which is used in teaching and learning activities. Furthermore, Polya’s (1945) mentioned that problem solving procedures include four steps in teaching, those are:

* + - 1. Understanding the problem

In first step, students have to understand the problem. It means they should know the valid data of problem, also they should know the issue.

* + - 1. Devising a plan

Students try to finding the connection between data and unknown. They may be obligated to consider the problems if an immediate connection cannot be found. They should obtain eventually a plan for solution.

* + - 1. Carrying out the plan

Students should carry out of the plan that they thought before. They check each step clearly. It needed some discussion for finding the possibilities solution of the problem.

* + - 1. Looking back

Last steps in Polya’s model, student should examine solution that they thought before. This is the final actions for negotiating the best solution of problem.

Each phase has its importance. It may happen students hit an idea and jumping all the preparations blurt out with solution. Undesirable may result if the students leave out any of four phases without having a good idea. The worst may happen if students embark the construction without having understood the problem. It is generally useless to carry out details without having made sort of plan, but many mistakes can be avoided if students carrying out the plan, also they check each step.

1. **Teaching Speaking Media**

As a preview before, teacher as a facilitator is giving a sequences problem to the group of students’. They perform a variety of activities and all group members brainstorming to express their opinions, ideas, and responses to the problem set by teacher. Finally, students can find a variety of alternative solutions.

According to Dewey (1933), he had a definite idea of the types of problems that are suitable for inclusion in the curriculum. The problems that Dewey promoted had to meet two rigorous criteria: (1) the problem to be studied had to be important to the culture; and (2) the problem had to be important and relevant to the students.

On the other hands, Dawey stated the implicit within the framework of problem-solving is concept of experience. It assumes activities that students attempt under the school’s direction will produce behaviors in those individuals, so that they will be better able to function in our culture. Furthermore, the experiences provided by the schools should articulate content and the process of knowing.

Using problem solving as a method of teaching speaking, students were demand to be more active. It was proved with the concept of teacher given is important. It includes the media in teaching speaking. In other words, Teaching and learning process cannot be separated from the use of media. However, teacher also need to package the learning activities become more interesting, by using interactive media and favored by the students. For example, students were given pictures and poster about the environments’ phenomena, attractive video, and the dialogue. Meanwhile, they asked to express their opinion on the exact solution of the environmental problems that occur.

1. **Problem Solving Evaluation**

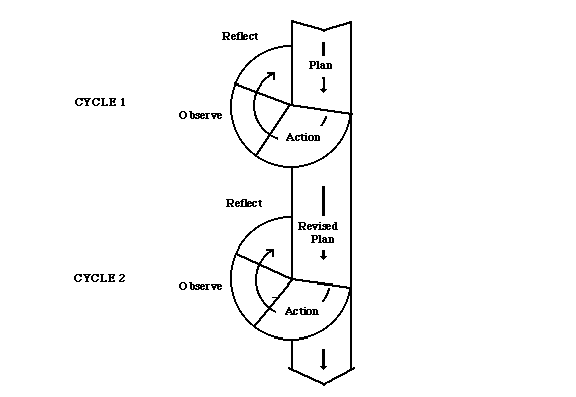
The evaluation conducted a final process of students’ learning. Particularly in this research, an evaluation was conduct to determine student’s speaking ability and the learning result after treated by using method of problem solving. This conception agreed by Bloom (1950), he stated it trains students in the fundamentals of thinking by providing drill in thinking through problems. The students would solve the problems in a group and then to discuss their answer, trying to discover where their reasoning was not adequate. They found that thought-process cannot be divorced from technical information. A check on the grades of students after attendance showed an improvement.

This step is taken by combining 3 aspects, such as: knowledge aspect, skill aspect, and attitude aspect. Based on the data, teacher can measure students’ ability after teaching and learning process, but also on the evaluation, it should included aspects of speech. Furthermore, it proposed some aspect of speaking namely pronunciation-how the words are pronounced correctly, fluency-speak English easily, quickly and correctly, and accuracy-grammatical and phonologically correct (In Rost, 2002). Teacher sees if problem solving method is useful for students in teaching speaking.

1. **Classroom Action Research (CAR)**

In this research, the researcher also uses *Classroom Action Research* (CAR). According to Wardani (2002), *Classroom Action Research* (CAR) is the study used by the teacher at the class through self-reflection, with the aim for improving its performance as a teacher, so the students’ learning result will be improving.

Kemmis and Taggart (1988) suggested there are four importance components applied in action research namely planning, acting, observing and reflecting. Those steps will be elaborate bellow. For more details, see this diagram above:



**Kemmis and Mc. Taggart Models’**

1. Planning

In the planning stage, the researcher and teacher planned model of instruction, lesson plan, facilities for outside the classroom, observation sheets, and criterion of success.

1. Acting

In the acting, the teacher applied the teaching strategy.

1. Observing

In observing stages, the researcher observed the process of learning and teaching and collected the data.

1. Reflecting

In reflecting, the researcher and teacher made decision whether the cycle was stop or the researcher revised and continued the plan to the next cycle.

The cycles will continue when there are still some weakness in the first cycle of the criteria of success are not achieve and there will be re-planning, acting, observing, and reflecting (Kemmis and Taggart, 1988).