

CHAPTER II

THEORETICAL REVIEW

A. Teaching Model

The success of teaching learning process depend on plan of teacher. When teacher does not have plan, classroom will not order well and the situation of classroom will be mess. Teaching is defined by Gage (1963:96) as “ any intrerpersonal influence aimed at changing the ways other person can or will behave.” Teacher has duty to give knowledge to students. Teaching learning should order well to make ideal situation in classroom so students can recieve knowledge easily.

Acording to Brodbeck(1963), model is a synonym for theory. So, a model often simply refers to some speculation about the conection between certain variables. Talk about teaching learning process, it can not be sparated with lesson, plan, preparation, and classroom.

From those statements we can conclude that a model of teaching is defined as blueprint which can be used to guide the preparation for and implementation of teaching. (Brady Laurie 1985:7).

B. Cooperative Learning

Cooperative Learning is a kind of teaching model that requires student cooperation and interdependence in its task, goal, and reward sturctures. (Arends, 2007 : 344). In cooperative learning model, students have to cooperate with their

classmates. They have to do their task in group without the help of the teacher. In cooperative learning teacher has role as monitor that observe the process of group discussion. Teacher will let the students do their task themselves. Cooperative learning also require students to coordinate their efforts to complete the task. So each student has the same role in process of discussion to complete the task. Similiary, in cooperative learning, two or more individuals are interdependent for a reward they will share, if they are sucessfull as a group.

According to Arends (2007:345) cooperative learning lessons can be characterized by following features :

- Students work in teams to master learning goal.
- Teams are mixed up of high-, average-, and low- achieving students.
- Whenever possible, teams include a racial, cultural, and gender mix.
- Reward systems are oriented to the group as wel as the individual.

The cooperative learning model was developed to achieve at least three important instructional goals : academic achievement, tolerance and acceptance of diversity, social skills.

Students often do not value their peers who do well academically, while they do value their peers who exel in sports... This is so because sports success brings banefits to group(the team, the school, the town), while academic success banefits only the individual. In fact, in a class using grading on the curve or any competitive grading or incentive system, any individual's success reduces the chances that any other individual will succed (Slavin 1996:54). Slavin, one of founders of cooperative learning believes that the group focus of cooperative

learning can change the norms of youth culture and make it acceptable to excel academic learning tasks. In addition to changing norms associated with achievement, cooperative learning can benefit both low- and high- achieving students who work together on academic tasks. In group of cooperative learning, each student must contribute in discussion. Every member has right to share their idea in group.

C. The Effects of Cooperative Learning

Nowdays living is characterized by global, interdependent communities and by complex social institutions that require high degrees of cooperation among members. Cooperative learning in classroom makes students behave to cooperate with each other or among members. There are many researchers prove that cooperative learning model gives good effects both student's cooperative attitudes and behaviors. Gilles (2003) ; Vedder & Veendick (2003) in Arends , studied show that cooperative learning not only influence tolerance and wider acceptance of students with special needs, but it also can promote better relationships among students of varying races and ethnicities.

Effect on accademic Achievement. One of important aspects of cooperative learning is that while it is helping promote cooperative behavior and better group relations among students, it simultaneously helps students with their academic learning. Slavin (1995a, 1995b) and his collague created an elementary school based on concepts of cooperation and cooperative. After the second year of implementation, students in cooperative elementary school achieved

significantly higher levels in reading vocabulary, reading comprehension, language expression, and math computation and application than did their peers in a traditional elementary school. They also displayed better social relations skills and were more accepting of disabled students.

Most developers of cooperative learning argue that learning in heterogeneous groups is beneficial for all students. To summarize, cooperative learning model reflects the perspective human learn from their experiences and that active participation in small groups helps students learn important social skills while simultaneously developing academic skill and democratic attitudes.

D. Cooperative Learning Methods

There are some methods of cooperative learning models. They are Students Teams Achievement Division (STAD), Jigsaw, Group Investigation (GI), Think-Pair-Share (TPS), and Number Head Together (NHT). This research will focus on Think-Pair-Share and Number Head Together.

