CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

Speaking is one way to declare or state our argument or opinion, and feeling by using language. It is an interactive process that producing and receiving information (Nunan, 1991:40). Speaking is an oral interaction which commonly presents information expressing ideas and thought. In addition, Speaking is interactive process of constructing meaning which always involves in producing words, and the meaning depends on the contexts (Bailey, 2005:2). Furthermore, Tarigan (2008:16) states that speaking is an ability to express articulation sounds or words to express state or deliver thoughts, ideas and feeling. Therefore, speaking in language teaching is the ability to use the language, and the goal of teaching speaking is the ability to use the language correctly and appropriately in order to get the information that is delivered by the speaker.

From the expert’s opinion above, it can be concluded that speaking is an ability to express or deliver ideas, thought, and feeling as a way to communicate through the vocal organ.
2. The Importance of Speaking

Speaking is to make the students be active and be able to speak fluently; two things should be considered by a teacher related to the teaching of speaking:

1. Motivation

Motivation is one of the important things that students should have in joining the speaking activities. Without motivation, students will not feel interested in joining the lesson. Nunan, (1991) wrote, success is measured in terms of the ability to carry out conversation in the language. Therefore, the students who do not learn how to speak or do not get the opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in the class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

2. Fundamental to Human Communication

Communication is one fundamental thing in our lives. In all day we use conversation to communicate with other people in surrounding. In daily life people do most of speaking than writing communication. Many classroom activities always spend the majority of class time on reading and writing practice. The teacher is almost ignoring speaking and listening activities. It is not good balance. If the goal of teaching language is truly to enable students to communicate in English, the speaking ability should be taught and practiced in the language classroom.
3. Speaking Components

Speaking competence knows as oral skill that plays an important role in human interaction and communication when people communicate their ideas, mind, and feeling to other. According to Tarigan (2008: 16) speaking competence is an ability to express articulation sounds or words to express state or deliver thoughts, ideas and feeling.

To measure speaking competence, there are several components of speaking competence. Those components of language proficiency of speaking are:

a. Fluency

It can be defined as the ability to speak fluently and accurately. Nunan (2003: 55) states fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false state, word search etc. It is concluded that fluency means the capability of someone speaks fluently and accurately without hesitation.

b. Grammar

It concerns about how to arrange correct sentences in conversation (Ur.Penny: 1996).

c. Vocabulary

Vocabulary means the appropriate diction that is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively or express idea in both oral and written form.
Having limited vocabulary is also a barrier that precludes learners from learning a language. Therefore, language teacher should process considerable knowledge and how to manage an interesting classroom, so that the learners can gain a great success in their vocabulary learning.

d. Pronunciation

It is students’ ability to produce the English sound well (Kristina, Diah, et.al.2006:1).

A good pronunciation can be known, if the people are right in articulation when they are communicating with other people. With good pronunciation, students can communicate well with others.

The concepts of pronunciation are stated as follows:

a. The sound of the language or phonology

Sound is useful to define the sounds. In this case, the students have to produce a good or clear sound.

b. Stress and rhythm

To find a good pronunciation in pronounce something and to make easy the listener understand the sound, the students have to know their stress and rhythm is right. It means that, when they want to speak with audience they have to give stress and a good rhythm.
c. Intonation

Intonation is an important aspect of the pronunciation of English because it can make misunderstanding between one with other when they did some conversation. Intonation is rises and falls in tone that make the tune of an utterance and it often make a difference meaning or implication.

d. Comprehension

Comprehension is an ability of someone to understand or comprehend something / what another speaker says. It can be said that in comprehending something, someone has to give explanation by using her own word (Sudjiono, 2009: 50). Comprehension is closely related to good pronunciation, mastering grammar, has many vocabularies and fluency too. Some students able to speak fluently and have many vocabularies, but they mispronounce lots of words and cannot arrange a good sentences.

