

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking Ability

Speaking is a language skill or as a means of communication in which one can express his ideas or information to others in spoken form. It is a complex language skill because someone needs to find ideas or information then it is arranged in a good order. Some definitions of speaking are stated by some experts.

First, speaking is a skill involving some kinds of production on the part of language users.¹ It means that it is an ability of producing a language orally. Second, speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills.² By mastering the components involved in speaking, speakers can produce a good spoken language.

Moreover, speaking is the active use of language to express meanings, so that other people can make sense of them.³ Similarly it is active, productive, and makes use of the aural medium.⁴ in speaking

¹Jeremy Harmer. *The Practice of English Language Teaching*. London and New York: Longman. 1985. p. 16.

²Michael H. Long and Jack C. Richard. *Methodology in TESOL*. Boston: Heinle and Heinle Publishers. 1987. p. 189.

³Lynne Cameron. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press. 2001 p. 40.

⁴H.G. Widdowson. *Teaching Language as Communication*. Oxford: Oxford University Press. 1979. p. 58.

activities, the speaker and interlocutor have to understand with each other.

Hornby in Shohebul Hajad Tetala's article said that speaking is an important part of everyday interaction most and often the first impression of a person is based on his/her ability to speak fluently and comprehensively⁵. It means the speaker must be able to make other people understand his or her saying. If the other people can capture the point from speaking, it means that he or she has done a good communication.

From definition above, it can be concluded that speaking is language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

In conclusion, speaking is one of the most important aspects in communicative language because it has relationships in communicative activities in humans' life.

2. The Element of Speaking

According to Harmer, there are two elements of speaking that should be paid to in having a good ability to speak fluently. They are:

⁵Shohebul Hajad Tetala. How to Teach Speaking Skill Article. JawaTimur: shohib 628's blog. 2011. Retrieved on January 16th 2013

a. Language features

- 1) Connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contraction and stress patterning).
- 2) Expressive devices, that consist of pitch and stress of particular and nonverbal (paralinguistic). The use of those devices contributes to the ability to convey meaning. They allow extra expression of emotion and intensity. Therefore, students are able to deploy at least some of such supra segmental features and devices in the same way if they are no be fully effective communicators.
- 3) Lexis and grammar that supply a variety of phrases for different function such as agreeing and disagreeing, expressive surprise, shock, or approval. Where the students are involved in specific speaking context such as job interviewer, the teacher can prime them, in the same way with certain useful phrases which they can produce at various stage of an interaction. Fourth, negotiation of what we are saying.

b. Mental/Social processing

- 1) Language processing. The retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate.
- 2) Interacting with others that speaking involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 3) Information processing that the teacher needs to be able to process the information. However, it should be remembered this instant response is very cultural specific, and is not prized by speaker in many other languages communities.

However, it should be remembered this instant response is very cultural specific, and is not prized by speaker in many other languages communities. Then, Adams and Frith in Huges explain those five items as follows:

a. Accent:

- 1) Pronunciation frequently unintelligible
- 2) Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition
- 3) Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition
- 4) "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- 5) Marked "Foreign accent" and occasional mispronunciation that do not interfere with understanding.
- 6) No conspicuous mispronunciation, but would not be taken for a native speaker.
- 7) Native pronunciation, with no trace of foreign accent.

b. Grammar:

- 1) Grammar almost entirely inaccurate except in stock phrases.
- 2) Contrast errors showing control of very few major patterns and frequently preventing communication.
- 3) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.
- 5) Few errors, with no pattern of failure
- 6) No more than two errors during the interview.

c. Vocabulary:

- 1) Vocabulary inadequate for even the simplest conversation
- 2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
- 3) Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- 4) Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
- 5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency:

- 1) Speech is so halting and fragmentary that conversation is virtually impossible
- 2) Speech is very slow and uneven except for the short or routine sentences.
- 3) Speech is frequently hesitant and jerky: sentences may be left uncompleted.
- 4) Speech is occasionally hesitant with some unevenness caused by rephrasing and grouping for words.
- 5) Speech is effortless and smooth, but perceptible non native in speed and evenness.
- 6) Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension:

- a) Understand too little for the simplest type of conversation.
- b) Understand only slow very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
- e) Understand everything in normal educated conversations except for very colloquial or low frequency items or slurred speech.
- f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.⁶

Pertaining to the theory of speaking skill aspects above, it can be concluded that are five aspects assessed in speaking skill, accent, grammar, vocabulary, fluency, and comprehension. Those will determine the students' speaking ability. The better the students master the aspect, the better their speaking skill is.

