CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

In order to know the students' speaking competence we must know the definition of it.

Hornby (1995: 1140) said that speaking is producing words or talking to somebody.

While Tarigan (1991: 15) revealed that speaking is ability of uttering sounds' articulation or words to express and convey our thoughts, ideas, and feeling that are audible and visible. Further he explains that speaking is people's attitudes that extensively involve physic, physiologic, neurogical, sematic and linguistic factors in many aspects. Therefore it's called as the most important tool for social control.

Moreover Tarigan (1987: 15) also stated that speaking is an ability to express and deliver idea, suggestion, thought and feeling in form of sound, artculation. Speaking is a tool to communicate with other people, so speaking are visible and audible activity. The speaker has to know the respond of the listener and the listener has to listen to the idea or information delivered by the speaker.

Nunan (1991: 40) argued that speaking is the same as oral interaction which are conventional ways of speaking information,

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expressing our idea, and thought have in our mind. Speaking is as an expressing our ideas but also presenting new information. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context.

From the opinion described previously, it can be concluded that speaking is an ability to express and deliver idea, thought and feeling as a way to communicate through the vocal organ.

2. The Purpose of Speaking

Vanderkeven (1990: 22 – 23) states that there are some purposes of speaking those are;

1. Speaking is used to inform. It means that speaker wants to inform feeling or opinion to the hearer.

2. It is used to entertain. It means that the speaker wants to make the hearer feels happier.

3. It is used to persuade. It means that the speaker tries to convince the hearer to do something.

While Whitman and Boas as quoted by Mulyana (2000: 9) some purposes of speaking include the followings:

1. To convince

   It means that the speaker wants to persuade the hearer to do something.

2. To Instruct

   It means that the speaker wants to command something to do.

3. To Inform

It means that the speaker gives information to the other.

4. To Actuate/ Stimulate

It means that the speaker gives support to someone else.

5. To Entertain

It means that the speaker entertain someone so they will feel hapier.

Regarding those definitions mentioned previously, the purpose of speaking at least cover 3 aspects, such as: to inform, persuade and entertain.

3. The Component of Speaking

Speaking needs many components it means that the language can be spoken if the components are exist Vander Keven in Trianingsih (1990 : 8) says that there are components of speaking:

a. The Speaker

The speaker mean the people who produce sound they are usefull as the tool express opinion or feeling to the heaves. So, if there is no speaker, the opinion or feeling wont be stated.

b. The Hearer

The hearer mean the people who receive or get the speakers opinion or feeling, if there is no hearer will express their opinion by writing.

c. The Uterance

The utterance mean a word or a sentence which is produced by the speaker state the opinion. If there is no utterance both of the speaker and the hearer will communicate by giving sign.

While the Minneapolis Elementary Literacy Framework in Setiawan (2006:10) stated that there are some elements of speaking. They are as follows:

1. Communicator or called as a speaker, is someone who convey message.

2. Message, it can be knowlegde, idea, thought, attitude, information, feeling, etc.

3. A tool in conveying message.

4. Communicant or called listener.

Based on the descriptions previously, it could be concluded that all the speaking component are connected each other it means if one component is not exist, the speaking will be disturbed.

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 an 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 to 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.

Supporting the title of the research, the ability that is talked about speaking ability. 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 ood speaking ability if we have accuracy in structure, fluency, and appropriatenesss.

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 coverse, 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 what make simulation different from role paly is that it 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 then 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 dialouge by looking a picture.

c. The Oral Interview

Interviews 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 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 kinds 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, the 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 discussions.

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 froficiency (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. **Coopertive Learning**

1. **Definition of Cooperative Learning**

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999:3). Each student can then achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962:7). Cooperative learning is chosen to be an alternative method to conduct class to be more active and make a good interaction between students. In cooperative learning, students work with thier peers to accomplish a shared or common goal.

Based on the descriptions previously it could be concluded that cooperative learning is one of alternative method that uses of small groups, it can gives possitive effect to quality of the interaction and communication between students, so that students work together to maximize their own and each other's learning and increase their achievement.

2. **The Elements of Cooperative Learning**

Among the most widely used cooperative learning methods are those developed and researched by David and Johnson and their collagues at the University of Minnesota. Their method emphasized four elements:

a. Positive Interpendence

Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach the desired goal.

b. Face to Face Interaction

Promoting success of group members are by praising, encouraging, supporting, or assisting each other.

c. Individual Accountability

Each group member is held accountable for his or her work. Individual accountability helps to avoid members from "hitchhiking" on other group members' accomplishment.

d. Interpersonal and Small Group Skill

Students must be taught effective means of working together and discussing how well their groups are working to achieve their goals.

Moreover, there are some elements of cooperative learning as Mifflin (1997:418) mentioned, such as:

a. Group Heterogeneity

The size of cooperative learning groups is relatively small and as heterogeneous as circumtances allow. The recommended size is usually four or five students. At the very least, groups should contain both male and female and students of different ability levels. If possible different ethnic backgrounds and social classes should be represented as well.

b. Group Goals or Positive Interdependence

A specific goal, such as a grade or certificate of recognition, is identified for the group to attain. Students are told that they will have to support one another because the group goal can be achieved only if each member learns the material being taught or make a specific contribution to the group's effort.

c. Promotive Interaction

This element is made necessary by the existence of positive interdependence. Students are shown how to help each other overcome problems and complete whatever task has been assigned. This may involve episodes of peer tutoring, temporary assistance, exchange of information and material, challenging of each other reasoning, feed back and encouragement to keep one another highly motivated.

d. Individual Accountability

This features stipulates that each member of the group has to make a significant contribution to achieving the group's goal. This may be satisfied by achieving a minimal score on a test, having the group's test score be the sum or average of each students' quiz score, or having each member be responsible for a particular part of a project.

