

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this study, there are many related theories that have to be reviewed in order to know the related literature. The researcher defines the problem and obtains the definite idea. Those are about Concept of Speaking Skill, The Importance of Speaking Skill, Cooperative Learning Method, Assessment of Speaking Skill.

#### **2.1 Conception of Speaking Skill**

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic. When we talk about something of course there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation. Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation; by using the appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from four language skill however now days people usually judge the

language skill from how well someone able to speak in language itself. The professionals are expected to have good speaking skill; in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker's listening skill which is necessary compromises the reliability and validity of an oral production test. From that statement it can be concluded that listening skill has a big influence in speaking skill. Listening is a first language skill that taught when the learners learn about language because listening skill can give the learners how to improve speaking skill. By listening learners able to learn how to speak from the models, it will give a good effect to learners. In addition listening able to add the vocabularies mastering; influence the pronunciation and intonation.

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore the appropriate method and technique are needed to improve students' speaking skill.

## **2.2 The Importance of Speaking Skill**

Speaking skill is the productive skill in the oral mode. Like the other skill, speaking is more complicated than it seems at first and involves more than just pronouncing words. There are five components of speaking skill that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. We must be aware of ourselves, our motivations, behavior patterns, and likely mistakes is the way we have to do to improve our speaking skills, that statement given by Turk, C (2003:5) . From that statement it can be concluded that our own motivation and also our environment are the emphasis factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and model about speaking skill. The environment is the next important factor that influences learners speaking skill, because if people around the learners are able to speak well it will be easily for the learners to copy their way to speak.

Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain in Gruyter (2006:139) state that of the four skills, speaking in a second language has been considered to be the most challenging because of the fact that it involves a

complex process in constructing meaning. That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life.

In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world.

### **2.3 Cooperative Learning Method**

English is the first second language which is taught in the school in addition, speaking skill as one of English skill is a challenging skill to be mastered. According to that fact is known that school becomes an essential place to improve student speaking skill. To improve speaking skill at the school teacher can be an appropriate model who able to be copied by students is their teacher. Besides teacher's English skill, the appropriate method and technique is needed to stimulate the students to speak up and improve their English skill.

Cooperative learning method can be an appropriate method to use in teaching learning process to improve students speaking skill. Cooperative learning method has several techniques that stimulate the student to make verbal interaction with the other member of the class. Cooperative learning method is a method that divides the class member to several groups and arranges the students to work in a group. This method is useful to encourage the students' activeness and responsibility to their own self and their team members. Cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, student team learning methods emphasize the use of team goal and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in student team learning the students' tasks are not to do something as a team but to learn something as team.

Cooperative learning method can judge as construct learning situation because in its learning process the students are stimulated to make discussion in a team in order to solve the problem given by their own knowledge. Learning in constructivism or cooperative learning method able to arouse the students' conviction to their self and courage to face the problem and solve it in a new learning situation; in addition, students who learn in constructivism are given chances to build their own understanding to explain there are three aspects in relation to build rationale in learning theory which known by constructivism. First, learning is a process to build knowledge; not knowledge reserve process. Second, students use their knowledge to build the new

knowledge and the third, learning process is depended of environment situation. The statement above can describe that constructivism or cooperative learning method can be used to build the understanding about concept or idea more clearly when students directly involved in knowledge development itself. Remembering process will be easier after understanding a concept; students can remember the concept longer because students actively involved in constructing the reserve knowledge with their own knowledge in addition to find their own knowledge concept.

In relation with speaking skill, cooperative learning method is an appropriate method to arouse the students' activeness to construct their own concept to express their idea or even their knowledge in verbal communication. Moreover, Celce Murcia and Olshtain in Gruyter (2006:139) state that of the four skills, speaking in a second language has been considered to be the most challenging because of the fact that it involves a complex process in constructing meaning. Cooperative learning method has some techniques that able to be applied in the teaching learning process. All of the techniques are appropriate to improve the students' ability, as follows:

### **2.3.1 Three Steps Interview**

Three steps interview is an appropriate technique to stimulate students' interaction with the other class' member ( Isjoni, 2011:78). Three step interview can be used to get the concept in depth or can be used an ice breaker for team members to know one another. Each member of a team chooses another member to be a partner. During the first step students interview their partners by asking clarify questions. During the second step

partners reverse the roles. For the final step, members share their partner's response with the team. This technique can help the students to improve their speaking skill by paraphrasing their pair's opinion when they are sharing it with the team's member. In addition, three steps interview appropriate students to practice their speaking skill in order to reinforce it.

Those steps can be described as follows: (1) each member of the team chooses another member to be a partner, (2) partners reverse the roles, and the last step members share their partner's response with the team. In addition numbered heads together is a strategy is useful to check for understanding, to review, as an antidote to the whole class question answer format. A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Group works together to answer the question, so that all can verbally answer the question. Teacher calls out the number for example number two and each number two is asked to give the answer.

