CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the related literature concerning to the concept of speaking, teaching speaking, the concept of Think Pair Share strategy, and previous studies

A. The Concept of Speaking

1. Definition of Speaking

Speaking is one of language skills that need to be mastered by the students in learning English as foreign language. It is very important in the learning process because speaking is used children's language development. According to Nunan (2005: 47) "speaking is important in children's overall language development in which children learning English as their native language spend time developing speaking skills". Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change (Hughes, 2008: 144). It means that speaking is important skill to help the students in acquiring English as foreign language. They need to speak in developing their language. They can improve their ability by speak to the other person in transferring information or sharing the ideas.

Speaking is the activity of producing sounds or words to interact with other people to share some ideas or information verbally. By

speaking, someone can interact with other people by expressing ideas and transferring some information. Scott and Ytreberg (2010:33) states that "speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it". Thornbury (2005: 8) adds that speaking is speech production that becomes a part of daily activities which involves interaction. It means that speaking is used in daily life to communicate with other people in transferring the information and expressing the idea.

2. **Types of Classroom Speaking Performance**

In designing activities of speaking class, it needs to understand different purpose of speaking. According to Brown (2001: 271-274) there are six kinds of oral production that students are expected to carry out in the classroom, they are imitative, intensive, responsive, transactional, interpersonal, and extensive. The types of speaking are explained below:

a. Imitative

Imitative is type of speaking performance which the students imitate a word, phrase, or sentence. In imitative, pronunciation and repetition of words, phrases or sentence are thing that are very interested. We have been paying more attention for it to help the learners be more comprehensible. The purpose of imitative is focus on some particular element of language form without the effort to understand the meaning.

b. Intensive

Intensive type is speaking types which require the students to produce stretches of language. Intensive speaking include to any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive speaking involves brief interaction with someone as interlocutor. The examples of responsive speaking are short conversation, simple requests and comments, greeting in which involve limited utterance. In responsive, the teacher realize the students' ability to participate with another people around them.

d. Transactional (dialogue)

Transactional dialogue has the purpose to exchange or to convey specific information.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose to maintain social relationships than the transmission of facts and information.

f. Extensive

Extensive speaking involves complex stretches of discourse. In extensive speaking, the interaction is limited, so this speaking called monologue speaking. It is because the listener cannot response

the speaker's utterances directly. The examples of extensive speaking are presentation, storytelling, speech, etc.

B. Teaching Speaking

Speaking is important skill in learning English as foreign language. Speaking is process of delivering information or idea from the speaker to the listener. Scott and Ytreberg (2010: 33) states that speaking help the students to express emotions, explore the language, and communicate with their friends and teacher. By speaking, the students will be active in learning process because the students interact with their friends or teacher directly. Speaking is crucial part in teaching and learning English as foreign language. So, the teacher require to help the students to pronounce new language accurately in teaching speaking.

Teaching speaking is needed to help the students in achieving communicative skill. Teaching speaking is process of transfer knowledge about the aspects of speaking in increasing the students' ability to communicate in learning process. The purpose of teaching speaking is to improve students' communicative ability. Isnawati (2014: 37) states that the objective of teaching speaking is the development of the ability to interact successfully in that language. The students can express themselves, understand the aspects that related to speaking and learn how to speak with appropriate way in communication in order to the interlocutor can understands what the students said. It means that the teacher is said success in

teaching speaking if the students able to develop the language in interaction with their friends and teacher.

1. **Principles for Teaching Speaking**

    Teaching speaking is difficult because the students need to practice speaking in English. Teaching speaking has some principle as a guide to teach. This principle will help the teacher in designing the technique that will be used in speaking class and help the students are comfortable in producing English orally. Brown (2001: 275-276) proposes seven principles for designing speaking techniques. They are:

    a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. In teaching speaking, we must have the objective of teaching. It must give the students opportunities to develop their speaking skill. We should use meaningful strategy or technique which suitable with students' needs to help the students in developing their accuracy and fluency in speaking.

    b. Provide intrinsically motivating techniques. The teacher should reflect the students to see hoe to the activity will benefit for them. We should provide interesting technique to motivate the students in participating in class.

    c. Encourage the use of authentic language in meaningful contexts. Preparing authentic language is difficult because it need extra energy

and creativity. Providing relevant and meaningful authentic language contexts give the students experience with the language in outside class.

