CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deal with some literature that is related to the study. The review of relate literature consist of: Definition of speaking, Aspect of speaking, Teaching speaking, Principles of teaching speaking, Classroom speaking activities, Cooperative learning, and Two stay two stray strategy.

A. Definition of Speaking

Speaking is ones of the skills that give importance contribution to all the people. Speaking is the way to communicate with other people in order to deliver the idea, opinion, and something that to tell to the other. In learning process speaking is the importance skills that should be able to make understanding about what the teacher and their friend tells. According to speaking is an interactive process of constructing meaning that involves producing and receiving information. According to Joanna Baker and Heather westrup (2003:7) speaking in the classroom is students repeat the sentences or dialogue, or chant English words. Repetition is only one useful way of practicing new language.

According to Richard (2008:21) there are three kinds of speaking function:

The first is talks as interaction refers to what the normally mean by "conversation" and describes interactions that serves a primarily social function. The second is talks as transaction refer to situations where the

focus is on what is said or done. The last is talk as performance refers to public talk, which is talking to transmits information before an audience, such as classroom presentations, public announcements and speech.

Speaking means communications tools to deliver the information in order other people understand what the objectives of the information. Generally good student will have good idea to share to other people. To share that idea, good student must deliver good speaking in order the other people understand well about what good student said. Even tough speaking is freely communications the people must pay attention to the aspect of speaking in order to get clear speaking and not ambiguity.

According to Bailey (2000:25) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

Thornbury (2001:5) argues that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot It means that the speakers should be able to express their ideas, to interact with others and to process the information the moment they get it.

According to Jeremy Harmer (2007:269) in relation with spoken production, Harmer mentions four language features related to speaking ability. They are connected speech, expressive devices, lexis and grammar, and negotiation language. First, speakers should be able to produce both the individual phonemes of English (e.g. I would have gone for picnic) and the connected speech (e.g. I would've gone for picnic). Connected speech contains assimilation or sounds modification, elision or omitted sounds, contractions and stress patterning. Second, expressive devices deals with the stress and pitch changes of particular parts of utterances, variety of volume and speed, and the use of non-verbal codes and face-to-face interaction to show people's feeling. The use of these devices increases the ability to convey intentions. Third, the use of a number of common lexical phrases marks the spontaneous speech, especially in the performance of certain language functions.

Therefore, a variety of phrases and grammar for different functions such as apologizing, asking for permission, expressing sympathy, etc, should be provided by the teachers. Moreover, negotiation language used to ask for clarification and to show the structure of what people are saying can be very advantageous to maintain effective speaking that requires the ability to use the language appropriately in social contact.

In terms of spoken language types, Brown and Yule in Nunan (2001:27) mention two basic genres of speaking related to its function: transactional and interactional. Transactional conversation concerns with the

transfer of factual information while interactional conversation is aimed to promote and maintain social relationship.

In addition, Brown (2001:251) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcasts, while the listener has to process long stretches of speech without interruption.Monologues can be divided into planned and unplanned monologues. Planned monologues are quite difficult to comprehend because they exhibit little redundancy such as speeches and prewritten materials. On the other hand, unplanned monologues such as lectures and long stories in conversations manifest more redundancy so that they are easier to comprehend but the existence of other hesitations can either help or interfere comprehension.

Meanwhile, dialogues involve two speakers and can be classified into interpersonal and transactional conversations. Interpersonal conversations purpose to maintain social relationship among the participants while transactional conversations are aimed to share information. In each case, participants deal with shared knowledge or background information. Participants who have familiar interlocutors will be able to produce more assumptions and meanings to comprehend the conversation.

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

B. Aspect of Speaking

Speaking is not only speak freely, in order to make other people understand about someone's speak it should have many aspect to make speaking clearly. There are four importance aspects in speaking:

a. Vocabulary

Vocabulary is a list of collection of words and phrases usually alphabetically arranged and explained or defined. Vocabulary is aspect that should be paid attention in the speaking when the people make a conversation, because if the people have many vocabularies they will speak easily. The importance of vocabulary instructions established with attention to the theoretical foundation that support the importance of student interaction with target vocabulary word. The learners should master vocabulary that will make easier for him or her to express their idea in communication.

b. Grammar

Grammar is essentially about system and patterns we use to select and combine words. The features of a language (sounds, words, formation, etc). Considered systematically as a whole, esp. with reference to their mutual contrast and relation. In the other sides grammar is the study and practice of the rules by which words change their forms and are combined into sentence (Joyce, Helen, 1999:4). Grammar is one of the important aspect in speaking to provide good speaking, generally there are so many grammar that should be mastered by students to improve their speaking.

There are many ways in which students can revise and improve their grammar not only helps by their teacher but also they can to do that by their own way.

