# CHAPTER II

# REVIEW OF RELATED LITERATURES

The review of related literature has purpose to give a brief what is related to discuss in this study. This chapter discusses about speaking, teaching speaking, cooperative learning, telling story, and bamboo dancing technique. The second, it is about review of the previous study.

## A. Speaking

### 1. The Definition of Speaking

As a productive skill, speaking has a very important role in the oral communication activities. Speaking is definitely the main way people communicate. They use it to express their feelings and ideas and also to convey their message to each other. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:98).

Brumfit and Johnson (1979:76) also stated that "*speaking is not only the oral production of written language, but invades the mastery of a wide range of sub skills is added to constitute the overall, competence in the spoken language*".

Regarding to the above statement, the writer tries to conclude that speaking is an important component in language because speaking is primarily speech. Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience.

English speaking ability is an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

Beside that, the communication each other using spoken words to share our ideas, feelings, thought and intention is called speaking. It also stated about producing and comprehending speech. Speaking uses the sound formulation to represent items or events where we call it as word, for example: cat, dog, black, chase (Munro, 2011:2). People may use their sound speech to create meaningful utterances through proper intotation, speed, volume and variation of pitch (Louma, 2009:10).

Speaking means the art or of person who speaks which is spoken. There are two aspects of speaking:

1. Making a practice of speaking or conversaton. It means that speaking is talk with the others about anything to take and give information or knowledge by one to others.

2. Having relationship on conversation as in greeting. It means that greeting as opening conversation and bringing a conversation to end to get a communication relationship.

2. **The Functions of Speaking**

Each of speech activities has different purpose. According to Brown (2008:21) there are three function of speaking:

a.  Talk as Transaction

Transactional is produced in order to get something, or to get something done. Talk as transaction refers to situations where the focus is on what is said or done. In talk as transaction, the speaking activity focuses on a message that is conveyed and makes other people understand what they want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or how they understand someone's said. The examples of talk as transaction are classroom group discussion and problem solving activities, buying something in a shop, ordering food from a menu in restaurant, asking someone for directions on the street.

There are two different types of talk as transaction dependent on the focus. Brown (2008:26) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. There are some of the skills involved in using talk for transactions are explaining a need or intention, describing something, asking question, making suggestion, agreeing and disagreeing.

b. Talk as Interaction

Interactional language is produced for social purpose. Talk as interaction refers to conversation with each other people. When people meet someone, they exchange greetings, engage with small talk or tell their recent experience to their friend. Our daily communication remains the interactional with other people. This refers to what we say as conversation. It is an interactive communication which is done spontaneously by two or more people. This is about how people try to convey their message to other peoples. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

Some of the skills involved in using talk as interaction involve knowing how to do the following things are opening and closing conversations, joking, making small talk, recounting personal incidents and experiences, interrupting.

c. Talk as Performance

In this case, the speaking activity focuses on multilogue rather than monologue. The function of speaking as performance happened at speeches, public talks, public announcements, storytelling, and so on.

Based on the explanation above it is concluded that speaking is whatever we produce or say, it can be utterances and meaningful statements.

**3.  The Aspects of Speaking**

In the learning of speaking, it should be considerable about the important aspect to encourage the interaction and communicative skill. The aspects of speaking are:

a.  Vocabulary

The essential element to learn before practice speaking is vocabulary. We are difficult to speak without mastering vocabulary. According to Hornby (1995:517) vocabulary is all the words that person knows or uses. The learner should have many vocabularies it will be easier for him to express her/his idea.

b.  Grammar

One factor in influencing the students' speaking skill is the functional grammar. Sometimes the students speak English with lack or functional grammar. According to Hornby (1995:517) grammar is the rules in a language for changing them into sentences.

c.  Pronunciation

Pronunciation is way in which a language or a particular words or sounds is spoken. Pronunciation is how to say a word in made of sound, stress and intonation.

d.  Fluency

Byrne (1986:124) states that the main goal in teaching the produce skill of speaking will be oral fluency. This can define as the ability to express on self intelligibly, reasonably, accurately and

without too much hesitation in communication. Fluency is also aspect of speaking when the people take the communication.

e. Accuracy

According to Hornby (1995:518) accuracy is the state of being correct or exact and without minor, especially as a result of careful effort.

**4. Teaching Speaking**

According to Harmer (2001:348) in The Practice of English Language Teaching, there are some activities conducted in teaching speaking:

a. Acting from a script

We can ask our students to act out the scenes from plays and/or their course books, sometimes filming the results students will often act out dialogue they have written themselves. This frequently involves them in coming out to the front of the class (Harmer, 2001:348).

b. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gab so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

c. Discussion

One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations (Harmer, 2001:351).

d. Prepared Talk

One popular kind of activity is the prepared talk where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more writing-like. However, if possible, students should speak from notes rather than from a script (Harmer, 2001:351).