From the case above, comprehension of speaking English is one of the components of speaking ability that should be paid more attention by students if they want to have a good ability in speaking skill. Otherwise, their speaking ability won’t be understood.

4. Speaking Ability

Ability has an important role to succeed our activity. If we have an ambition or a plan for some activities, but we have no ability, of course our activity will fail. It is caused by the fact that the ability is the power which supports our activities. Horby (1994:2) says that ability is capacity or power to do something.
Ability comes from our selves. Ability depends on our effort. If we do not have talent of an activity, but we keep trying to do that activity, finally we will be able to do it. On the other hand, if we have ability to do such a difficult activity but we never try, of course we will not be able to do it. For example in speaking, if there is student who is good at writing but he never practices speaking, as the result he can not speak English well. Then, if that student is not good at writing, but he always practices and improves his speaking, of course he will be able to speak English well.

Although ability has an important role to succeed our effort, but we have remember that ability and willingness must complete each other. They can not run well by them selves.

On the other hand, ability can be trained and developed from our continual effort and practice. Ability can be improved otherwise it can be regressed.

Speaking ability is not only apply the structural rules of a language, but also know when, where and how to use the sentences and to whom. People are said to have good speaking ability if we have accuracy in structure, fluency, and appropriateness.

Finnocchiaro (1997:34) says that speaking ability:

a. Knowledge of the structure and vocabulary of the language.

b. Knowledge of the speaking rule. It knows what topic may be talked about in different types of speech event, and knowing what address forms should be used with different person whom speak to and in different situation.
c. Knowing how to use response to the different types of speech acts, such as invitations, capability, apologies, etc.

d. Knowing how to use language appropriately

Speaking ability is our power to speak or to express our idea or feeling with a language in a sentence by producing sound. Lado (1961:240) in meaning and speech art, Vanderkeven says that speaking ability is ability to express oneself in life situation, or ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.

In avoiding misunderstanding and supporting the title of the research, speaking ability that is meant by the writer here is English speaking ability. The ability to speak a foreign language is the most highly prized of language skill. It is useful as our prestige. People will appreciate us if English can be spoken fluently, do not care whether it is good at written English or not.

5. Technique in Teaching Speaking

Teacher should create a classroom environment where the students have real life communication, authentic activities and meaningful tasks that promote oral language. They should have some techniques to create the students’ activities in learning process more active and the same time make their learning more meaningful and fun for them.

Vanderkeven in Astuti (2008:14) stated that in English speaking, teacher needs many techniques to be used in the classroom they are;
a. Group Discussion

The students may aim to be active at conclusion, share ideas about an event or find solution in their discussion group.

b. Role Play

One other way of getting students to speak is role play. Students present that they are in various social context and have a variety of social roles.

c. Simulation

Simulation is very similar to role play but make simulation different from role play is more elaborate. In simulation, students can bring items to the class to create the realistic environment.

d. Storytelling

Students create their own stories to tell their classmates. It helps students express ideas in the format of beginning, Development and ending, including the characters and setting a story has to have.

e. Interview

Student can conduct interviews on selected topic with various people. Conducting interviews with people, will give students a chance to practice their speaking ability, not only in class but also outside and help them becoming socialized.

f. Reporting

Before coming into the class, students are asked to read a newspaper or magazine and report to their friend what is found as the most interesting news.
Moreover Heaton (1974:86) stated that technique of speaking are:

a. Reading Aloud

Many present days, oral test include a test of reading aloud which student is given a short time to glance and extract before being required to read it aloud.

b. Using Picture

To measure the students speaking competence, picture can be a good stimulus of speaking. The picture can contain an activity, has a certain idea and purpose, meaningful and shows a certain situational context.

e.g make a short dialogue by looking a picture.

c. The Oral Interview

An interview is the common way to measure the speaking competence. It is usually used for the students, whose language ability is good enough target language.

d. The Short Talk

In certain examinations students are required to prepare short talk on a given topic. They may be allowed several days or only a few minutes in which to prepare the talk, and in some cases they may be providing with notes or reference material.

e. Group Discussing and Role Play

Reciprocal speech is tested in each situation but the examinations themselves are more appropriate for native speakers than for the foreign learners.
From those definitions previously, cooperative Learning/Group Discussion type STAD is selected to be a technique to teach English Speaking class at eleventh grade students of Senior High School.

