

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking

1. Definition of Speaking

The Adaptive Communicative Fluency (ACF) theory is best achieved through a Problem Based Learning (PBL) approach. ACF is defined as the ability of speakers to not only be linguistically fluent, but also adaptive in various communication contexts, capable of using appropriate language strategies to solve problems or achieve specific communicative goals. The main premise of this theory is that language learning, particularly speaking skills, is inherently contextual and problem-solving oriented that is language is best learned and developed when used as a functional tool to navigate meaningful real world situations. PBL, with its focus on authentic and unstructured problems, naturally creates a rich environment where verbal communication becomes a necessity (Canale & Swain, 1980).

When students engage in problem solving (formulating questions, seeking information, discussing, negotiating, explaining and presenting solutions) they are automatically encouraged to use and refine various speaking strategies. The collaborative process in PBL, where students work together to achieve a common goal, significantly enhances their interpersonal-communicative

skills, encouraging active listening, asking relevant questions, and providing constructive feedback. Furthermore, the reflective process inherent in PBL helps students develop metacognitive awareness of their speaking performance, enabling them to identify areas for improvement and develop strategies to enhance their verbal abilities. Finally, the frequent need to present solutions at the end of the PBL process provides invaluable opportunities to develop formal and public speaking skills, including organizational, persuasive, and anxiety management abilities.

Overall, PBL provides a holistic and dynamic learning ecosystem where problems serve as authentic triggers for communication, collaboration fosters rich verbal interaction and the reflection and presentation processes function as crucial mechanisms for refining and mastering speaking skills. English language skills are essential in social, professional and academic settings. Speaking English fluently is not only a useful additional ability in this globalized world, but also essential for success in various fields. Speaking English fluently facilitates efficient communication between researchers, teachers, and students from different language backgrounds in an academic environment (Pangestu & Suwartono, 2024). English language training is given a lot of attention in many educational institutions, from primary education to

higher education, both in developed and developing countries, because speaking is a very important ability for many people (Mohinur, 2019). Speaking in this context entails listening to and comprehending the other person's reaction in addition to uttering words. Every person actively participates in the dynamic information exchange that occurs during this process in order to create a shared understanding.

Speaking is one of the four macro skills necessary for successful communication in any language, especially when speakers do not speak their native language. Given that English is widely used for communication, especially in the digital age, it is important to develop one's English speaking ability to improve communication with native English speakers and other people from around the world (Putri & Suryaman, 2024). Speaking should be taught using appropriate methods as it is the first way language is expressed. Improving communication efficiency through teaching speaking is a very important goal. To achieve this goal, teachers and students must work together. Teachers must not only teach students how to speak, but also inspire them and help them understand the importance of the material. These strategies give students a sense of purpose and enthusiasm and increase their confidence in voicing their thoughts and opinions (Sayow & Marsevani, 2024).

By practicing the language, students can learn about

an ever expanding variety of topics they also learn best when actively involved in the process. As a result, educators ought to provide kids additional chances to practice speaking in class, help them with their grammar and vocabulary, and employ teaching strategies that grab their interest (Gumelar et al., 2024). Speaking is an interactive activity that involves communicating ideas or information and, if required, having listeners follow up. This talent enables us to communicate verbally or orally in a way that listeners or other individuals may understand (Fathul et al., 2023). Speaking is an essential component of teaching and learning a second language. But in today's world, teaching speaking must aim to help students become better communicators because only then can students express themselves and learn how to adhere to the social and cultural norms that apply to each communicative situation. For this reason, recent pedagogical research on teaching students to talk has given some guidelines for creating goals and strategies (Zyoud, 2016).

