CHAPTER II

LITERATURE REVIEW

This chapter discussion the topics about the concept of speaking, assessing speaking, strategy active quiz, assessment of material, previous of related research.

A. The Concept of Speaking

Speaking skills are important part of the curriculum in language teaching. Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same like writing. The productive language should pass the mental process or it is called as aprocess of thinking. When the people want to say something and transmit information they need communication. Speaking English as a foreign languageis difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should thinkabout all of those aspects. (Haryudin and Jamilah, 2018:59). Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas,language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listeningand reacting to interlocutors.

There are lots of definitions about speaking according to some expert. Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam). Therefore, if learners do not learn how to speak and never

practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not develop strong oralskill during this time will find it difficult to keep face with their peer in the lateryears. Additionally, according to Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally.Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication.

Meanwhile Leong and Ahmadi (2017:34) state that speaking not only just saying words trough mouth (utterance) but it means conveying message through the words. By speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others. Ur (2009:120) states that speaking is the mostimportant skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. speaking not onlyknow how to produce specific point of language like grammar, vocabulary, pronunciation, and other that are in linguistic competence, but also learners needunderstanding about when, why, and in what ways to produce language or applythe sociolinguistic competence. Haryudin and Jamilah (2018: 61) state that speaking English is a foreign language that should do   by many practices for master it. The learners should practice in the classroom activity and also inoutside of the class because with lot of practice the learners will habit to useEnglish language and their speaking will be fluently.

B. Assessing Speaking

The theory with a book written by J.B. Heaton, rating scale to value the degrees of speaking learners' ability the rating scale includes accuracy, fluency, and comprehensibility. Base on the statement, the writer divide speaking skill into three main components, as follows:

1) Accuracy

Accuracy is the ability is used target language intelligible pronunciation, particular grammatical and lexical and accuracy Brown says that achieved to some extent by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

2) Fluency

Fluency is the ability to produce one wish to say smoothly and without undue hesitation. Speaking without to great and effort with a fairly wide ranges of expression in the past researches Tasyid and Nur found that in thestudent speaking skills there were fairly fluent in interaction with speak of 75 – 89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is an exercise to improve one understanding. Based on the opinion above, the researcher concludes that comprehensibility is one criterion of the speaking assessment which focuses on how far are the speakers can understand what their interlocutor means when performing speaking.

After knowing some criteria of speaking assessment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this research in other to data collected.

C. Strategy "active quiz team"

Students will actively learn in class if there is interaction between class members. Boakes (in Mar'at, 1984: 110) explains that an interaction will result in activities that are reciprocal and based on shared needs. While the reciprocal relationship between harmonious class members can stimulate the realization of a class community who likes to learn (Syamsu Mappa and Anisa Basleman, (1994). Therefore, interaction between students in the classroom is possible to create an active learning atmosphere. This interaction will occur when every class member sees and feels that these learning activities are a means of meeting their needs.

Hamruni says that team quizzes are a learning method that can improve teamwork and also the responsible attitude of students for what they learn in a fun and not scary way, namely in the form of quizzes (guessing). From statement by Zaini, team quiz is a type of active learning method that functions to liven up the learning atmosphere, namely by activating students to ask and answer questions. Team quiz is a learning method that can arouse students' enthusiasm and critical thinking.

Tarigan was said, team quiz is a learning model in which students and their team study material in worksheets, discuss material, give questions and

answers to each other. The quiz team can increase the activeness of students in learning so that it will help students understand the subject matter.

Silbermen ever said, team quiz is an active learning method in which in the team quiz game method students are divided into three teams. Each student on the team is responsible for preparing a short answer quiz, and the other team spends their time checking notes.

According to Nur Hayati (2008), team quiz is an active learning method in which students are divided into three large groups and all members study the material together, discuss the material, give directions to each other, give questions and answers to each other, after the material is finished an academic competition is held. .

The support of fellow students and the diversity of their opinions, knowledge, and skills can help make learning together a valuable part of the learning climate in the classroom. The active learning strategy of team quizzes involves students who are divided into small groups, students will discuss with each other answering questions given by the teacher.

1. **Advantages of Active Learning Strategy Team Quiz**

   a) Increase sense of responsibility

   b) Students are actively involved in the learning process.

   c) Every student has the opportunity to contribute.

   d) Students who are shy in large classes will be more motivated to be active in small groups.

   e) Students can ask and discuss directly with their friends the material they do not understand.