Baker and Westrup stated (2000:47) try to find another grammar book, find someone or some other friends who will help you and make note on the grammar you need for the next lesson in a way that you understand. If the students do this during the years as they study, then in the end of the year, they will have their own grammar book which is completely relevant for their own self and easily to understand.

c. Pronunciation

Pronunciation is one of important aspects to make people's speaking clearly, because if the pronunciation are not good enough the people who accept the information will be confused about thus information. Prounciation is the way to utter the word in language by the appropriate composition. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation includes the important aspect such as stress, ccent, and intonation that should get the content in pronunciation in order to master their speaking skills. According to Baker and Westrup (200:24), they stated that :

"In a PPP lesson, teachers naturally include a good model of the pronunciation when they are presenting new vocabulary, grammar or functional language. It is important to start by helping your students recognise sound before your expect them to produce them"

Some people think that pronunciations is one of the difficult aspect in speaking because there are diferentiate between pronunciation and spelling, also some sounds in Engish do not exist in some other language. This can make it very difficult for the students to recognise these sounds and even more difficult for them to pronounce them correctly. So, some students need to do a lot of work on these sound, listening to them, trying to recognise them and trying to copy them.

d. Fluency and Accuracy

Accuracy and fluency are a part that have relationship etween both of them, in order when people try to speak they should have the accuracy and fluency to show if they are mastered what will they want to speak up. According to joanna Baker and westrup (2003:7) fluency is the speakers can express themselves appropriately and without hesitation. Accuracy is speakers do not make a mistake in grammar, vocabulary, and pronunciation.

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).

The aspects of speaking above used by good student to deliver good speaking. Good speaking is the speaking that be able to understood other people clearly. To clear the speaking usually the people pay attention to the aspects of the speaking as their references. But to mastery the aspects of speaking, the people should learn all of the aspect of the speaking clearly. To easier learn aspects of speaking, usually the people has own learning strategy.

C. Teaching Speaking

Rebecca Hughes makes an interesting methodological point that as far as teaching speaking skills is concerned one needs to distinguish between teaching the spoken form of a language and teaching a language through speaking. She also stresses the fact that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the reasons why teachers may feel more confident when using stable written forms and genres in their lessons (Hughes 2011).

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

In teaching speaking, appropriate teaching methods and techniques should be applied. defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life.

According to Harmer (1998:88) there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are:

1. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of

speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

D. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan (2003:54) such as:

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.

2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses.

Accuracy is the extent to which student's speech matches what people actually say when they use the target language.

3. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

4. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

E. Classroom Speaking Activities

Brown (2001:269) states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and nonverbal

language.

Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language. According to Thornbury (2001:79), communicative tasks or activities fulfill two important roles and language learning needs. They are preparing students for real–life language use and encouraging the automization of language knowledge. He also states that communicative activities or tasks are characterized by some aspects as follows:

1. the motivation of the activity is to achieve some outcome, using language

2. the activity takes place in real time

3. achieving the outcome requires the participants to interact i.e. to listen as well as speak

4. because of the spontaneous and jointly constructed nature of the interaction, the outcome is not fully predictable and

5. there is no restriction on the language used.

Varied classroom speaking activities should be provided so that the students have opportunities to practice oral communication. In designing activities, some considerations need to take into account. Richards and Renandya suggest that effective interactive activities should be meaningful, manipulative, and communicative. They also should:

1) enable students to practice and manipulate specific features of language

2) be based on authentic source materials

3) provide students an opportunity to rehearse, in class, communicative

skills they need in the real world and life

4) activate the psycholinguistic processes of learning.

Brown (2001:271) proposes six types of classroom speaking performance: imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, and extensive or monologue. In imitative, instead of carrying out meaningful conversations, students are drilled to focus on some particular elements of language forms in a controlled activity. For example, they practice intonation patterns, pronounce words correctly, or try to point out a certain vowel sound accurately. Intensive speaking is more complex than imitative. It includes any speaking performances that are designated to practice some phonological or grammatical aspect of language. Responsive speaking deals with short replies to teacher's or students' questions and comments.

These replies are usually sufficient and do not extend into dialogues. The extended responsive speaking is dialogues which are classified into transactional and interpersonal dialogues. In transactional dialogue, students convey or exchange specific information. Unlike transactional dialogues, interpersonal dialogues are carried out to maintain social relationship among the participants. Meanwhile, monologues usually are in the form of oral reports, summaries, or short speeches. The registers used in monologues are more formal and deliberative.

F. Cooperative Learning

Learning is a process of interaction with educators and learners learning resources in a learning environment. Lessons are given help educators to be a process of knowledge acquisition and knowledge, proficiency and mastery of nature, as well as the formation of attitudes and beliefs on learners. In other words, learning is a process to help learners to learn well. Recently year, there are many researches in education in education competitive to find out new way in delivering materials in the class that aim to be learning process be interest and make the class lively.