2. Strategies for Developing Speaking Skills

One of the most important skills in this era of globalization is the ability to communicate in English. English is a very important tool in academic and professional fields, in addition to being an international language. English learning techniques in Indonesia provide valuable information for educators and policy makers to

create more modern and efficient programs (Kuntariati et al., 2024). The difficulties that students encounter when learning a language, particularly in English, ask the students to search for creative and efficient teaching strategies. Using podcasts as a teaching tool is one intriguing strategy that is becoming more and more popular. This process includes developing the capacity to boldly and clearly express thoughts, ideas, and opinions. People can improve their speaking abilities by using a variety of techniques, including practicing frequently, asking for helpful criticism, conversing with others, and making use of tools like speech clubs or language learning applications (Turaeva, 2024).

These techniques enable people to get beyond obstacles, improve their fluency, and eventually become skilled communicators who can articulate themselves convincingly and clearly. Students must therefore employ additional ways to enhance their English-speaking abilities on their own, as speaking skills exercise is ineffective if they only acquire them in school without regular practice. Actions students do to enhance their learning are known as learning strategies. Students employ several learning tactics to enhance their speaking skills, such as looking for conversation partners, asking for corrections, and practicing aloud (Uong & Vu, 2023). Thus, learning methods are one of the most important factors affecting how and how well

pupils learn a foreign language. It was found that each student at a different level used distinct language learning strategies that they thought would help them, and that many students used a variety of diverse methods to improve their speaking abilities.

3. Technique of Teaching Speaking Skill

Many language programs have placed a strong emphasis on teaching speaking, and it is indisputable that instructional techniques can affect students' learning outcomes. Speaking is an important skill as it allows individuals to express their ideas and opinions to others, but in reality, learners' proficiency in speaking English is still lacking (Afri, 2020). This is due to several things, including the fact that in order to become proficient English speakers, they must master a number of speaking components, including vocabulary, pronunciation, grammar and fluency.

When teaching speaking, a teacher may encounter a number of issues, including erratic signals and students who are not motivated to participate in the learning process. The first is inhibition. Whether they are embarrassed by the attention they are getting, afraid of being criticized or losing face, or worried about making a mistake, learners are often inhibited when trying to speak in a foreign language in the classroom. The second is silence. Teachers often hear students complain that they cannot find anything to say or that they are not sure how to express themselves when they

should be speaking, even in situations where students are not inhibited. As a result, students struggle to find something to say. And the third is low or unequal involvement. If someone wants to be heard, only one person will speak at a time. This implies that everyone has relatively little time to speak in a large group, such as a class. The ability of certain students to dominate while others speak very little or hardly at all is at the root of this problem (Istiqhomah et al., 2021).

Therefore, it is advised that the instructor create a solid plan to overcome every issue that arises when instructing speaking (Rusandi, 2021). The phases of teaching and learning that are used to accomplish a specific goal are referred to as the strategy. Additionally, having a strategy is essential since it can help teachers run a more effective speaking class. If the teacher's selected method works for the class, then the goal of learning to speak can be accomplished (Takbir1 et al., 2023).

B. Concept of Problem Based Learning

1. Definition of Problem Based Learning

Based on the Erik de Graaff and Anette Kolmos in the journal (Gijsselaers 1996, n.d.) theory of Problem Based Learning (PBL) is viewed as an educational approach that focuses on the use of problems as the starting point of the learning process. In this theory, learning does not begin

with the delivery of material by the teacher, but rather with the presentation of a problem that students must actively analyze and solve. PBL is constructivist in nature, where students build their own knowledge through interaction with contextual and real-life problems. The theory emphasizes that the learning process should be student-centered, encouraging students to engage in self-directed learning and to collaborate in groups to achieve learning goals. Additionally, PBL is based on the principles of experiential learning, activity based learning and interdisciplinary learning, all of which aim to enhance motivation, deep understanding, as well as critical thinking and teamwork skills.

In PBL, the role of the teacher shifts to that of a facilitator who guides the learning process rather than serving as the primary source of information. The theory also highlights the importance of assessment that aligns with learning objectives, focusing on the evaluation of competencies and understanding rather than mere factual recall. Thus, the PBL theory provides a comprehensive framework for creating meaningful and challenging learning experiences for students.

