

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The second chapter discusses the previous study and the review of related literature. It covers Speaking, the Teaching Speaking, Cooperative Learning, Think Pair Share and Previous Studies.

#### **A. Speaking**

This part, the researcher explains some topic related to speaking. Those are: the definition of speaking, components of speaking skill, process of teaching and learning speaking, and assessment of speaking.

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

Speaking is known as a productive verbal skill among four language skills that plays an important role in interactions that is used to communicate in human life. Speaking ability is basically an important process in learning languages. When people communicate their ideas, their thoughts and feelings to others so far have dealt with the concept of verbal skills. According to Nunan (2003) "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning". Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In daily life, speaking is very important because the people can communicate to others by speaking.

In a variety of contexts, the people build and share meaning through the use of verbal and non-verbal symbols by speaking. Therefore, they must have

knowledge of communicative competence consisting of discourse, grammatical, sociolinguistic, and strategic competence.

Based on the definition above, it can be concluded that speaking is producing sounds and words which have meaning to communicate with others and share ideas, knowledge and information.

### 1. Components of Speaking

As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. According to Harris (2004). There are five components of speaking skill concerned with grammar, comprehension, vocabulary, pronunciation, and fluency.

#### a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

#### b. Grammar

Grammar is a way to change or combine words in arranging a correct sentence of language conversation

#### c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

2. Process of teaching and learning speaking

In learning English especially in learning speaking, many students feel difficult. Actually, it is not really difficult when we have some abilities in

speaking, such as good comprehension, fluency , pronunciation, structure of grammar, and mastery many vocabularies.

In learning English, there are four skills that we have mastery, those are writing, reading, speaking, and listening. In learning writing, reading, listening skills we only need to mastery vocabularies and structure of the grammar. But, in speaking skill we not only need vocabularies and grammar, but also confident because it can help us to speak well in public. It is means, if we have those abilities it can help us in speaking easily for our daily activities.

### 3. Assesment of Speaking

Assessment of speaking is different from the assessment of other English skill (writing, reading, listening). The assessment of speaking deals with the procedure of scoring speaking test. They are fluency, comprehension, vocabulary, grammar, vocabulary, pronunciation and task. (Brown: 2001 p.406-407).

Thornburry (2005: 127-129) states that based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories, namely grammar and vocabulary, discourse management, pronunciation, and interactive communication. In grammar and vocabulary aspects, students should use accurate and appropriate syntactic forms and vocabulary to meet the task requirements at each level. Discourse management describes the students' ability to convey the ideas, opinions coherently, and clear information. To fulfill the pronunciation aspect, they have to produce the right stress and intonation to convey the intended meaning. Finally, interaction

communication means the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements.

## **2. Teaching Speaking**

In this part, the researcher will discuss some topics related with teaching speaking. Those are the nature of teaching speaking and the principle in teaching speaking.

### **1. The Nature of Teaching Speaking**

Brown (2001: 271) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.

Based on the explanation above, the researcher concludes that transferring knowledge from the teacher to the students is the definition of teaching speaking. The students get the knowledge from their teacher. Teaching is interaction between the teacher and the student. In addition, the purpose of teaching is to make the students become diligent person.

Teaching speaking is process of transferring knowledge about how to speak well. The students got the example of their teacher how to speak well based on the English language structure. It can help the student to speak well. Teaching speaking is learning how the students can speak based on the English language structure. The teacher will teach the students about pronunciation, fluency, intonation, accurately, and the grammatical. Therefore, we can conclude that teaching speaking can be more difficult than teaching other skill.

There are many ways to teach speaking, such as role-play, debate, demonstration, and Think Pair Share. The teacher should choose the good method for teaching speaking. In teaching speaking the teacher needs the method that can make students interested to learning. If the students feel interesting in the learning process, sure the teaching speaking will effective.

## 2. The Principles of Teaching Speaking

There are five principles as the following:

- a. Be aware of differences between second language and foreign language learning contexts.

There are two broad contexts in speaking: foreign language and second language situations. As the teacher we determined partly by the target language contexts.