Cooperative learning is work on something together to help each other as a group with each other as a group or a team. Larsen (2000:164) states that, "cooperative or collaborative learning essentially involves students learning from each other in groups". In cooperative learning, teacher teaches students collaborative or social skill so that they can work together more effectively. Indeed, cooperative is not only a way of learning, but also a theme to be communicated about and studied.

According to Suprijono (2010:54) study group argued in cooperative learning methods, student work together in four-member teams to master material initially presented by the teacher". From the description above it can be argued that cooperative learning is a learning model in which the system studied and worked in small groups of 4-6 people, amounting to collaboratively so as to stimulate the students more enthusiastic in learning.

Anita Lie also mentions the term cooperative learning with collaborative learning, learning system that gives an opportunity to the students to work together with other students in the structured tasks. Further mention that, cooperative just learning to walk when it's formed a group or a team in which students work as directed to achieve the goals that have been determined by the number of group members generally consist of 4-6 people.

From the explanation above, cooperative learning is an instructional model using small groups, working together. The success of this model depends on the ability of activities of the group members, either individually or in groups. Cooperative learning is a very touching human nature as social beings, are always interacting, helping each other to be the better direction with "getting better together". In the process of learning here really preferred mutual aid among members of the group.

G. Two Stay Two Stray Strategy

1. Definition of Two Stay Two Stray Strategy

One of the cooperative learning model is Two Stay Two Stray model. Cooperative learning method Two Stay Two Stray was developed by Kagan Lie. Lie (2002) stated that Two stay two stray strategy gives chance to the students to share the result of their information from the subject matter given to the other students in a group. They are allowed to ask and argue with their friends that bring their social life by having interaction with otherinstead of working individually.

In addition Churiyah and Annindita (2012) state that in TSTS laerning strategy, the students can learn to express their opinion to other students. Recognition of other students' opinions can boost self-confidence and motivate students to express their ideas or opinions. Students feel trusted and appreciated their presence because every member has every member has a very important role to share opinions between groups. This interactive situation occurs because thegroups cannot solve the task of sharing opinions without group cooperation between members of the group. So, It can be indicated that TSTS strategy could make the situation of teaching learning process more interseting so that the students can develop their arguments and also this strategy is able to stimulateand inspire potential learners optimally in an athmosphere of learning in small groups.

Lie in Yusritawati (2009:14) stated that "two stay two stray structure teaches a group to divide learning result to other group". Two Stay Two Stray (TSTS) Strategy is adapted from Spencer Kagan. This strategy can use to all lessons and all learners graders. In this strategy student will learn in group, students can help theother students to solve the problem, and also the student can share their information to increasing the ability each other too.

Cooperative learning method Two Stay Two Stray is one part of the cooperative learning method that puts students in small groups of up to four until five people. Then they are given the task to discuss the

course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of two lives two guest will provide the opportunity for the group to share information results to other groups.

Many teaching and learning activities are colored with individual activities. Learners themselves and are not allowed to see the work of other learner. Whereas in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically cooperative learning Two Stay Two Stray is in accordance with the characteristics of the implementation of cooperative learning methods have been widely described as above. Two Stay Two Stray method involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier and here teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter.

In this method Two Stay Two Stray learners not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. Two Stay Two Stray learning process with this method is

able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of four students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

2. The Characteristics of The Learning Model Two Stay Two Stray Strategy

There are five characteristics of the learning model two stay two stray strategy, the first, the students work cooperatively in groups to complete the learning material. The second, form groups of students who have high ability, medium and low. The third, when the members of group may come from different racial, cultural, ethnic, gender, and the last is more oriented towards the group award than individual.

3. The Steps of Two Stay Two Stray Strategy

The workings of cooperative learning method Two Stay Two Stray is as follows: (a) the students work in groups of four as usual, (b) after conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups, (c) then the two students who lived in these groups will be responsible for distributing the work, information and knowledge to the 2 guests who come to the group, (d) after exchanging opinions and information felt no more ideas to talk so guests will have

excused himself and returned to the group and then also will share their findings back to the group, respectively, and the next match and the group will discuss the results of their work.

This method make students active in discussions, ask questions, seek answers,and also share ideas in teaching learning proses.

4. Applying of Two Stay Two Stray Strategy

Two Stay Two Stray Strategy as one of cooperative learning types is a strategy in which the students work in the group of four to discuss and speak the topics and solve the problem given by the teacher. To applying of two stay two stray strategy there are some step. First, the teacher explains the role of the students clearly. The teacher said that each member of group has a duty. Then the teacher writes a topic on the white board.The teacher divides class into some groups. Each group consists of four people, the teacher remind again the role of the students. The teacher gives time around 30 minutes to discuss about topic which is given. After discussing with the group, two members from each group strayers go to another group to share the result of discuss to other groups. Otherwise two members from original group stayers to welcome the strayers to get the information, practice speaking with the two stayers in that group, and presenting the work of the group from other groups and share their group discussion also. This a activity continue until they return to their own group.

