

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Definition of Conversation

English is not easy for foreign language learners because oral and written communication required the ability to use the language appropriately in social interactions. By having social interaction, people can express their feeling and share their ideas with others. It is the reason that conversation is fundamental in social life. According to Richard (2008 : 23) conversation is highly interactive in a collaborative conversational style which both the speaker and listener will give constant feedback to each other. The statement above shows how importance of the conversation is. People will talk about something new or experiences to each others. It can be applied by students through conversation frequently so that they will be accustomed to speak in English. According to Gibson (2004 : 11) as a teacher for teaching English conversation, we need to continuously remind that our goal is to develop the conversation skills of our students. It means that the teacher should focus on enhancing the students' conversation ability.

As the students or learners, they need communication to express their feeling or ideas. They have to speak with their teacher and friends during the teaching learning process in the classroom. According to Huda (2015 : 4) when the students are doing interaction (conversation) with their group or partners, they will learn how to have social interaction and they will know what should be done in the group. Furthermore, conversation is more than just exchange any

information. When people are engaged in a conversation, they share communication principles that lead them to interpret each other's utterances as contributing to conversation. In conversation, people are interpreting what is said by others then the speaker should comprehend what the listener said. It is necessary for both a speaker and a listener to convey meanings. If the listener fails to translate the linguistic signal that is sent by the speaker, it will make the cooperation will not be achieved. Based on Davidson (1995) cited in Huda (2015 : 30) cooperative is to work or act together or jointly, and strive to produce an effect. If a speaker and a listener do conversation, they should be cooperative. It means the speaker should use words which are comprehensible, and the listener has to respond what the speaker said.

In this modern era which technology is growing, people are able to make conversation with others although they do not meet directly. Elizabeth (2003 : 66) classified conversation into three kind categories, these are face to face conversation, phone conversation, and instant messaging. The explanations of the categories above are as follows :

1. Face to Face Conversation

Face to face conversation would happen when people meet each other then they exchange information, ideas, or feelings that they have. It simply happens among people who have already known each other. For example conversation is done with friends at school or with family members at home.

2. Phone Conversation

Actually telephone was used since years ago. Nowadays, telephone has been modified to become flexible, so people can use handphone to make conversation in long distance, not only at home but also other places.

3. Instant Messaging

Beside modern phone, people can also use Instant Messaging (IM) to communicate by using internet connection. People can choose any soft application to make conversation with people around the world. For example, by using it people can see each other on computer or smartphone to do conversation. In addition, although instant messaging can help people to communicate, actually it can not be applied to teach conversation because it is written not spoken. To measure the students' skill on conversation, teachers have to watch the students' conversation performance directly.

Looking at the categories above, the researcher did research on face to face conversation. The students were instructed to do conversation in front of the class with their partner and then the researcher gave scoring and evaluating about their performance. It helped the researcher to measure the students' conversation ability.

2.2 The Importance of Conversation

Nowadays, English become global language that is used by most people around the world. Most people use English as the daily language in their activities and it certainly has significant roles in every part of life, such as communication, education, technology, politics, economics, etc. That's all the reasons why English

should be learned. Furthermore, learners should be accustomed to use English in daily conversation especially in the school e.g. when they want to ask permission to their teacher. According to *Badan Standar Nasional Pendidikan* (2006 : 126) the purposes of learning English are :

1. Expanding English for communication into spoken and written. It can be concluded that learners need to explore and improve English into verbal (spoken) and nonverbal (written). Verbal means that learners must apply conversation in daily activity because it helps them to improve their English skill.
2. Having awareness of the importance of English as an international language, it means that learners have to be aware about it and able to enhance their speaking skill especially conversation because English has been used by most people in the world.
3. Expanding the understanding about the relevance between language and culture along-with increasing of culture. According to Manes (1983) cited in Yen-Lin (2004 : 1) stated in order to increase international students' consciousness of the cultural differences, it improves the speaking competence, and develops the understanding of distinct cultural norms and values from their countries.