A foreign language is one where the target language is not the language of communication in the society (Nunan : 2003 p.54). Learning speaking skill is very challenging for the students in Foreign Language contexts, because EFL students have many opportunities to practice with native speakers from other country. They learn language that they don't use in their daily activities.

Second language (SL) context is one the target language is the language of communication in the society. It means we learn speaking in which the target language is used to communicate in the society. For example, we are new comer in the country, so we must learn the target language used to communicate in the country. Absolutely we learn a new language used to communicate with the social community there. The target language is very new

for us, from that we find some difficulties when we learn it (Nunan: 2003 p.54).

- b. Give students opportunity in speaking practice with both fluency and accuracy

The important things in learning speaking are fluency and accuracy. The students need fluency and accuracy to build their confidence in speaking. So, They must have abilities of fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with the few hesitations or unnatural pauses, false starts, word searches, etc (Nunan: 2003 p.55).

The function of fluency is to make the students feel confident when they speak. And the function of accuracy is to know what people say when they use the target language. Both of accuracy and fluency are important for the students to make their speaking well.

- c. Provide opportunities for students to talk by using group work and limiting teacher talk

Pair work activities can be used to increase the amount of time that learners get to speak in the target language during the lessons ((Nunan: 2003 p.55). Teacher is being the motivator and facilitator to the students. The teacher should talk less in teaching speaking, so the students will speak with their friends. The students can be active in speaking by using group work.

d. Plan speaking tasks that involve negotiation for meaning

Negotiation for meaning shows our understanding, so it is important in speaking. The students understanding can be observed from their expression of their face. By the teacher asks to the students for repetition, clarification, or explanation during conversation, the students can speak actively because they have friends who speak English with the same level.

e. Design classroom activities that can make students practice in both interactional and transactional speaking

In speaking, there are two kinds of speech. Those are transactional and interactional speech. Interpersonal speech is communicating with someone for social purpose. It includes of both establishing and maintaining social relationship. Transactional speech is involving communicating to get something done, including the exchange of good and service (Nunan: 2003 p.56).

Transactional and interactional speech are different, we can look in the conversation. Interpersonal speech can produce the word more. When we speech in front of people, we talk based on what we want, we will not use a text. In interactional speech, the conversation can be change to other topic. Interactional speech of the conversation is free. It mean that the conversation relatively unpredictable because the conversation is wide to other topic. It is different with transactional speech. It just talks as needed. The conversation can't be wide to other topic because in transactional speech is relatively

predictable. It means that the people will say based on their needs (Nunan: 2003 p.56)

### **3. Cooperative Learning**

In this part, the researcher will discuss some topics related with Cooperative Learning. Those are the definition of Cooperative Learning, the elements of Cooperative Learning, the advantages of using Cooperative Learning, and types of Cooperative Learning.

#### **1. The Definition of Cooperative Learning**

There are various teaching strategies that can be applied in teaching speaking in the classroom. One of the teaching strategies is Cooperative Learning strategy. Johnson (1993:84) states that cooperative learning is a successful teaching strategy in which small team, and the students work together to maximize their own and each other learning. Cooperative learning support the students work as a team work, share their ideas with one and another, and give some feedback in the learning process in the class.

Macpherson (2007, p. 12) said that Cooperative learning is one of the learning method that based on the small-group work activity implemented to reach or achieves a purpose. In other word, Cooperative learning is a social based learning because it allows students to work in a small group and help one another in completing academic task. It means that the students cooperative with their friends and talk to each other in doing their task. Cooperative learning is very effextive for students to create good condition and situation in forming teaching material in learning process.

## 2. The Elements of Cooperative Learning

According to Kaufman et al., (1997: 37), there are six elements of cooperative learning in teaching and learning process.

### a. Positive-interdependence

Positive-interdependence requires students to believe and act, as if being in it together and should care about learning. This is driven with the structure of the award and the ongoing learning group. The structure is built in such a way that students in the team require their respective output if they complete the task they provide. The contribution of each student is a piece of the total work. positive interdependence is interaction through activity. This is intended to help students, support, and encourage each other to learn.