d. Provide appropriate feedback and correction. The teacher should give useful feedback for the students to help them learn and grow. When give feedback, the teacher make the students comprehend and allow them to analyze their mistake. Feedback can be gotten outside of the classroom.

e. Capitalize on the natural link between speaking and listening. Speaking and listening are integrated skill. The two skill can reinforce each other. Skill in producing language is often initiated trough comprehension.

f. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. The teacher can design speaking techniques that allow the students to initiate language.

g. Encourage the development of speaking strategies. The teacher should develop speaking strategies to help the students be aware and have a chance to practice oral communication. The speaking strategies as follows:

1) Asking for clarification (What?)

2) Asking someone to repeat something (Excuse me?)

3) Using fillers (uh, I mean, Well) in order to gain time to process

4) Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hmm)

5) Getting someone's attention (Hey, Say, So)

6) Using paraphrases for structures one can't produce

7) Appealing for assistance from the interlocutor (to get a word or phrases, for example)

8) Using formulaic expressions (at the survival stage) (How much does _____ cost? How do you get to the _____ ?)

9) Using mime and nonverbal expressions to convey meaning.

These principles should be used as a guide in teaching speaking. Teaching speaking is difficult because speaking in needed the learners in social interaction. The teacher should encourage the learner to use the language in interaction with others. So, the teacher must notice these principles in teaching speaking.

2. **The Activities in Speaking Class**

In teaching speaking, the teacher should choose appropriate activities that will be applying in classroom. The speaking activities are explained below:

a. Discussion

Discussion is the activity to solve the problem that given. It is the effective way to help the students improve the thinking ability because the students should to look for the solution of the problem.

Harmer (2007: 273) states that "one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives". It means that discussion is cooperative activities in which some students work together to discuss in order to get the solution of the problem. In discussion, the student is free to share the idea.

b. Role Play

Role play is effective way to improve speaking skill. The students play a role as someone that given by the teacher. According to Scott and Ytreberg (2010: 40) in role play the learners are pretending to be someone else like the teacher, a shop assistant, or one of their parents. The teacher gives the information about the role of the students and the situation of role play. For example, the teachers choose one students as a doctor, one the students as nurse, and etc. They will play as if they in the hospital. Role play is good way in teaching and learning speaking, because the students participate actively.

c. Simulation

Simulation is almost similar with role play, but it is more difficult. In simulation, the students are given real environment. Harmer (2007: 352) supports that students simulate a real life encounter as if they were doing so in the real world, such as business

meeting, an encounter in an airplane cabin, or an interview. Simulation can help the students to confident, because they have different role and they are active to speak.

d. Information Gap

In this activity, the students work in pair. The student will be given information and their pair has not the information, the other pair that will give the information. O'Malley and Pierce (1996: 81) defines that "information gap is an activity where one student is provided information that is kept from a partner". The purpose of this activity is collecting information and solving the problem. If each pair cannot give the information that is needed, they cannot solve their task. It is because the main of this activity is the information to solve the problem. This activity is effective because every students have chance to speak English.

e. Brainstorming

Brainstorming activity help the students to produce the ideas quickly. Kayi (2006) states that Brainstorming help students to produce ideas from a given topic in a limited time and generate ideas quickly and freely. The characteristic of brainstorming is the students' idea is not criticized, so they will confident to share their idea without fell afraid.

f. Story Telling

Story telling is the activity in which the students summarize the story that has been they listened. Kayi (2006) states that story telling fosters creative thinking and help the students to express ideas in the format of beginning, development, and ending, including characters and setting a story has to have. Students also can tell riddles or jokes. It means that story telling can improve listening, speaking, and also creative thinking. The students comprehend the story that has been they listened and tell the story by creative way. For example, add a joke in story.

g. Interview

Interview is activity where occur question and answer. Interview give the students chance to exercise their speaking ability. O'Malley and Pierce (1996: 77) states that "interviews can take the form of discussions or conversations with the teacher and with other students". It means that interview is speaking activity in which the students were given the questions by the teacher or their friend. Interview can do in class and also out class to help the students in socializing with other people.

h. Story Completion

Story completion is the activity in which the students complete the story that was told by the teacher. The activity of this activity is the students sit in a circle, and then the teacher tells a story

and stop. After that, every student continues the story. Every students must add four to ten sentences and they can adds character, events, descriptions, etc. (Kayi, 2006). It can be concluded that story completion effective to improve speaking skill because every students have a chance to complete the story.

i. Presentation

Presentation is activity to present the idea in front of the audience or friends. Thornbury (2005: 94) states that "presentation is the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking".