6. The Evaluations of Speaking

Evaluating speaking means that some testing techniques have to be considered to know how’s someone speaking ability. Moreover, Nakamura & Valens (2001) pointed out three different types of speaking test, and they are:

a. Monologue

This kind of test sometimes is called as presentation. In this type, students were asked to perform some task such as show and tell where they talk about anything they choose. Furthermore, it is a kind of test that gives students an opportunity to make a small presentation. There are some criterions to measure in this test, i.e: contents, language, and eye contact.

b. Dialogue

This testing technique is also known as the interview. It is an open-ended test where the students lead a discussion with the teacher or another student, and students in this kind of test are required to use conversation skills that they have learned throughout the course or a material prepared by the teacher. Additionally, this testing technique requires some criterions, such as: comprehension, pronunciation, fluency, grammar and vocabulary.
c. Multilogue

It is also called the discussion and debating. At this point, the discussions are students-generated, and students are put into groups where as a group, to decide on a topic they feel would be interesting for the rest of students at the classroom. This type of test takes three requirements, and they are:

1) Able to part of the conversation to help it flow naturally.
2) Uses fillers/ additional questions to include others in conversation.
3) Transfers skills used in dialogues to group discussion.

In this research, the dialogue testing technique is selected to be a kind of speaking test, in which there is the contribution of the five components of language proficiency (fluency, comprehension, grammar, vocabulary, and pronunciation) to be measured in a form of reading blank dialogues technique as Nurgiyantoro (1994) explained. Moreover, the scoring system of those five components will be explained deeper in the next chapter.

B. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning means doing something together cooperate each other in a group or team. Related to A rends in Purwaningsih (2007: 14),
Cooperative learning is a model with a set of common attributes and features. It has several variations. The following are its essential features; students work in team to master academic materials, teams are made up of high, average, and low achievers, and are racially and sexually mixed; reward systems are group-oriented rather than individually oriented. The purpose of constructing the small group in cooperative learning is to give chance for students to be active in thinking process and classroom activities. While, according to Abdurrahman and Bintoro in Pramastu (2006), cooperative learning is learning that consciously and systematically develop interaction among the students as a life exercises in the real society.

Slavin (1994: 35) stated that: “One of the most important reasons that cooperative learning method was developed is that education and social scientist have long known about the detrimental effect of competition as it is usually use in the classroom. This not to say that competition between good methods will make competition can be effective and harmless; it means that motive people to do their best”.

Cooperative learning involves students working together toward a common goal in teaching learning situation. It is a relationship in a group of students that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision-making, and conflict resolution), face to face interaction, and processing
(reflection on how well the team is functioning and how to function even better).

From the statement above, that cooperative learning is effective method to motive students in increasing their knowledge and their social interaction, so competition within teaching learning process is not dangerous to students.

2. The Element of Cooperative Learning

Experts have already proposed lots of elements of cooperative learning. Four of them elaborated by Scott in Astuti (2002). First, Positive Dependence among students. In this stage students will help and motivate each other in their team in comprehending material and doing exercise depend on the roles. So, there is an interaction among students.

Second, Individual Responsibility. The students have responsibility to themselves and their team to improve their knowledge because the scoring is taken from individual score and team score average. So, students should improve their knowledge.

Third, personal interaction. Students in the team can communicate and interact face-to-face with other in the team without looking at the differences among them. It will make relationship among students are closer.