⁶Arthur Hughes. *Testing for Language Teachers*. Cambridge: Cambridge University Press. 2003. p. 131.

3. The Purpose of Speaking

In this study, the writer applies the purpose of speaking as expected in School-Base Curriculum as follows:

- a. Expressing the meaning of formal transaction and interpersonal conversation in short simple essay to interact with the nearly environment.
- b. Expressing the meaning of functional and short monologue in short simple essay in form of descriptive and recount text to interact with the nearly environment.

These purposes indicate that teaching English in Indonesia is to make students to be able to use English for any topics and expressions. According to CEF (Council of Europe) in Luoma, there are six categories of communication function.⁷ They are:

- a. Giving and asking for factual information, e.g. describing, reporting, asking;
- b. Expressing and asking about attitudes, e.g. agreement/ disagreement, knowledge/ ignorance, ability, permission;
- c. Suasion, e.g. suggesting, requesting, warning.
- d. Socialising, e.g. attracting attention, addressing, greeting, introducing;
- e. Structuring discourse, e.g. signaling non understanding, appealing for assistance, paraphrasing.

⁷ Luoma Sari. *Assessing Speaking*. Cambridge: Cambridge University Press. 2008. p. 1.

Since speaking has a lot of functions of purpose, the main objective of speaking is to communicate.

4. The Problem in Speaking

Speaking to others is done in order to exchange information. Listeners and speakers are expected to be able to understand each other. But, normal speech contains a fair number of slips and errors such as mispronounced words, mixed sounds, and wrong words due to inattention⁸. Nunan states that one of the complications in determining the difficulty of speaking tasks is the so-called interlocutor effect⁹.

In addition, Ur discussed that there are some problems of speaking activity experienced by students, they are:

a. Inhibition

Learners are often inhibited about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participant

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

⁸*Ibid.* p. 19

⁹David Nunan. *Language Teaching Methodology*. London: Pearson Education Ltd. 2000. p. 47

d. Mother-tongue use

They tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.¹⁰

The problems above may be caused by some factors as stated by Ur:

- a. The teacher seems dislike hearing the incorrect grammar in the classroom.
- b. The language educators have stressed linguistics competence more than communicative competence.
- c. Audio-lingual theorist have been felt that the students should not be premitted to create language in uncontrolled situations.

The students in learning English must recognize problems and their causes in speaking. By doing so, the students are expected to avoid the problems of speaking in order to be able to speak fluently and correctly.

5. Teaching Speaking

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.¹¹ It means the students must develop their speech because it gives influence to assessment. According to Hughes, “The purpose of teaching spoken language is to develop students’ ability in interacting success of the language is that English and involving comprehension as well as

¹⁰Penny Ur. *A Course in Language Teaching*. Cambridge: Cambridge University Press. 2003. p. 121

¹¹Luoma Sari. *Op. cit.* p. 1

production”¹². It means that the teacher has an important role in developing speaking ability of the students. In teaching and learning process, the teacher can control practice of the students’ speaking and the practice can also be controlled by the students freely to support the students’ speaking ability. According to Brown and Yule, as quoted by Jack C. Richards, the functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance.

a. **Talk as interaction** refers to what we normally mean by conversation, for example; greetings, chit chat with friends, and so forth. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features as follows¹³:

- 1) Has a primarily social function
- 2) Reflects role relationships
- 3) Reflects speakers identity
- 4) May be formal or casual
- 5) Uses conversational conventions
- 6) Reflects degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register

Some of the skills (involved in using talk as interaction) are:

- 1) Opening and closing conversation
- 2) Choosing topics
- 3) Making small-talk
- 4) Recounting personal incidents and experiences
- 5) Turn-taking
- 6) Using adjacency pairs

¹²Hughes. *Op. cit.* p. 113

¹³Jack C. Richard. *Teaching Listening and Speaking; From Theory to Practice.* Cambridge: University Press Cambridge. 2008. p. 21.

