

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter is to discuss the review of related literature that is used in this study. The chapter will talk about English in senior high school, speaking, and the concept of cooperative learning, implementation cooperative learning in speaking class, and speaking evaluation.

#### **A. English in Senior High School**

English in the Grade of Senior High School (MA/SMA) has four skills; they are listening (*mendengarkan*), speaking (*berbicara*), reading (*membaca*), and writing (*menulis*)<sup>8</sup>.

In senior high school, the literacy in English are performative, functional, informational, and epistemic material level. The performative level, students are supposed to be able to read, write, listen and speak with the appropriate symbols. The functional level, students are supposed to be able to practice language in the daily activities such as reading a newspaper, manual schedule, or instructions. The informational level, students are supposed to be able to access the knowledge through their own language capability. The last one is in epistemic level, the students are supposed to be able to express their knowledge in the target language. The goal of

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<sup>8</sup> Departemen Pendidikan Nasional, 2006, *Standar Isi 2006 Mata Pelajaran Bahasa Inggris SMA/MA*, Jakarta: Pusat Kurikulum.

English learning in Senior High School is able to reach the informational level. The students are prepared to continue their further education, college<sup>9</sup>.

The purpose of English as a subject in Senior High School is in order that the students have some abilities in using English for communication. The first is to develop their communication competence in spoken and written in informational literacy. The second is to have the awareness of the important of English to increase the competition of the nation to global mass. The third is to develop their understanding about the involvement of language and culture<sup>10</sup>.

The scope of English in Senior High School are the discourse ability, the ability of comprehension and creating short functional text and monolog, and comprehend the supporting competence. The discourse competence is the skill of producing spoken and written that realize four skills: listening, speaking, reading, and writing to reach the literacy of informational level. The skill of understanding and creating short functional text and monolog text in the form of procedure, description, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review and public speaking. The supported competences are linguistic competence, social-cultural competence, the strategy competence, and the forming of discourse competence.

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<sup>9</sup> Ibid

<sup>10</sup> Ibid

## **B. Speaking**

Speaking here as the basis has two talks, they are definition of speaking and teaching speaking.

### **1. Definition of Speaking**

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions<sup>11</sup>. According to Richards and Willy Renandya that speaking is one of the elements of communication<sup>12</sup>. Where communication is the output modality and learning is the input modality of language acquisition<sup>13</sup>.

As a human being, we always need communication to express our idea to do everything; what is more as a students or learners they have to speak with their teacher as long as in learning process to express their idea<sup>14</sup>.

### **2. Teaching Speaking**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning<sup>15</sup>. Teaching is also work of teacher that

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<sup>11</sup> Kang Shumin In Jack Richards C. and Willy A. Renandya, *Methodology In Language Teaching*, (USA: Cambridge University Press. 2002) p. 204.

<sup>12</sup> Ibid. p.210.

<sup>13</sup> H. Brown Douglas, *Principle of Language Learning And Teaching*, (New York : Prentice Hall.1980), p.210.

<sup>14</sup> Kang Shumin In jack Richards C. and Willy A. Renandya, *Methodology In Language Teaching*, (USA: Cambridge University Press. 2002), p.208

<sup>15</sup> H. Brown Douglas, *Principle of Language Learning And Teaching*, (New York : Prentice Hall.1987), p.7.

is giving the instruction to do something or giving somebody skill<sup>16</sup>. It means teaching is the activity of person that has purpose make learning process be conducive in the classroom. There are activities are: giving guidance, facilitating, instructing, and skills by setting the learning needed.

Speaking consists of producing systemic verbal utterance to convey meaning<sup>17</sup>. Oral production skill means the using of language in transactional and interpersonal. Transactional has the purpose to change information while interactive or interpersonal has the purpose to communicate in social function<sup>18</sup>. So, the students are expected to be able to produce oral language in transactional and interactive. As a teacher, it might show and give good explanation how to communicate well in English to the students by well-simple model of speech.

By knowing what a speaking is, so there will be as the English teacher it is a must to create good environment then students have freedom to express their ability. Moreover there are no separated space between students and teachers. In a good communication there will be good intersecting in transfer and receive all the material explained.

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<sup>16</sup> *Oxford Learner's Pocket Dictionary: New Edition*, (Oxford: Oxford University Press, 1995), p.425.

<sup>17</sup> David Nunan, *Practical English Language Teaching: First Edition International Edition*, (New York: Mc.Graw Hill, 2003), 48.

