

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter discusses the theories based on the problem; they are the definition of speaking, teaching speaking, the problem of teaching speaking, and the description of group investigation method.

A. The Definition of Speaking

Speaking is one of language skills that play an important role in learning a language. Speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners. Speaking is one of the four basic skills in learning a language besides listening, reading, and writing.⁶ In Speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking . It means that speaking has an important skill in daily life, because it is the main skill in communication. Without speaking we can not socialized with the others.

Thus, the main purpose of speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sounds of articulation in order to inform, to persuade, and to entertain.

⁶ Sanggam, Siahaan, *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008).

Speaking or oral communication is as a two ways process between a speaker and listener and involves productive and receptive skill of understanding of listening with understanding. It means that speaking and listening are both active uses of language, but differ in the mental activity involved and demands that they make on learners of language in terms of finding and sharing meaning.⁷

B. Teaching Speaking

Speaking is one of language skills that play an important role in learning a language. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided, that can be applied to ESL and EFL classroom settings.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. As it is mentioned by Nunan (2003) that:

⁷ Byrne, Donn, *Teaching Oral English*. (Singapore: Longman, 1984).

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.⁸

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking is so much a part of daily life that we take for granted. In term of teaching speaking, the teachers of English have to understand that speaking a language is difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction.

⁸ Nunan, D, *Practical English Language Teaching*, (New York,2003)

There are three main kinds of English teaching. It has been suggested that students of EFL (English as Foreign Language) tend to be learning so that they can use English when traveling or to communicate with other people, from whatever country, who also speak English. ESL (English as a Second Language) students, on the other hand, are usually living in the largest-language community.⁹

C. The Problem of Teaching Speaking

Teaching speaking is a part done by the teacher. Speaking is so difficult think for most students, because speaking is something commonly used in the real time. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.¹⁰

1. Native language

The native language is the most influential factor affecting a learner's speaking. Mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language.

2. Age

Teaching language is really related with the age of students that affect the characteristic of the students its self. In every age there is

⁹ Harmer, Jeremy, *How to Teach English*. (Edinburg: Longman, 2007).

¹⁰ Brown, H. D., *Teaching by principle: An interactive approach to Language pedagogy: Second edition*. (USA: Pearson Education, Inc, 2001).

some uniqueness which can support the teaching processes on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by make an observation about the age of students and find the formula in teaching each age.

3. Exposure

Exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal.

4. Innate phonetic ability

Speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will a big problem if the teacher does not see his students in diverse talent.

5. Identity and language ego

On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a huge trouble if the teacher does not know the importance of Identity and language ego of his students.

6. Motivation and concern for good speaking

Motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.¹¹

The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The teacher should know the complete understanding of problem in teaching speaking. Their immediate use of language may seem far from removed from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English. Besides, the facilities of learning activities the teacher competences may influence the success of teaching speaking.

D. The Description of Group Investigation Method

Group Investigation is the teaching model which tries to combine in one teaching strategy form that shows dynamics democratic process with the process of learning inquiry. We knew the meaning of group investigation by the statement below:

Group Investigation (Sharan&Sharan, 1992), developed by Shlomo and Yael Sharan and their colleagues in Israel, is a general classroom organization plan in which students work in small groups, using cooperative inquiry, group discussion, and cooperative planning and projects. In this method, students form their own two- to six member groups. The groups choose subtopics from a unit being studied by the entire class, further break their subtopic into individual tasks, and carry out the activities necessary to prepare a group report. The group then makes a representation or

¹¹ Ibid.,

display to communicate its findings to the entire class, and is evaluated based on the quality of this report.

1. The definition of group investigation

Group Investigation is an effective organizational medium for encouraging and guiding students' involvement in learning. Students actively share in influencing the nature of events in their classroom. Also, by communicating freely and cooperating in planning and carrying out their chosen topic of investigation, they can achieve more than they would as individuals.