2. Steps for implementing the team quiz active strategy

    a) Choose a topic that can be presented in 3 segments.

    b) Divide students into 3 teams.

    c) Explain the lesson format and start presenting the material. Limit it to 10 minutes or less.

    d) Instruct Team A to prepare a short answer quiz. The quiz should be ready in5 minutes. Teams B and C use this time to check their notes.

    e) Team A gives a quiz to Team B, if Team B cannot answer a question, Team C immediately answers it.

    f) Team A directs the next question to Team C and repeats the process.

    g) When the quiz is over, continue with the second segment of your lesson, and appoint Team B as quiz guide.

    h) After Team B Completes the quiz. Continue with the third segment of your lesson, and appoint Team C as quiz guide.

D. Assessment Materials for Discussion Learning Methods with Learning Strategies "active quiz team"

    To measure the results of implementing learning strategies that have been carried out on students, the teacher must make an evaluation. Nitko and Brookhart (2007) define evaluation as a process of determining values related to student performance and results.

    Evaluation according to Harus Rasyid and Mansyur (2007) also briefly define it as the process of collecting information to determine the achievement of class or grouplearning outcomes.

Kirkpatrick (1998) suggests three components that must be evaluated in learning, namely knowledge learned, skills developed, and attitudes that need to be changed. Benjamin Bloom (in Nana Sudjan, 1991:22) divides the results of the lessoninto 3 parts:

1) Cognitive realm

The cognitive domain is concerned with intellectual learning outcomes which consist of six aspects, namely knowledge, memory, understanding, application, analysis, synthesis, and evaluation.

2) Affective Realm

Affective domain with regard to attitude which consists of five aspects, namely acceptance, response or reaction, assessment, organization, and internalization.

3) Psychomotor realm

The psychomotor domain is concerned with the learning outcomes of skills and the ability to act. The six psychomotor aspects are reflex movements, basic movement skills, perceptual abilities, harmony or accuracy, complex movement skills, and expressive and interpretive movements.

Meanwhile, according to Gagne (in Nana Sudjana, 1991: 2) divides five categories of learning outcomes, namely verbal information, intellectual skills, cognitive strategies and attitudes. learning objectives and topics of discussion being studied, which are measured by the number of scores of true and false answers on questions arranged in accordance with learning objectives.

Hard skills are divided into two, namely academic skills and vocational skills. Soft skills are skills that are relatively difficult to measure because they are related to internal or individual skills. Soft skills are divided into two, personal skills and social skills. By mastering these skills, it is hoped that students will have social achievements in society, be able to overcome various problems or challenges in life, and be able to see and take advantage of what is in the environment so that they are able to succeed in society. Student's social achievement in society is the result of long-term learning or Outcome. From statement of expert the writer used Moh Asrori's statement.

E. Previous of Related Research

The research finds some researches related which makes them eager for the research. And the first research was conducted by Rizky Ayu Mardhikaningrum entitled "Using the Brainstorming Technique to Improve the Students" Speaking Ability at the Eighth Grade of SMPN 1 NANGGULAN KULON PROGO"with Classroom action Research, the result of the study Brainstorming technique are expected to be able to overcome speaking problem including ideas, grammatical features. Moreover, the brainstorming technique is also expected to be able to increase students" speaking skills.

Second was conducted by Diah Fifin Budiarti (2016) entitled "The Use of Brainstorming Game to Improve Students" Speaking Ability at the Tenth Grade Students of SMAN SUMBERWRINGIN SUKOWONO JEMBER" this study use Classroom action Research, in this research, the problem which is investigated is how can the use brainstorming game improve the students

speaking ability. And the result of this study that brainstorming can improve speaking skills.

Third, was conducted by Sahda Agung Dinata (2023) with title "USING FOCUS GROUP DISCUSSION TO IMPROVE ABILITY IN SPEAKING SKILL AT CLASS VIII IN SMPN 16 GRESIK" this study use classroom action research ,from the this study the problem is how can focus group discussion to improve students ability in speaking skill. And the result the study is FGD can improve students ability in speaking skill.

The different and similarity between precious study above are that three researcher used the same skill,namely speaking,but the methods used were different but still had continuity in improving students' ability to speak.