

CHAPTER II

REVIEW OF RELATED LITEARATURE AND ACTION HYPOTHESIS

This chapter presents the theories related to the research problem. Related to the topic of the study, there are some literature reviews being discussed in this chapter dealing with cooperative learning to improve the speaking ability

2.1 Review of Related Literature

2.1.1 Teaching Speaking Ability

Many experts define speaking in different ways. Cameron (2001:46) states that speaking is the active use of language to express meaning so that other people can understand it. In speaking there is a process or transferring information between the speakers and listeners.

Speaking is an important thing in studying English as foreign language. Learning to speak is not easy for students. The teachers have to make the class atmosphere present and enjoyable for students. As Brown and Yule (1989:25) note that learning to talk in the foreign language is to help the students. Therefore, English teacher should create an interesting environment in the classroom in order to obtain the goal of speaking. As Huges (2003:113) describes that the objective of teaching spoken language in the development of the ability to interact successfully in that language and that involves comprehension as well as production.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Speaking activities provide rehearsing opportunities, speaking task in which students try to use any or all of the language they know to provide feedback for both teacher and students, so that the students have opportunities to active the various elements of language they have stored in their brains. Ricards (2008:21) divides talk into three: talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to conversation like small talk or greetings. Talk as transaction indicates situations where the focus is on what is said or done such as discussion. Talk as performance refers to public talk or it can be said that this talk transmits information to the audience. This last kind of talk was applied in this research for genre of text taken for research was recount text.

2.1.2 The Aspects of Speaking Ability

The aspects of speaking ability include accuracy on pronunciation, grammar, vocabulary, and fluency. All of these components are important to achieve he goal of communication. Those aspects were used to analyze the students speaking ability.

a. Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. Pollard (2008:65) state that pronunciation is an essential aspect of learning to speak a foreign language. If the students do not pronounce the words correctly, it can be very difficult to the listener to understand him/her. On the other hand, if students make grammatical mistake e.g. in a verb tense, the listener still has an idea of what is being said. So it can be seen that good pronunciation is

vital if a student's is to be understood. Therefore, the students are required to perform good pronunciation in order to make their listener understand what they say correctly. In speaking, pronunciation is students problem I learning foreign language. The students are expected to get understanding in a correct pronunciation. Laoma (2004:10) says that a sound of people's speech is meaningful. The correctness in terms of pronunciation is also important to be marked as a frequent spoken language program (Brown and Yule, 1983:26) therefore, the students poor ability in pronunciation becomes the result of their lack of performance related to other aspects such as correctness.

Harmer (1984:183) explains that teaching pronunciation does not only make students aware of differences in sounds and sounds features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where there are made in the mouth, making students aware of where sounds should e stressed. The best way to help students improve their pronunciation skills is to encourage them to speak English as much as they possibly can.

Based on the statement, it can be concluded that if speakers perform good pronunciation, listeners can understand what they said correctly.

b. Grammar

The students speaking ability also concern with the use of English grammar. Grammatical ability is ability to master grammar of the language used. Grammar skills include the ability to use structure and arrange them in the form of words to make correct sentences. Harmer (1984:12) states that grammar of language is the description of the ways in which words can change their form and can be combined into sentences in that language.

A good speaker must use correct sentences to facilitate listener to comprehend the talks. Radford (1988:30) says that grammar tells us what we need to know in order to be fluent in language, if grammar rules are too careless violated, communication may suffer (Harmer, 1984:12). The students should use grammar in right way because incorrect grammar could make misunderstanding to the listener. in other words, the speakers uses grammar I order to practice speaking by using correct pattern of English so they can express what they mean correctly.

In speaking activity, the student are expected to be able to perform the under stable utterances. The student's poor grammar many influence the understanding in their speaking activity because every sentence made, needs correct formula to make the sentences well understood.

c. Vocabulary

Vocabulary is one of the important aspects in speaking ability. It is needed to produce a foreign language. Thornbury (2002:13) says that to improve your English, you have to learn more words and expressions. In other words, I producing spoken language, students need to know a large number of vocabularies. If the students have many vocabularies, they will not have problems in speaking.

Before practicing to speak English, students need to know the English words. Tarigan (1984:3) say that the quality of someone's language skills depends on quantity and quality of his or her vocabulary. It means that vocabulary is really needed to produce sentences because the richer vocabulary they have, the easier for students to develop their sentences. The sentences are used convey the idea

that speaker what to say: thus the use of vocabulary is very important for a person to be able to speak well.

d. Fluency

Fluency is the ability to speak a language smoothly and readily (Hornby, 1989:330) fluency deals with content and the following of delivering thoughts of ideas in speaking without too much hesitation. Nation and Newton (2009:2) state that learning goal of language course is fluency. It controls the sounds, spelling, vocabulary, grammar and discourse features of the language so that they can be use for communication effectively.

Brown and Yule (1983:103) state that one of the main purposes in teaching spoken language is making the students able to communicate information effectively in a spoken language. Heaton (1975:88) states that success in communication often depends as much on the listener as on the speakers. That is why, between the speaker and listener must have a good communication because smoothness gives more meaning for students speaking ability to communicate effectively. Based on the ideas above, it can be concluded that fluency refers to one of the important components of the implementation of effective communication to controls of the sounds, spelling grammar and features of the language.

2.1.3 Cooperative Learning in Developing Speaking Skill

Cooperative learning is defined as a set of instructional methods through which students are encouraged to work on academic tasks (Slavin, 1995). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Johnson,

Johnson, & Smith, 1998). In Cooperative Learning, students work in small groups to help one another in learning academic content (Slavin, 1995). It means cooperative learning is method that students work in small group to help one another learning to achieve certain goals. Teaching and learning process using cooperative learning techniques are a learner-centered paradigm which has gained popularity as alternative to the lecture-based paradigm. It means that cooperative learning is the strategy which involved with the students in which they have to cooperate with their friend so as to be better in their learning.