<sup>18</sup> A. Syukur Ghazali, *Pembelajaran Keterampilan Berbahasa Dengan Pendekatan Komunikatif-Interaktif*, (Bandung: Refika Aditama, 2010), 284.

Moreover, according to Nunan, there are five principles for teaching speaking. They are<sup>19</sup>:

- a. Be aware of the difference between second 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 of pair, and limiting teacher talk;
- d. Plan speaking tasks that involve negotiation for meaning; and
- e. Design classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

### **C. The Concept of Cooperative Learning**

Cooperative learning could do the teaching and learning process together. As the students and teachers, it is possible for us to have a class like cooperative learning in a laboratory class. In cooperative learning class students are decided into some group that consist of up four to five students to work together and help each other to finish their own project from their teacher. Each student has responsibility to

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<sup>19</sup> David Nunan, *Practical English Language Teaching: First Edition International Edition*, (New York: Mc.Graw Hill, 2003), 54-56.

do the task<sup>20</sup>. In this study to get more reference about cooperative learning, there will be about elements of cooperative learning and cooperative learning methods.

### **1. Elements in Cooperative Learning**

In cooperative learning what the goal of study are students do the assignment together and do polite each others and fun their role as individual and team work. There are key elements of cooperative learning<sup>21</sup>:

- a. Positive interdependence occurs when the gains for one individual are associated with gains for others; that is, when one student achieves, others benefit, too.
- b. Team formation, positive interdependence implies that grouping has occurred, either by assignment or by chance. Students can group themselves; “leaders” can take turns selecting teammates; or teachers can assign students to teams.
- c. Accountability, methods with use only a group grade or a group product without making each member accountable do not consistently produce achievement gains (Slavin, 1983b).
- d. Social skills include ways students interact with each other to achieve or task objective (e.g., asking and explaining) and ways students interact as teammates (e.g., praising and recognizing).

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<sup>20</sup> Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif: Konsep Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana, 2009), p.56.

<sup>21</sup> Carolyn Kessler, *Cooperative Language Learning*, (Englewood Cliffs: New Jersey, 1992), p.8-14

- e. Structuring and structures; Structures are generic, content-free ways of organizing interactions with content and with each other. Structures describe different ways students are to interact.

## **2. Cooperative Learning Methods**

There are some cooperative learning methods that could be applied in classroom setting. It could be divided into two part: Students Team Learning and Other Cooperative Learning Methods.

### **a. Students Team Learning**

All cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, Student Team Learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in Student Team Learning the students' tasks are not to do something as a team but to learn something as a team. There are three concepts are central to all Student Team Learning: team rewards, individual accountability, and equal opportunities for success<sup>22</sup>.

There are general cooperative learning methods adaptable from Student Team Learning to most subjects and grade levels: Students Teams-Achievement

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<sup>22</sup> Robert E. Slavin, *Cooperative Learning – Theory, Research, and Practice*, (US of America: Allyn & Bacon – A Simon & Schuster Company, 1995), p.5.

Divisions (STAD), Team-Games-Tournaments (TGT), Jigsaw II, Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC)<sup>23</sup>.

### **1) Students Teams-Achievement Divisions (STAD)**

In STAD, students are assigned to four-member learning teams that mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help each other. The whole activities at STAD are: teacher presentation, team practice, and quiz<sup>24</sup>.

### **2) Team-Games-Tournaments (TGT)**

TGT uses the teacher presentation and team work as in STAD, but replaces the quizzes with weekly tournament, in which students play academic games with members of other teams to contribute points to their team scores<sup>25</sup>.

### **3) Jigsaw II**

In Jigsaw II, students work in the same four members, heterogeneous team as STAD and TGT. The students are assigned chapters, short books, or other material to read, usually social studies, biographies, or

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<sup>23</sup> Robert E. Slavin, *Cooperative Learning – Theory, Research, and Practice*, (US of America: Allyn & Bacon – A Simon & Schuster Company, 1995), p.5

<sup>24</sup> Ibid, p.5

<sup>25</sup> Ibid, p.6



other expository material. Each team member is randomly assigned to become an 'expert' on some aspects of the reading assignment<sup>26</sup>.

#### **4) Team Accelerated Instruction (TAI)**

TAI (Slavin, Leavey, & Madden, 1986) shares with STAD and TGT the use of four-member mixed ability learning teams certificates for high-performing teams. TAI combines cooperative learning with individual instruction, it is specifically designed to teach mathematics to students in grade 3-6 (or older students not ready for a full algebra course).