These activities help students more active in the learning process and make their learning more meaningful and fun for them. The teacher can choose appropriate activities in classroom.

3. **Speaking Assessment**

Assessing Speaking focused on the students' ability to interpret and convey the meaning in interaction. It is not easy because there is no true or false answer in assessing speaking. The teacher needs the rubric in scoring speaking. According to Thornburry (2005: 127) there are two ways to assess speaking. They are holistic scoring which give a single score on the basis of an overall impression and analytic scoring which give a separate score for difference aspects of the task.

Description of speaking proficiency deals with accent, grammar, vocabulary, fluency and comprehension (Hughes, 2003: 131-133). The proficiency description of speaking as follows:

Table 2.1 Proficiency Descriptions of speaking

Proficiency Descriptions
Accent
1. Pronunciation frequently unintelligible
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent".
Grammar
1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during interview.
Vocabulary
1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Fluency
1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension
1. Understands too little for the simplest type of conversation.
2. Understand only slow, very simple speech on common social touristic topics; requires constants repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low frequency items, one exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

C. The Concept of Think-Pair-Share Strategy

1. Definition of Think-Pair-Share

Think pair share is one of cooperative learning in which the students solve the problem or answer the question or opinion about topic. This strategy involve three structures (think, pair, share) and developed by Lyman (Kagan & Kagan, 2009:14.8). In this strategy, the students think the answer or the response the problem individually, discuss in pair, and then share to their friends. Radhakrishna & Ewing (2012: 85) defines that "Think, Pair, and Share is Active Learning strategy that can be used in any classroom format which gives students time to think on a topic, turn to their neighbor for a short discussion and share the results of the discussion to the rest of the class". Dol (2014: 62) adds that Think-Pair-Share strategy is a cooperative learning strategy where students think

about their responses for a problem given by instructor then discuss their individual solutions in pairs and share those solutions with the class.

Think pair share strategy give the students opportunity to work together with their friends. The students can participate fully in learning, because each students have chance to give their opinion. Think pair share also give more time for the students to think, so the students can prepare their answer of question or problem. It make the students are ready to share their answer or idea of the topic.

From the definition above, it can be concluded that think pair share is type of cooperative learning in which give the students time to think and give opportunity to work together with their friends trough three step, that are think, pair, and share. By Think Pair Share strategy the students have many times to recognize and participate with their friends. In speaking, this strategy is effective to help the students to be active in teaching learning process. The students have a chance to express their idea with their friends.

2. **The structure function of Think Pair Share**

Think Pair Share strategy involves social skill, communication skill, thinking skill, processing information, and presenting information. Kagan (2009: 6.12–6.19) mentions that structure function that involved in think-pair-share strategy as follows:

a. Social skills

In think pair share, the students will acquire social skill because the students interact with others. The students solve the problem and understand different opinion of their friends. Think pair share strategy make the students be cooperative, respectful and responsible.

b. Communication Skills

The students interact with others to foster acquisition of communication skills. Communication will be effective if someone are able to import and interchange their mind, ideas or information. The function of think pair share strategy is help the students to improve their ability in encoding and decoding oral, written, and non-verbal messages.

c. Processing Information

In think pair share, the students talking or reviewing information that has been presented. It helps the student to remember what they say or do. Processing structures tag information for storage in long-term memory and clear working memory to receive new information. In class, the teacher ask the question, divide students in teams or pairs to interact in processing the information that has been presented.

d. Thinking Skills

Thinking skills are ability to categorize, analyze, evaluate, summarize, deduce and induce. By think pair share strategy, the students learn to think something or topic. In think pair share strategy, thinking skill is used to reflect on existing ideas and information to reach conclusion.

e. Presenting Information

Think pair share strategy give chance for the students to share information in the class. The activity is the teacher ask the students to observe the problem and turn to a partner and share their response about problem. This strategy allow the students to present ideas, response, opinion, or project.