### **2.3.2 Think Pair Share**

Think pair share is useful to encourage the students' time on task and listening to each other. After rehearsing in pairs, more students are expected to respond. The first step is teacher provokes student's thinking with a question or prompt or observation. The students should take a few moments to think about the question. The next step is students think about the answer by making a discussion with their partner. They are able to compare their opinion and make the best answer. The last step is the students can share their opinion with the whole class. Isjoni (2011:78) states think pair share is very useful

to create the optimal participation between all class' member and give the same chance to each student to explain their opinion.

### **2.3.3 Talking Chips**

Talking chips support democratic and accountable participation in small group interaction. Each student is given a certain number of chips. Each time they talk, they must submit a chip, but once their chips are gone they may no longer talk. Students must use all their chips. This helps the teacher to monitor their students' interaction and ensure all groups' members have equal opportunity to share their thinking while enhancing communication skill (Isjoni, 2011:79).

### **2.3.4 Round Robin**

Round robin is a technique that gives each member get equal chance to contribute their idea or opinion ( Isjoni, 2011:79).. Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers; after the thinking time members of the team share responses with one another round robin group. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group give an answer until time is called.

### **2.3.5 Inside or Out Circle**

Divide class into two groups. One group forms a circle facing outward, the others find one person in the circle to stand opposite; there are two circles of people facing each other. Information can be shared and reviewed, and outer

circle can move easily to generate more responses or discuss new information.

This technique can help the whole students to share information together in the same time ( Isjoni, 2011:79).

### **2.3.6 Numbered Heads Together**

This strategy is useful to check the understanding, to review, as an antidote to the whole-class question – answer format. A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked to the group. Group works together to answer the question, so that all can verbally answer the question. Teacher calls out a number example 2 and each two from all groups are asked to give the answer. Richards and Renandya (2002:52) state that Numbered Head Together managed to give good results, because the method is to strive for all members must be able and ready to explain answers from their group.

### **2.3.7 Jigsaw**

Jigsaw can be used to develop a concept, master content, for discussion and group projects. Groups with four students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. The group discuss about the material to decide what is important and how to teach it. After practicing in these expert groups the original group reform and student teach each other. Jigsaw technique can encourage the students to be more active and work together to understand the material (Isjoni, 2011:54).

## **2.4 Assessment of Speaking Skill**

Assessment is the procedure to collect data of the student in order to measuring the effectiveness of the method or technique which is used in the research. Assessment is an ongoing process that encompasses a much wider domain. In speaking assessment is challenging, there are several components that should be emphasized as follows :

### **2.4.1 Vocabulary**

Because English has a very extensive vocabulary, giving anyone the Moreover, vocabulary is the important component in speaking skill. By mastering enough vocabularies, students can express their idea clearly opportunity to be able to express nuances and meanings by using different styles. Turk, C (2003:87) states that language differs from written language is that the choice of vocabulary is very different the second way in which spoken. Written vocabulary is formal, and explicit . Spoken vocabulary tends to be familiar, and every day. From that statement we can conclude that the appropriate way to develop the students' speaking skill is made sure that the vocabulary used in the speaking topic is familiar for them.

### **2.4.2 Fluency**

Fluency has crucial part in speaking, because by fluency teacher can measured how far the students master the topic of speaking and the most important benefit of fluency is teacher can conclude how far the students understood about the speaking concept itself. In addition, when the students have a good fluency when they are speaking in using the target language it indicates that they have understood the speaking concept as well as the purpose.

### **2.4.3 Grammar**

Grammar is needed in spoken language in order to arrange the correct sentence. Thus, grammar is needed to make a good understanding and comprehension between speaker and listener. However, most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that are grammatically correct. Realizing that the students' grammar mastery is very weak; in addition, they feel embarrassed when they want to produce English sentences orally.

### **2.4.4 Comprehension**

When someone speaks, he has to make sure that he understands about what he has said and is able to make the listener catch easily the ideas, meanings and feelings of the speaker that is why comprehension is needed in speaking. Both the production and comprehension of language are a factor of our ability to perceive and process stretches of discourse, to formulate representations of meaning not just from a single sentence but from referents in both previous sentences and following sentences. From that statement it can be concluded that comprehension is used to describe the stretches of the topic which is being spoken by the speakers.

### **2.4.5 Pronunciation**

Pronunciation is the speaker's way to express every single word in correct language. Pronunciation is needed to make good understanding between speaker

and listener; moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas easily. However, Burns and Claire (2003:5) state that the survey conducted for this project showed that pronunciation can be something of a 'Cinderella' in language teaching – to be given low priority or even avoided. Sometimes teaching learning process only stressed in using of grammar or the fluency without correcting the student's pronunciation. Some factors can be the reasons of that situation; one of those factors is the teachers' effort to build students' confidentiality.