2.3 The Assessment of Conversation

Assessment is the process of identifying and gathering information about students' learning achievement. To assess the conversation performance is almost the same with assessment of speaking in general. According to Shohamy (1995: 188) cited in Spector-Cohen (2007 : 3) there has been a shift towards performance assessment to get more valid construct of what it really means to know a language. In this research, the researcher will assess each student in a group while they are performing the conversation. According to Brown (2004 : 140) speaking is productive skill that can be directly observed. In speaking assessment, there are several components that should be emphasized as follows:

1. Vocabulary

Vocabulary is an important component in speaking skill. Through mastering vocabularies, students can convey their ideas clearly. Furthermore, the appropriate way to develop the students' speaking ability is depending on the choosing of vocabularies that are used in the conversation. The vocabularies should be familiar for the speakers and the listeners.

In this aspect, the researcher paid attention to the vocabulary that was used by the students whether they had lot of vocabulary or not. Then, the researcher also focused on the choosing of vocabulary because it influenced the meaning that was delivered to the listener.

2. Fluency

Fluency is important in conversation. By fluency, teacher can measure how far the students master the topic that they are talking. Teacher also can conclude

how far the students' understanding about the conversation itself. The main point when people do conversation is that they can be cooperative and communicative. Based on Richard (2006 : 75) concept of fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, though this goal is often not met due to processing and production demand. In this aspect, the researcher measured the students' speaking by looking at their messages conveying which should be comprehensible for the listener.

3. Grammar

Grammar is crucial in spoken language in order to arrange the correct sentence. Grammar is very needed to make a good understanding and comprehension between a speaker and a listener. If the students do not master the grammar, they will get difficulties to arrange sentences grammatically. In this aspect, the researcher focused on the students' sentences whether the students arranged the sentences grammatically or not.

4. Comprehension

When someone speaks, he should make sure that he understands about what he said. He should be able to make the listener comprehends the topic easily. In this aspect, the researcher measured the students' comprehension by looking at both the speaker and listener whether they caught the topic that was being spoken or not.

5. Pronunciation

Pronunciation is how the speaker expresses each single word in correct language. Pronunciation is needed to create good understanding between the speaker and the listener. It can be concluded that by pronouncing clearly, it helps the speaker to convey the ideas and it will be understood by the listener easily. In this aspect, the researcher focused on the students' pronunciation whether it could be understood or not.

In this research, the researcher used five assessments above to score and measure the students' conversation performance. Based on Pulick (2005 : 7) students who speak the same language often understand each other, it is not because they speak correctly but because they have the same mistakes. It means that the teacher should make sure that the students have understood the five elements above. Before the students performed the conversation, the researcher explained the scoring technique to the students about the important aspects when doing conversation to stimulate them in performing best effort. Other definition was delivered by Ellis (2005) cited in Hue (2010 : 4) stated the students should be given enough time to plan before performing the conversation. Furthermore, by giving time to the students is really important for them to prepare well, so the researcher checked the students' preparation that they had been ready to perform the conversation and understand about the aspects of conversation.

2.4 Cooperative Learning

2.4.1 The Definition of Cooperative Learning

Cooperative learning method is a method that divides students to several groups and it arranges the students to work in pairs or group. This method is useful to stimulate the students' activeness and responsibility with their team members. Based on Suprijono (2012 : 54) stated that cooperative of learning is large concept of learning that includes all kinds of group work which helps the teacher to control the process of learning. From the statement above, it can be concluded that by applying cooperative learning in teaching, it helps the teacher to control the students' activity to be more active and creative during teaching and learning process.

Another definition was delivered by Johnson and Johnson (1998) cited in Huda (2015 : 31) cooperative learning is working together to accomplish the goals. It means that each member should be cooperative when discussing with their group. They should exchange their own opinion and also respond to each other in order the discussion will be going on well. In addition, cooperative learning method can also be an appropriate method to be used to teach conversation for the students. The method can build the students' activeness to express their feeling or even knowledge in verbal communication. According to Roger and Johnson cited in Suprijono (2012 : 58) there are five elements in cooperative learning methods that must be applied ; positive interdependence, personal responsibility, face to face interaction, interpersonal skill, and group processing. The five elements above should be explained to students applied in

order the students work in a group cohesively. Furthermore, the students need to have responsibility to others in a learning group. According to Isjoni (2014 : 15) when the students learn by using cooperative learning, their cooperation and responsible are required. Cooperation and responsible are used to measure the students' solidarity and togetherness.