- 7) Interrupting
- 8) Reacting to others

b. **Talk as transaction** refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, talk as transaction has several main features as follows:¹⁴

- 1) It has a primarily information focus
- 2) The main focus is the message and not the participants
- 3) Participants employ communication strategies to make themselves understood
- 4) There may be frequent questions, repetitions, and comprehension checks
- 5) There may be negotiation and digression
- 6) Linguistic accuracy is not always important

Some of the skills involved in using talk for transactions are:

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questioning
- 4) Confirming information
- 5) Justifying an opinion
- 6) Making suggestions
- 7) Clarifying understanding
- 8) Making comparisons

c. **Talk as performance** refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning

¹⁴*Ibid.* p. 22

talks, public announcements, and speeches. The main features of talk as performance are:¹⁵

- 1) There is a focus on both message and audience
- 2) It reflects organization and sequencing
- 3) Form and accuracy are important
- 4) Language is more like written language
- 5) It is often monologic

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience
- 6) Using appropriate vocabulary
- 7) Using appropriate opening and closing

In teaching and learning English process, speaking skill is one of language skills that needs to be mastered by all of the students. In order to accomplish the students' needs toward speaking, School-Based Curriculum (KTSP) provides speaking as one of the English standard competences that must be taught and learned in educational level especially in Junior High School from the regulation of government. Based on School-Based Curriculum (KTSP), the purposes of teaching English are as follows:

- a. Developing communicative competence in oral and written form to achieve information level.
- b. Having awareness about the sense and the significance of English in order to increase national competence in global society.

¹⁵*Ibid.* p. 23

- c. Developing understanding of students about the relationship between language and culture.¹⁶

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge related in and technique used. Brown argued that teaching consists of those activities (techniques and exercises) related to delivery of information.¹⁷ It refers to how the teacher transfers the information or knowledge to the students by using technique and exercise. MTs N 094 is one of the Islamic Junior High Schools in Tembilahan regency. As a formal school, it also uses School Based Curriculum (KTSP) as its guidance in teaching and learning process.

Teaching of speaking is concerned with teaching the types of genre text. In State Islamic Junior High School, there are five types of text that should be learnt by the students. They are Descriptive, Procedure, Report, Recount, And Narrative.¹⁸ According to syllabus, the base competence of English language for the second year of first semester of State Islamic Junior High School refers to capability of students in expressing the meaning of monologue text that uses various spoken language accurately, fluently, and acceptance to interact in form of

¹⁶Depdiknas. Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Unpublished 2006. p. 126.

¹⁷James Dean Brown. *The Elements of Language Curriculum*. Boston: Heinle and Heinle Publisher. 1995. p. 179.

¹⁸Himron Karya. Syllabus Pembelajaran Bahasa Inggris 2013/2014. Tembilahan: Unpublished 2013/2014.

descriptive and recount text. In this research, the writer focuses on recount text. Recount text is a text that has function to tell the readers what happened in the past through a sequence of events. Descriptive text is a text that describes a particular person, place, or thing. There are some kinds of genre in teaching speaking. They are:

- a. Procedure, it is a text that has function to help us to do a task or make something. It consists of three parts such as Goal, Materials, and Steps
- b. Recount, it is a text that has function to tell the readers what happened in the past through a sequence of events. It consists of three parts such as Orientation, event, and Re-Orientation
- c. Narrative is kind of text that amuse or entertain the readers with actual or imaginary experience in different ways. Parts of narrative texts are Orientation, Complication, and Resolution.
- d. Descriptive is a text that describes a particular person, place, or thing. Generic structures of descriptive text are Identification and Description.
- e. Report is a text that describes the way things are. Text organization of report is General Classification and Description.

Speaking skill is one of components involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting success of the language and involving comprehension as well as

production. Besides, Speaking is a crucial part of the language learning process. It is as a tool in delivering or presenting thought or ideas in spoken language. The success of a teacher can be decided by the way of presenting the material whether the language is acceptable and easily understood by the students or not. In addition, there are five principles for teaching English. They are:¹⁹

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking task that involves negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform some kinds of oral task.²⁰ Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language.

¹⁹David Nunan. *Op. cit.* p. 54-56s

²⁰Jeremy Harmer. *How to Teach English: An Introduction to the Practice Language Teaching*. England: Longman. 1998. p. 87

According to I. S. P. Nation Jonathan Newton, the aims of a beginner's teaching speaking are:²¹

- a. To help the learners be able to cope with meaning focused output as soon as possible.
- b. To motivate them in their language study by getting them to engage in successful speaking.
- c. To make the early learning as relevant as possible to their language use needs.