Students who participate in Problem Based Learning (PBL) gain knowledge by solving challenges. PBL can improve students' learning outcomes and critical thinking skills. PBL is an excellent way to help students develop a

passion for learning. One of the many advantages of this application technique is that PBL challenges students so that they feel happy. PBL nurtures each student's critical thinking skills by giving them tasks to complete, so they feel satisfied that they have acquired new material independently. Effective use of this strategy also requires motivating students with relevant questions that will help them stay focused (Alberida, 2023).

The application of PBL has demonstrated considerable promise in enhancing students' language acquisition. Since the focus of this approach is on real-world scenarios, students are encouraged to engage in active learning, exercise critical thinking, and apply their knowledge in practical settings (Rizal & Muslem, 2021). Because it gives students the chance to relate to real-world issues that need real-world answers, problem-based learning can be a suitable teaching strategy for enhancing students' English language proficiency. The speaking skills of the students are positively enhanced by this approach. Thus, this approach is also helpful for making learning English more fun for students.

The PBL curriculum was created to engage students, help them understand how learning connects to their future, keep them motivated to learn at a high level, and demonstrate responsibility. PBL is now used in a wide range of educational fields, including science, law, math,

education, economics, business, social studies, engineering, and more, in addition to medical studies (Khotimah, 2014). Because it gives students the chance to relate to real-world issues that need real-world answers, problem-based learning can be a suitable teaching strategy for enhancing students' English language proficiency. The speaking skills of the students are positively enhanced by this approach. Thus, this approach is also helpful for making learning English more fun for students (Razi et al., 2021).

2. Advantages and Disadvantages of Problem Based Learning

In the current era of globalization, knowledge and technology are developing very quickly and are increasingly sophisticated. Humans who are able to contribute to the progress of the times are those who have creativity and critical thinking, problem solving and critical thinking, communication, and collaboration (Rakhmawati, 2021).

a. Advantages of Problem Based Learning

The application of the Problem-Based Learning Method improves students' speaking skills in several ways (Stit & Nusantara, 2023).

First and foremost, this method improves students' speaking ability in oral communication. The students are forced to speak in English exclusively because of the

problem-based learning approach. Every student is required to express their thoughts or opinions. Due to this circumstance, the classroom becomes a good place for children to practice speaking English. Each student can participate more actively in class, which will improve oral communication among them, especially in English. As a result, students' speaking ability also improves. Students' critical thinking skills and concept understanding are influenced by the use of PBL learning. In addition, the use of problem-based learning in the teaching and learning process creates real-world situations to encourage students to think and understand at the memorization level and interpret the problem (Uliyandari et al., 2021).

Secondly, teaching speaking using the Problem Based Learning approach can increase students' enthusiasm and drive to learn English, especially in speaking. By using a fun and less rigid approach, students will like the learning environment. Students will appreciate the situation, which will increase their enthusiasm for English. In addition, the problems discussed are problems that they often face on a daily basis. As a result, they become more involved in talking about how to solve the problems. In addition, each activity included in this technique gives students practice speaking in English, which increases their confidence

when speaking. Also, the students will not be shy to express their opinions. PBL supports effective problem solving, communication, group work and interpersonal skills more effectively than other approaches, and helps develop lifelong learning abilities in an open, reflective, critical mindset and active learning. Motivational factors are one aspect of students that have a significant impact on the teaching and learning process, in addition to learning methodologies that affect the quality of teaching or learning outcomes (Nurhayati & , Langlang Handayani, 2020).

Thirdly, working together with other students in groups is essential when using a Problem Based Learning. Students learn how to solve problems and collaborate to achieve goals. Students gain social skills including collaboration, teamwork, and communication through the application of the Problem Based Learning method, which will help them in the future. In addition, this strategy helps students develop their critical thinking skills by requiring them to think critically before choosing what they should do. A very important component is group discussion. These discussions are set up with the aim of encouraging the exchange of ideas between students. Students are encouraged to apply this knowledge while making arguments and problem-solving strategies, and this learning explicitly guarantees

that content knowledge remains the main focus (Lutfiah sya'bani choirunisa et al., 2023).

b. Disadvantages of Problem Based Learning

According to Tyas in (Rakhmawati, 2021) there are some disadvantages of Problem-Based Learning have been identified as follows:

- 1) Students will be reluctant to attempt if they lack confidence that the subject they are studying is challenging to solve;
- 2) Books that can be used as comprehension aids in learning activities must be used to support it;
- 3) Learning using the Problem Based Learning (PBL) approach is time-consuming;
- 4) This technique is not applicable to all math disciplines.

