

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to present some points that related to this study. There are three main parts which are review of related literature, review of previous study, and the conceptual framework. These theories will give clear information about this study.

2.1 Theory

2.1.1 The definition of Speaking Proficiency

There are some definitions and perspectives of speaking proposed by some experts. To start with, According to Tarigan (1990: 3) speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on the curriculum competence, speaking is one of the four basic competencies that the students should gain well and it has an important role in communication (National Education Department, 2004). In order to learning speaking, absolutely students have some difficulties to speak even though they are able to write English sentences. One of the problems that usually teacher found in classroom is the feeling of afraid to make mistakes.

Speaking is included to productive skill which means it could not be separated with other skill especially listening skill. When we speak, we produce something through our mouth and the result should be meaningful. Speakers talk with the aim to give information to the listener or have some effect from the listener such as feedback, comment, etc.

Harmer (1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages; those are introducing new language, practice, and communicate activity. The class cannot start the class with practicing spontaneously without having a session of introducing a new language that is going to be learnt. In order to reach the objectives of teaching speaking, the class should start from the very small step then move to the bigger step.

Ladouse (1991) states that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, speaking could be the way of communication that influences our individual life strongly.

In Hornby (1989), the meaning of speaking is making use of words, knowing and being able to use language; expressing oneself in word, making speech, while is the ability to do something well. Thus, the writer can infer that speaking is the ability of human being to perform the knowledge of linguistic in real communication in order to express feeling, thoughts, and ideas vocally.

Based on the statements above, it can be summarized that speaking is a process of building and sharing the meaning of information through verbal ways in a variety context. Furthermore, speaking proficiency plays the important role in language learning, including the new language that will be learnt. Generally, speaking becomes the main goal of language learning. People learn the language because of they want to speak it certainly and be able to practice it with people around.

2.1.2 Type of Classroom Speaking Performance

In designing the speaking activities in classroom for foreign language teaching, it is kind of important to recognize the different each functions of speaking performance. In daily life, speaking has different purposes based on the students need. Brown (2001: 271-274) says that there are six categories of oral production which students are expected to carry out in a classroom. They are imitative, intensive, responsive, transactional, interpersonal, and extensive.

1. Imitative

Imitative speaking is a kind of activities which students would imitate intonation of a word or sentence that is produced by teacher. The aim of imitation is not for the meaningful interaction, yet focusing on some particular elements or language pattern. This kind of activity is usually done performing in form of drilling.

2. Intensive

Intensive speaking performance goes a step beyond the imitative speaking performance because intensive speaking performance usually deals with grammatical aspect of a language in order to be practiced by students. This activity could be performed in the form of individually or pair work.

3. Responsive

Short responds giving by the students is included to the responsive speaking performance. For instance, student gives a comment or simple request under one topic or question given by the teacher.

4. Transactional

Transactional is aimed to extend the responsive speaking performance which students are expected to exchange the specific information. The example of this performance is conversation.

5. Interpersonal

As well as the transactional speaking performance, in interpersonal speaking here is usually carried out in a form of conversation. It tends to maintain the social relationship rather than exchange specific information. There are some elements that may involve in conversation such as slang, ellipsis, sarcasm, casual register, etc. Sometimes, these factors make the students find it misunderstood.

6. Extensive

In extensive speaking performance, mostly there are only two options about how to speak in the way of impromptu or planned. Students are expected to give extended monologue. For instance, monologue in the form of speeches, reports orally, even summaries a passage than speak in front of class.

2.1.3 Oral Communication Skills

Oral communication is a kind of communication that implies through mouth. As long as it has individual conversing with each other whether direct conversation or telephonic conversation, it is included to oral communication skill. For instance, speeches, discussions, and presentations are all forms of oral communication. Oral communication or generally known as verbal communication, it is recommended when the communication matter of a direct interaction is required. Moreover, there are two kinds of oral communication.

They are micro-skills of oral communication and macro-skills of oral communication.

Brown (2004: 142) distinguishes between micro-skills and macro-skills of speaking. The micro-skills refer to produce the smaller chunks of language such as phonemes, words, morphemes, phrasal units and collocations. The macro-skills imply the speaker's focus on the larger elements such as fluency, discourse, style, nonverbal communication, cohesion, function, and strategic options. As quoted below, Brown (2004: 142-143) continues to explain more.

1. Micro-skills

- a. Produce chunks of language of different lengths.
- b. Use an adequate number of lexical units in order to accomplish pragmatic purposes.
- c. Express a particular meaning in different grammatical forms.
- d. Produce fluent speech at different rates of delivery.
- e. Orally produce differences among English phonemes and allophonic variants.
- f. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- g. Monitor one's own oral production and use various strategic devices such as pauses, fillers, backtracking, turn-taking and self-corrections in order to enhance the clarity of the message.
- h. Produce English stress patterns, intonation contours, and words in stressed and unstressed positions.

