CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents some theories as the basis of the research. It covers about definition of speaking, teaching speaking, students' speaking ability and cooperative script. The explanation of each literature is explained briefly as follows:

A. Definition of Speaking

According to Hasibuan, speaking is very important for those who learn English as a foreign language or second language. Many language learners regard speaking ability as the measurement of knowing language. By speaking, someone can communicate and share information with each other and can express his or her ideas. Speaking is very crucial in communicating and sharing information and is also very crucial art of the second language learning and teaching. In addition, speaking is to express the needs request, information, service, etc. The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information or service. Most people might spend their everyday life in communicating with other.

Therefore, based on my opinion about speaking, someone needs language to communicate with other in order that the message conveyed in source language to the language receptor can be achieved.

to succeed in communicating language, when someone speaks with other, he or she should consider about the same language. Otherwise, the communication could not succeed if they do not consider about language.

According to Glenn Fulcler (2003) that speaking is the verbal use of language to communicate with others. Through speaking, students can use or express their ideas, feelings and etc. so, speaking is ability of people to communicate with other people by using verbal language.

Moreover, Brown and Yule (1983:23) stated that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. At least, each speaker needs to speak. He needs to speak individually, but he needs someone to listen to him speaking and to respond to him.

Therefore, the researcher concludes that speaking is the ability to produse the language and shares their ideas.

B. Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact with other persons in any situation and influence the others. The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency. Learners are able to make themselves understood what they said before. They should try to avoid confusion in the message due to faculty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. In addition, as

an English researcher, the researcher takes speaking skills scoring focus in five categories such as grammar, pronunciation, vocabulary, fluency, and comprehension.

Teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase student's ability in spoken English language. Teaching speaking is needed because by teaching speaking students can develop the English material that they have and also by teaching speaking teacher can know how far their students' knowledge are gotten. Teaching speaking in the class also can give the student a rehearsal opportunity. It means that chance to practice real life speaking in the safety of classroom. Another reason for teaching speaking is speaking activities provide feedback for both teacher and learner. By this feedback teacher can motivate the students to speak in front of their class and in front of their friend, know how well the students get the lesson, what problem that their student find in learning process.

Therefore, in teaching speaking, the teacher should monitor students' speech production to determine what skill and knowledge they already have got and what areas need development. The teacher should help students to develop their knowledge by providing authentic practice that prepares students for real life communication situation. The teacher also helps the students develop the ability to produce grammatically correct logically connected sentences that are appropriate to specific contexts.

C. Type of Speaking Performance

There are several types of speaking performance that can be used in speaking class. According to Brown (2001:271) there some type of classroom speaking performance. They are:

a. Imitative

This category includes the ability to practice and intonation and practicing some particular elements of language form. That is just imitating word, phrase and sentence that focus on pronunciation. The teacher uses drilling to help students get opportunity to listen and orally repeat word.

b. Intensive

Intensive speaking goes to step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive peformance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Interactive

The length and complexity of the interaction, which someone includes multiple exchanges or multiple participants.

e. Extensive

Teacher gives students extended monologues in the form oral report, summaries, speeches, oral presentations, and storytelling.

D. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2007:384) states six classroom speaking activities. They are:

1. Acting from script

Students are asked to act out scenes from plays and or their course books, sometimes filming the result. Students often act out dialogue they have written. They need to be given a time to rehearse their dialogues before they are asked to perform.

2. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, of find similarities and differences between pictures. Television and radio games, imported into classroom, often provide good fluency activities.

3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinion.

The best ways of encouraging discussion is to provide activities which force students to reach decision or a consensus, often as the result of choosing between specific alternative. Some discussion happen in the middle of lesson, they are unprepared by the teacher, but if encouraged can provide some of the most enjoyable and productivity speaking in language class. One of reason why the discussion fail that students are reluctant to give an opinion in front of the whole class, they couldn't think anything to say and fell not confidence extremely exposed in discussion situation.

4. Prepare talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared and more "writing like". However, if possible students speak from notes rather than from a script.

5. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation. Students can act out

simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

E. The Components of Speaking Ability

Speaking is one of the language arts that is most frequently used by people in the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates.

According to Syakur (1999), there are at least five components of speaking ability concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension

   For oral communication certainly requires a subject to respond to speech as well as to initiate it. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Grammar

   It is needed for students to arrange a correct grammatical sentence in a conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

   Vocabulary is the most important part of speaking ability or skill. Without grammar, very little can be conveyed and without vocabulary nothing can be conveyed or difficult to speak. Mastering vocabulary

means that we can the appropriate diction which is used in communication in any kinds of situations.

4. Pronunciation

Pronunciation is the way for students to produce clear 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.

5. Fluency

Fluency can be defined as the ability of students to speak fluently and accurately in communication. Fluency in speaking is the aim of many language learners' signs of fluency includes a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

F. Students' Speaking Ability

Speaking is a basic competence because it gives many advantages in learning English. It can increase students' pronunciation, grammatical structure and vocabulary. Speaking plays an important role in having four language skills. Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. So, using speaking, we can express our ideas to communicate with other people. Speaking ability is taught to students to make them capable in communicating by using English correctly. The elements are needed in teaching learning

process, especially in teaching speaking skill. So that the students are capable and confident in speaking.

There are many problems in learning speaking, especially in the classroom. The first, the students always do mistakes in grammars and pronunciation aspects. Basically, they only speak English. They do not pay attention to the sentence structures and correct pronunciations. The second, the students are afraid of making mistakes in speaking English. It indicates that the students have limited vocabularies. The last, the teacher dominates in teaching the students by using Indonesian. So, it cannot increase students' speaking ability. In addition, we know that the ability to speak is very important, because the goal of language learning is to make the students able to use the language in communication. Language has a social function in which communication appears through interactions of one another such as expressing ideas and responding opinions.

G. Cooperative Script Method

1. Definition of Cooperative script Method

Cooperation is working together to reach the goals. Within cooperative activities, students get outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative Script is a method of Cooperative learning where students work in pairs and take turns verbally in summarizing the part of material studied. (Johnson, 2001)

Meanwhile, Dansereau at.al also state that cooperative script is cooperation in making a manuscript with pairs repeating verbally in interpreting the materials studied.

While, Slavin RE (1994:175), states Cooperative Script is a learning method where the students work in pairs and perform as a speaker or listener alternately in interpreting the material which has been studied. So, the Cooperative Script Method is a learning method that needs cooperation between two people or more, as a speaker and listener.

2. The Steps of Cooperative Script Method

Cooperative Script Method is the one of cooperative learning methods that used to support teaching speaking. In this case, the writer used the steps of cooperative script proposes by Danserau (1985), there are:

1. The teacher divides the students into pairs.

2. Teacher distributes the material for each student to read and make summary.

3. Teachers and students determine who first acts as speaker and who acts as a listener.

4. Speaker read out the summary and orally adds the main idea in the summary.

5. The listener listens and corrects the incomplete main idea.

6. The listener helps the speaker memorize the main idea by connecting with previous or other material.

7. Exchanging roles and then do the steps as above.

8. Students together with the teacher make a conclusion of the activities that have been carried out

9. Closing.

In addition, there are the modification steps of teaching speaking by using Cooperative Script Method. First, the teacher starts the lesson and conveys the topic of learning to be learned. Second, the teacher writes the learning objectives to be achieved in the learning material according to the Standards of Competency (SK) and Basic Competence. Third, the teacher divides the students into several groups by first recognizing the characteristics of teach students, so that the group division can be adjusted to the abilities of students so that they can complement and help each other. This method can result in social interactions between students becoming better, not only for those people. Fourth, each group learns different activities. Each group discusses the material they get and together solves the material that they have not yet understood.

