

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related literatures, including speaking skill, cooperative learning, element of cooperative learning, think pair share, the application of think pair share, think pair share cooperative learning and speaking skills, impromptu speaking and previous study.

A. Speaking Skills

According to Van Lier (1995), speaking is productive skill because when we speak we produce the text and it should be meaningful. Speaking could not be separated from listening in the nature of communication, we can find the speaker, the listener, the message and the feedback. Hughes (2002), stated that speaking skill is one of components involved in curriculum of language teaching that has to be taught by the teacher. Van Lier (1995) argued that, “speaking is productive oral skill. It consists of producing systematic verbal utterances to convey meaning”. In other words, the aims of speaking are not only to convey the information but also to entertain the people around the world. Speaking is an activity involving two or more people in which the speaker and listener react to the information of what they say and hear (Hughes, 2002). In this study, speaking skill refers to students ability to produce English words and sentences in impromptu speech. In this cases their English speaking skill is measured through their fluency, pronunciation, and content.

Speaking skill is one of the important skills in language learning that allows someone to convey ideas, information, and opinions verbally to others. According to Brown (2001), speaking is a productive skill that involves mastery of pronunciation, grammar, vocabulary, intonation, and fluency. Harmer (2007)

added that speaking is an interactive process involving speakers and listeners, where speakers must adjust their speech to the context, purpose, and audience. In addition, Thornbury (2005) divides speaking skills into two main aspects, namely accuracy which focuses on the use of correct grammar and vocabulary, and fluency which relates to speaking spontaneously without disturbing pauses. In speaking, communicative competence is also very important, as explained by Canale and Swain (1980), which includes linguistic ability, understanding of social context, communication strategies, and organizing ideas in a structured manner. Overall, speaking is not just about conveying words, but also how someone can integrate linguistic, cognitive, and social aspects to create effective communication.

According to Bachman and Palmer (1996), speaking skills cannot be separated from other language skills, such as listening, reading, and writing. They argue that speaking skills should be seen as part of integrated communication skills. For example, when speaking, one must listen to feedback, read the facial expressions of the other person, and write to organize their thoughts clearly. These speaking skills must be learned together with other skills to achieve effective communication goals.

B. Cooperative Learning

Cooperative learning is a form of division of several teaching methods that researcher takes from expert teaching methods, namely Afrin (2013). According to Sulaiman (2014), conscious and purposeful learning fosters positive interactions between students in order to prevent offense and misunderstandings that could lead to anger. This education model will foster creativity, freedom, and student participation in the learning process. States that with this new paradigm,

the teacher is positioned only as a single source of information, supervisor, and driver rather than as an all-around person who possesses the authority to express a wide range of thoughts and ideas so that students can use their free will to contribute to the development of the learning society (Lumettu & Runtuwene, 2018 ; Sulaiman, 2014). One of the traits in the learning model is collaboration in the learning process. It is at this point that learning must be dynamic and imaginative for the kids. Another learning strategy that significantly enhances students' learning is cooperative learning. According to Vera (2017), as previously stated, together with the help of the group, students in this learning approach search, locate, and discuss topics while also showing their classmates what they have learned in class (Lumettu & Runtuwene, 2018).

B.1 Elements of Cooperative Learning

According to Sulaiman (2014), successful implementation of the model cooperative learning in activities learning can be associated with several elements, such as :

a. Positive interdependence

According to Sulaiman (2014) Cooperative learning provides an opportunity for teachers to create a classroom atmosphere where students feel that they need each other. This means that in this approach, students do not only learn individually, but also work together to achieve a common goal. This interdependence between students can be achieved in several ways, including: 1.) Shared interdependence on achievement goals: Students have a common goal to achieve, so they must work together to achieve it. 2.) Interdependence on completing work: Students depend on each other to complete a task or work. This encourages collaboration and involvement of all group members. 3.)

Interdependence on materials or resources to complete work: Resources, such as books, tools, or information, can be shared among students. They must help each other to access or use these resources. 4.) Interdependence on shared roles: Each student has a specific role in the group, and the success of the group depends on how they carry out their respective roles.

b. Face-to-face interaction

According to Sulaiman (2014), face-to-face interaction requires students to be in groups and interact directly (face to face). In this interaction, students do not only talk or have dialogues with teachers, but also with fellow students. This emphasizes the importance of direct communication between students, which is part of the cooperative learning process. Face-to-face interaction allows students to become sources of learning for each other. This means that in cooperative learning, students not only receive information from teachers, but also share knowledge and experiences with their group members. This creates a more varied source of learning, because each student can provide a different perspective. In addition, face-to-face interaction between students in cooperative learning can improve their understanding of the subject matter, because they learn from each other and share information. This also opens up opportunities for students to learn from the various perspectives and experiences of their friends.