### b. Social skills

Social skill are enhanced and promoted in the task oriented group environment, because students must practice their communication, leadership and conflict resolution skills and trust-building, so they can function effectively and effeciently.

### c. Face-to face interaction

A high level face-to-face interaction is needed so students are active in the learning process by elaborating, debating, explaining, and linking new learning material with facts and concepts that have been previously learned. Learners believe that they are connected together; they cannot succeed unless other group members succeed (and vice versa). Although some group work can be shared and done individually, some must be done interactively, with group

members giving each other challenging reasoning, feedback conclusions, and perhaps most importantly, teaching and encouraging each other.

d. Individual accountability

All students in the group are responsible for doing their part of the work and for the mastery of all materials to be studied. The structure gives each student an important role in patterns of interaction. Everyone likes to feel that they know something that other people can use, and everyone gets the opportunity to show this precisely through structure. Even everyone in the group contributes to their work, they will be assessed individually depending on the ability of each person.

e. Group processing

Team members are needed to set group goals, periodically assess how well they work together and how they can improve to ensure the success and efficiency of completing their academic assignments, as well as high scores on tests. The purpose of group processing is to improve and classify the effectiveness of achieve group goals.

f. Appropriate grouping

Students are helped and encouraged to practice and develop the skills to conflict management, leadership, communication, build trust, and decision making. On the other hand, the teacher ensures that each group consist with various attribute members to strengtheynn problem solving and the development of social skills of all group members.

3. The Advantages of using Cooperative learning

Based on Kagan (1994) as cited in Sanjani (2015, p. 27-28) The students have more enjoyable learning experience and motivated to continue learning beyond school, relevant learning, care, helpful, active less disruptive, and spend more time on assignments, promote a higher self-esteem and also teacher finds new energy, desire to teach, and increase student retention while using cooperative learning.

#### 4. Types of Cooperative Learning

Many teachers find that initial efforts to form cooperative learning groups get various problems that range from student resistance to inappropriate assignments. It might be helpful to try a model that can provide organization and guidance. Here are some class activities in cooperative learning quoted from SCIMAST (1994: 3) and Knight (2009: 3):

##### a. Think pair Share

Students are organized into groups. The teacher gives a topic and some questions related to the topic and asks the students to think individually. After that, the students discuss what they have been thinking about. Then, each pair discuss in their group what they have been talking with the pair. At the end, students share the result of discussion in the whole class.

##### b. Jigsaw

Students are organized in groups with the same number of participants. Each group is given a portion of a larger assignment that is discussed during class. A group of five people is formed and each group member studies different material. Each group works to learn their material well so they can

teach it to others. After each group reads and studies their part of the material, the groups are reconfigured so that each new group has participants from each of the previous groups. Then each member teaches the other version about the material until everyone has taught their material and all content has been discussed.

c. Group Investigation

Group investigation is a cooperative learning strategy that places students into groups heterogeneously viewed from differences in abilities and different background in terms of gender, ethnicity, and religion to carry out investigations on a topic.

d. Numbered Heads together

A team of four is formed. Each member is given numbers 1, 2, 3, 4. Questions are asked to the group. Groups work together to answer questions so that all can answer questions verbally. The teacher calls number (two) and each is asked to provide an answer.

Therefore, in this research, the researcher applied one of the cooperative learning strategies namely “Think Pair Share”.

#### **4. Think Pair Share**

In this part, the researcher discusses some topic related to Think Pair Share. Those are definition of Think Pair Share, the advantages of Think Pair Share, the procedure of Think Pair Share, and teaching speaking using Think Pair Share.

## 1. Definition of Think Pair Share

Think Pair Share (TPS) is cooperative learning strategy developed by Lyman (1978). TPS integrates wait-time, verbal rehearsal, discussion, and cooperative learning. TPS is defined as “a multi-mode discussion cycle in which students listen to a question or presentation, have a time to think individually, talk with each other in pairs, and finally share responses with the larger group (Danebeth: 2012).