According to Abbudiman Nata in (Dinelti Fitria et al., 2022) the disadvantages of PBL are as follows:

- 1) It is often difficult to find problems that match students' level of thinking. This is due to differences in the sensitivity of students' thinking.
- 2) In general, this method takes longer than the conventional method. This happens, among other things, because when solving problems, there are often out of context or inefficient problem solving methods.

- 3) Learners often have difficulty in overcoming their learning biases when they start by finding information, analyzing it, formulating hypotheses, and analyzing their own work.

3. The Role of Teachers in Problem Based Learning

Non-students can overcome problems in the design of PBL teaching methods by using common sense, drawing conclusions from prior knowledge, or reading textbooks directly. However, these problems should be thoroughly examined and considered. To address deeply embedded problems, educators should formulate problems based on a thorough assessment of students' abilities. These problems should have significant significance, present certain challenges and be challenging to understand and solve. The efficiency of the learning process and the application of the learning model have an impact on the successful achievement of the learning objectives that have been set (B. Kurniawan et al., 2023).

In order for students to deal with challenges effectively, progressively investigate the hidden knowledge system underlying these problems through cooperative investigation, and let the problem situation play its role well. Students can participate in problem-solving exercises that aid understanding and application

of concepts in a practical context through the use of student-centered methods, also known as problem-based learning. Through PBL, students learn how to think critically, communicate clearly, collaborate with others, be creative, and solve real-world problems. By learning from structured problems, students can develop real-world skills and get ready to face new challenges (Wardani, 2023).

Instructors should be responsible for organizing and directing activities prior to student discussions, planning the teaching process during the lesson preparation stage, observing, recording, guiding, and encouraging student discussions, and reviewing and summarizing during the summary stage. As it is evident that instructors are crucial in the implementation of the PBL teaching method, it is imperative to discuss their involvement in this approach (Ban, 2023).

4. The Role of Students in Problem Based Learning

PBL works well to encourage students' active participation in their education. In addition to being consumers of information, students also generate knowledge and solve problems. The roles that have been discovered show how deeply and meaningfully students are involved in their education (Limbong, 2024). Students can actively contribute to improving their understanding of a problem and develop the critical

thinking skills necessary for future success by taking initiative, working together, reflecting, and using additional resources.

Students engage in more active learning during the problem-based learning phase; they are more creative, show high levels of confidence, and are better able to communicate and cooperate in solving problems. In contrast, students taught with traditional methods tend to be more active learners, and they absorb more of the teacher's explanation (Hendriana et al., 2018). Student participation in issue selection, and teacher-centered decision-making continue to be the norm. As a result, a greater student role is required and there may be methodological biases. PBL can improve academic performance and focus. High levels of student understanding and competence can be achieved by increasing excitement, maximizing self-efficacy, and minimizing worry, regardless of the particular teaching strategy used in continuing education. To that end, the PBL approach is underpinned by the philosophy of constructivism. The ideal learning environment for a PBL course, for example, consists of instruction that encourages introspection and teamwork and sufficient time for individual study (Nicholus et al., 2023).

5. Steps of Implementing PBL in Teaching and Learning Process

PBL can improve students' problem solving skills in the following ways (Hidayati & Wagiran, 2020) :

- a. Orienting students to the problem classically.
- b. Organizing students to learn in groups of three and assigning each participant a task.
- c. Encouraging students to work together on a common topic, which is discussed in two groups as much as possible.
- d. Analyzing and evaluating the results of class work with more time spent on discussion sessions.
- e. Analyzing and evaluating the problem-solving process reflected in the final results.