c. Individual accountability

In cooperative learning, even though students work in groups, assessments are done individually to determine how well each student has mastered the material. The results of these assessments are then used to help the group understand who needs help and who can provide it, and to determine the group's

grade based on the average of the individual assessments. In this way, cooperative learning not only encourages cooperation, but also ensures that each student receives attention appropriate to their level of understanding. Although cooperative learning is done in groups, assessments to determine the level of student mastery of the subject matter are done individually. This means that even though students work together in groups, the evaluation of the understanding of the material is done separately for each student, based on their own abilities. The results of the individual assessments are then conveyed by the teacher to the group, so that all group members know who needs help and who can provide help to their group mates. In this way, students who are struggling can receive support from their friends, while those who understand the material better can help their peers. Group grades are determined based on the average of the individual assessment results of all members of the group. This means that even though assessments are done individually, the final grade for the group is calculated based on the achievements of each group member. This encourages collaboration, as the success of the group is greatly influenced by the contributions and mastery of the material from each member.

d. Interpersonal skill

According to Runtuwene (2018), cooperative learning can develop skills in building interpersonal relationships. This means that in cooperative learning, students learn to interact effectively with others, strengthening their ability to communicate and cooperate with their classmates. This process occurs because in cooperative learning, several important aspects are emphasized, including: 1.) Respect (grace taste): Students learn to respect and treat each other with respect.

2.) Polite attitude towards friends: Cooperative learning encourages students to be polite and respectful of their friends. 3.) Criticize the person's ideas: Students are taught to provide constructive criticism of friends' ideas or opinions, not their personalities. 4.) Dare to maintain logical thinking: Cooperative learning encourages students to dare to convey and defend their opinions with logical arguments. 5.) Do not dominate others: In cooperative learning, students are taught to work together without dominating or controlling discussions or tasks. 6.) Independence: Students are also taught to be independent in learning and completing assignments, but still work together with the group.

7.) Other positive attitudes (a variety of positive attitudes): Cooperative learning also fosters other positive attitudes, such as responsibility, cooperation, and empathy. Overall, this sentence explains that cooperative learning does not only focus on academic achievement, but also on developing students' social and interpersonal skills. Through this learning, students are taught to respect each other, work together, provide constructive criticism, and communicate in a positive and effective way. All of these aspects contribute to the formation of healthy and productive interpersonal relationships within the group.

There are several types of cooperative learning, one of which will be discussed in this research is Think Pair Share.

C. Think Pair Share

Think Pair Share (TPS), also known as thinking in pairs sharing, is a kind of cooperative learning that aims to change the way that students engage with one another (Tuanany, 2019). Waiting periods and coordinated research led to the development of this TPS technique. TPS, which was initially created by Frang Lyman and others at The University of Maryland, is a useful technique for varying

the tone of class discussions. According to Afrin (2013), TPS approach, students should be given ample time to consider their responses to questions or problems that the teacher will pose. Students assist one another in solving the problem to the best of their own abilities. It is then clarified or explained in class after that. The TPS learning approach allows students the opportunity to think independently or in pairs, as may be inferred from the description given above (Tuanany, 2019).

C.1 The Application of Think Pair Share

The goal of Think Pair Share (TPS) is to change the way students engage with one another through cooperative learning. According to Arends (2019), it is a useful technique for generating variations in the pattern atmosphere during class discussions. Under the assumption that all recitations and discussions call for plans for managing the class as a whole, TPS techniques can allow students time to reflect, answer questions, and support one another. According to Nurhadi et al., (2020) only the brief presentation or the students' reading assignments, or circumstances that raise questions, are estimated by the teacher. According to Darmahusni (2019), teachers now expect their students to think more deeply about what they have learned and experienced. The instructor decided to compare the group's questions and responses using Think Pair Share. According to Usma (2015), teachers must complete the three stages of TPS learning: think (think), pair (pair), and share (share). Time is limited by teachers to help students develop their ability to think and respond swiftly and accurately.

The teacher uses the following phase steps:

Step 1: Think

According to Usma (2015), students are asked to consider concerns or difficulties on their own during the Think stage. Students should now record their

responses in writing because the teacher is unable to review each student's response individually. Instead, the teacher can review all responses using the notes provided by the students, allowing for any necessary corrections or revisions of concepts and ideas that remain incorrect. Nurhadi and Agus (2019), along with asking students to work alone to solve problems at this Think stage, the teacher can reduce the amount of problems that come from chatty classmates. The instructor poses a question or an issue that pertains to the lesson, and the students are expected to come up with their own solutions.

