CHAPTER II

REVIEW OF THE LITERATURE

This chapter explains about the review of literature. They are definition of speaking comprehension, the principle of teaching speaking, cooperative learning, and the principle of cooperative learning, Think, Pair and Share method.

A. The Definition of Speaking Comprehension

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.[1]

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[2]

While another expert, Theodore Huebner said Language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it consists of competence in sending and receiving messages.[3]

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[1] Oxford Advanced Dictionary. p. 13

[2] A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13

[3] Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960) p. 5

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies. We can conclude that speaking is important for the students who learn a language. It is the way to express the feeling through words, even conversations with others. The most of people communication is done by using spoken language. It means that students have to speak in other to express their aim, feeling, and ideas to the others. Therefore, it can be said that without speaking, a language can't be learned optimally.

For most second or foreign language learners, speaking skill is somewhat difficult. This probably because they think that the target language is different with their native language. And sometimes they feel it affects the mastery of another language.

Just like other abilities, speaking is complex. Teaching students speak a second language is not easy. It needs a hard work and along process. At least there are five components in speaking.[1]

1. Pronunciation

2. Grammar

3. Vocabulary

4. Fluency

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[1] David P. Harris, *Testing English as Second Language* , (New York: Mc Graw Hill Company, 1969),p.83.

5. Comprehension

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking.

Thus, the writer concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life; it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

B. The Principle of Teaching Speaking

Teaching speaking ability is very important part in second language learning. It needs contributor to the success of the learner in the school and success, which are the ability to communicate in second language clearly and efficiently. Therefore it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make various activities to promote speaking to students, the

teacher should motivate students to learn more about speaking. Some reasons speaking ability is very important in our life are through a speaking we can convey our ideas or minds.

First, speaking is ability or skill to understand the content of English text book and references. Second, speaking ability is to lectures delivered in English. Third, speaking ability is to take note at lectured delivered in English. Fourth, speaking is to introduce Indonesian culture to other country. And the last, speaking is to communicate orally with foreign lectures or students. [2]

Speaking is general activity; it means that speaking has more purpose not only in the classroom. Speaker or students will not speak any sentences inside the classroom in teaching learning process, but also outside in the free space. It means that they will not speak at the school, but also they will speak fluently in daily activities. We usually speak whatever language just we know. There are many purposes and aim of speaking activity, someone speak relationship with friend at school, book store or on bus for getting information and knowledge like asking the new gossips, or for curiosity like speaking about sports etc. At least, speaking purpose does not mean only to asking and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of course shows that teaching speaking could have special interest and attention. We should exactly

[2] Panggih Budi Sulistyo, *The Speaking Ability of Eleventh Grade Students of SMA Negri 1 Kersana Brebes*, (IKIP PGRI SEMARANG.2009), unpublished. p, 13

understand that the aim of teaching speaking ability is to improve and develop students speaking skill. Then, the teacher has to ensure his/her students that speaking learning process is the pleasure activity. There are some principles for designing speaking techniques:[3]

1. Use techniques that cover the learners.

2. Provide intrinsically motivating techniques.

3. Encourage the use of authentic language in meaningful context.

4. Provide appropriate feedback and correction.

5. Give students opportunities to initiate oral communication.

6. Encourage the development of speaking strategies.

Some students think that speaking ability is difficult; however they don't like to follow the speaking lesson. It is might caused by kind of activities that did not make them interest. Some teachers did not give an activity that makes them enjoy following the speaking lesson. Actually there are many activities to promote the speaking ability that can use by teacher to make their students speak up.

C. Cooperative Learning

Cooperative learning is learning method focused on using of small group to accompany interactive instructional procedures to gain the learning objective. The goal of cooperative learning is transform the instructor from someone who teaches to

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[3] H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (Longman, 2001), p.275-276.

someone who facilitates learning.[4] The teacher in cooperative learning is the facilitator of the students in order to guide and modified student's potential, thinking process, and producing rhetorical communication in English so that way the learning process focused on students.

Cooperative learning is different with just learn in a group which is done by the way that is, there are some aspect in cooperative learning that make it different. In this learning method, the goals is depended on the attempt of every member, all of member should do their work and consequent in order to make the interaction effective. The good intensive interaction can see when the student's communication good. The gain of many brains will produce more idea then one brain.

1. The principle of cooperative learning.

a. Positive independence: in cooperative learning, teacher make a situation where will motivate the students to feel need each other. This independence will be positive when it produce an interaction each students to solve the problem in a topic more optimal.

b. Face to face interaction: it will make the students work face to face with other students not just with the teacher or book, then doing interaction and make a dialog producing a variation of problem solving. This model will more easy caught by the students who more easy to learn with their own.

