

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

1. Definition of Speaking

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, *The Practice of English Language Teaching*, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39)

states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2. Types of Speaking

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic,

lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

3. Elements of Speaking

In speaking, it is very important for student to acquire the ability to express their ideas and opinion. Consequently, this competency should be mastered by the learners of language. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

- Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following: Connected speech: effective speakers of English need to be able

not only to produce the individual phonemes of English but also to use fluent 'connected speech'.

- Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
- Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
- Negotiation language: effective speaking benefits the negotiator language we use to seek clarification and show the structure of what we are saying.

4. Developing Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies: Using minimal responses, recognizing scripts, and using language to talk about language, So that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help

them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a

conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

B. Small Group Interaction

1. The understanding of Small Group Interaction

According to Hornby (2000: 568) Oxford Advanced Learners Dictionary, group is number of people or things that are together in the same place or that are connected in some way. Most experts agree that Group is a number of people when it consists of more two people interacting with each other (Stewart, *A System Approach to Small Group Interaction*, 2004: 157-166). Based on the statement above it can be said that group is a number of people when it consists of more two people interacting with each other, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Small group itself, according to William, *Infant and Child Care: a guide to education in group settings*, (1980: 310) Baker is three or more people interacting

face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.

Based on the statement above it can be said that small group interaction is the process by which three or more members of a group exchange verbal and nonverbal messages in an attempt to influence one another (Stewart L. Tubbs, 2004: 157-166).

2. The advantages of Small Group Interaction

The use of small group is posited to have number advantages over individual practice:

- 1) It provides the motivational framework of the group and the economy of teaching more than one child at a time.
- 2) The size of small group permits: ease of control, flexible method regulation, personalized attention, and individualized programming.
- 3) The use of small group also provides a social framework with each child can identify and use as a guide to determine his or her action, can use as sharing experience that makes enjoyment in playing and learning together.
- 4) The main benefit of small group work seems to lie in the co-operative aspects it can help foster. This method can make to the development of pupils' social skills (Daniel Muijs and David Reynolds, 2005: 52).

The use of small group can increase student's motivation because the size of the small group makes the English teacher easy to control the members each

group, small group also provides a social framework because the students can interact each other and share their experience to solve their problems.

Stewart (2004: 8) states the advantages of small group are:

- a. Developing self-awareness
- b. Managing personal stress
- c. Solving problem analytically and creatively
- d. Coaching, counseling, and establishing supportive communication
- e. Gaining power and influence
- f. Motivating others
- g. Empowering and delegating
- h. Managing conflict
- i. Building effective teams and team works

According to statements above the writer says that the use of small group has many advantages in teaching learning process because it can motivate and develop student's skills, especially in speaking. Small group also can develop student learning outcome.

3. The Disadvantages of Small Group Interaction

While co-operative small group work can be powerful teaching and learning strategy, it does have a number of disadvantages, they are:

- a. It does not naturally promote independent learning and can foster dependency certain dominant members of group.

- b. The complexity of small group can also make it harder to manage for the teacher.
- c. Small group work can result more time spent on lesson.

From the previous explaining, the writer concludes that Small Group Interaction is a teaching technique that helps students to improve their-academic achievement, Developing self-awareness, Managing personal stress, solving problems analytically and creatively. It is clear that Small Group Interaction is the effective technique that a teacher can apply in the classroom.

4. The Application of Small Group Interaction

The application of small group in the classroom has many steps:

First is start with one small group that works well together. Let them arrange their desks in a small circle and proceed to plan and make choices about their project It would be a good idea for them to elect a chairman and to carry out their ideas. In this way they will have a full range of group work experience and will have encountered several of the problems in working together that will crone up again and again.

Second is separate individual from their group to each small group and provide them as leaders for other groups. The separate individuals from that group can the serve effectively as helping persons in new groups who have no experience.

Third, set some well-defined, accomplishable tasks that provide early reinforcement. If the group is getting the job done, the students will be more satisfied with the group and with their participation in it.

Fourth, work with each group specifically in turn. This should be done so that the students are aware of your attention and feel comfortable in knowing that your time is theirs. Sit down with them and systematically explore the "state of the project" with each group member. This activity can increase student's motivation in learning.

Fifth, provide resource materials of several kinds. The teacher also can give the media; such as picture, realia, etc to increase student's intake of information sessions to be more understandable to all group members. Material for making media aids for the group report should also be provided.

Sixth, if the students getting their job done, the teacher asks the student in each group to report and discuss the result of student's small group interaction and develop suggestions for a brief, lively information sharing session (Diane Lapp, 1975: 235-236).

C. Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

1. Language as a means of communication is used to express meaning grammatically.
2. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

Harmer (2001: 271) states that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

1. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human cannot live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Ratna, *The Use of Role Play to Improve Students Transactional Skill*, (2009: 11), the teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations

likely to promote communication. Teachers should play such of different roles in teaching speaking. Harmer (2001: 275-276) states the roles as follow:

- a. Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.
- b. Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain creative atmosphere.
- c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity.

2. Models of Teaching Speaking

Average person who want learn English language, most certainly they have same reason. It is can speak English. So, they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to M. Solahudin (2009: 66) in Kiat-Kiat Praktis Belajar Speaking, there are some models of learning speaking as follows:

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

b. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

c. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking program only talking about easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.

d. Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student

gets one picture and must describe it. The purposes of this activity are to train student's imagination and retell story in speaking English.

Based on the models of teaching above the researcher thinks discussion group is suitable to improve students speaking skill in descriptive text because the purposes of these activities are to train the students to speak English more clearly. Usually, students can't speak anything because they have no idea. The researcher hopes that small group can help students to speak English because students will be easier to say when they discuss. The writer will make this activity more attractive and make students get enjoyable in the class.

D. Previous Research

The same research concerned about teaching speaking had been conducted by the previous researchers:

The first, the research was conducted by Inta Aulia Asfa (2011) entitled "The Effectiveness of Using Describing Picture to Improve Students Speaking Skill in Descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in 2010/2011 Academic Year)". This study is about the use of describing picture as technique/method to improve students speaking skill in descriptive text. This research is to know the effectiveness of using describing picture to improve students speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang in the academic year 2010/2011. This research used experimental research by using two classes, they are control class and experiment class. Based on the result of the study, it is found

that the use of describing picture in teaching speaking of descriptive text was effective.

The second, the research was conducted by Umiyati entitled (2011) entitled “The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension (Experimental Study at the Seventh Grade of SMP Sunan Bonang Tangerang)”. The objective of the research is to find the empirical evidence of the differences between students’ achievement in the learning of reading comprehension using Small Group Interaction and Whole Class Technique. This research is a quantitative research using experimental method. This research taught two difference classes employing two teaching techniques. The writer administered a pre-test to know that the classes have relatively the same background knowledge in the research variable and a post-test to find out the growth of score as the measurement of achievement. The writer used t-test formula to find the empirical evidence statistically and to make the testing of the hypotheses. Based on the result of the study, it found that the use of small group interaction in teaching reading comprehension was success.

To reinforce the result of the effectiveness of using small group interaction, the researcher will try to do another research related to them. The researcher will do another research to use small group interaction in teaching speaking. This research will be quasi experimental research. The researcher will conduct the research with 7th grade students of SMPN 3 Kedungwaru. So, the difference between other research and this research will be in method using small

group interaction in teaching speaking, research methodology, setting and participants.