The first stage in TPS is "Think". At this stage, the teacher gives a question or problem related to the material being studied. Students are given time to think individually about the question or problem. The time given varies, depending on the difficulty level of the question, but generally ranges from 1-3 minutes. The purpose of this stage is to give each student the opportunity to process information independently, without direct influence from their classmates. Students will elaborate on their answers and prepare ideas or opinions that they want to share.

Step 2: Pairing

According to Tuanany (2019), at this point, the instructor invites the class to form pairs with friends who sit next to him, like his seatmate. This is done to allow the involved students to share knowledge and provide each other with answers that they may not have considered during the Think stage. Each pair of students has two at this point. Nurhadi and Agus (2019), accepting additional couples to form groups of four with the intention of expanding their perspectives before sharing with other larger groups like classes can help this phase progress.

The instructor instructs the class to discuss in pairs what they have thought about it with my friends (Usma, 2015).

The second stage is "Pair" or pairing. After students have had time to think individually, they are asked to work with a partner or partner. In this stage, students share ideas or answers that they have thought of in the "Think" stage. These pairs usually consist of two students, and they can discuss their answers or thoughts. The purpose of this stage is to encourage social interaction, deepen students' understanding, and build communication skills. This discussion allows students to listen to others' opinions and respond to those ideas, and can refine or expand their understanding.

Step 3: Share

According to Usma (2015), at this point, each pair or group shares the outcomes of their ideas, thoughts, and responses with a different partner or group, or they can present their findings to the class as a whole. In because it assists all groups in arriving at the same conclusion that is, the most accurate response this step is an improvement over the preceding ones. In groups or pairs, his ideas are still incomplete or flawed. Nurhadi and Agus (2019), it is anticipated that the issue will be a deeper comprehension of problem solving based on justifications from other groups that have the chance to voice their opinions. If there is time, you may also give each group the chance to move forward and share their findings with their partners (Tuanany, N. 2019).

The third stage is "Share." After discussing in pairs, each pair will be asked to share the results of their discussion with the whole class. At this stage, students are given the opportunity to express the results of their discussions,

whether in the form of ideas, answers, or views that they have discussed with their partners. The purpose of this stage is to broaden the horizons of the whole class, because each pair will share opinions or findings that may differ from each other. It also helps students hear a wider range of perspectives from their peers. The teacher can ask pairs to share or even have each pair share their ideas in front of the class.

Each learning model has its own advantages and disadvantages, because no one is perfect. Researchers found a number of advantages in the Think Pair Share type cooperative learning approach in this research. Nurhadi and Agus (2019) stated this method has many strengths. The following are some benefits of using the TPS cooperative learning method. The first is developing students' critical thinking skills. Through the application of the TPS approach, students can cultivate a more critical thinking, Give students time to reflect so that their answers are of higher caliber. According to Usma (2015), the caliber of the student responses will improve if they are allowed a short period of time to consider the information the teacher has provides, students start to think critically about the concepts they have learn, students have a greater comprehension of the subject matter during discussions, students can learn from one another due to the fact that every group has unique ideas that are exchanged in an effort to produce nearly identical information, every student in the group gets the chance to voice or discuss their ideas in order to share knowledge and learn about each other's diverse viewpoints (Tuanany, 2019).

C.2 Think Pair Share Cooperative Learning and Speaking Skills

Arends in Trianto (2019), states that Think Pair Share (TPS) is a method which is effective for varying the atmosphere of class discussion patterns. With

the assumption that all recitations or discussions require organization to control the class as a whole, and procedures used in TPS can give students more time to think, to respond and help each other. The most important part in constructivism theory is that in learning process, students must actively develop their abilities, not the teacher or anyone else. They must responsible for learning outcomes.

According to Eggen and Kauchak (2012), TPS is a group work strategy that asks individual students in learning pairs for first answer questions from the teacher and then share those answers with a colleague. Furthermore, Barkley (2012), said that "Pair" and "Share" components can encourage and compare understanding them towards others so they can increase willingness and readiness to speak in larger groups. Trianto (2009), stated more clearly Another advantage of the cooperative learning model TPS is all students can learn actively, not only smart students dominates, because of the cooperative learning type Think Pair Share in the think stage students have to think individually. Then in the pair stage, students discuss with their partner what finally submitted and at the share stage discussed again separately with classmates and teachers. Therefore, taking into account advantages of the type cooperative learning model TPS then gives the researcher that assumption TPS is suitable for use in the classroom and can improve students' speaking skills.