TPS is a strategy in cooperative learning which allows students to work together to build meaningful understanding of classroom material. Think Pair Share is a strategic method that is generally used in class to make students think and engage in class discussion. Think Pair Share Strategy is a strategy to get students used to practicing in talking with their ideas. In addition, Think Pair Share is a strategy to facilitate students' confidence in speaking English.

## 2. Advantages of Think Pair Share

According to Budd-Rowe “an advantage to TPS is that students have increased wait time, the opportunity to think about their answers before thinking about who they will share with (Carolyn: 1992 p.21). TPS makes students work in group and the students feel easy to think about the topic which they learn. It is good strategy in teaching speaking.

Izzati (2011) asserted that the implementation of TPS in the classroom activities can help enhance the students' speaking skill (Danebeth: 2012). TPS is one the good teaching strategy to improve speaking skill for students because it has some advantages, those are: gives time for the students about topic, enhances

students oral communication through critical thinking and meaningful interaction, helps and promotes students become subject of learning and build the democratic situation where the students are free to suggest and give their argumentation. Rejecting and receiving ideas can be done through this method.

TPS gives students the opportunity to learn higher-level thinking from their peers. Get the extra time or encouragement they might need, and get confidence when reporting ideas to the whole class. In addition, the "Pair" step of the strategy ensures that no student is left behind from the discussion. Even a student who is uncomfortable discussing his ideas with the whole class still has an audience at this step. Finally, although this strategy seems time-consuming, it makes classroom discussion more productive, because students have had the opportunity to think about their ideas before plunging into class-wide conversations.

In other hand, TPS strategy can guide students to previous background knowledge and make students active in practicing class discussions.

### 3. Procedure of Think Pair Share

The procedure of Think Pair Share is different with other strategy in cooperative learning. There are some steps in implementing Think Pair Share, as follows:

- a. Teacher begins by organizing student into groups, giving the topic and some general question about the topic.
- b. Teacher give time to the students to think individually for getting their answer.

- c. The students discuss what they have been thinking individually with the pair.
- d. Each pair discuss in their group what they have been talking with the pair.
- e. Finally, students share the result of discussion to the whole class.

#### 4. Teaching speaking using Think Pair Share

In Think Pair Share strategy, first time the teacher will divides the students in groups. One group consists of four students. Then, the teacher gives the topic and some questions to all groups. The teacher gives time to students to think individually, then every group make two pairs and discuss with the pair. After that all pair tell to the group and share their answer to the group. In the last, one student from each group share their answer to the whole class.

#### **5. Previous Studies of Think Pair Share**

Think Pair Share strategy was first proposed by Lyman at the Maryland University in 1981. This strategy can improve the students' speaking skill during the teaching learning process. Following, the researcher mentions some similar research that had been conducted as the previous study of this research.

The first research was conducted by Sanjani (2015), the title of the research is "Improving Students' Speaking Ability Using Think-Pair Share of Cooperative Learning for the 8th Grade Students of MTsN Karangmojo in the Academic Year Of 2014/2015". In this quantitative research, the data was gathered by using some test. The researcher used the tape recorder to record the students' voice during the oral test and used the camera to filming the class activities during the learning process. Sanjani (2015, p. 105) concluded that the

second grade students of MTsN Karangmojo made some improvements of their speaking ability. It was proven by the mean of posttest score is higher than pretest score.

Another research was conducted by Utama et. al (2013). This research was conducted on the second grade students of SMPN 6 Singaraja to examine the students speaking ability on English oral test. this research used experimental group and control group design. The final result of this research showed that students in experimental group who taught and treated by using Think Pair Share technique had higher self-confidence and speaking competency than students in control group who studied by using conventional teaching technique.

In addition, Nurjanah (2013) conducted action research in applying Think Pair Share strategy during the teaching and learning process. The result of this research showed that students felt more confident in speaking English. The students' speaking ability have had improvement. Some aspects of students' speaking skills (pronunciation and vocabulary) were improvement.

Based on the previous study explained above, the writer founds that think pair share strategy is considered as a good strategy in teaching speaking skill. Because of that reason, the writer wants to try to use think pair share strategy to teach students speaking ability at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand.