

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 English Skill**

Language learning and teaching are often defined in terms of the four language skills as defined by Wright, Betteridge, & Buckby (2010); those are listening and reading (receptive skills), and writing and speaking (productive skills). The four skills are not mutually exclusive but often interrelated, for example spoken interaction requires listening as well as speaking and writing an essay may require some previous background reading or oral discussion. So, skills are important in language learning but why are they important when we are teaching content? Basically, students are usually presented with new content or knowledge in a form which requires either reading or listening about it and they will demonstrate their understanding of the new content through speaking or writing skills.

On the other hand, Brown (2015: 249) said that listening is an interactive process that involves a number of mechanisms of cognitive, psychomotor, and different affective. While reading is how to understand the meaning that provided in writing (Gebhard, 2010: 194).

Productive skills consists of speaking and writing. It will involve the students in the production of messages both orally and in writing. Speaking is the delivery of messages through spoken language. This process can occur through transactional or interactional process. While writing is an activity that focuses on

word choice, use of proper grammar, syntax, mechanics, organization of ideas into a coherent and cohesive form, readers, and goals, as well as an ongoing process to understand the meaning (Gebhard, 2010: 211).

## **2.2 Definition of Speaking**

Speaking is a productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning. Nunan (2012: 79). Sometimes, teaching speaking is considered to be a simple process.

Wright, Betteridge, & Buckby (2007: 121) proposed two basic ways in which speaking can be seen as a skill. They are motor perspective skill and interaction skill.

### **(1) Motor perspective skills**

Motor perspective skills involve perceiving, recalling, and articulating in the correct order sounds and structure of the language. These skills cannot be ignored in speaking. According to Wright, Betteridge, & Buckby (2005: 126), “in order to be any good at speaking: choosing the right forms, putting them in the correct order, sounding like native speakers, even producing them the right correct order.

### **(2) Interaction skills**

Interaction skills cover making decision about communication, such as what to say, how to say it and how to develop it, in line with one's intentions, while maintaining the desire relations with others. In addition, these interaction skills also involve the ability to use language in order to satisfy particular

demands it show that speech sometimes got under pressure feeling, and it involves the interpersonal interaction, Wright, Betteridge, & Buckby, (2007:132).

### **2.3 Element of Speaking**

In order the other people understand our speaking, we should speak effectively. That is why we need some speaking elements that can be used to make our speaking effective. Harmer (2001: 270-296) suggested some elements of speaking that are necessary for spoken production. They are:

#### **(1) Using Connecting speech**

We change the sound by doing mixing, removing, structuring and stress patterning. Those changes make our speaking more effective. We do not have to say long utterances to convey our message, for example: in saying “I would have gone”. By using connected speech it just can be said “I’d have gone”.

#### **(2) Using Expression**

We need to be expressive when we are talking to others, we do not just need to produce some utterances to convey meaning but also need to express our feeling and emotion. By doing this, we can reduce misunderstanding. Making expressive devices in speaking can be done by changing the pitch and stress of particular parts of utterances, varying volume and speed, and showing other physical and nonverbal means.

### (3) Using Lexis and Grammar

Realizing that communication is relatively unpredictable, common lexical and phrases are necessary to create spontaneous speech. Moreover, speech is needed to perform certain language function in communication, such as: inviting, apologizing, giving direction, and offering needs.

### (4) Negotiation Language

When we are listening to someone else talk, sometime we cannot understand what he/she means. Therefore, we need to negotiate the language by asking for clarification and showing the structure of what we are saying.

Asking for clarification is crucial for learners. Sometimes they cannot catch teacher's explanation well. They need to make that explanation clearer. Teacher can help them by teaching how to make clarification. In asking for clarification we need phrases, like: "(I'm sorry) I did not quite catch that", "could you explain that again, please?" etc. It is recommended that the learners learn that phrases, even memorize them, if they want to be able to ask for clarification.

Those structuring conversations are needed if the speakers want their message to be understood, especially in more "writing like" speech such as giving presentation. In structuring their conversation, they need some ways, such as: using certain phrases to highlight the content structure of our conversation and using negotiation language to show our express that we are do not understand about what people say.

## 2.4 Teaching Speaking

For many years, English language teachers have continued to teach speaking just as a repetition of drilling or memorization of dialogues. However, nowadays world requires that the goal of teaching speaking should improve students' communicative skills because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Meanwhile, there are some explanations about what is teaching speaking. According to Nunan (2003: 80), the aim of teaching speaking is to enable the learners to:

1. Produce English speech sound the sounds pattern
2. Pay attention in using words and sentence stress, intonation patterns and the rhythm of the second language, and use it properly.
3. Choose the appropriate words and sentences, that based on social setting, audience, situation and subject matters
4. Organize their thoughts in a meaningful and logical sequence
5. Express idea and opinion
6. Use the language quickly and confidently.

As Hughes (2002: 73) stated that, in learning speaking “the goal of teaching speaking is communicative efficiency”, accordingly, in learning speaking, students should be able to make themselves understand, to try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary, and to observe the social rules that apply in communication situation.



According to Thornbury (2009: 142), when teaching speaking English as a foreign language, teacher needs to particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class to be fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends.

Therefore, in teaching speaking, teachers must be communicative in the classroom. Then, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.

## **2.5 Problem in Learning Speaking**

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students themselves, their friends or the teacher. According to Nunan (2003: 89), there are several problems which occur during speaking activities that influence students' speaking fluency, they are:

### **1. Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

### **2. Redundancy**

Sometimes it is used to make meaning clearer.

### 3. Reduced forms

It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.

### 4. Performance variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.

### 5. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and they get practice in producing these forms.

### 6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

### 7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

### 8. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

Moreover, according to Thornbury (2009), there are three problems of speaking. First, students with not talk or say anything, second when students work in pairs and the last when all students speak together its gets too noisy. One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in their culture it is unusual for students to talk out loud in class, or students feel really shy about talking in front of other students then one way to go about breaking cultural barrier is to create and establish own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish in the classrooms in the school by arranging the classroom desks differently, in group instead of lines or by decorating the walls in English language and culture posters.

Every day, a teacher teaches English in language classroom and motivates students to encourage themselves to asks things in English. Giving positive feedback also helps to encourage students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term.

A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as the teachers think that all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their mother tongue. So, they need to take a closer look at the



type of speaking activities they are using and see if they really capture student interest and create a real need for communication. Another way to encourage the students to speak in English is simply to speak in English by them self as much as possible in the classuuzia. If they are shy in speaking in English, do not worry if they are not yet completely fluent to speak in perfect native accent, because as Swain in Fauziati (2008) wrote that learning to certain students or there are some other problems that the teachers can help them to resolve. The third, when all the students speak together it gets too noisy and out of hand and teachers lose control of the classroom. First of all, teachers should separate the two points a noisy classroom and an out-of-control classroom.

A classroom full of students talking and interacting in English, even if it is noisy, is exactly what they want. Furthermore, they just feel like they are losing control because the class is suddenly students centered and not teachers centered. This is an important issue to consider. Learned-centered classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher-centered classes (Long & Richards, 2010).

## **2.6 The Characteristics of Senior High School Students**

Senior High School students have characteristics that affect the teaching and learning process. Each learner has differences including aptitude, good learner characteristics, learner styles, language levels (beginner, intermediate and advanced) and individual variations (Harmer, 2015: 12-13).

Furthermore, Harmer (2015: 39) says that teenagers have some characteristics.

a. The search of individual identity

Learning in senior high schools is a time for students to find out the individual identity. It is about dealing with questions that arise about themselves such as “who am I?”; “what do I need?”; and other questions about their needs and wants. This situation must be responded in the right way. Explaining the significance of learning a subject influences students to get motivation.

b. Self- esteem

Self- esteem affects the achievement of students. It increases confidence. Moreover, it is gained from the acknowledgement of families, teachers and friends. In fact, the role of peers is very crucial in this age. It is most important than the attention of the teacher.

c. Disruptive Behavior

The need of self- esteem and peer approval makes the teenagers disruptive. They do actions that invite attention from people around. Then, for teachers, this condition can be used to encourage their bravery in expressing themselves.

d. Potential

Teenagers have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. In the teaching and learning process, they need materials that can encourage

them to access new knowledge, can stimulate their creativity and can attract their attention or interest.

In accordance with Brown (2014: 108), senior high school students have automaticity to process new materials. They formally have learned English for three years since junior high school. Thus, they have basic knowledge about English. This existing knowledge helps them to get new knowledge.

## **2.7 Assessing Speaking Class**

Commonly, there are two ways to assess students' speaking ability (Thornbury, 2009). The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis of an overall impression. This holistic way has advantages of being quick and perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take a variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria. Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted

that testing speaking is not the same as testing grammar. Therefore, it is important to know some aspects of assessing students' speaking ability, (Thornbury, 2009). These aspects are used when the teacher applies analytic scoring. The first aspects are grammar and vocabulary.

In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary. The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also, the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed. The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes the ability to use functional language and strategies to maintain or repair interaction. Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monologue, recorded monologue, and collaborative task and discussion.

On the other hand, Luoma (2009) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. She claims that the development and use of speaking test is a cyclical process in which it begins with a need for



speaking scores and ends with the use of the scores. In addition, she states that before making the rating scale, the examiner (the teacher) usually makes a test development process and a two-step testing process. In the two-step testing process, the test is first administered and then scored. The administration is an interaction between the students and other students to complete the tasks, and it produces the test discourse. Then, the rating is an interaction between the teacher as the rater, the criteria and the performances included in the test discourse to produce the scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2009) and Luoma (2009), it is needed to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detail and easier.

## **2.8 Cooperative Language Learning**

Cooperative learning refers to group work activity in which all the members of the group works together to achieve common goals in their learning process. It is organized in order to create exchange of information environment between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen and Kagan in Richards and Rodgers, 2014: 192). Another definition of cooperative learning is also defined by Cruickshank, Jenkins and Metcalf (2009) as



“instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments”.

Cooperative learning is analogical with a team sport in which the team depends on the contribution of each individual group member complete the task. In cooperative learning, it is better to make heterogeneous groups in order to maximize the advantages of cooperative learning (Kimura, 2009). Heterogeneous group means the individual in each group are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency and diligence Jacobs and Hannah in Kimura (2009). They also mention the benefits of cooperative learning, such as “encouraging peer tutoring, providing a variety of perspectives, helping students come to know and like others different from themselves and fostering appreciation of the value of diversity”. More specifically, Jacobs and Hall (2009: 52) define that “Cooperative Learning is more than just putting students in groups and giving them something to do”. It emphasizes on the way the teacher and the students work together in the group (Larsen and Freeman, 2012). In cooperative learning the teacher does not only teach how to learn more effectively, but s/he also teaches them collaborative or social skills, so that they can work together more effectively (Larsen and Freeman, 2012).

## **2.9 Jigsaw Method**

The jigsaw method was originally developed by Elliot Aronson in 1970 in Austin, Texas. As cooperative learning technique, it has been studied by numbers

of researchers at different levels and subjects (Holliday, 2016). There have been several modifications that is introduced in jigsaw strategy. In the original jigsaw each student of the group was given different material. Then, all students who have the same part of material gathered to form an “expert group”. In this expert group, the students discuss until they master the material. After that, they return to their original group to explain the others about the material.

As suggested by Slavin in Wang (2016) jigsaw II attaches more importance to the familiarity of the entire group member with the task). Furthermore, jigsaw classroom is considered to be one of the most effective in improving learning outcomes. Apart from the different implementation and types of Jigsaw; Jigsaw I, Jigsaw-II (by Slavin, 1987), Jigsaw-III (by Stahl, 1984), Jigsaw-IV (by Holliday, 2000), Reverse Jigsaw (by Heeden, 2003) and Subject Jigsaw (Doymus, 2007), jigsaw technique can enhance cooperative learning among student. A slight different term stated by Doymus et al (2010) and Slavin (2011) about jigsaw is each member belongs to two different group, the “home group” and “jigsaw group”.