The logical starting place of any language teaching is oral work. There are some usefulness of oral language. They are:²²

- a. To suggest new ideas: when the teacher wants to increase students' speaking. Firstly he has to introduce new ideas to the students so that they will discuss or talk among them on the topic. The topic given is according to experiences and interests of students.
- b. When the new ideas are introduced, the students' vocabularies would be improved.
- c. When the students learn new ideas and vocabulary, they must be given the knowledge of way of arranging words properly so they can apply them in their speech.
- d. When students learn way of arranging words properly, the teacher should develop students' habit in speaking. He can develop it by

²¹I. S. P. Nation Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge. 2009. p. 17

²²Dr. M. F. Patel and Praveen M. Jain. *English Language Teaching: Methods, Tools and Technique*. Jaipur: Sunrise Publishers Distributors. 2008. p. 102-103

asking questions and receiving answers from students so the habit of speaking can be developed among to the students.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. According to Christina Bratt Paulstan, communicative competence is taken to be the objective of language teaching that is the production of speakers competent to communicate in the target of language.²³ In this teaching speaking, the researcher taught the students dealing with the students' text books and their prior knowledge added by supplement material that are still correlated to syllabus by applying Creative Problem Solving method.

B. The Concept of Creative Problem Solving

1. The Definition of Creative Problem Solving

The CPS process (Parnes, 1985, 1988, 1992, 1997) is one method for empowering teams of teachers and students to work together to meet the challenges of educating a heteroge-neous school population²⁴. This objective of this method is for each student to comprehend the problem – solving process and appreciate the value of what the problem solving can do for it. It means that Creative Problem Solving is one of the teaching speaking methods that is very useful for students in helping students to think and speak orally. This method is used to help students easier in teaching speaking process.

²³Christina Bratt Paulstan. *Teaching English as A Second Language: Techniques and Procedures*. Cambridge: Winthrop Publisher. 1976. p. 55.

²⁴Giangreco, Michael F. Et all. *Op. Cit.* p. 113.

According to Munoyeshi, CPS is one of the best ways to teach thinking skills and has a great deal of evidence supporting its effectiveness".²⁵ CPS incorporates brainstorming into a six steps strategy to solve problem. Brainstorming includes thinking process and speaking skill. Beside that, CPS not only teaches how to solve the problem or solution of the problem but how to solve the problem creatively. It means that the students have to able to develop their idea and critical thinking in order to find out the solution of the problem. Beside that, this strategy can stimulate students' activaty in speaking class.

According to Davis (1999) as quoted Hideki Munoyeshi, one of the most effective and teachable strategies is Creative Problem Solving (CPS) because it is meaningful in positive impact of the students in teaching and learning process. The definitions above refer to purpose of teaching English based on curriculum this strategy is useful to solve students' problem in speaking. It is also supported by the base competence for the second year of second semester of Islamic Junior High School refers to capability of students in expressing the meaning of monologue text that use various spoken language accurately, fluently, and acceptance to interact in form of recount and narrative text.

The writer concludes that this strategy will help students solve their problem in speaking. The relationship between goal and implementation of strategy is influencing on the students' ability in speaking. The better

²⁵Munoyeshi, Hideki, *Op. cit.* p. 8

of strategy is applied by the teacher, the better improvement is made by the students in speaking.

2. The Advantages of Creative Problem Solving

There are some advantages of using Creative Problem Solving strategy. They are:²⁶

- a. The students have impacted their ways of dealing with ideas
- b. The students are more active and enthusiastic in learning.
- c. The students are more cooperate with their study group
- d. The students are thinking more creatively and exploring the topic and etc.

3. Teaching Speaking by Using Creative Problem Solving

In problem-based learning (PBL) courses, students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. These problems also help to maintain students' interest in course material because students realize that they are learning the skills needed to be successful in the field. Almost any course can incorporate PBL, and most faculties and students consider the benefits to be substantial.

According to winter²⁷ in his article, this issue of *Speaking of Teaching* identifies the central features of PBL, provides some guidelines

²⁶*Ibid.*p. 61

²⁷Winter. Speaking of Teaching. Problem-based Learning. Stanford University Newsletter on Teaching. Winter 2001 vol.11, no. 1. P.1

for planning a PBL course, and discusses the impact of PBL on student learning and motivation.

The Creative Problem Solving method includes six steps as follows:²⁸

a. Choosing a problem (defining main idea)

It means identifying problems, goals, challenges and opportunities currently facing the students. The teacher explains about recount text. After that, the teacher asks one of student to tell his/her experiences.

b. Finding relevant information (sharing information)

It means telling or sharing what information they got from the topic. Based on the discussion of group, the students select what information is the most relevant.

c. Making a problem statement

It means producing a wide range of problem statements that effectively encapsulate the problem. The teacher presents a selected challenge to the class. For example, “after listening the story of your friends, could you tell what information you got from the story?”. This step combines exploring data (stage 1) and framing problems (stage 3).