The effectiveness of PBL is evaluated not only by how well students solve their own problems, but also by how well teachers create an interesting and enjoyable learning environment. Therefore, teachers must be equipped with the information and skills needed to use this teaching method. It is clear that the transition from a teacher-centered learning system to a student-centered learning system is challenging. As they are used to passive learning, students only use the resources provided by the teacher. Teachers find it a challenging task (Febyanti et al., 2023).

C. Some Related Previous Studies

Some previous studies about problem-based learning include research conducted by (Amir, 2010) with the title “Improving Students’ Speaking Ability through Problem Based Learning Strategy in Performing Adjacency Pairs”. This study sought to determine how using a Problem-Based Learning (PBL) approach affected students' speaking abilities, specifically when it came to executing adjacency pairs. This study used a one-group pretest-post test approach in a pre-experimental design. Purposive sampling was used to choose a sample of 24 second-grade kids from SMA Somba Opu, Gowa, who made up the population for the academic year 2015–2016. The tools utilized were oral assessments that evaluated vocabulary, pronunciation and comprehension with an emphasis on accuracy and fluency. Students' speaking performance significantly improved, according to data examined using statistical approaches. Pretest and posttest findings showed improvements in vocabulary by 27.51%, pronunciation by 26.31%, and understanding by 25.87%. According to the study's findings, PBL is a useful tactic for improving students' capacity for accurate and fluent English speaking.

The second was conducted by (Safitri, 2013) with the title “The Effect of Using Problem-Based Learning (PBL) Method toward Speaking Ability of the Second Year Students at Al-Huda Senior High School Pekanbaru”. This study sought

to ascertain whether the PBL method had a noteworthy impact on students' speaking abilities. In the 2011–2012 academic year, two groups of second-year students at SMA Al-Huda Pekanbaru were compared in this quasi-experimental study. While the control group received instruction using traditional means, the experimental group was instructed utilizing the PBL approach. Cluster sampling was used to choose 25 students for each group. Accent, grammar, vocabulary, fluency and comprehension were the five criteria used to evaluate the students' speaking abilities. SPSS 16 was used to evaluate the data, and the findings demonstrated that the PBL approach had a considerable impact. The control group only showed a 1.28-point gain in mean post-test scores, whereas the experimental group showed a 16.4-point improvement. This result showed that when it came to enhancing pupils' speaking abilities, the PBL approach outperformed the traditional approach.

The third was conducted by (Harianto, 2018) with the title “The Effect of Using Problem-Based Learning (PBL) Method Toward Students’ Speaking Skill”. The aim of this study was to examine how the Problem-Based Learning (PBL) approach affected students' speaking abilities, specifically with regard to accuracy and fluency. Using a quasi-experimental methodology, the study compared control groups before and after the test. Students in the eleventh grade at SMA Somba Opu in Kabupaten Gowa during the 2017–2018 school year made up the study's population. Using cluster sampling, two

courses with 40 students each made up the sample. While the control group was instructed using traditional methods, the experimental group was taught utilizing the PBL approach. Speaking assessments and observation sheets were used as data gathering tools to gauge correctness and fluency. The results demonstrated that the PBL approach greatly enhanced pupils' speaking abilities. The study found that vocabulary development and general speaking performance are positively impacted by the PBL strategy.

The fourth was conducted by (Setiawan, 2021) with the title “The Effect of Problem-Based Learning Strategies on Improving the Speaking Ability of Class XI Students at MA Islam Al-Azhar Kayangan Batulayar for the 2020/2021 Academic Year”. The purpose of this study is to ascertain how the Problem Based Learning (PBL) approach affects the speaking proficiency of students in grade XI. With a quasi-experimental design and a quantitative approach, this study included two groups of 15 students each: the experimental class (XI A) and the control class (XI B). While the control group received instruction using the traditional manner, the experimental group received instruction using the PBL strategy. The PBL approach is successful in enhancing students' speaking skills, particularly in the areas of vocabulary, grammar, and fluency, according to the study's findings.