In TAI, students enter an individualized sequence according to a placement test and then proceed at their own rates. In general, members of a team work on different units. Teammates check each other's work using answer sheets and help one another with any problems. Final unit tests are taken without teammates help and are scored by students monitor<sup>27</sup>.

#### **5) Cooperative Integrated Reading and Composition (CIRC)**

In CIRC, students are assigned to team composed of pairs of students from two or more different reading levels. Students work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing responses to stories, and

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<sup>26</sup> Ibid, p.6

<sup>27</sup> Ibid, p.7

practicing spelling, recoding, and vocabulary. Students also work in their teams to master to master main idea and other comprehension skills. During language arts periods, students engage in a writer's workshop, writing draft, revising and editing one another's work, and preparing for publication of team or class book<sup>28</sup>.

### **b. Other Cooperative Learning Methods**

Among the most widely used cooperative learning methods, there will be about other cooperative learning methods that could take in the classroom, that is including the formal methods bringing into the class; it is called learning together, group discussion and group projects<sup>29</sup>.

#### **1) Learning Together**

Learning together emphasize four elements (Johnson, Johnson, Holubes, and Roy, 1984): face-to-face interaction related to students work in four to five member groups; positive interdependence is students work together to achieve a group goal; individual accountability is students must show that they have individually mastered the material; and interpersonal and small-group skills that related to students must be taught effective means of

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<sup>28</sup> Ibid, p.7-8

<sup>29</sup> Robert E. Slavin, *Cooperative Learning – Theory, Research, and Practice*, (US of America: Allyn & Bacon – A Simon & Schuster Company, 1995), p.129

working together and of discussing how well their groups are working to achieve their goals<sup>30</sup>.

The Johnsons' methods are similar to STAD in that they use heterogeneous learning groups and emphasize positive interdependence and individual accountability. However, they also highlight team building and group self-assessment, and recommend team grades rather than certificates or other recognitions. There are seven rules that students follow in learning together (Smith, Johnson, and Johnson, 1981, p.654): 1) I am critical of ideas, not people; 2) I remember that we are all in this together; 3) I encourage everyone to participate; 4) I listen everyone's idea, even if I do not agree with them; 5) I restate what someone said if it is not clear; 6) I try to understand both sides of the issues; and 7) I first bring out all the ideas, then I put them together<sup>31</sup>.

## **2) Group Discussion**

The main task in setting up a discussion group is to make sure that each group member participates. If the group writes a report, it is very important for each member to have a well-defined part of that task, so that all the work (and learning) does not fall on the shoulders of one member<sup>32</sup>.

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<sup>30</sup> Ibid, p.129

<sup>31</sup> Ibid, p. 129-130

<sup>32</sup> Ibid, 130

It is important to select a leader of the leader group. This person should be chosen for leadership ability and organizational skills, not on the basis of academic performance alone. The leader should insure that everyone participates and that the group stays on-task. One good way to get every team member to participate is to have each one write an opinion or an idea before starting the discussion<sup>33</sup>. The group would assist each member with suggestion for planning, drafting, revising and editing their sections<sup>34</sup>.

### 3) Group Projects

The basic principle behind a good group product is the same as the basic principle for a good discussion: get everyone to participate and do not allow one or two students in the group to take all the responsibility<sup>35</sup>. A group leader is as important for projects as for discussion, but again the teacher should emphasize that the leader's job is to get every group member to participate, and not to be personally responsible for the outcome.

The best ways to get every group member to participate in a group project are the same as group report: either each member a specific part of the task, if the task can be divided, or give each member a part of the report to write or to present to the class. If group members do not each feel an

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<sup>33</sup> Robert E. Slavin, *Cooperative Learning – Theory, Research, and Practice*, (US of America: Allyn & Bacon – A Simon & Schuster Company, 1995), p.130

<sup>34</sup> *Ibid*, p.131

<sup>35</sup> *Ibid*, p.131

individual responsibility for the group product, they are unlikely to participate fully.

#### **D. Implementation of Cooperative Learning in Speaking Class**

The scope of cooperative learning is very broad and thus takes time to learn. Each School of cooperative learning has its merits and constraints as well as its uses. They are complementary rather than mutually exclusive. In order to get the most benefits from cooperative learning, teachers have to learn to use the full array of different Schools. There is research showing the benefits of having students trained with small group skills before actually starting cooperative learning. Yet, the teachers did not recognize the importance of explicitly teaching the pupils the necessary language skills, and group processing was rarely conducted to enhance achievement. Thus, the teachers failed to satisfy Johnson's requirements for cooperative learning<sup>36</sup>.

The educational specialists have pointed some important aspects to be considered when cooperative learning is used (Stahle, 1992). They are<sup>37</sup>:

- a. Groups of students should be heterogeneous as much as possible.
- b. Teacher and students should prepare individual and collective objectives clearly and concisely.

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<sup>36</sup> So, Wing-mui Winnie & Ip, Kuen-hing Justina. *Developing A Framework of Implementing Cooperative Learning in Hong Kong Basic Education*. Hong Kong: The Hong Kong Institute of Education, 2010.

<sup>37</sup> Abdullah Abbas Mohammed Ahmed Gubbad, "The Effect of Cooperative Learning on the Academic Achievement and Retention of the Mathematics Concepts at the Primary School in Holy Makkah", Riyadh: J. King Saud Univ. Edu. Sci. & Islamic Studies (2), (2010/1431H.), Vol. 22, 13-23

- c. Determination of what is required to be done by everyone in each group.
- d. Motivating superior individuals and groups.
- e. Distributing students in small groups of 2-6 students in each one.
- f. The dialogue and debate within the group should be face to face.
- g. The teacher's role should be guidance and counseling only.

In speaking class, it could get started in teaching and learning process by giving the atmosphere of English, so the students could try to speak English. In a group, students are supposed to be able to speak English little by little, as like: presenting the material to group member. The students speak English before the class, before the group, with the teacher, or other during the English class. Then, the teacher is just a facilitator who guide and help the students' difficulties about the material.

### **E. Speaking Evaluation**

Speaking is a complex skill requiring simulation use of a number of different abilities which often develop at different rates. Either four or five components are recognized in analyze the speech process. They are: pronunciation, grammar, vocabulary, fluency and probably added with comprehension<sup>38</sup>.

There are three categories in testing oral production. They are:

1. Relatively unstructured interview, rated on a carefully constructed scale.

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<sup>38</sup> David, P. Harris, *Testing English as a Second Language*, (New York: Mac-Graw Hill Book Company), p.84.

2. Highly structured speech sample (generally record), rated according to very specific criteria.
3. Paper-and-pencil objective test of pronunciation, presumably providing indirect evidence of speaking ability.

In assessing the speaking, there are some qualities of component to be rated.

The speaking rating sheet is shown as below:

<b>Component</b>	<b>Description</b>	<b>Scale</b>
Fluency	Speech as fluent and effortless as that of a native speaker	5
	Speed of speech seems to be slightly affected by language problems	4
	Speed and fluency are rather strongly affected by language problems	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Grammar	Make a few (if any) noticeable errors of grammar or word order	5
	Occasionally makes grammatical and/or word-order errors, which do not, however, obscure meaning	4
	Make frequent errors of grammar and word-order which occasionally obscure meaning	3
	Grammar and word-order errors make comprehension difficult	2
	Errors in grammar and word-order so severe as to make speech virtually unintelligible	1
Pronunciation	Has few traces of foreign accent	5
	Always intelligible, though one is conscious of definite accent	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
	Very hard to understand because pronunciation problems	2
	Pronunciation problems so severe as to make speech unintelligible	1

Vocabulary	Use of vocabulary and idioms is virtually that of native speaker	5
	Sometimes uses inappropriate terms and/or must rephrase ideas because lexical inadequacies	4
	Frequently uses wrong words	3
	Misuse of words very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to make conversation impossible	1
Comprehension	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed, although occasionally repetition may be necessary	4
	Understand most of what is said at slower than normal speed with repetition	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.	2
	Cannot be said to understand even simple conversation English	1

The weakness of oral test is subjective measures so it has rather low reliability. Thus, positive steps can be taken to achieve the tolerable degree of reliability for the scored interview. The principles are<sup>39</sup>:

1. Providing clear, precise and mutually exclusive behavioral statements for each scale point.
2. Training the raters for their task.
3. Pooling the judgments of at least two raters per interview.

<sup>39</sup> David, P. Harris, *Testing English as a Second Language*, (New York: Mac-Graw Hill Book Company), p.85.