Fourth, the competence in making interpersonal relationship. In cooperative learning, social competence is needed to improve their members’ ability. Social competence is created intentionally between students.
Cooperative learning makes students easier in getting information from the material or lesson, because they can cooperate with their friends. It also helps students who have less comprehension about their material because they can ask to their friends who have better comprehension before they ask to the teacher.

3. Model of Cooperative Learning

According to Nurhadi, ET all (2003:63-66) there are some models of cooperative learning method, those are:

1. Student Teams Achievement Divisions (STAD)

In STAD, students are assigned to four member-learning teams that mixed in performance level, gender, and ethnicity. The teacher presents the lesson, then the students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on material, at which time they may not cooperate with other.

2. Jigsaw

This method is developed by Elliot Aronson and his friends from Texas University then method adapted by Slavin and his friends. Students work in the same four members, heterogeneous teams as in STAD. The students are assigned chapter, short books, or other material to read, usually social studies, biographies, or other expository material. Each member has responsibilities to mastery the material then each team member is randomly assigned to become an “expert” on some aspect of reading assignment. The expert group back to their team and discuss the material that got from the expert group. Scoring
and team recognition based on the improvement are the similar with STAD.

3. Group Investigation (GI) method

This method is designed by Herbert Thelen then this method is developed by Sharan and his friends from Tel Aviv University. This method is the most complicated in cooperative learning because this method impress students have good ability to communicate between students or group process skills. Students are divided into several teams based on their interest to the theme. The students choose the theme that wants to be learned. Then they have to make preparation and delivering on the front of the class.

4. Structural Method

This method is developed by Spencer Kagan and his friend. This method has similarity to another method but this method impress to the certain structures to influence students’ interactions. This method impresses students to cooperate between members in the team. The structures that is developed by Kagan has purpose to give alternative from the several class structures that is more traditional that is begun with question that is given by teacher then students answered the question with raise the hand or teacher choose one of the students. Think-pair-share and numbered head are structures that can be used to increase students’ mastery in academic, then active listening and time tokens are structures can be used for teaching social skill.
C. STAD (Student Teams Achievement Divisions)

1. The Definition of STAD

STAD is one of the cooperative learning methods that developed by Robert Slavin and his friends in John Hopkins University. It is one of the cooperative learning strategies that easiest and simplest. STAD emphasizes the activities and interaction between students to motivate and help one another in comprehending material to reach the best achievement (Pramastu, 2006: 17)

In STAD, students study with 4-5 team members following a teacher presentation. Students take quizzes individually to demonstrate how much they have learned. The individual quiz scores are summed to form a team score, and teams are rewarded for their performance. Teams are made up of students with varying academic abilities, genders, and races. The entire cycle of activities, from teacher presentation to team practice to quiz, usually takes three to five periods. STAD has been used in a wide variety of subjects, from math to language art to social studies, and has been used from grade 2 through college.

In STAD, students are assigned to four or five member learning teams that are mixed in performance level, sex, and ethnicity. Slavin (1982: 83) says that the students should be assigned in groups of four that are totally heterogeneous. The teacher present a lesson and then students work within their teams to make sure that all teams’ members have mastered the lesson. Finally, all students take individual quizzes on the
material, at which time they may not help one another. Success is based on improvement, that is students quiz scores compared to their own past averages, and points are based on the degree which students can meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards. STAD is most appropriate for teaching well defined objectives.

Slavin (1982: 74) emphasized that students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base score.

Therefore, Alkindi argue (2011: 18) the main idea of STAD is to motivate students to encourage and help each other in mastering skills presented by the teacher, if the students want their earn team reward, they must help their teammates to do their best, expressing norms that learning is important, valuable and fun.

2. Basic Procedure

Slavinas quoted by Andriany (2009:11) said that the procedures of STAD are as follows:

a. Assign student to team. In assigning to teams, balance the team so that each team is composed of students whose performance level range from low to average to high.

b. Make students worksheet and quiz for the lesson that we plan to teach.
c. When explaining STAD, read the task that must be done by the team.
d. Distribute the quiz and give students adequate time to complete it. Do not let students work together in the quiz.
e. Make individual and team score.