The following are some kinds of speaking activities. According to Kayi (2006:2) as follows:

1) Informative-gap activities

An informative gap is when two speakers have different information, and they can only complete the whole picture by sharing that information, there is a gap between them. By having discussion they will get information that is appropriate language. This activity is effective because everybody has the opportunity to talk intensively in the target language.

2) Telling story

Telling story is one of activities to practice the students speaking skill. In this activity, students must be able to tell story in English as a target language. Teacher can ask the students to retell the story. They have read from books, newspaper or internet. It helps the students express the ideas in the format of beginning, development and ending. Students can tell about themselves and their family or friend. When they do so, they can do it easily for telling because it comes from their own experiences.

3) Picture differences

In this activity students can work with two pictures. The pictures are almost same, but the pictures have some differences. The students' task is to find the differences of the pictures, and the students must give their answer orally. The teacher must find the differences of two the pictures before applying this activity. In the last section the teacher gives more descriptions about difference of the pictures that provided to the students.

4) Discussion

The students are arranged into some groups, and then teacher gives the topic to the students. After that the teacher gives time to the students to discuss it in a group. Then the students represent the results of their discussion on front of the class. The

last activity is the teacher gives correction on the students' speaking performance.

5) Describing picture

This is another way to make the students speak up through the use of picture. In this activity, the students are given just one picture and they have to describe the picture. It can be done individually or in group. In a group they can share ideas by describing the picture, and then each group tells the picture in turn.

6) Story completion

This is a very enjoyable, class with free speaking activity in which the students sit in a circle. In this activity is initialed by teacher who tells a story. The teacher does not tell the story completely. Students should complete the story about four to ten sentences. Students can add new characters, events, descriptions and so on.

7) Role play

Another attractive way of getting students to speak up is by using role play. The students pretend that they are part of social roles. In the role play activities, the teacher can ask the learners, such as who they are and what they think or feel about their roles.

8) Simulations

Simulations are similar to the role plays but what makes simulations are different from the role plays is that they are more details. In the simulations, the students can bring items to the class to create a realistic environment. For instance, if a student acts as a singer, he or she brings a microphone to sing and so on.

## B. Cooperative Learning

### 1. The Definition of Cooperative Learning

Cooperative learning isn't new thing in the world of teaching. Cooperative learning is students studying together as a team to complete the task for achieving common purpose (Trianto, 2009:56). So every member of teams has same responsibility to make the discussion run well like their expectation.

One good way to teach speaking is by cooperative learning. It will make students active and develop students' communicative proficiency. Cooperative learning is organized and managed group work in which students work *cooperatively* in small groups to achieve academic as well as affective and social goals.

Cooperative learning is overshade in constructive theory. In this learning, students will be easy to find and comprehend difficult concept if they mutually discuss with their friends. Students routinely work in group to help each other in solving complex problem. So the nature of society

and the use of peer group become a major aspect of the cooperative learning (Trianto, 2009:56).

Cooperative learning is a broader concept that includes all types of group work including forms led and directed by teacher, in general cooperative learning is more directed by a teacher, where teachers assign tasks, question and provide materials and information designed to help students resolve the issue in question (Suprijono, 2009:54).

In the cooperating learning class, students study together in some small groups which consist of 4-6 students of equal rank but heterogeneous, ability, ethnicity/race, and each other help each other. Grouping students aim is to provide opportunity for all students to be more active in thinking process and learning activity. During work in group, the duty of groups' member is to get good achievement of material given by teacher, and help their friends.

## 2. The Purpose of Cooperative Learning

Cooperative learning is one of useful model to help students for understanding material given by teacher, because in this learning. In this learning students is not learn individually, but they can learn in group. They can share about the material, because maybe some students will be shy if they ask to teacher, so by using this learning is expected of helping students to understand academic material and also they can respect each other.

The scientists have pointed out that learning can enhance students in academic assessments, help students understand difficult concept, and improve the ability to think critically. Cooperative learning can provide benefits for students in the high class and medium class to cooperate to complete the academic assignment together (Trianto, 2009:59).

## C. Story Telling

Story telling is the interactive art of using words and actions to the reveal the elements and images of a story while encouraging the listener's imagination. Story telling is told the story to one or more listeners. According to Kim (1999:175), stated that "story telling today is increasingly recognized as having important theoretical and practical implications". The researcher reviewed some of the related studied to the topic of this study.

