

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In this chapter, I discussed more about the literature that been used to support the research topic entitled "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill".

#### 2.1 Speaking Skill

Speaking is an important ability that should be mastered by English learners. This is supported by Zusana (2014: 375), which state that speaking a language is aspect that important to be mastered for the correct pronunciation with sounds and system of the language that needs constant attention and practice. In the school, students can interact or have a conversation with the teacher acting as facilitator. Thus, cited in Cambridge Young Learners Journal (2018), states that there are three criteria of students' speaking level, such as:

- a. Starters: which is aimed at young children, who will usually have very little experience of speaking English as well as a very little experience of test situations. This criteria is to students in Elementary School.
- b. Movers: which is aimed at children who have some experience of speaking English and probably also have some experience of test situations. This criteria is to students in Junior High School.
- c. Flyers: which is aimed at children who have considerable experience of speaking English and also can be assumed to be reasonably familiar with test situations. This criteria is to students in Senior High School.

## 2.2 Difficulty in Speaking

According to Agustin (2012: 10), there are some factors that influence students' difficulty in speaking. These factors include:

- 1). Difficulty in expressing ideas orally
- 2). Lack of vocabulary
- 3). Lack of grammar mastery
- 4). Lack of pronunciation
- 5). Lack of courage to speak up or fear of being wrong

Based on the factors mentioned above, I conclude that these five factors influence the students' difficulty in speaking. The proceeding that needs to be done by the teacher is determining aspects that can increase students' speaking skill. According to Resmini (2012: 6), there are some aspects that can improve the effectiveness in speaking. These aspects include:

- 1) Aspects of linguistic, include :
  - a. Pronunciation
  - b. Intonation
  - c. Stress
  - d. Rhythm
- 2). Aspects of non-linguistic, include:
  - a. Loudness of voice
  - b. Fluency
  - c. Attitude of speaking
  - d. Motion and mimic

#### e. Reasoning

With regard to both aspects of linguistic and non-linguistic, students can improve the effectiveness in speaking. Thus, I can determine the students' achievement in speaking skill.

### 2.3 Indicators in Speaking Assessment

According to Bovist and Gordon cited in M. Purwanti (2012 ; 3), there are six indicators which can be used as the consideration to assess speaking skill, namely:

- 1). Pronunciation and speech.
- 2). Grammar, language structure in accordance with the variety of language used.
- 3). Vocabulary, appropriate word choice according to the meaning of the information conveyed.
- 4). Fluency, ease, and speed of speech.
- 5). The content of the conversation, the ideas conveyed, the ideas expressed, and the flow of the conversation.
- 6). Understanding, regarding the success rate of communication and communicative.

According to Eric (2012: 3), indicator is an indirect measure of an event or condition. Therefore, based on that argument, I interpret that teacher can measure, evaluate students and also provide an assessment of students' speaking skill through these indicators.

## 2.4 Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Wardiman et al. (2008:122) say that descriptive text is part of factual genre. It has social function which is to describe and reveal a particular person, place, or thing. Descriptive text is aimed to inform the readers about how something or someone looks like. The tenses of descriptive text is use simple present tense. The generic structure of descriptive text are identification; which tell about identifying something or people who will be describe. Description; which tell about explanation or describe about something or people with some characters.

According to Nasution (2013:4), descriptive text is a text that enables the categorization or classification of an almost infinite range of experiences, observations, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Based on that explanation above, it can be conclude that descriptive text is a text which explain about describing of an animal, person, place, or thing that use simple present tense in writing of the text.

### 2.4.1 Example of Descriptive Text

The example of descriptive text based on the Nasution (2013: 7).

#### My Hero RA Kartini

I have favorite person in my life. She is good hero in Indonesia. She struggle for the rights of woman in Indonesia. She is a hero who has the soul of a nationalist and intrepid. Her life is very simple with his family in Jepara.

Raden Ajeng Kartini was born in 21 April 1879. She is smart beautiful brave hero. I like her because she has beautiful oval face. She has beautiful straight and black hair. She has black round eyes. Her skin is white. Raden Ajeng Kartini also friendly humble person.

She was die on 25 years. She was buried in Bulu Kecamatan Bulu Rembang. She was respected by many people because of the courage toughness to make the woman become a better. Woman with an incredible spirit who has published a book called "*Habis Gelap Terbitlah Terang*".

## 2.5 Suggestopedia Method

Islamawati (2011: 1), says that Suggestopedia comes from the word suggest. A physicist and psychotherapy from Bulgaria named Georgi Lozanov have developed this method in 1978. The hallmark of this method is to create a relaxed atmosphere and make students feel comfortable during the teaching process by using music as an intermediary. Zusana (2014: 375), states that Lozanov found that using music in Suggestopedia is able to deliver the learners in a condition into relaxation. Zusana (2014: 375), said that using music helps the Suggestopedic student to reach a certain state of relaxation, in which the receptivity is increased. Based on that argument, it can be seen that learning by using music can help students relax in learning, enhance the ability to receive the lesson, and students is able to pay more attention on the lesson in the class. It could be achieved gradually using Suggestopedia as the teaching method in the class.