3. Components of STAD

Slavin (1998: 71) mentioned that in learning process, STAD has major components, they are:

a. Class presentation
Teacher presents certain lesson objectives then motivates students’ curiosity about the material that is going to be learned. It has purpose that students will remember the previous material and connect it with the new material. The presentation uses deliver as usual or discussion. The length of the material depends on the difficulty of the material.

b. Team
In this stage students learn the material, then students try to comprehend the material by learning the student’s worksheet that is given by teacher and students do the exercise available, and then one of the students’ worksheet is sub method to the teacher to be presented as review.

c. Quizzes
In this stage, students do the test individually; the purpose of this test is to measure the students’ understanding about the material that has been learned.
d. Individual Improvement Score

The idea behind the individual improvement score is to give each student a performance harder and performs better than in the past. Any students can contribute maximum point to his or her team in this scoring system, but no students can do so without doing his or her best work. Each student is driven “base” score, derived from the students’ average past performance on similar quizzes. Student then earn points for their teams based on the degree to which their quiz score exceed base score.

e. Team Recognition

Team score is calculated based on improvement point of each member of team. The students earn points for their teams based on the degree to which their quiz score exceed their base score.

<table>
<thead>
<tr>
<th>Quiz score</th>
<th>Improvement point</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 points below base score</td>
<td>5</td>
</tr>
<tr>
<td>10 points below to 1 point below base score</td>
<td>10</td>
</tr>
<tr>
<td>Base score to 10 points above base score</td>
<td>20</td>
</tr>
<tr>
<td>More that 10 points above base score</td>
<td>30</td>
</tr>
<tr>
<td>Perfect paper (regardless base score)</td>
<td>30</td>
</tr>
</tbody>
</table>

They are three reward levels given to team achievements based on improvement score. They are:

a. Super Team: Given for team that gets score 25 – 30 average.

b. Great Team: Given for team that gets score 15 – 24 average.

c. Good Team: Given for team that gets score 5- 14 average.

Team recognition is done soon after making individual and team score.
The advantages and disadvantages cooperative learning type STAD.

The advantages of STAD technique are as follows:
1. The students cooperate in achieving the goal by considering the norms of the group.
2. The students actively help and support the spirit to succeed together.
3. The students actively role as tutor in same age to increase more the team success.
4. Interaction of the intern student’s improvement of the competence in giving ideas.

While the disadvantages of STAD technique are:
1. If the viewed from the class tools, managing the seats to work in groups takes much time, and it is caused by no specific rooms which can be used to study in groups.
2. The big number of the student in a class causes teacher less attention in observing the learning process.
3. The teacher is demanded to work quickly in finishing the job dealing with applied learning, for example, correct the student work, calculate the developments score or calculate the group average score. It must be done in every end of the meeting.

4. How to Teach Speaking Using STAD

Here, the steps to teach speaking using STAD in the class:

a. To begin the teaching learning process using cooperative learning type STAD the first step is the teacher divides the students into some groups that one group consist of 4-5 members.
b. After that the teacher delivers the material that will be learnt. For example the material is expression used for asking and giving agreement, asking giving and responding to opinion about someone or something.

c. Next, the teacher gives dialogue to each group and asks the students to practice the dialogue and identify the expression used.

d. The students discuss with their partner in their group to do the assignment from the teacher.

e. After that the teacher and the students discuss the result of exercise together.

f. The teacher gives dialogue to be performed in front of the class in group to get the individual and group score.

D. Basic Assumption

STAD is one of cooperative learning technique for teachers to build more interactive English speaking class. In this technique, teachers encourage and help students to have a good passion in sharing their idea and feeling actively. Further, it increases their ability to argue and speak up. Moreover, the students also have responsibility to themselves and their team to reach the best score. Moreover, by using STAD in teaching speaking, teachers can help students have better English speaking achievement.