Finally, teacher ask each group to discuss and write a report for their group. After all activities are already held, the teacher will evaluate gather with students. This teaching learning process gives an opportunity to the students to share their ideas, to discuss a topic while gathering the information and also give correction in aspect of speaking. So, they are easy to find the ideas that will be developed in their speaking.

H. **Review of Previous Studies**

In this section, tells about studies related to student's learning strategies have been conducted by some previous researcher:

The first previous study is the research was conducted by Dita Masyitah Sianipar entitled "Improving Students' Achievement in Speaking Through Two Stay Two Stray Strategy".The subject of the research was class X-AP SMK Swasta Harapan Danau Sijabut in Asahan Regency that consisted of 34 students in The Academic Year 2012/2013. The researcher wrote students often feel bored and still keep silent in speaking class although the teacher had told them be actively in class. Next they still confuse when they were speaking English, then they said it words by words because they just know some vocabularies. They need a different way to learn more and the researcher choose Two Stay Two Stray technique to improve students' achievement in speaking.According to Sianipar and Sumarsih (2013), "The research conducted in two cycles consisted of three meetings in each cycle.".Then the researcher collected the data by using quantitative and qualitative data. The qualitative data for the instruments of

collecting data used speaking test. The quantitative data for the analysis used observation, interview and questionnaire sheet. On the speaking test, students' score were also improve in every test. The score of the first test was 61,47, in the second test was 67,41 and the third test was 78,52. On observation sheet and questionnaire sheet, it can be concluded that teaching learning process run well and Two Stay Two Stray technique helped students to speak more freely and bravely. So, students could be active, confidence and enjoy the class.

The second previous study is, the research was conducted by Kasmaini and Riswanto (2017) "Promoting Skill Of Speaking Via Two Stay Two Stray Strategy Among The English Students Of FKIP Of Bengkulu University". This research was designed as a qualitative descriptive study (classroom action research). The procedure of this research was conducted through four phases namely, planning, action, observation and reflection. This research was conducted in the third semester students of English Education study program, Faculty of Teacher Training and Education, University of Bengkulu academic year 2016/2017. The study began in May until October 2016. The sample of this study consisted of 40 students of third semester students in English Education study program. They were the students who took the subject of "Speaking for Discussion" academic year 2016/2017. The main instrument of this study was the researcher herself as the lecturer of Speaking for Discussion subject. Other instruments were observation sheets, field note and tests conducted at the end of each cycle.

These instruments were used to get the expected response in written form or writings (observation sheets and field note).

The implementation of two stay two stray strategies in speaking for discussion subject at the third semester students of English education study program, teacher training and education faculty can enhance students' speaking skill in five major aspects namely smoothness (fluency), vocabulary, pronunciation, grammar and a thorough understanding (comprehension). It can be seen from the increasing in the average results of tests conducted at the end of the cycle. The results of this study can also be useful for subjects in other skills such as writing and reading. The implementation of this strategy in the same skill is expected to be implemented to the sample in the same characteristics with this research for maximum results.

The third previous study is a final project written by Istiqomah entitled "Teaching Speaking Using Two Stay–Two Stray (TS-TS) in The Eleventh Grade of SMA Miftahus Sa'adah Wirosari Grobogan in The Academic Year 2012/2013". Istiqomah (2013) found out: First, to find out the ways the teacher use Two Stay–Two Stray (TS-TS) as a technique to teach speaking. Second, to find outthe problems faced by the teacher and the students in teaching and learningspeaking using Two Stay–Two Stray (TS-TS) as a technique. Last, to find out theways the teacher solves the problems.

The researcher used qualitative research. The subject of this study is the teacher and the students in teaching and learning process. The researcher collected data by using observation and interview. The researcher interviewed the English teacher in SMA Miftahus Sa'adah Wirosari Grobogan, Mrs. Erna Yhustin that she has done teaching using Two Stay Two Stray technique for three meetings. Based on the observation, problems faced by the teacher teaching using TS-TS are some students didn't pay attention to the teacher's explanation and the teacher felt difficult to make the students active in class etc. Problems faced by the students are the students were lack of vocabularies and they felt shy when they speak in front of class etc. Based on the interview, the teacher considered that TS-TS technique was interesting technique and using TS-TS was useful for teaching speaking. Then students motivated to speak English more with their friends and they were enjoying having the class using TS-TS. Based on the problems above, teacher's solution to solve the problems are the teacher looked like more patient in giving the explanation, the teacher tried to tell a funny story in the middle of the lesson that make them interest etc. The writer can conclude that students and teacher agree that TS-TS technique was useful to teaching and learning English speaking.