Furthermore, cooperative learning method is also as a concept learning to stimulate the students to make discussion in a team in order to solve the problem or topic which is given by teacher. Other explanation was delivered by Roger (1992) cited in Huda (2015 : 29) that cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. It shows how importance of cooperative learning to be applied in teaching and learning process because the students' participation is very needed in order they become active and creative.

One of cooperative learning types is Spontaneous Group Discussion (SGD). The main concept of the method is by instructing the students to make some groups without any announcement before. The teacher asks the students to discuss then solve or create something, after that teacher will ask them to perform in front of the classroom group by group. This method will be interesting if it is supported by using some media such as unique topic and picture, in order they will not get bored during the teaching and learning process. Furthermore, the teacher must be able to build students' self-confidence and learning motivation in learning English.

Based on Ebata (2008 : 2) self-confidence is the most significant in language-learning. By having a good self-confidence, the students will enjoy to learn especially when practicing conversation. One way to increase the students' self-confidence is by stimulating the students to have a group discussion in order they were stimulated to convey their opinion.

2.4.2 The Definition of Spontaneous Group Discussion (SGD)

Spontaneous group discussion is one of the methods that a teacher can instruct students to perform in certain activities, such as doing something or solving a problem. To apply this method, the teacher will make groups spontaneously and the success of this method depends on the teacher. The teacher should prepare material for the lessons carefully because the method needs time, and sometimes the students depend on their group leader to finish the work. The teacher must be friendly to the students during the teaching and learning process. According to Ebata (2008) cited in Keramida (2010 : 3) the students want the teachers who are friendly, caring, and trustworthy. The teacher should have those attitudes in order the students enjoy the process of teaching and learning in the classroom.

Furthermore, this learning model will use the material that requires the exchange of experiences and information between students. However, spontaneous group discussion method has advantages and disadvantages, these are :

1. The Advantages

By implementing the spontaneous group discussion, it really gives benefits or advantages for both the students and teacher. Based on Huda (2011 : 131) cited in Handayani (2015 : 14 - 15) spontaneous group discussion has some advantages are as follows :

- 1) Students are active in the learning process.
- 2) Teacher gives more attention on student's ability.
- 3) Provide opportunities for students to use discussion to explore their ability.
- 4) Train the students to have a skill to show their way of thinking.
- 5) Build the good relationship between teachers and students, students and students.
- 6) Develop the leadership talent and students' skill and discussion.

Other advantage was delivered by Sulistyowati (2015 : 26) the method of SGD is appropriate to encourage the students' activeness and responsibility. In other words, the SGD can stimulate the students to solve a problem by discussing in a group discussion.

2. The Disadvantages

In addition, the method of spontaneous group discussion also has a few disadvantages. Based on Huda (2011 : 131) cited in Handayani (2015 : 15) spontaneous group discussion has some disadvantages are as follows :

- 1) Too many learning groups so it complicates the process of teaching and learning.
- 2) The teacher should prepare a wide variety of topics and need more time.
- 3) Some students are less active because of too many group members.
- 4) During in discussion class, sometimes it is dominated by some students. It makes the other students passive, because the other students suspend the work to the leader.
- 5) The strategy will be successful depending on the ability of students to lead the group or to work alone.

Meanwhile, Beebe and Masterson (2003) cited in Burke (2011 : 88) defined that the disadvantage of discussion are :

1. There may a member dominates the other member in the group discussion.
2. There may be pressure from the group to conform to the majority opinion.

Those explanations mean that a member does not give a chance to other to deliver his or her opinion. It relates to the students' different characteristic when discussing in a group.

Looking at the advantages above, the researcher tried to maximize on the implementation of spontaneous group discussion in order to make the teaching and learning process was going on well. To anticipate the disadvantages above, the researcher always controlled each member of groups and made sure that they worked in group cooperatively. Based on Davidson (1995) in Huda (2015 : 30) stated that cooperative learning is very important to improve the capability of

group, organization, and society. So, the principle is the students have to learn together and take responsibility for learning with their friends.