1) Think-Pair-Share (TPS)

The think-pair-share model initially developed by Frank Lyman (1985) and his colleagues, is an effective way to change discourse pattern in classroom.

This is the following steps of think-pair-share :

Step 1- Thinking : The teacher poses a questions or an issues associated with the lesson and ask students to spend a minute to thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2- Pairing : Next, The teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a spesific issue was identified. Usually, teachers allow no more than for or five minutes for pairing.

Step 3- Sharing : In the final step, the teacher asks the pair to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a forth or a half of pairs have had a chance to report (Arends, 2007:355).

Numbered Heads Together

Is an approach developed by Spencer Kagan (1998) to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. There are four steps :

Step 1- Numbering : Teacher devide students into three-to five members teams and have them number off so each student on the team has a different number beetween 1 and five.

Step 2- Questioning : Teacher asks students a question. Question can vary. They can be very spesific and in question form. Or they can be directives.

Step 3- Heads Together : Students put their head together to figure out and make sure everyone knows the answer.

Step 4- Answering : The teacher calls a number and students from each group with that number raise their hand an provide the answer to the whole class (Arends, 2007:355).

E. Speaking

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Among four skills of English, speaking looks like the most useful skill required for communication. Communication can be done by at least two people, there are speaker and listener. Speaker is person who gives information and listener is person who receives information. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. That is why English is effective way for communication, both listener and speaker can share information each other.

F. Speaking Components

According to Akhyak (2013:19), Language learners need to recognize that speaking involved three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
- 2) Function (transaction and interaction): knowledge when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- 3) Social and culture rules and norms (turn-taking, rate of speech , length of pauses between speakers, relative roles of participants); understanding how to

take into account who is speaking to whom, in what circumstances, about what, and for what reason.

When students practice conversation at same time they can improve speaking components. Nurgiyantoro (2013 : 414) said that there are four components recognized English proficiency. They are pronunciation, grammar, vocabulary, and fluency .

1) Vocabulary

Language is consist of words, so words are important component to speaking English. Hornby (2005: 959) defined vocabulary as the total number of words in a language. Students will not be able to speak if they do not know the meaning of word. It means students have to learn the meaning of word.

2) Pronunciation

After students know the meaning of word, they have to say that word accurately. According to Cambridge Dictionaries Pronunciation is how words are pronounced. This is important to avoid misunderstanding among speakers.

3) Grammar

Grammar is one of the important things in speaking although it is not the most important element. But grammar is another aspect of language that relates whether or not the learners can use the correct form of the language learnt. Ur said that grammar is sometimes defined as the way words are put together to make correct sentences. By mastering grammar well, learners can interpret phrases or sentences on correct form so they can speak in the right form of language, fluently and accurately (Penny. 1987: 75).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

G. Speaking Competence

Competence is an ability to do something well (Cambridge Dictionaries). So speaking competence is the ability to speak or give information to other people. A speaker needs a listener to share information, and a listener has a right to give a response or feedback to the speaker. When a listener gives feedback or a response, he/she will become a speaker and the speaker will become a listener; this is what we know as conversation. When conversation activities are done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skill, needs gradual practice—controlled, awareness, and finally fluency in conversation. (Akhyak, 2013 :19). But proficiency is reached by several components, they are vocabulary, grammar, pronunciation, and fluency. So students should have four components of proficiency. When students have proficiency in English, they can do conversation well even with native.

H. Speaking Competence Indicators

Ur says (1999:120) that the characteristics of a successful speaking activity are as follows:

- 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious, but over most time is taken up with teacher talk or pauses.
- 2) Participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

I. Cooperative Learning in Speaking Competence

Cooperative learning has effects both on academic achievement, and social skill. Students who learn using cooperative learning got better achievement in language expression (Slavin 1995a,199b). When social skill build well, automatically communicative skill will be developed well. They will do interaction through discussion which they will speak to contribute on group discussion. It will give positive impact to students skill in speaking, moreover

each group have to present the result of discussion and another group will give feedback if there is a mistake. Based on theory above, the writer has faith that cooperative learning has effect to improve speaking competence.

J. Hypothesis

The Hypothesis of this research is that cooperative learning has positive effect to speaking competence.