The fifth was conducted by (Ummah, 2019) with the title “Improving Students’ Speaking Skills by Using Problem-Based Learning (PBL) Model: A Study at Second Grade Junior High School of SMP N 1 Timang Gajah,” explored the effectiveness of the PBL model in enhancing students’ speaking abilities and their perceptions of its use. The research took place during the 2018/2019 academic year and involved 19 eighth-grade students using a pre-experimental design, incorporating pre-tests and post-tests. The data collection methods included teaching experiments, oral tests, and questionnaires. The oral tests measured various aspects of speaking, such as pronunciation, grammar, vocabulary, and fluency. Statistical analysis revealed a significant improvement in students’ performance, with the mean post-test score (75.10) considerably higher than the pre-test score (48.87). The t-test result of 8.66 exceeded the t-table value of 1.73, indicating a notable positive effect of the PBL model on students’ speaking skills. Additionally, the questionnaire results showed that students found the PBL model engaging and motivating, helping them express their ideas more effectively. The study concluded that the PBL approach not only improved students’ speaking abilities but also developed critical thinking, problem-solving, and communication skills while increasing their enthusiasm for learning English.

The author's research differs significantly from the five previous studies cited, primarily due to the use of a true

experimental design with a Solomon Four-Group Design. This is a stronger and more comprehensive approach than the quasi-experimental or pre-experimental designs used by previous studies. Amir's (2010) study used a pre-experimental design with a single pretest-posttest group, which is less rigorous because it lacks a control group and cannot definitively attribute changes solely to the treatment. Similarly, the studies by Safitri (2013), Harianto (2018), and Setiawan (2021) all adopted a quasi-experimental design with a control group, but did not include an additional control group from the Solomon Four-Group Design that could account for the pretest sensitization effect. Finally, Ummah's (2019) study also used a pre-experimental design without a control group, making it difficult to attribute improvements in speaking skills solely to the PBL method.

Thus, the researchers' use of the Solomon Four-Group Design provides better control over confounding variables, such as the influence of the pretest itself on posttest scores. This makes your study's findings regarding the effects of PBL on speaking skills more reliable and generalizable within the specific context of your research.

D. Conceptual Framework

This research consists of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable is PBL Method, while the dependent

variable is Students' Speaking Skill. The purpose of this research is to determine whether the PBL method is an effective method in improving students' speaking skill. The following diagram illustrates the conceptual framework of this research:

1. X (Independent Variable): Problem Based Learning (PBL) Method (a teaching approach that involves students actively engaging in solving real-life and complex problems, fostering skills such as critical thinking, teamwork and independent learning as core aspects of the learning process).
2. Y (Dependent Variable): Speaking Skill (the capability to express ideas, thoughts, and information clearly and effectively in spoken form, encompassing aspects like pronunciation, vocabulary usage, grammatical accuracy, fluency, and the ability to participate in interactive discussions).

The main objective of this research is to examine the effect of problem based learning (PBL) method in improving speaking ability in students at senior high school level. The following chart illustrates the conceptual framework of this research is as follows:

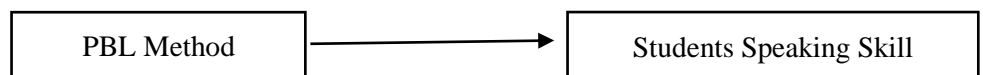


Chart 1 : Conceptual Framework

E. Research Hypothesis

The hypotheses of this study can be formulated:

1. Alternative Hypothesis (H_a): There is a significant difference between the speaking scores of students taught using Problem Based Learning and without using Problem Based Learning for seventh-grade students of Pondok Pesantren PPKPS Hidayatul Qomariyah Bengkulu City.
2. Null Hypothesis (H_o): There is no significant difference between the speaking scores of students taught using Problem Based Learning and without using Problem Based Learning for seventh-grade students of Pondok Pesantren PKPPS Hidayatul Qomariyah Bengkulu City.