2.4.3 The Steps of Spontaneous Group Discussion (SGD)

According to Litz (2007 : 6) stated before the students begin any work on the task, the teacher should arrange the class into cooperative learning groups. In this research, before the researcher applied the method of Spontaneous Group Discussions (SGD), he should know its steps. Based on Huda (2015 : 129) there are some simple steps to apply the method, these are:

1. The teacher instructs the students to make some groups consisted of 2 students for each group.
2. Then the teacher should hand out some different topics to each group to be discussed in the discussion (conversation). In this step, the teacher must give enough time so that the discussion is completely done.
3. After discussion, the teacher stimulates the students to convey their idea to others.
4. The teacher asks each group to present their conversation and limit the time. The other groups should pay attention to the group which is presenting. By applying the method, the researcher expected that students could develop their creativity during work in group. Furthermore, the teacher's role was needed when applying the method. Based on Ledbury (2004 : 1) the eyes contact is a powerful tool for both the teacher and the students. The teacher must know that keeping eyes contact is influential when conveying the messages to the

students. He should also be able to motivate and stimulate the students to be active in the learning process. He must use the methods and media that could increase students' creativity.

2.4.4 The Definition of Student Facilitator and Explaining (SFE)

The realization of cooperative learning models needs the participation and responsibility of members in the learning group. Based on Suprijono (2012 : 102) there are two points before applying cooperative learning. First, the students have to know about the lesson that will be learned. Second, the students should be stimulated to ask something if any unknown materials. Those are very important because the students' activeness is required during teaching and learning activities in the classroom.

As one of cooperative learning models, Student Facilitator and Explaining (SFE) has its characteristics to support the students' learning achievement. This method can stimulate the students to speak based on their argument. According to Huda (2014 : 228) stated student facilitator and explaining is by giving chance to the students to explain something with their friends in a group. Before members of group deliver their own argument or idea, they should discuss what should be prepared in a conversation with their group in front of the class. After each member speaks, other students should respond what their friend said and also give his own explanation. Moreover, student facilitator and explaining method has advantages and disadvantages, these are :

1. The Advantages

The method of SFE has some advantages that help the students to comprehend the lesson and also to build their learning motivation. Based on Huda (2014 : 229) the advantages are as follows :

- 1) Knowing the students' competence when they deliver their idea.
- 2) Increasing the students' motivation to be active and creative.
- 3) Helping the students to be confident with their self.
- 4) Making the lesson can be understood by the students well.
- 5) Training the students to become a teacher because they can repeat what teacher said before.

Moreover, other advantages of SFE was delivered by Afifah (2014 : 62) the students will have new idea to expand and explore their comprehension based on the topic. It could be concluded that by conveying their own opinion, it expands students' comprehension based on the topic.

2. The disadvantages

Beside the advantages, SFE also has disadvantages that should be minimized by the teacher during implementing it in the classroom. Huda (2014 : 229) stated that the disadvantages are as follows :

1. Sometimes the students are afraid to demonstrate what the teacher's instruction.
2. The students have different characteristics.
3. There are same ideas which make the dialogue is seen monotonous.

The other disadvantage was stated by Afifah (2014 : 63) not all students are able to convey their own argument, so it spends more time. It correlates with Huda's statement that the students have different characteristic, especially ability to work cooperatively. This problem was solved by the researcher in doing the action research. He always tried to encourage the students' self-confidence and stimulate them to speak according to their own capability.

2.4.5 The Steps of Student Facilitator and Explaining (SFE)

After applying Spontaneous Group Discussion (SGD) by dividing the students into some groups and asking them to perform in front of the class, the researcher will use Student Facilitator and Explaining (SFE) by asking each member of group to explain their own argument or experience to their friends. After that, they should ask other students' argument and respond it.

Before the researcher applied this method, he should know its steps. Based on Suprijono (2012 : 128 - 129) there are five steps to apply the method, the steps are :

1. The teacher must explain the competences that will be reached based on the lesson plan.
2. The teacher demonstrates the lesson by showing an example (conversation activity).
3. Stimulating the students to explain their own argument or experience to other students.