The final result of the group's work reflects each member's contribution, but it is intellectually richer than work done individually by the same students. It means that group investigation are one way to make the class active and students can collaborate in small groups that are made. Students will find learning more comfortable by determining their own process and learning goals.¹²

From the explanation above it can be conclude that group investigation is an activity students do in planning what they will learn. In this activity students play an active role in classroom learning. They form study groups and divide the topic they choose. In this activity students are required to be active in communication and skills in groups. Students will play an active role from the beginning to the end of the learning process.

¹² Sharan, Yael and Sharan, Shlomo, *Group Investigation Expands Cooperative Learning*. (Association for Supervision and Curriculum Development, 1989).

2. The advantages of group investigation

The implementation of group investigation teaching model has some advantages and disadvantages, as the statement said that:

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Group Investigation technique is a suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gain a better achievement in English subject and specifically improve students' speaking ability. That many advantages of group investigation in learning, namely:

1. Students who participated in the investigation group were more likely to discuss and contribute certain ideas compared with the students taught with other methods.
2. Students can be observed their speaking style naturally and cooperation when learning in a group investigation.
3. Students can learn to cooperate more effectively thereby improving their social interaction.

¹³ Sharan, sharan, 1989.

4. Students with low economic backgrounds participate more in activities and dialogue in group investigation activities.
5. Group investigation can encourage students to participate actively. So that the knowledge gained can be transferred to outside of classroom.
6. Group investigation allows teachers to be more formal, so that teachers can immediately provide help, praise and feedback.
7. Group investigation can improve learning performance and achievement of the students.¹⁴

The use of group investigation method has many advantages for the learning process of students in the class. Students can explore the ability to speak in groups and can measure their abilities in groups. Students will be more confident when in groups and practice cooperation with their friends. Students can solve problems in groups so students can socialize with all their classmates.

3. The disadvantages of group investigation

When applying this technique, the class becomes noisy since they have to discuss something in their own group and then share the result of the discussion with other partners. When this group investigation method

¹⁴ Kristiani, N., *Upaya Meningkatkan Proses dan Hasil Belajar Siswa dengan Metode Pembelajaran Kooperatif Teknik Jigsaw Plus pada Materi Reproduksi Sel di SMA Negeri 5 Malang*, Jurnal Penelitian Kependidikan. (Malang: UM Press, 2005).

is applied, what happens is noisy which will make it difficult for students to concentrate and disturb other students. Then when applying this method the teacher must do that is to pay attention to students who make noisy and give them understanding slowly so that they understand about the use of this learning.¹⁵

4. The procedure of group investigation method

According to (Arends, 2008) states that group investigation have six steps to practice, as follows:

1. Topic Selection.

Students choose a specific sub-topic within the field of certain common problems, which are usually explained by the teacher. Then, students are organized into small groups consisting of task-oriented two to six people.

2. Cooperative Learning.

Students and teachers plan procedures, tasks, and specific learning objective in accordance with sub-sub topics selected in step.

3. Implementation.

Students implement a plan formulated in step 2. Learning should involve a variety of activities and skills and should lead students to a

¹⁵ Suyanto, Kasihani. *English for Young Learners*. (Jakarta: Bumi Aksara, 2007).

variety of sources inside and outside o school. The teacher follows closely the development of each group and offer help when needed.

4. Analysis and Synthesis.

Students analyze and evaluate information obtained during step 3 and plan for how this information can be summarized by drawing to be displayed or presented to classmates.

5. Presentation of the final product.

Some or all groups in the class give an interesting presentation on topics to make each other involved in his work and achieve a broader perspective about a topic. Presentation group coordinated by the teacher.

6. Evaluation.

In some cases the groups follow up the different aspects of the same topic. The students and the teacher evaluate the contribution of the whole work in each group. The evaluation included individual and group assessment or both of them.¹⁶

¹⁶ Arends, Richard I. *Learning To Teach: Seventh Edition*. (New York: McGraw Hills Companies, 2008)