Here, the teacher here as a facilitator. Fifth, after the students have understood their respective material, then the teacher regroups by pairing one student from one group with number one participants from another group. So, they will pair up between one group and another group into one group. Then the teacher divides the number to each student randomly. Sixth, teachers and students determine who first acts as a speaker and who acts as a listener. Seventh, a student serves as a speaker, that is conveying and explaining the task and the results of his

assignments as complete as possible and one more from the students as listeners which is tasked with listening/correcting/showing the main ideas of the discussion that are less complete.

In addition, exchanging roles, which were originally as listeners act as speaker. Then, the teacher asks one of the pairs to present the results of the activity/discussion by randomly calling from one of the students' numbers. In class discussion, all students respond to things that are still wrong or incorrect and unclear to students. Then, the teacher provides reinforcement on the results of the discussion, namely a re-explanation of material that is still considered doubtful and unclear. Next, the teacher guides students to draw conclusion from this material that has been delivered using a cooperative script method and the teacher gives an evaluation, the problem is done by each student and cannot help each other. The last is the teacher closes the lesson.

In addition, some advantages of using Cooperative Script Method, they are:

1. Cooperate with others can help students to do their difficult task.

2. Helping students to memorize text missing.

3. Improving students understanding the lesson.

4. Giving students opportunity to correct such misunderstanding.

5. Helping students to connect the main ideas to the real life.

6. Encouraging them to have confidence to explore their ideas.

Based on the statement above, cooperative learning is a method which attractive and become a world view, this method not only as a concept but also a technique to improve the interaction or cooperation students, many people who use this method, because the method cooperative learning is very varied, active, and create a joyful learning. Therefore the writer will use a cooperative script method. It is will make students to create a small group or in pairs. They will read the discourse text that teacher given and then students should make summary of the material. It respond it as listener and speaker to talk the subject. It's means one of them will be orally summarize and the other listen in correcting the summarize and help their patner if there is wrong in the summarize that they have made.

3. **The Goals of Cooperative Script Method**

There are some goals of cooperative script method, such as:

a. Help students to understand the new material that was submitted to the teacher and to connect with the material prior knowledge.

b. Make the students to active with express their idea.

c. Students learn and practice it to improve students' collaboration in interacting with other students, so it could make the students' better character.

d. Encouraged students to be skilled metacognitive with also useful for individual learning.

4. Cooperative Script Structure

According to Kagan (1994:12), there are number of Cooperative Learning structures and techniques categorized as follows:

a. Team Building

This category focuses on doing brainstorming in teaching activities.

b. Mastery

This category concern in how students could mastery the lesson with easier.

c. Concept Development

In this category, students are supposed to increase their knowledge from the lesson. They are expected to develop their concept of the lesson solving the problem.

d. Multifunctional

This category could be applied in any situation of the teaching learning process. It could be used for manage situation in the classroom, how students understanding the lesson and developing the lesson.

H. Previous Study

In this research, the researcher takes review which is related literature from others researchers as a comparison, the previous study come from Astuti (2016). She found that the use of cooperative script can increase students' speaking skill. She concludes that in speaking skill,

students' value more active to discuss the material invitation after teacher give instruction, it shows that there is significant improvement from each test to other test. The strengths of this research are making students friendly and help others students understand new material. The students could speak using correct grammar; get new vocabularies and good pronunciation but also in fluency and comprehension. The participants are students on seventh grade at MTs Darul Ulum Suruh. The researcher uses observation and test as instrument. The researcher focusses on teaching speaking to describes animal and thing. This can help students to easy speak. Furthermore, the students can speak foreign language fluently. In addition, the previous studies come from Dwi Maria Ulfah (2004). She found that teaching speaking by using Cooperative Script Method got good effect to improve students' speaking ability. It means that there is significant effect of using Cooperative Script Method to improve speaking skill. So, Cooperative Script Method can be applied as an alternative method to support teaching speaking.

Based on the researcher above, the writer is also interested in carrying out the research entitled "The Effect of Using Cooperative Script Method Toward Students' Speaking Ability at The First Grade of MA Hasanuddin Siraman Blitar". The problems which were not discussed yet in the previous researchers are discussed in this research. This research is an experimental study in which the writer applied Cooperative Script toward Students' Speaking Ability.