4. The teacher concludes the topic that was discussed by each group (after performing conversation).
5. The teacher concludes about the topics that all group discussed in a conversation.
6. Closing.

After implementing the both methods above, the researcher expected that the methods could help the students to learn English especially when doing conversation in front of the class. The students could be confident with their ability to deliver their own argument or experiences. Based on Nuun and Nuun (2005 : 2) a student who produces a successful speech in front of a large class has made a huge step forward in self-confidence. Doing conversation in front of the class is very important to build the students' confidence because when they performed the conversation, other students paid attention to their expression, voice, and body language. Certainly, it was the step to become confident to speak in front of the audience.

2.5 Teaching Conversation through SGD and SFE

2.5.1 The Definition of Teaching

As stated by Byrne (1976 : 3) cited in Ahmed (2013 : 1) teaching is a hard job as it dictates various responsibilities and needs the teacher's character and behavior. It means that the teacher must have good attitude and responsibility with the students' learning enthusiasm. As the English teacher, it is not only the main source of language input, but also an instrument of accomplishing teaching goals.

One of the teaching goals is stimulating the students by interactive ways because the effective classroom can both motivate students' learning enthusiasm and inspire them to learn better. To achieve them, the teacher should know about his roles, and Zheng (2014 : 269 - 270) classified the English teacher into four types, they are as follows :

1. Organization English

Organization English refers to classroom English used to keep classes in order to organize teaching procedures, to arouse students' behaviors, to control discipline in classroom and to implement language teaching in the process of English teaching.

2. Instruction English

Instruction English is what English teachers use to explain grammar, vocabulary, text and so on. In language classroom, talk is one of the major ways that English teachers convey information to their students. Therefore, English teacher talk is greatly essential in an English teachers' classroom, and English is the best way to convey language knowledge to students.

3. Teacher-student Interaction English

The teacher-student interaction English refers to the English in the form of classroom conversations and discussions. It also includes the English used to ask questions and answer questions. In other words, teachers encourage students to participate in classroom activities by asking them questions, and get some feedbacks on whether the students know well about what they have learned from their answers.

4. Teacher Feedback English

Teacher feedback English is the English classroom to evaluate students' answers to the questions and correct students' errors. Teacher feedback English can be divided into two categories: positive feedback and negative feedback. Positive feedback includes approval of students' answers and compliments for students, such as "Yes, you are right.", "Good job." and so on. As far as negative feedback is concerned, it appears to be a kind of direct corrections of students' errors. For example, teachers tend to ask the rest of students "Is he/she right?" in an interrogative mood when they think that the answers are not good.

The classifications above show how importance the roles of a teacher in doing the teaching and learning process in the classroom. The teacher should have a good communication with the students in order to keep relationship between both of them. Furthermore, the researcher expected to fulfill his duties as the teacher to teach English especially conversation which needed the teacher's roles above.

2.5.2 The Teaching Mechanisms

As the part of speaking skill, conversation is aimed to stimulate the students for enhancing their speaking skill. Conversation should be done by two people or more which every person must deliver or exchange his/her opinion, suggestion, information, and etc to his/her partners. Therefore, the teacher has to use the appropriate methods to achieve the goals of teaching and learning. The goals are the students could comprehend the material, have a good self-confidence, and be able to practice the conversation according to the aspects of conversation.

One method to teach conversation is by using cooperative learning method. From many kinds of cooperative learning models, the researcher used the Spontaneous Group Discussion (SGD) and then collaborated it with Student Facilitator and Explaining (SFE). To implement both methods, the researcher arranged the teaching mechanisms based on the previous explanation of SGD and SFE, that are as follows :

1. Dividing the students into several small groups which consisted of two students.
2. Explaining the scoring aspects of conversation included grammar, vocabulary, pronunciation, fluency, and comprehension.
3. Giving stimulation how to speak in English, especially for conveying and also responding to an opinion.
4. Instructing them to work cooperatively. It was meant that the students performed the conversation in front of the class with his/her partner.
5. Asking them to talk about the topic that was given by the teacher.

The methods of SGD and SFE were useful to encourage the students' activeness and responsibility to their own self and their team members.