

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

.This chapter presents the theories; definition of speaking skill, criteria of speaking skill, teaching speaking of English as foreign language, definition of Group Investigation, purpose of Group Investigation, the use of Group Investigation in teaching speaking, and action hypothesis.

2.1 Theoretical Research

2.1.1 Definiton of Speaking Skill

There are many definitions of speaking according to some experts. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Bruce & Joyce, 1997). Its form and meaning are dependent on the text in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and involving.

Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language 'on the spot'. While Chaney (1998: 13) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety contexts. Speaking is a crucial part of secong language of teaching and learning.

Burkart (1998:11) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The functions (transaction and interaction); it is knowing the clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And the social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participant); it is understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason.

It can be concluded that speaking is a process to produce and receive information fluently which involves areas of knowledge. And there are mechanics in speaking such as vocabulary, grammar, and pronunciation that should be understood well.

2.1.2 Criteria of Speaking Skill

Speaking is not only expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Speaking assess the speaker to be able to transfer their idea through speech. In this case, there are some aspects of speaking skill as follows:

2.1.2.1 Fluency

Foster and Skehan in Imam Arifin (2017) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying and by subjects as they complete a task.

2.1.2.2 Pronunciation

Harmer (2001) provided more issues related to pronunciation. He suggested pitch, intonation, individual sounds, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2.1.2.3 Grammar

Brown (2001) stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. From that statement, we know that grammar is used to arrange the words into appropriate sentence by considering all the use of each word and its tense. Grammar makes well arranged group of words that will be delivered to be known well.

2.1.2.4 Vocabulary

Thornbury (2005) suggested three usual things used by speakers in what they are being said:

- a. When people speaking, they are involving high proportion of words and expressions that express their attitude to what is being said.
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participations in the intermediate or a more distant context.

2.1.2.5 Interactive Communication

According to Thornbury (2005) in Imam Arifin (2017), interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. It means that the meaning in conversation as the way of communication should deliver well to get an appropriate interpretation from the speaker to listener.

2.1.2.6 Appropriateness

Harmer (2001) stated that the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are: setting, participations, gender, channel, topic, and complexity.

2.1.2.7 Complexity

Brown, Anderson, Shillock, and Yule in Nunan (2004) provided what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved.

2.1.3 Teaching Speaking of English as Foreign Language

In the previous chapter the researcher has explained a little thing about teaching and learning speaking in the school, especially in Indonesia. Nowadays, teaching speaking that mostly happen in the school is not like what actually expected. Because, most of teacher are still doing the same thing between teaching speaking and teaching readinga loud. That condition is not only found at elementary school, but also at high school. And it happened because teacher more

emphasizes the students' performance skill and they are not trained to express their own ideas. So, teaching speaking is only using text that will be read loudly by student. And it can make student to be more memorizing the text that is given by the teacher than the text that they make by themselves.

However, speaking is process how people express their ideas like producing or receiving information from themselves to others and vice versa. So, in teaching speaking students are trained to express their own ideas. And it is automatically can help student to develop their creativity in giving opinion. Futhermore, there are two points that should be understood by teacher while teaching speaking in the class, they are (1) principal of teaching speaking, and (2) procedure of teaching speaking.

2.1.4 Definition of Group Investigation

According to Robert E. Slavin (1985), *Group Investigation* is a strategy that integrated and related with something about mastering, analyzing, synthesizing information due to solve the problem aspect. The group assignment to give some contributions, and it is not designed only for answering factual questions (what, who, when, etc). In general, teacher stake out an extensive topic, where student will read the topic into the subtopic. This subtopic is the result of development from students' interest and background, which is seemed with exchange the idea of each student.

Kurniasih and Sani (2005: 71) states that *Group Investigation* is one of the cooperative learning method that has pressure point on students' participation and activity in looking for the topic by themsleves or everything about the topic that

will be learned. Those information can be got from the materials that is available, such as lesson book, librabry, or internet with the references that can be responsibility.

In this case, *Group Investigation* emphasizes the students' participation in having a good communication to each students in the group. So that, they can look for the topic (information) that will be learned and they can understand it. And the topic itself can be found from the available materials. Besides, it can help students to have skill in thinking independently.

