

CHAPTER II

LITERATURE REVIEW

This chapter discusses about some theories related to this research. It is consisted of the definition of speaking skill, the element of speaking, problems of speaking, concept of Small Group Discussion, the advantages and disadvantages of Small Group Discussion, the procedure of Small Group Discussion and previous study.

A. Speaking Skill

1. The Definition of Speaking Skill

Speaking skill is the most important skill to develop when studying foreign or second. Speaking is significant skill of the four key languages in learning a foreign language. According to Brown and Yuke (1983) Speaking is the ability which the students will be judged the most in real life conditions and situations.

According to Bueno, Madrid, and McLaren (2006: 321) Speaking is one of the most difficult skills for language learners to master. Speaking is an important aspect of communication and one of acquired language abilities. Because of speaking is the most basic form of communication, most people consider the ability to speak a language to be equivalent with learning that language. Brown and Rogers (2004) says that speaking as a productive skill that can be directly and empirically observed and colored by the accuracy and effectiveness of listening skill. Speaking can be defined as a group activity including two or more persons who are both the

listener and the speaker. According to Fulcher (2003), in order to communicate effectively with a listener, a speaker must use language properly and appropriately (p.23).

As a result, the main purpose of speaking is to interact with another person or to be able to talk about something in a language that the listener understands. In other words, speaking is the act of expressing ideas, opinions, or feeling to another person through the use of sounds of articulation to inform, persuade, or entertain.

2. The Element of Speaking

In speaking, each speaker must not only be able to communicate an objective, but they must also be able to understand every phrase spoken by their opponent. This is when the main focus of speaking is on understanding some of the elements in speaking that are intended to allow the listener to respond appropriately and accurately to the speaker's laughter expressions. According to Harris (1974: 84) there are five elements to speaking:

a. Pronunciation

Many students say that learning English is difficult, especially in the speaking section. The students also have difficulties in understanding what the teacher is saying when they are studying since the teacher utilizes English and the students also lack in understanding of the general context in English. According to Nurhayati (2015), the students must understand correctly about how to pronounce in a word (pronunciation) and what it looks like

during teaching learning process (spelling). Pronunciation is the process of producing spoken sounds, including articulation, accent and vocal formation style. Pitch, intonation, sound, spelling and stress are all part of the concept of pronunciation or sound of language.

b. Vocabulary

Siska (2014) defines that vocabulary is the substance and function of language concepts that have been thoroughly studied and are a small part so that they become part of child's comprehension, speaking, and eventually reading and writing vocabulary.

c. Grammar

Grammar is one of the important components in learning language. Because of their ability and understanding of grammar Speaker and writer can communicate and send their messages effectively and meaningfully.

d. Comprehensibility

Hornby (2014) say that comprehensibility is the ability to understand, know or convey speaker points (messages) to others.

e. Fluency

According to Hornby (2014: 37), fluency is the condition or situation of being fluent. When it comes to teaching speaking skill, one of the first concepts that come to mind is the fluency or accuracy dichotomy. Segalowitz (2003: 384) says that the term

‘fluency’ is the ability to produce or comprehend statements in a second language in a smoothly, rapidly, and accurately.

3. Problems of Speaking

Many of students are bored on English because they lack of motivation in learning English. Students find that English is difficult to learn especially in speaking, if they want fluency and master in speaking, they must study hard about vocabulary, pronunciation, and grammar. Students find it difficult to speak English and they must study hard in order to achieve fluency and good comprehension, therefore they must learn vocabulary, pronunciation, grammar, as well as must be willing to learn. According to Raba’ah (2005:15) say that there are many factors which cause difficulties in speaking English. Some of these factors have to do the students themselves, curriculum, environment, and teaching strategies. There are some problems in speaking English:

a. Lack of pronunciation

The most common problem that the students have is pronunciation. They found it challenging to pronounce certain words because the pronunciation and writing in English are different. Centre (2021) Pronunciation is the act of producing sounds that includes intonation, phrasing, emphasis, tempo, and rhythm as well as attention to the particular sound of language.

b. Lack of vocabulary

People can’t successfully interact and express their ideas both spoken and written form if they don’t have vocabularies.