3. The Activities of TPS

Think pair share is one of cooperative learning in which the students work together to answer the question or solve the problem that given by the teacher. Based on the name of this strategy, there are three steps in think pair share strategy. That are think, pair, and share. In think step, the students think the answer of the teacher's question or the problem individually. The second step is pair in which the students discuss the opinion of each student in pair. In the share step, pair group share their responses with other pairs, other teams, or entire group. Olsen and Kagan (in Richards & Rodgers, 2002: 198) describes the activity of think pair share are teacher poses a question, students think of a response,

students discuss their responses with a partner, and finally students share their partner's response with the class.

Every teacher can apply think pair share strategy in teaching. Sani (2014: 195) mentions steps of implementing think pair share strategy are following:

a. The teacher explains the material and competence which will be achieved in learning.

b. The students asked to think about the material or problem which was explained by the teacher.

c. The students asked to pair with their partner ((one group consist two person) and present their ideas.

d. The teacher manage small discussion and each group explain their discussion.

e. From that activity, the teacher reflect the problem in learning process and complete the material that is not revealed by the students.

f. The teacher give conclusion.

4. The Advantages of TPS strategy

Think Pair Share strategy help the students to be active and confident to speak English as foreign language, because the students have opportunities to express their ideas with their partner and in whole class. The students can prepare their response about problem or topic because think pair share strategy give the students time to think the response of topic or problem. Raba (2017: 13) states that "Think Pair Share

reinforces students' communication skills. Each student takes his chance to speak, discuss, and participate which has many positive effects on the whole group. The students fell more self-confident and more active in the class". Radhakhrisna & Ewing (2012: 85) mentions the advantages of think pair share strategy include 1) helpful in organizing content and tracking students on where they are relative to the topic being discussed in class, 2) allows students to prepare for each class session, 3) saves instructor time so that he/she can move to other topics, 4) provides opportunities for students to interact with each other and 5) helps the instructor in making the class more interactive than regular lecture sessions.

Kagan (in Sugiarto & Sumarsono, 2014: 209) mentions some benefits of Think-Pair-Share strategy, they are:

a. When students have appropriate "think time", the quality of their responses improves.

b. Students are actively engaged in thinking.

c. Thinking become more focused even it is discussed with a partner.

d. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.

e. Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.

f. No specific materials are needed for this strategy, so it can be easily incorporated into lessons.

g. Building on the ideas of others is an important skill for students to learn.

It can be concluded that Think-Pair-Share is a useful strategy to improve students' speaking skill. The think step gives the students chance to prepare the response about topic. Pair step encourages students to listen carefully and understood the partner's response or idea. And share step improve students' speaking ability in deliver the response in front of friends.

D. Previous Studies

There are some previous studies that related to this research. The first is thesis entitled *"The Effectiveness of Using Think Pair Share (TPS) Technique to Teach Students' Speaking Skill of Descriptive Text (An Experimental Research with Tenth Grade of MA Sunan Kalijaga Bawang Batang in the Academic Year of 2015/2016"* by Ulfa Darisa (2016). The research was conducted in quasi experimental with pre-test post-test control group design. The result of the research was shown that t_{test} was higher than t_{table} (2.120>1.672). It means that there was significant difference both experimental class and control class. So, it can be concluded Think Pair Share was effective in teaching students' speaking skill.

The second is thesis entitled *"Improving Students' English Speaking Competence through Think-Pair-Share Strategy (A Classroom Action Research on the Seventh Grade Students of SMP Negeri 1 Jaten Karanganyar Academic Year 2010/2011"* by Fatimah (2011). The research was conducted

in Classroom Action Research. It consist of three cycles and each cycle consist of two meeting. The result of the research was Think Pair Share is effective in teaching speaking which influence some factors such as motivation, self confidence and students' active participation. It means that Think Pair Share techniqque was successful to improve the students' speaking skill.

According to previous studies above, those were showed that Think Pair Share was effective in increasing students' speaking ability. The different point between previous studies and this research is the level of the subject, the subject of this research is from the eighth grade students of MTs Darul Hikmah Tulungagung while the previous study are tenth grade of MA Sunan Kalijaga Bawang Batang and the seventh grade students of SMP Negeri 1 Jaten Karanganyar. The other different point is the research design, this research design of this research is pre-experimental design, but Darisa (2016) is using quasi experimental design and Fatimah (2011) is using classroom action research.