²⁸Houston, Hall. *Op. Cit.* p. 2

d. Thinking up solutions

It means thinking up new and varied ideas addressing the problem statements. The teacher asks students to offer their opinion for 3 minutes or more in an atmosphere of deferred judgment. The ideas may be recorded on the chalkboard or elsewhere. Each of students claim to explaining or giving their opinion (brainstorming).

e. Deciding on the best solution

It means looking at the ideas chosen during the fourth stage, and come up with criteria for judging them. The class selects the ideas they wish to use. This is the developing solutions stage.

f. Building acceptance

It means that composing a concrete action plan that identifies specific steps that can be taken. The students participate in the class activity and use their ideas. Then, the students can tell the conclusion of the topic in front of the class. The teacher can ask the class to tell their experiences too. This last step represents the building acceptance stage.

So, in this discussion the teacher does not find right or wrong solution (opinion) but students are active in discussing especially in thinking new ideas and developing it well.

C. Relevant Research

As a matter fact, there are some previous researches regarding with the effectiveness of using technique in improving students speaking ability. One

of which was conducted by Adebola S. IFAMUYIWA, MStan, and Sakiru I. AJILOGBA²⁹. In 2012 entitled “A Problem Solving Model as a Strategy for Improving Secondary School Students’ Achievement and Retention in Further Mathematics”. They found that using problem-solving instructional strategy was more effective in enhancing students’ achievement and retention in Further Mathematics than the conventional teaching method. Thus, Mathematics and Further Mathematics teachers are advised to use Oyedeji Problem-Solving strategy to teach their students Mathematics and Further Mathematics.

The survey result revealed significant outcome ($F(1, 75) = 125.081, p < 0.05$) of main effect of Oyedeji Problem Solving strategy on the students’ achievement scores in Further Mathematics. This outcome was implied that the post-test mean achievement scores of the students exposed to the experimental and control treatments were significantly different. Hence, the null hypothesis one was rejected.

Hideki Munoyeshi (2008) conducted a research entitled Identifying How School Teachers Use Creative Problem Solving³⁰. He found that by using Creative Problem Solving method there were some advantages that he got after applying it in teaching and learning, such as improved participation in the class, impact on students’ attitudes toward learning, more cooperative student, and so forth. Furthermore, the research conducted by the writer is

²⁹Adebola S. IFAMUYIWA, MStan and Sakiru I. AJILOGBA. A Problem Solving Model as A Strategy for Improving Secondary School Students’ Achievement and Retention in Further Mathematics. Faculty of Education Olabisi Onabanjo University: Nigeria. ARPN Journal of Science and Technology. 2012. p.1.

³⁰Munoyeshi, Hideki. *Op. Cit.* p. 67.

different. The writer used Creative Problem Solving method in teaching Speaking of the Second Year student at State Islamic Junior High School 094 Tembilahan.

D. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in the research, they are variable X and variable Y. CPS method is as variable X that gives the effect of the students' speaking ability as variable Y. The indicators compared were about the students' speaking ability before and after using CPS method. The indicators are as follows:

1. Variable X: CPS method

- a. The teacher asks the students to define main idea on the topic.
- b. The teacher asks students to share information they got from the topic and select what information is the most relevant.
- c. The teacher asks students to make a problem statement
- d. Teacher asks students to think up new and varied ideas addressing the problem statement (brainstorming).
- e. The teacher asks students to discuss the potential solution or create action plan for implementing the solution.

2. Variable Y: Speaking Ability

- a. The students are able to ask and answer various information orally in short text in form of recount text.

- b. The students are able to develop vocabulary, grammar based on the topic orally of recount text.
- c. The students are able to identify event, fact, experience that happened orally in form of recount text.
- d. The students are able to do short monologue in form of recount text.

E. Assumption and Hypotheses

1. The Assumption

- a. Students' speaking ability in telling recount text is various.
- b. The better using CPS method in teaching speaking the better student's speaking ability will be.

2. The Hypothesis

H₀: There is no significant effect of using Creative Problem Solving method toward students' speaking ability of the second year at MTs N 094 Tembilihan.

H_a: There is a significant effect of using Creative Problem Solving method toward students' speaking ability of the second year at MTs N 094 Tembilihan.