According to Sharan & Sharan, 1992 (in Sharan, 2009: 1440) there are four characteristics of Group Investigation (GI) they are, investigation. Interaction, interpretation, intrinsic motivation. Then, Sharan (2009: 145) explains those four characteristics:

2.1.4.1 Investigation

Investigation is begined when teacher give the complicated topic to the students. In investigation process, students are emphasized to be initiative that is proved by their questions, answers, and references. Students work together with the group to look for the information, and some ideas. During they look for the information, they will share and consolidate their ideas with each group members.

2.1.4.2 Interaction

Interaction is important for each students in Group Investigation. In this case, students will share their ideas and help each other in focusing their attention on the topics that they learn. According to Thelen, 1981 (in Sharan, 2009: 147) states that sosial interaction and intelektual are the ways that is used by students to

turn their personal knowledge when they get new knowledge in the group during they discuss the topic.

2.1.4.3 Interpretation

During the students doing their task or learn more about the topic, in individually, and in the small group, they collect so many information from any different references. In group, they meet with their member's group to share their informations and ideas. They try to make their own interpretation and the result of what they find about the topic. The interpretation of their findings is kind of negotiation process for each student personal knowledge with the new one. In this case, interpretation is the real of social-intellectual process.

2.1.4.4 Intrinsic Motivation

Students are asked to share and consolidate their informations about the topic depend on their knowledge. it can be seen that Group Investigation can improve their skill to look for the information that they need. It can motivate students to communicate and doing interaction with other people (Sharan, 2009: 148-149).

In brief, Group Investigation (GI) is one of the teaching strategy which can make student more often communicate or share their ideas with others in the group. And students will practice some components of Group Investigation (GI), such as: discussing, sharing, analyzing and synthesizing, and evaluation.

2.1.5 Purpose of Group Investigation

There are some purposes while using Group Investigation in teaching and learning process. According to Zingaro (2008) for Dewey, the goal of education is to develop socially responsible citizens who understand how to work together to

solve problems and construct knowledge. Thus, educational environments mirror real-world democracies in that students have the opportunity to make choices and discuss ideas and thoughts. These criteria were present in Dewey's classroom and continue on today's GI: students get to choose the subtopic of study. They are free to explore their own ideas and the ideas of their group mates in order to arrive at consensus.

The size of groups must be governed by the teacher. Group sizes from four to five have been recommended, but teacher also must decide what to do if the students are not dispersed equally among the subtopics. However, some students may have to equally appealing interest. Further, groups should be ethnically and academically. But this may interact with the chosen topic or available subtopics. For example, if one subtopic is more challenging than others, an academically group will result. In this case, the teacher could try to deliver the message that all subtopics require varying skill in order for a group to successfully.

2.1.6 The Use of Group Investigation (GI) in Teaching Speaking

Group Investigation can be effective to use in teaching speaking. The application of group investigation in speaking is very good for students, so that they become active and freely to speak up in learning speaking (Mufidah, 2015). The researcher has explained that speaking is the activity or process how people express their idea. So in this case, there is continuity between Group Investigation and teaching speaking.

Kiranawati (2007) in Imam Arifin (2017) states there are some steps of implementing the Group Investigation (GI) in class, such as: topic selection,

planning cooperation, implementation, analysis and synthetic, providing the final result, and evaluation.

In addition, Sharan & Sharan (1992) in Imam Arifin (2017), explained the procedures of Group Investigation (GI). First, teacher introduces the challenging, many sided problem. In this case, teacher tells to the students about what topic that will be discussed. For example, teacher want to teach about descriptive text. Then, teacher ask students to make a descriptive text and they are asked to analys it.

Second, after teacher tells the topic that will be discussed, then teacher ask students to make some groups. The group consists of 4-5 students and it is choosed randomly. And after that, the group has to decide what subtopic that they will discuss. And it is not only that, but also they have to be able to analys the topic or find the problem of their topic. After the students have discussed their own topic, they present it in front of the class. And in the last activitiy, teacher and all the students evaluate the work of each group and group member that has prensented the work. And not only the teacher who can evaluate the work that has presented before, but each group also can evaluate the other group's work. So, students can know directly if there are some mistakes on their work.

Moreover, as Sharan & Sharan (1992) stated before, we can see that the implementation of Group Investigation in the class, it will make students are more often to speak like they try to present their work in the class as well as they can. And students do not need to be afraid if their work is wrong. Because in the end of the class, the work will be evaluated together.

2.2 Action Hypothesis

Based on the theory above, the hypothesis of this research is the use of Group Investigation (GI) can improve students speaking skill of the eighth grade at SMP Muhammadiyah 9 Ambulu in academic year 2018/2019 by attempting to give a tentative solution in the investigation.