D. Impromptu Speaking

Mulyana (2007), stated that impromptu mean “in readiness”. The participant was ready to speak wherever and whenever with varieties topic at that time. Usually this method used by people who has more experience and knowladge. Then, Zarefsky (1996) ; Grice and Skinner (1993) said that, impromptu speech method is a mode of presentation which the speaker has a

little or no time for preparation an impromptu speech was delivered on the spur of the moment, without advance notice or time for detailed preparation. So, the researcher assumed that impromptu speech is a speech individual event that involves a 5 to 8 minute speech with a characteristically short preparation time.

Impromptu speaking is a form of spontaneous verbal communication where individuals are required to speak on a given topic without any preparation or prior notice. It challenges the speaker's ability to think on their feet and deliver ideas in a clear, coherent manner within a short time frame. Unlike prepared speeches, impromptu speaking does not allow the luxury of time for organizing thoughts or creating an outline. The speaker must immediately formulate their ideas and present them in a structured way, testing their ability to maintain fluency and coherence under pressure.

This skill involves more than just verbal fluency; it also requires quick thinking, the ability to prioritize key points, and the use of appropriate language suited to the context and audience. Speakers must also demonstrate a certain level of adaptability, as they may need to adjust their message based on the audience's reaction or the direction of the conversation.

In addition to verbal communication, impromptu speaking also relies heavily on non-verbal communication, such as tone, pitch, and facial expressions. These non-verbal cues can greatly enhance the effectiveness of the message, helping to convey emotions, emphasize points, and maintain engagement with the audience. Mastering impromptu speaking can be beneficial in a variety of real-life situations, such as debates, meetings, interviews, and public presentations, where

quick and clear communication is essential. The ability to perform well in impromptu speaking scenarios reflects not only strong language skills but also confidence, adaptability, and the capacity to think critically in high-pressure situations.

E. Previous Studies

There are several studies that are relevant to this research. The first research was conducted by Kusnul Yunita (2020). The aim of this research was to describe the use of the Think Pair Share technique in teaching speaking in eighth grade at a junior high school in Bandung. This research was conducted using qualitative research method involving 25 students as research subjects. The data were collected from observation and questionnaires. The results of data analysis showed that students' experiences after they were taught using Think Pair Share have shown their enjoyment of the teaching process as described. There were good implications for speaking performance after learning with Think Pair Share techniques. In this case, the Think Pair Share technique can be an alternative teaching method techniques used by English teachers in teaching English, especially speaking.

The second studies is conducted by Uswatun (2022) This study aimed to determine students' perceptions of Cooperative Learning with the Think Pair Share strategy in teaching English speaking. The method used in this study was a descriptive quantitative study. The sample consisted of second grade students in MTs Al-qur'an Harsallkum from classes E and F consisting of 42 students. The census sampling technique was used in this study. The data collection technique used a questionnaire, namely a closed questionnaire that distribute to the respondents. The questionnaire consisted of 20 items: 10 statements for the aspect

of the students' perception of the Think Pair Share strategy, and 10 statements for the aspect of the use of the Think Pair Share strategy in teaching English speaking. Data analysis showed that students' perception of Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking was positive with the percentages of these following, very positive (4.76%), positive (57.14%), Neutral (35.71%), and negative (2.38%). This showed that the students were welcome and highly motivated in using Think Pair Share strategy.

The last relevant research by Melasari Neta (2021). This research aimed to find out the use of Think Pair Share strategy to improve students' speaking skills. The subjects of this study were the ninth grade students of SMPN 11 Bengkulu Selatan for the academic year 2021/2022. The subjects consisted of 30 students in one class. This study also aimed to find out how the process of learning to speak using the Think Pair Share strategy. This research was conducted using classroom action research methods. To analyze the data of this study using test and non-test techniques, the tests were given to students in two cycles. The results of the data analysis showed that there was an increase in students' speaking ability from each cycle. This was shown from the pre-cycle average of 66.55, after using the think pair share strategy in the first cycle there was an increase in the student's average result, namely 71.177 and for the second cycle after reflection there was an increase. an increase in the average student of 77.55. Moreover, in the first cycle there were 53.333% (16 students out of 30 students) who got a score of 755.

There are several differences among this study and those previous studies. The first difference is the methodology used, previous researchers used quantitative methods and their research topics focused on teaching speaking

techniques. Many previous researchers' studies show that students still lack the confidence to express their opinions in front of the class and teaching methods are still lacking. This can be seen from the similarities and differences of current researchers. Here the researcher uses a qualitative research methodology especially qualitative descriptive method to examine students' reactions when given the opportunity to speak impromptu in front of the class using the TPS method. To collect the data, apart from conducting interviews, the researcher would distribute questionnaires.