At the beginning students gather in their home group and each member of this home group is assigned to a part of material which they will have to learn as an “expert”. Jigsaw promotes the importance of self-esteem, intrinsic motivation, cooperative learning and developing student’s strategies to construct meaning. Most importantly jigsaw technique focuses on the communicative process of language learning (Brown, 2007). Furthermore, Johnson, Johnson and Holubec (2009) state that there are five principles of jigsaw strategy:

- 1) Positive interdependence. Each student should do some effort for the group success by making unique contribution to the joint effort.
- 2) Face to face primitive interaction. Each group members should explain orally how to master the material or solve the problem, teaching the others, check other member understands, discuss concept and link the present leaning with the past one.
- 3) Individual accountability for the group achievement. The size of the group should be small because small group enhance greater individual accountability. Later the teacher should test the students randomly by asking one of the students to present their group orally.
- 4) Interpersonal skills. Social skill is an important part in achieving the success of jigsaw learning in class. This social skill includes decision making, leadership, trust building, communication, and conflict management.
- 5) Group processing. Each group should discuss how well they achieve in their goals and maintain effective working relationship. Besides, they should discuss what actions are helpful and what behavior needs to continue or change.

Moreover, there are several benefits of Jigsaw method. There are many researches showing the benefit of jigsaw in primary, secondary and even university levels in developing student's critical thinking process, communication skill and the ability to express themselves. The advantages of jigsaw according to Aronson (2008) are:

- 1) It gives students the opportunity to teach themselves about the material.
- 2) Student are able to practice peer teaching, which requires in-depth understanding about the material.
- 3) Students become more fluent in English as they have to explain the material to their peers.
- 4) Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion.
- 5) Each group is fostered in real discussion followed by question and answer session.
- 6) Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In jigsaw teacher has a role of cognitive guide or facilitator.

The implementation of jigsaw in the school is easy. Here are ten steps in implementing Jigsaw in classroom according to Aronson (2008):

- 1) Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
- 2) The teacher appoints one student in each group to be the group leader. These leaders should be the most matter student in the group.
- 3) The material is divided into 5-6 segments and distributed for each member of the group.
- 4) Each student ought to study their own part of material.
- 5) The teacher gives time for students to read and understand the part of the material given.



- 6) Next is forming the Jigsaw group in which the student of should gather to with the student with same material. This is called the “expert group”. In this group the students have to discuss the main point of the material, solve the problem and rehearse the presentation they are going to make.
- 7) Students return to their home/jigsaw group and teach their peer in their jigsaw group. Other members are encouraged to ask questions for clarification.
- 8) The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties. If there is a student in the group that dominates the discussion, it is the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.
- 9) The last, the teacher gives a quiz on the material so the student can learn something instead of thinking that it is only for fun and games.

Jigsaw can be applied in learning process. Each team receives one of three recognition awards, depending on the average number of points earned by the team. For example, teams that average 15 to 19 improvement points receive a GOOD TEAM certificate; teams that average 20 to 24 improvement points receive a GREAT TEAM certificate, and teams that average 25 to 30 improvement points receive a SUPER TEAM certificate.

There are many factors which cause speaking skill to become the most difficult skill to master. One of them is the limited opportunity for students in practicing the target language orally. This can be caused by the feeling of less



confidence due to limited vocabulary, unsure about pronunciation and inability to use proper grammar. This leads the students to be more passive in class. Peer pressure of making mistakes in front of many other students also becomes the source of problem. Therefore, the teacher has to be more creative in facilitating students' learning so that each student can participate in the classroom activity.

Related to the problem mentioned above, the researcher wants to improve the speaking skills of the students by implementing jigsaw technique. Jigsaw technique allows students to be involved in a discussion and teach their peer students to understand the material. Jigsaw is implemented by first forming several groups. Each group should be kept in small size with each of them assigned part of materials. Group members with the same part of material gather and make a new group which is called the "expert group".

In this expert group, the members of the group discuss and master the information. Later, they return to the original group and teach their team member about the material they have mastered. Finally all the team members are tested on the entire body of material. As the students have to be involved actively in the teaching and learning process, jigsaw is expected to be able to improve classroom participation and speaking ability.