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[4] Bodner, G. 2007. "*Cooperative Learning An Alternative to Teaching at a Medieval University*". *Australian Sciene Teachers Journal.* 43, 23-28.

c. .individual accountability: cooperative learning presents a group work learning, in other hands, the score which given to know students achievement of the material is given individually.

d. Social skill communicate others: in cooperative learning, student got the skill about care, patience with friend, tiny in speak, criticize the idea, and dare to defense their logical argument, not dominate the others, independent, confidence, and other good attitude.

e. Group process: here the students will able to criticize the effectiveness of it learning process, they will explain which is positive or negative to their learning process. Moreover, they can make a decision or an action that will make the process stop or keep going, keep still or need to be changed.

This learning process have a steps that should be fulfill in this cooperative learning process, there are:

Table 2.1: Cooperative learning steps

Steps	Point	Teacher action
I	giving learning objective and motivation	Teacher explain all learning objective that want to gained in that material and motivate the students to learn
II	Giving information	Teacher giving information about the material to the students through the demonstration, oral, or text.
III	Organize the students into	Teacher explain to the

	cooperative groups	students the way to make a leaning group and guide the group make a transition efficiently
IV	Guide the groups work and learn	Teacher guide the groups to study when they do work
V	Evaluation	Teacher evaluate the result of learning process about the material or the group interaction
VI	Giving reward	Teacher looking for the way how to appreciate, it can be by an action or by the group

Actually, there are 4 models of cooperative learning; there are Student Teams Achievement Divisions model (STAD), Jigsaw model, Group Investigation Model (GI), and Structural model. Then Structural Model divided into specific model like Number Head Together method and Think, Pair, Share method. Here I want to implement Think, Pair, and Share method to improve students speaking ability.

2. Think, Pair, and Share method (TPS)

Think Pair Share is a cooperative learning method that gives students time to think and respond and help each other mutually. This method introduces the idea of "thinking time or waiting time" is a powerful factor in improving students' ability to respond to questions. Cooperative Learning models of Think-Pair-Share is relatively simple because it does not take a long time for a manages seat or group of students.

This learning actifity learn the student to dare and believe then respect the opinion of friends. Think Pair Share (TPS) is a cooperative discussion strategy developed by Frank Lyman and his colleagues from the University of Maryland in 1981. TPS is able to change the assumption that the method of recitation and discussions need to be held in a classroom setting as a whole faction.[5]

Think Pair Share gives the students time to think and respond and help each other mutually. It has explicit procedures for member students time to think, respond, help each other. It is hoped that students are able to work together, need each other and rely on each other in a cooperative small groups. For the example the teacher just already give the topic discussion or the students finish read some text, then the teacher ask the students to think what problem they catch from that topic seriously, this is the first step.

Secondly, the teacher asking the students to pairing with other student by counting AB-AB or Man-Girl or one table pair, this step they pairing to discuss what they have been thinking individually in the first step. This interaction hope will make the students produce they own words in English time by the time so they will naturally drilled and used to speaking English in telling the answer or solution that they will tell to their partner, it usually takes 5 or 6 minutes.

After that, the third step is sharing what they got from a pairing process and the teacher asks the students to share or discuss together with all the students class for what they have been discussing. This step will need a facilitator to call who`s pair

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[5] Slavin, E. 2008. *Cooperative Learning*. Jakarta: Nusa Media. p,257

will say their arguments or call the name of the students, moreover the learning process will be more effective if the facilitator walk around the students seat from one pair to another pair to make sure that they do the instruction clearly.

After the three special steps done, the teacher step into next action to give them score individually and pair. The teacher allowed giving the best pair a reward or just appreciating them with applause. Moreover, the teacher can criticize or evaluate orally of the students spoken performance one by one so the students can know what they should improve.

Those steps on Think, Pair, and Share method can be divide into 5 step that have 3 point of it.

Table 2.2: Steps of Think, Pair, and Share method.

Steps	Teachers Action
1. giving orientation to the students	• Teacher explains about the method and the timing of each step. • Teacher motivates the students to all out in solving problem together. • Teacher explains about the competence that students should reach.
2. think individually	• Teachers will demonstrate the method first to know whether students understand or not. • Teacher gives an exercise to the students one by one. • Students think and answer the exercises

	individually.
3. Pairing	• Students paired with their friends. The teacher chose the pair of each of them. • Students share with their pair for what they have been answer.
4. sharing	Teacher call a jumbled name, the name who called will shared what they have been discusses with their pair to all of member of a class.
5. scoring	Teacher gives the score of each student individually and pair.

There are several reasons why the TPS needs to be used , among other things, the benefit using Think Pair Share, among others:

a. TPS easily applied in various levels of education and in every occasion.
b. Provide time thinking about improving the quality of student responses.
c. Students become more active in thinking about the concepts.
d. Students understand more about the concept of the topic for discussion.
e. Students can learn from other students.
f. Each student in the group have the opportunity to share or convey ideas.