In this research, the researcher takes recount text as a text to telling story. One kind of texts that is learned by Senior High School students is recount text. Recount text is one of text types that retells past events. According to Anderson (1997:48), a recount is a piece of text that retells past events, usually in order in which they happened. Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We

can look at the sample of recount in personal letters, police report, insurance claims, and incidents reports (Hyland, 2004:29). Recount text based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

A recount has three main parts. The first part gives background information about who, what, where, and when. The next part consists of a sequence of events that retell in the order in which they happened. The last is a conclusion that may include a personal comment (not always necessary). In other terms, the structures of a recount text are orientation, events, and reorientation and/or coda.

Besides, recount text also has some significant language features. They are simple clauses some linked with *and*, simple noun groups, action verbs in the past tense, personal pronouns, expressions of time and location (adverbs, phrases), and necessary vocabulary (Feez and Joyce, 1998:93). Recount text can be found in the form of newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

In conclusion, to teach recount text in speaking, Cooperative Learning is chosen to be applied. The process of cooperative learning is able to scaffold the students in learning genre, especially recount text which will be the focus of the material. Before the students produce a monologue, they will be helped to acquire the knowledge of the structures and the language features of the recount text.

D. **Bamboo Dancing**

1. **The Definition of Bamboo Dancing Technique**

Bamboo Dancing Technique is one type of cooperative learning, in which the students make two lines and stand up face to face like two bamboos that used in bamboo dance from Philippine. This technique is the modification from inside outside circle technique. Bamboo Dancing Technique is a kind of technique that can motivate students to be brave in giving opinion or say something (Suprijono, 2009: 98).

Learning by using this technique is very good to teach the beginning materials to next material. By using model cooperative learning Bamboo Dancing expected to distribute evenly information or topic known by the students. Kind of this technique is totally beneficial for learning in class to be more variety, so the students will not feel bored.

2. **Teaching Speaking By Using Bamboo Dancing Technique**

According to Nunan (1991: 279) there are five basic characteristics of communication languages. First, an emphasis on learning to communication through interaction in target language. Second, the interaction of authentic in to the target language. Third, the provision of opportunity for learners to focus, not only on the language, but also in learning process itself. Fourth, an enhancement on the learner's own personal experiences as important contributing elements to classroom

learning. Fifth, an attempt to link classroom language learning with language activation outside the classroom.

This technique is suitable for materials that require the exchange of experiences and information among student. Bamboo Dancing Technique doesn't use bamboo as the media in teaching speaking. The standing position of students is described as bamboo.

According to Lie (2010:67), cooperative learning with Bamboo Dancing Technique has some stages as follow:

a. Half of class (fourth of class if there are too many students) sits in row. Another possibility is students learn in between the chairs.

b. Half of another class learned by facing the first row.

c. Two paired groups of those two rows share the information.

d. One group move to another group in its row. By this way, each group has new partner to share. The movement can be done continually as necessary.

**3. The Advantages and Disadvantages of Bamboo Dancing Technique**

According to Suprijono (2009:98), this technique has some advantages, these are:

a. Bamboo Dancing Technique has a clear structure that makes students to share the information easier.

b. Bamboo Dancing gives changes the students to get the information.

c. Bamboo Dancing will make students more speak to certain topic.

d. Bamboo Dancing Technique can make the learning process more enjoyable.

While Bamboo Dancing Technique has some disadvantages as follows:

a. The students will feel panic when they must speak with their partner.

b. The students must be tired when they must stand up and speak up with the partner too long.

## E. Review of The Previous Study

In conducting the research, the researcher reads some previous research that related to this research. There are some related research have been done previously. Among other are:

There are some studies about bamboo dancing technique. One of them is the study by the title "The Use of Bamboo Dance in Teaching Reading Comprehension on Descriptive Text". It has been written by Ricky Rahmadhani of the English study program FKIP Untan. Based on her research, it showed that there is positive correlation between using bamboo dance in teaching reading comprehension on descriptie text, although in the level of significant is high.

Other study was conducted by Renty Oktavian from Muhammadiyah University of Jember. The title of his thesis is "Improving Students' Speaking Ability By Using Bamboo Dancing Technique at Seventh Grade of SMP Muhammadiyah 1 Jember in The 2014/2015 Academic Years". In his

research, she found the effective to improve the students' speaking ability at seventh grade of junior high school level.

Related to this research, the researcher concludes that there are some gaps between the previous study with the research above. The first, the gap is the technique of bamboo dancing that used in different purpose. The previous study used bamboo dancing to teaching reading. The second, the gap is the bamboo dancing technique that used by different grade or level. The previous study used pre-experimental as the research design while this study use Quasi-experimental design.