The purpose of Suggestopedia method is to make students enjoy during the learning process, it can also create a sense of awareness for students that they are in the process of teaching and learning. Therefore, the learning atmosphere will be relaxed and comfortable. According to Islamawati (2011: 7), there are several activities in Suggestopedia to learn some vital lessons which are listed as follow:

- a). Reviewing the teaching materials on the previous day. This is to measure the students' understanding of the material that has previously been taught. Repetition of this material is in the form of a dialogue between friends, or with teachers.



b). Providing a new material that is presented in the form of a long dialogue. Then the same with the previous activity, it is presented in a way to dialogue with peers. Presentation of this dialogue is required to attractive the students. So that students will not be easily bored. And they get a new atmosphere. It could also be presented in the form of a sketch or story.

c). Seance. Seance is a term for meeting in the class that to provide a new materials in teaching. In this seance divided into two part activity, consists of active and passive activities, where this activity aims to improve students' focus with the subconscious.

These three activities can be known as the implementation in teaching and learning process in the classroom in the form of presentation of long dialogue. The dialogue should be attractive so that students do not get bored, they will also enjoy every step in the teaching process. Based on Ommagio's argument, I can determine some steps in the learning activity using Suggestopedia method:

1. The first activity is reviewing the previous material. It is aimed to determine the level of students' understanding of the material that has been previously taught.
2. The next step is providing new material to be taught. In this activity, the material of Descriptive Text that has been prepared must be packaged in the form of conversation, dialogue, or story. In the implementation of this method, teachers are required to give the example of delivering stories or dialogue expressively. Then, the teacher instructs the students to practice

dialogue with their group mates. Students are required to engage in the dialogue as if they were really in the situations and conditions. It is necessary for students to express themselves in learning. It can also assist students in improving their speaking skills. Thus, with these conditions students get a different learning atmosphere.

3. After the giving of the material, the last step is the reinforcement of the material just described. In the Suggestopedia method, the reinforcement is in a quiet room, so that students can fully concentrate. After that, the students listen to classical music with closed eyes, where this is indeed a basic method of Suggestopedia. After the music is played and students close their eyes on the instructions of the teacher, then the teacher gradually provides strengthening and motivation. The purpose of listening to the classical music while closing the eyes for students is to connect with their sub consciousness. So that, after all activities are completed, students will get a positive suggestion of the learning that has been done.

The implementation of the dialogue with the involvement of some elements, such as the emphasis on vocabulary and content. It is aimed to make the students get some new vocabulary, and learn about the pronunciation.

## **2.6 Jigsaw**

According to Slavin (2007: 246) Jigsaw is one of the flexible methods that can be applied in various materials in the lessons including in English. Supported by Isjoni



(2011: 77) who states that Jigsaw is a learning method that can help students to take an active role in the lessons and help each other to get the maximum achievement. In accordance on the statement, it can be interpreted that Jigsaw is a learning method that can help students to actively speak in the classroom where the teacher acts as a facilitator for the students. Thus, students can communicate with each other. So the learning process can achieve maximum result.

The purpose of Jigsaw method is to develop the students' ability to work in teams, improve cooperative learning of the students, and mastery of learning materials. According to Ivon Y. K (2017: 691), there are some basic competence in Jigsaw learning method. Among others:

1. Delivery messages received by the students through discussion among students in accordance with the learning materials.
2. Learning materials are needed to train the students to develop their speaking skill.

Based on the basic competencies it is expected that students are able to apply their knowledge and skills in accordance standards that have been set. In addition, there are several advantages of Jigsaw method based on Ibrahim at all (2007: 80). Among others:

1. Improve the students' ability to cooperate in learning material in the learning process.
2. Develop the students' ability to speak.
3. Improve the students' creativity in problem solving in the learning process.

These advantages of Jigsaw is needed to overcome and anticipate various problems in the implementation of English learning. Here are some activities in Jigsaw method to learn some vital lesson which are listed as follow:

1. The subject matter is divided into several sections. For example a matter is divided into 4 parts.
2. Students are divided into groups. Many groups are the result of the number of students with many parts of the material. For example in the class there are 20 students, then many groups are 5, because the material is 4 parts. Next to each member in one group is given a piece of material.
3. Member of each group who get the same material form a group. This group is called an expert group. The number of groups of experts is equal to the number of parts of the material. It is in this group of students that the students hold discussions to discuss the material for which they are responsible.
4. After material is discussed in the expert group, each member of the group of experts returns to their home group (home teams) to teach the members of their friends. Because there are 4 parts of the material, than there are 4 people who teach in turn.
5. Teachers perform individual evaluations of the material they have learned.
6. Closing, is closing lessons as usual.