People can speak, read, write, and listen more easily as their vocabulary grows.

c. Lack of grammar

Grammar is a linguistic system. Sometimes people describe that grammar as a set of rules for a language. Grammar is one of the most important aspects of language learning. Speaker and writer can express and send their messages clearly and thoroughly because of their competence and comprehension of grammar.

d. Lack of confidence

In his thesis, Nauli (2014) stated that students feel inferior when people don't accept them when they speak English. They also believe that mockery from others reduces their desire to learn, develop and practice English, particularly speaking skill. They claimed that having desire to practice and speak English outside the classroom is more significant than having self-confidence.

B. Small Group Discussion

1. Concept of Small Group Discussion

According to Kindsvattter (1996: 242), Small group discussion allows students to take more responsibility for their own learning, develop social, and leadership skills and work in small groups to achieve specific goals. Small group is technique in which two or more people work together in small group to discuss ideas orally in order to achieve a goal, they can take more interest of their own learning, develop social and

leadership skills and participate in a different instructional approach. So, this technique is more effectively used in the teaching process.

In language activities, small group discussion is an effective teaching strategy. According to Harmer (2001) pair work is insufficient and ineffective for various educational objectives.

In the explanation above, small group discussion is very important to achieve speaking skills. We may assume that Small Group Discussion is a method that consists of two or more persons for the exchange of thoughts orally to achieve a result in team work. They also can take more responsibility for their own learning, develop social and leadership skills and participate in a different teaching method.

2. The Advantages and Disadvantages of Small Group Discussion

According to Harmer, there are some advantages of groups:

- a) It significantly improves students' individual speaking opportunities.
- b) Students' ideas can differ, which will increase their participation.
- c) It increases students' independence in making group decisions without teacher intervention.
- d) In a group work, teacher tried to avoid having passive student. On the other hand, the students can participate in group works.

From the explanation above, discussion can help someone in better understanding the topic of a discussion and making civic decisions.

The implementation of Small Group Discussion not only has the advantages, but also has the disadvantages:

- a) Organizing the group takes a long time.
- b) The class becomes more crowded, the teacher must keep control over the students.
- c) The teacher has been unable to monitor all of groups at once.

3. The Procedure of Small Group Discussion

As quoted by Antoni (2014: p.56), Dobson (1981: p.62) states that discussion methods for small group discussion are as follows.

- a. The class is divided into three to six students each small groups. The researcher gives each group a different discussion topic that will require them to outline of several important points. Allow one of student in each group to write down these points as they emerge through group discussion.
- b. Give each group at least 10 minutes to discuss their topic. After each group member has completed their discussion, they should provide a part of the research to each member of the group and give them the opportunity to explain their findings.
- c. After each group gives their presentation (six to ten minutes), class members should ask him or anybody else in the group question about the points made. You can participate to the general of discussion by asking your own questions to members of the groups.

C. Previous Studies

There are the previous studies conducted by the previous researcher that relevance with the writer study. The first thesis of Imam Fauzi (Serang Raya

University, 2017) “Improving Students’ Speaking Ability through Small Group Discussion”. This research using classroom action research and the objective of this research is to improve teaching and learning in schools and classroom. The result of this research is small group discussion allows the students to make better use of classroom speaking time by giving them more opportunities for sharing their idea.

The second thesis of Fitriah Azizah (Makassar Muhammadiyah University, 2018) “Using Discussion Technique to Improve Students’ Speaking Skill in English (Pre-Experimental Research at the Eleventh Grade of SMAN 2 Camba)”. This research gives post-test and pre-test in both experimental and control group. The result of this research that in the discussion method has benefits to easy to apply in the classroom in the learning process and students also easily understand and more enthusiastic in learning process.

The third has been conducted from journal by Hotmaria, Hilman Pardede, & Bloner Sirunat (University HKBN Nommensen, 2019) that entitled “The Effect of Small Group Discussion on the Students’ Ability in Speaking English at Grade VIII of SMP Negeri 2 Siantar”. This research used quantitative and qualitative research. The researcher wants to find the effect of small group discussion by conversation in teaching speaking for grade VIII in Junior High School. The result of this research in small group discussion make students more focused and enjoy in learning process.

Based on some previous research above, the researcher conducted the study that entitled “the effectiveness of using small group discussion on students’ speaking skill”. This is quasi experimental research design. The purpose of this

study is to investigate the effectiveness of using small group discussion on students' speaking skill at eleventh grade of MA Darul Hikmah.