

CHAPTER II

REVIEW ON RELATED LITERATURE

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

A. The Definition of Speaking

Speaking skill is an ability to express sounds, articulation or words as a means of expressing, declaring also conveying thought and feeling.¹Speaking is so much a part of daily life that we take it for granted.²Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people.

Speaking is communication between human, an extremely complex and ever-changing phenomenon, and it is not my intention to examine all the many variables that are involved.

According to the statement above, speaking is showing or saying feeling, opinion, idea or what is in mind, news or what is known into words and sentences in order to be heard by someone else. It can also be said that speaking is way for one to extend what they know to the others to get any responses.

¹Tarigan, *Berbicara sebagai suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1905), P.15

²Thornbury, Scott. *How to Teach Speaking*. (Longman:), P. 1

B. The Problems of Speaking

Speaking is so different from listening, writing and reading, so many students think that speaking is so difficult, because speaking is real time. Therefore sometimes we see problems of speaking. There are three problems of speaking.³

1. Stuttering

Stuttering is a problem that interferes with fluent speech. A person who stutters may repeat the first part of a word or hold a single sound for a long time. Some people who stutter have trouble getting sound out altogether. Stuttering is complex, and it can affect speech in many different ways.

2. Cluttering

Cluttering is another problem that makes a person's speech difficult to understand. Like stuttering, cluttering affects the fluency, or flow, of a person's speech. However, the difference is that cluttering is a language disorder, while stuttering is a speech disorder. A person who stutters has trouble getting out what they want to say, and a person who clutters says what they are thinking, but it becomes disorganized while actually speaking. Because of this disorganization, someone who clutters may speak in bursts or pause in unexpected places. The rhythm of cluttered speech may sound jerky, rather than smooth, and the speaker is often unaware of the problem.

³http://kidshealth.org/teen/diseases_conditions/sight/speech_disorders.html. (Accessed on Mei, 13, 2013)

3. Articulation disorders

Articulation disorders encompass a wide range of errors people can make when talking. Substituting a "w" for an "r" ("wabbit" for "rabbit"), omitting sounds ("cool" for "school"), or adding sounds to words ("pinanio" for "piano") are examples of articulation errors. **Lisping** refers to specific substitution involving the letters "s" and "z." A person who lisps replaces those sounds with "th."

C. Teaching Speaking

Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity.

In this research, implementation means that there is an institution which carries out or practice cooperative group investigation as a method in teaching speaking.

Speaking is showing or saying feeling, opinion, idea or what is in mind, news or what is known into words and sentences in order to be heard by someone else. It can also be said that speaking is way for one to extend what they know to the others to get any responses.

Teaching speaking is a process of giving help to the students to use the sounds system, to expressing their idea, taught and feeling by using foreign language. In relation to that, in the teaching of speaking skills, there is a progression from exercise which focuses on sounds to activities which provide the students with choice and freedom for practicing communication.

There are three main reasons for getting students speak in the classroom, firstly, speaking activities provide rehearsal opportunities- chances to practice real life speaking in the safety of the classroom. Secondly, Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains. This means that they will be able to use words and phrases fluently without very much conscious thought.⁴

As we know that speaking is a difficult construct to define, It is not only indicating from textual aspects, there are; Structure, attitude, motivation, stress and vocabulary. Structure deals with the ability to make grammatically correct sentences but also it is indicated from the contextual aspects, there are; attitude, motivation, and moods. It can be divided into the following sentence:⁵

1. Accuracy

According to Peter accuracy is the ability is relatively free of mistake⁶. So, the important thing to the learners is to speak carefully and try to avoid getting things wrong. Maybe, it will make them have a good speaking ability, especially in accuracy aspects.

⁴Jeremy Harmer, *How to teach English* (Longman England: Oxford, 1988)P. 123

⁵Roger Gower, Diane Philips, and Steve walters, *Teaching Practice Handbook* (United Kingdom: Macmillan, 2005) P. 99-100

⁶ Peter Watkins, *Learning to teach English* (England: Delta publishing,2005)P. 83

Accuracy involves the correct vocabulary, grammar and pronunciation. In controlled and guided activities. Accuracy is important, usually, the ^{teacher} focus on accuracy when she applies in speaking activity and use it to give one of the parts of feedback for the students. Through activities, the teacher hopes the correct use of language and encourages the students' attempts to use language they have in order to communicate.⁷

2. Fluency

Fluency is the ability to keep going when speaking spontaneously. When speaking fluency students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. It means the learners learn to speak by speaking. The teacher needs to give them plenty of opportunities to communicate in different situations and different topic. To develop fluency, learners needs as much practice as possible.

It is clear that the learners need a balance and accuracy. Fluency without pay attention to accuracy or on the contrary may become incomprehensible worthless. It is reasonable to assume that fluency and accuracy will impact upon one another.

According to Scott, there are four the features of fluency can now be summarized, there are; pauses may be long but not frequent, pauses are

⁷ Roger Gower. *At all Teaching practice Hand book* (Oxford: Macmillan publisher, 2005) P. 99-100

usually filled, pauses occur at meaningful transition points, and there are long runs of syllables and words between pauses.⁸

D. The Way to Improve Speaking Skill

The following activities are helpful in getting students to practice speaking skill. There are seven ways to improve the speaking skill.⁹

1. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, because they have different information.

2. Telling stories

We spend a lot of time telling other people and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

3. Favourite objects

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favourite objects.

4. Meeting and greeting

The students role-play a formal or business social occasion where they meet a number of people and introduce themselves.

⁸Thornbury, Scott. *How to teach speaking* (Longman:)P. 8

⁹Harmer Jeremy, *How to teach English* (England: Person education,2007) P. 129-130

5. Surveys

Surveys can be used to get the students interviewing each other. For example, they can design a questionnaire about people's sleeping habits with questions like "How many hours do you normally sleep?"

6. Famous people

The students think of five famous people. They have to decide on the perfect gift for each person. We can also get group of students to decide on which five famous people. They would most like to invite for dinner, what they would talk about and what food they would give them.

7. Students presentation

Individual students or team give a talk on a given topic or person. Time must be given for the students to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening tasks too- including, perhaps, giving feedback.

E. The Evaluation of Speaking

Speaking is a complex act with many different elements interacting to produce effective communication. In order to evaluate this skill accurately, we need to identify and isolate each of these elements. We can then develop frameworks to evaluate them. Below is a list of the things that speakers need to be able to do in order to communicate effectively.¹⁰

¹⁰<http://www.teachingenglish.org.uk/articles/evaluating-speaking> (Accessed on July, 09. 2013).

1. Fluency

Suitable speed pauses and discourse strategies how positively the student contributes to the conversation? (0 1 2 3)

2. Communicative ability

Communicative ability includes the length of utterances, flexibility to speakers of different level, complexity of responses. (0 1 2 3)

3. Accuracy/Grammar

How accurate and appropriate was the students' grammar, verbs, sentence structure, individual grammar points, functional phrases.

(0 1 2 3 4 5)

4. Vocabulary

The students used a wide variety of words and phrases, or uses new vocabulary. Learned and related to the topic of the project, word choice, idioms and phrases verbs, appropriate in each context. (0 1 2 3 4)

5. Pronunciation

Effort made to use correct intonation, stress, individual sounds.

(0 1 2 3 4)

6. Content

Content included topic elaboration, organization, coherence and cohesion, suitable linkers and connection. (0 1 2)

Scoring for speaking

Category	poor	fair	good	Excellent	super
Composition and organization					
1. Introduction	1	2	3	4	5
a. Attention of audience gained	1	2	3	4	5
b. Importance of subject established	1	2	3	4	5
c. Purpose clearly started	1	2	3	4	5
2. Body					
a. One central theme	1	2	3	4	5
b. Information accurate (source of information given)	1	2	3	4	5
c. Information current	1	2	3	4	5
d. Logical sequence	1	2	3	4	5
3. Summary					
a. Major points emphasized	1	2	3	4	5
Delivery					
4. Voice clear and Understand	1	2	3	4	5
5. Appropriate vocal dynamics	1	2	3	4	5
6. Correct use of grammar	1	2	3	4	5
7. Eye contact with audience	1	2	3	4	5
8. Appropriate use gesture and body language	1	2	3	4	5
9. Uniqueness of presentation	1	2	3	4	5

10. Audience appeal	1	2	3	4	5
11. Educational value	1	2	3	4	5
12. Question					
a. Accuracy of answer	1	2	3	4	5
b. Poise and self confidence	1	2	3	4	5
Score					
Total Score					

F. The Description of Cooperative Learning

1. The definition of cooperative learning

Cooperative Learning is an instructional task design that engages students actively in achieving a lesson objective through their own efforts and the efforts of the members of their small learning team.

Cooperative Learning is the form of small group in order to students can cooperate to maximize process of teaching learning.¹¹

According to the statement above, Cooperative Learning is a method of instruction that the students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills and the ability work with other as a term.

2. The purpose of cooperative learning

The purpose of cooperative learning is claim of students to be able to cooperate in finishing assignment, transferring information, and give motivation to other students. In cooperative learning, the teacher has double

¹¹ Smith, *Collaborative learning technique*(San Francisco: Jossey- Bass, 2005). P. 7

role; as a specialist subject of teach and also hold on the class. The teacher has to plan and give assignment to each group, manage the time, and control the process of teaching learning.¹²

According to Richard, the purpose of cooperative learning is to improve the students' achievement. The students can tolerance and acceptance to differences and development of students' social skill.

The effective of cooperation learning or playing roles in good lessons, there are three component in the class, they are; teacher, students and lesson content.¹³

a. Teacher

The teacher controls the lesson elements that students do not have the knowledge or still to control.

b. Students

The students work hard to construct and transform lesson content for their own use.

c. Lesson Content

Lesson Content is substantively adequate and worthy of students' time and effort.

¹²Ibid 7. P. 8

¹³ Leighton Mary S, *Classroom teaching skill: cooperative learning* (America, Wadsworth, Cengage learning, 2006), P. 255

3. The Popular Families Models of Cooperative Learning

There are three popular families models of cooperative learning, each with an advocate who is prominent among others, they are; the students team learning, Learning Together and Structural Approach.¹⁴

a. The Students Team Learning

In this model, there are three components focuses on task structure, team composition and reward systems.¹⁵ In most forms of student team learning, task structure ensures that every team member participates. Teachers compose learning groups that are microcosms of diversity. Reward systems for teamwork recognize progress of individual member.

b. Learning Together

Group skills are taught in the context of learning activities, social coherences is viewed as an important goal in itself. Achievement in academic and social arenas is highly valued. Students study, practice and critique their teamwork skills with a view to improve academic outcomes. It is a model of learning together.

c. Structural Approach

The cooperative structures uses to serve different purposes, which classifies as team building, class building, mastery, thinking skills, information sharing, and communication skills.

¹⁴ Ibid 1, P. 260

¹⁵ R. E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, (Boston: Allyn and Bacon, 1995). P. 260

These three schools of thought converge on the principle that an effective cooperative task structure has embedded in it features that elicit and support certain kinds and levels of collaborative effort directed toward achieving a lesson objective. Both carefully controlled studies and the somewhat larger body of less rigorous professional report consistently indicate that effective strategies include some combination of the key elements. In practice, teachers adept the characteristics of all three models to fit particular teaching situations. As the models have evolved in the last decade, they have all produced evidence of increased achievement and have focused more directly on social relations.

4. The Plan of Cooperative Learning

Cooperative learning need task of plan, the teacher can makes plan to control teaching learning, some tasks that needed teacher to practice the cooperative learning in the classroom. There are two points plan of cooperative learning before being practicein the classroom.¹⁶

a. Selecting the Method

In cooperative learning, there are four method can used the teacher in the classroom.

- 1) Students Teams Achievement Divisions (STAD)
- 2) Cooperative Group Investigation (CGI)
- 3) Structural Approach
- 4) Think-Pair-Share

¹⁶Arends, Richard. *Learning to teach* (New york : McGraw Hill Companies, 2007) P. 5

The comparison between STAD, CGI, Structural Approach and Think-Pair share.

	STAD	CGI	Structural Approach	Think Pair share
Cognitive purpose	Knowledge of factual academic	Knowledge of conceptual academic	Knowledge of factual academic	Knowledge of conceptual and factual academic
Social purpose	Workgroup and cooperation	Cooperation in complex group	creative of group and social	Workgroup and cooperation
Structure of team	Heterogen team, 4-5 person	Homogen team, 5-6 person	Variation of couple	Heterogen team
Selecting of topic in teaching	Teacher	Teacher and students	Teacher	Teacher
Task	The students use worksheets	The students discuss with their group to finish their investigate complex.	The students use worksheets	The students investigate of material
Implementation	Newsletter	Presentation oral	Variation	Newsletter

In this research, the researcher used the cooperative group investigation method to improve students' speaking skill and students' activities in MA Ma'arif 8 Ihyaul Ulum Lamongan, because this method is more complex than other method.

b. Development Material

The teacher should be creative. The material used to practice the method in the classroom should not only be interesting for students but also should appropriate with students' ability. It is very important.

5. The advantages of using cooperative classroom

The cooperative classroom is such an environment because it provides the foundation for a communicative classroom and is organized for collaboration, purpose, student interest, previous experience, support and variety. (Enright and McCloskey, 1985).¹⁷

The students become more proficient in language as a result of group work because:

- a. They can receive immediate response to their participation.
- b. They can build on the talk of others through elaboration
- c. They have longer conversational turns than in the whole class teaching situation
- d. They can consult with each other to seek opinions and information
- e. They initiate their own question, articulate their needs and interests
- f. They have continual comprehension checks and clarification request
- g. They can relate new information about language to existing information

In addition to these opportunities for language development provided through a cooperative group process is the fact that second language learners acquire school information talk critical for academic success. The purpose of such talk is to transfer information to a listener who needs it.

¹⁷Kessler Carolyn, *Cooperative Language Learning* (United state, Prentice-Hall, Inc. 1992) P. 60-61

G. The Description of Cooperative Group Investigation Method

1. The Definition of cooperative group investigation

Cooperative group investigation is a method of instruction that has students working together in groups, usually with the goal of completing a specific task.

Cooperative group investigation is one of the good methods for individual practice in active teaching.¹⁸

According to the statement above, cooperative group investigation is an effective organizational medium to encouraging and guiding students' involvement in learning students actively share in fluency the nature of events in their classroom.

2. The advantages of cooperative group investigation

The use of cooperative group investigation method has more advantages than individual practice. There are; Cooperating with other students can improve their social skill, the students try to find out the solution of the problem in their team, and the student can give support because the knowledge in team more than individual knowledge.

Simply putting learners into group is not going to guarantee that they work and learn cooperatively. Gains in language are facilitated by attention to the learning climate, group process, and social skills. Learners succeed in their verbal exchanges with one another because they are accountable to each other. Group members talk about how they worked

¹⁸Muijs Daniel dan David Reynolds, *effective teaching*(Yogyakarta,PustakaPelajar, 2008)
P. 81

together, reflect on what they learned, and identify the social skills that they want to practice.

The students can achieve more than they would as individuals the final result of the groups' work reflects each member's contribution, because they are can communicating freely and cooperating in planning and carrying out their chosen topic of investigation.

3. The Procedure in cooperative group investigation

In this method, the teachers involve students in planning and learning how to run. This method more sophisticated class structure. Teachers who use these methods typically divide the class into groups. The students choose a topic to study, conduct in-depth investigation of the chosen topic, then prepare and present a report to the whole class.

According to Richard, there are six steps in practice the cooperative group investigation;¹⁹

a. The dividing of students

The teacher divided of students becomes some small group.

b. The selection of topics.

The students choose topics according to their interests that have previously been described by teachers.

c. Cooperative Learning

The students and the teachers to plan the procedures, tasks and specific learning purpose that match the topics that students' choose.

¹⁹ Arends, Richard. *Learning to teach* (New york : McGraw Hill Companies, 2007)

d. Analysis and discussion

The students analyze and evaluate information obtained during the performance of the learning and plan how that information can be summarized by appealing to present to classmates.

e. Presentation.

Each group gave a presentation on a topic of their choice in order to achieve a better perspective on the topic. The group presentation is coordinated by the teacher.

f. Evaluation.

The students and teachers evaluate the learning and contributions of each - each group to the work as a whole class.