Research has shown that cooperative learning can help students develop skills in communication. Cooperative learning is the opportunity for groups to work together and for students to talk to one another. This method creates a positive learning environment for students and allows students to have more opportunities for communication (Brecke& Jensen, 2007; Zhang, 2010; Duxbury & Ling, 2010). According to Daniels (2005), cooperative learning structures give students a framework of support for their language learning experience. From this framework, students will facilitate confident in their language skills, so they will be comfortable in their learning environment and become more eager to speak out in class. They have to talk to succeed in the task and they are motivated to succeed through the task being interdependent (Jolliffe, 2007). When students use language for learning tasks, they must work together to complete a particular objective and make their ideas clear to others and extend themselves a bit to appreciate another's perspective on a problem (Strickland and Feeley, 2003). From this explanation, we find that there are many theories about why cooperative

learning can be an effective teaching strategy. It can be claimed that cooperation is effective in English teaching in the classroom.

2.14. Basic Components of Cooperative Learning

The role of teachers using cooperative learning method shifts from transmitters of knowledge to mediators of learning (Calderon, 1990). This role involves facilitating, modeling and coaching. Teachers adopting this role should maintain a safe, non-threatening and learner centered environment. This environment of teaching will help students contribute positively in the cooperative activities assigned to their group (Ning, 2011). For the activities to be genuinely cooperative, each type of activity requires the presence of five basic components of the cooperative learning (Johnson, Johnson and Smith, 1991). There are five key components which differentiate Cooperative Learning from simply putting students into groups to learn (Johnson, Johnson, and Smith 2006).

1. Positive interdependence. It refers to the idea that students are required to work together in order to achieve common learning objectives. In this case, students must believe that they are linked and that they either sink or swim in such a way that one cannot succeed if others do not succeed. Students need each other for support, explanations, and guidance. Without the help of one member, the group will not be able to achieve the desired objective.

2. Individual accountability. It implies that each team member is responsible for his/her fair share to the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the task. It is also vital that group members know they cannot "hitchhike" on the work of others

(Jolliffe, 2007). It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn also.

3. Promoted interaction. It refers to the interaction of students in order to help each other accomplish the task and the group's shared goals. Students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008). They are also expected to explain things to each other, teach others, and provide each other with help, support, and encouragement.

4. Interpersonal and social skills. It refers to the skills such as giving constructive feedback, reaching consensus, communication accurately and unambiguously and involving every member in the learning process. However, not all students know these skills. They must be taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator (Cowe et al 1994).

5. Group processing is an important aspect of Cooperative Learning. It requires group members to assess their functions and contribution to the success of all tasks. It focuses on positive behaviors and actions rather than on negative ones and involves students thinking about how they learn. Additionally, the teacher may choose to spend time specifically focusing on improving a skill such as speaking. The teacher can then monitor the different groups during the learning activities and provide feedback on what has been observed.

2.1.5 Using Think Pair Share as Strategy in Cooperative Learning

Speaking is a complex skill that students must learn in order to communicate with their friends. Speaking is very important because language is primarily speech. Oral communication is seen as basic skill, so it is much needed. For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and it is measured in term of ability to carry out a conversation in the language.

One of the cooperative learning strategies that is used in this research is Think Pair Share develop by Lyman in 1978. Think Pair Share is one of cooperative learning strategies designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman to encourage student classroom participation. So it can solve the students' the problem in speaking skill (Lyman, 1987:48).

In applying this strategy, the teacher gives a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, 1987). The students can share their ideas that appear in their minds as the responses to the teacher's questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion.

There are three steps in implement think pair share. Students think through questions using three distinct steps: Firstly, *think*: Students think independently about the question that has been given, forming ideas of their own. Secondly, *pair*: Students are grouped in pairs and then discuss their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others. Thirdly, *share*: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process. In implementing the *think-pair-share* strategy, the following steps suggested by the experts can be followed in the teaching and learning process. As proposed by the Lecturer Vision (Online, 2007), this strategy is applied in three steps. They are *thinking*, *pairing*, and *sharing*. The teacher can decide on how to organize students into pairs. Then, the teacher gives a problem or asks an open-ended question to which there may be a variety of answers. In this session, the teacher gives the students 'think time' and directs them to think on their own about the question. Following the 'think time', students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. The teacher then asks the students to pair with their partner and share their ideas that they have thought before. The pair then shares their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own. For these reasons, that think-pair-share will increase student participation in class discussion as well as students' confidence in their speaking ability.

In this research, the students have to discuss or share with their group members so that they can solve the problems of assignment together given by the teacher. After that, the teacher will call them one by one must respond the assignments orally or by choral practice. The teacher will evaluate their performance of their speaking especially for grammar, pronunciation, vocabulary and their fluency in speaking. The technique is the same as a monologue. The students just have to retell the picture series of recount text in the form of a monologue.

According to Lyman (1988: 243) Think Pare Share as a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. The purpose of the method is to give a chance for students to share the ideas and considering the correct answer. Based on the definition, the students will share and discuss together to get the best answer, they will speak together, talk together, so they not only learn about the material given but also learn about how to speak and discuss together.

2. 2 Action Hypothesis

The action hypothesis of this classroom action research is described as Follows: the implementation of cooperative learning to improve speaking skill of eighth grade students of VIII B at MTS Bustanul Ulum Bulugading, because cooperative learning may help the students to work together in groups so that they can learn maximally. By working together, the students can discuss, finish and submit the task given. It means that silence in speaking activities can be

minimized. Besides, cooperative learning allows the students to support one another to be brave and confident as well.