e. Interpersonal Skill

Positive interdependence and promotional interaction are not likely to occur if students do not know how to make the most of their face – to – face interactions. And you can safely assume that the interpersonal

skill most students poses are probably not highly developed. As a result, they have to be taught such basic skills as leadership, desicion – making, trust building, clear communication and conflict management.

f. Equal Opportunities for Success

Because cooperative are group heterogeneous with respect to ability and their success depends on positive interdependence, promotional interaction, and individual accountability, it is important that the steps taken to ensure that all students have opportunity to contribute to their learning.

g. Team Competition

This may seem to be an odd entry in a list of cooperating components, especially in light of the comments we made earlier about the ineffectiveness of competition as spur to motivation. But we are not to be contracditory. The main problem with the competition occurs between well – matched competitors, is done in the absence of a norm – referenced grading system, it is not used too frequently, it can be effective way to motivate students to cooperate with each other.

Regarding those explanations described previously, it could be concluded that the elements of cooperative learning at least cover 4 aspects, such as positive interdependence, face to face interaction, interpersonal skill and individual accountability.

3. Why Use Cooperative Learning

Research has shown that cooperative learning techniques (David & Johnson (1989:32) are able to:

a. Promote students learning and academic achievement.

b. Increase students retention.

c. Enhance students satisfaction with their learning experience.

d. Helpstudents develop skills in oral communication.

e. Develop students social skill.

f. Promote students' self -esteem.

g. Help to promote positive race relations.

Students' learning goal may be structured to promote cooperative, competitive,or individualistic effort. In contrast to cooperative situations, competitive situationare one in which students work against each other to achieve a goal that only one or few can attain. Johnson & Johnson (1989: 43) argued that in competition there are negative interdependence among goal achievements; students perceive that they can obtain their goal if and only if the other students either work hard to do better their classmates, or they take it easy because they do not believe that they have a chance to win. In individualistic learning situations students work alone to complish goals unrelated to those of classmat and are evaluated on criterion-referenced basis. Students' goals achievements are independent; students percieve that the achievement of learning goals is unrelated to what other students to do (Deutsh, Johnson & Johnson in Fitroh (2006:16) the

result is to focus on self interest and personal success and ignore as irrelevant the successes and failures of other.

The research clearly indicates that cooperation compared with compettive and individual effort; typically result in (a) higher achievement and productivity, (b) more caring, supportive, and committed relationships and (c) greater psyhological health, social competence, and self-esteem. The positive effect that cooperation has on so many important outcomes makes cooperative learning one of the most valuable tools aducators have.

From those explanation above it could be seen that cooperative learning implies values or benefits that are implied in competitive and individualistic efforts and even it gives more important outcomes than the other.

It has stated previously that one of the result of cooperative learning research shows it is able to help students develop skill in oral communication, this is oneof the writer consideration why using cooperative learning students are demended to be active because each member of groups has its own role, this will force them to show their performance.

4. Types of Cooperative Learning

Slavin in Alma (2008:28) stated that there are many types of cooperative learning. Here will be shown some types they are;

a. Jigsaw

Group with five students are set up. Each group member is assigned some unique material to lern and then to teach to his member groups. It is help in the learning students across the class working on the same sub-section get together to decide what is important and how teach it. After practice in this "expert" group the orininal group reform and students teach each other. Test or assesment follows.

b. Think-Pair-Share

Think-Pair-Share serves a simple yet powerful thinking skills structure. In this technique, a problem is posed; students think alone about the question for specified amount of time, and then from pairs to discuss the question with. During the share time, students are called upon to share the answer with the class as a whole.

c. Numbered Heads Together

Numbered Heads Together is basically a variant of group discussion: each student in a group had a number and the students know that only one student will be called on to represent the group. The dicussion is the attempt of the students to share the information so that everyone knows the answer. That way they will receive a point no matter which number is called. The twist is having only one students represent the group but not informing the group in advance who its representative will be. That twist insures total involvment of all the students.

d.   STAD (Student Teams Achievement Divisions)

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 student work within their teams to make sure all team members have masterd the lesson. Then, all students take individual quizzes on the material, at which time they may not cooperate with other.

C. STAD (Student Teams Achievement Divisions)

1. 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 emphasized 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 awerded 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 argued (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 team earn team reward, they must help their teammates to do their best, expressing norms that learning is important, valuable and fun.

2. **Basic Procedure**

Slavin (in 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 time is composed of students whose performance level range from low to averange 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. **How to Teach STAD**

Here, the steps to teach 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 an opinion about someone or something.

c. Next, the teacher gives dialouge to each group and asks the students to practice the dialouge 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 and the students discuss the result of exercise together.

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

4. 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 students worksheet that is given by teacher and students do the exercises 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.

The teacher will account the individual score as individual developmental score that will influence the team score because if the individual score is increase so the student will add the team score.

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 exeed 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.

Quiz Score	Improvement Point
More than 10 points below base score	5
10 points below to 1 point below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper (regardless base score)	30

They are three reward levels given to team achievemnets 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 techique are as follows:

1. The students cooperate in achieving the goal by concidering 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 students 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 the teacher less maximally 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.

D. Basic Assumption

Speaking ability is essential element in learning English. It is one of the results of learning English. For teaching speaking, the teacher should be creative in using method to motivate students, because not all method can be applied in a material.

STAD is one of cooperative learning model that is simplest for teachers who use cooperative learning methods in the beginning. In this model, teachers encourage students to cooperate each other in improving their ability. The students also have responsibility to themselves and their team to reach the best score.

E. Hypothesis

The hypothesis of this research is that STAD techique can improve students' speaking ability and their English avhievement as well.