- i. Use grammatical word classes, system, word order, patterns, rules, and elliptical forms.
2. Macro-skills
 - a. Accomplish appropriate communicative functions according to situations, participants, and goals.
 - b. Convey links and connections between events and communicate such relations; main idea and exemplification.
 - c. Use facial features, kinesics, body language which is non verbal with verbal language to convey meanings.
 - d. Use cohesive devices in spoken discourse.
 - e. Develop and use speaking strategies such as emphasizing, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and using circumstances.
 - f. Use appropriate registers, pragmatic conventions, and other sociolinguistics features in face-to-face conversations.

2.1.4 English Speaking Difficulties

Speaking is difficult to many people, including the young learners. Harmer (2007: 96) states that students will not always use correct English. This means that the way students speak either in front of class or stand next to their chairs; they will face the problems and make mistakes. In learning process, several students will make slips and errors when they try to pronounce words, phrases, or sentences. Slips are kind of mistakes that the students themselves can correct it spontaneously after they realize that they have done mistakes. On the other side, errors are kind of mistakes which the students cannot correct themselves because

they do not realize it yet or they get confused which means they need more explanation.

The feeling of saying that English is difficult comes from different problems. Talking about problems that students faced during learning process, Ur (1991: 121) express four problems with speaking activities, namely:

1. Inhibition

Unlike three other skills in learning English, in speaking students are required to have some degree of real-time vulnerability to audience. Learners are often felt embarrass or usually worry about what they are trying to say especially in saying foreign language. They feel aware that their speech will attract others' attention. This feeling is usually known as inhibition.

2. Nothing to say

Several students may not feel inhibited, but they do often complain that they have nothing to say. This means that there is nothing comes to their mind and they also cannot think of anything to say.

3. Low or uneven participation

In large group talk, only some students would talk because limited time. Even only one student for each group that would talk about an idea which means the other members of each group will have only very little talking time. Low or uneven participation in a classroom usually happens because of the feeling of tendencies of some learners to dominate in a classroom.

4. Mother-tongue use

In learning foreign language, a number of the learners habitually speak using their mother tongue language. It happens because they feel less exposed

when they speak using mother tongue. Therefore, in their minds, it has already had perspectives that it is easier to communicate using mother tongue.

In Harmer's book (2002: 345), the writer highlights a statement. It is stated that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. In such situation there are a number of things we can do to help.

In addition, Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. As related to previous additional information, Brown (2001) states that the shyness and anxiety are considered as the main causes of students' reluctance to speak. It is not easy for learners to verbally deliver their idea under one topic in a classroom. If they do have ideas, then the problem is they do not know how to put their thought into sentences. Some learners may understand what their friends have talked, but some of them are not able to speak it out.

According to Brown (2001), one of the major obstacles learners have to overcome in learning speak foreign language is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. On the other hand, Koichi Sato (2003) argues that students of English are not highly competent in speaking because of their fear of doing mistakes. The same thought was also argued by Liauw (2009) that feeling of anxiety; apprehension and nervousness are commonly expressed by foreign language learners in learning English.

Brown (2001: 270-271) states that there are eight characteristics of problem in spoken language, such as clustering, redundancy, reduced forms, performance variable, colloquial language, rate of delivery, stress-rhythm-intonation forms and interaction.

1. Clustering

Fluent speech is phrasal, not word by word. Through clustering, learners could organize their output both physically and cognitively.

2. Redundancy

The speaker has many opportunities to make the meaning of sentences more clear through the redundancy of language.

3. Reduced Forms

Contraction, reduced vowels, elisions, etc, are special problems in teaching speaking skill of English. Learners that never learn the informal style when speaking, they usually come up by speaking too formal in casual context.

4. Performance Variable

One of many advantages in speaking is that learners have thinking time to deliver ideas. The process of thinking time allows a certain number of performances such as hesitation, pauses, backtracking, and corrections are able to be seen as you speak. Fillers take the most part in thinking time, for instance: *uh, um, well, like, I mean, you know*, etc. The most differences that are noticeable between native and non-native speaker is the hesitation phenomena.

5. Colloquial Language

Learners should recognize the words, phrases, and idioms that are used in colloquial patterns. Then, they practice to pronounce the sounds of the forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of teacher tasks in teaching speaking is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress-Rhythm-Intonation Forms

The stressed-time, rhythm of spoken language, and its intonation transmit important message in any communication forms.

8. Interaction

Having no one in conversation with you, it will rob the speaking skill components which is the creativity of conversational negotiation.

2.1.5 Principles for Designing Speaking Techniques

Brown (2001: 275-276) writes about seven principles for designing speaking techniques. These following principles will help teachers to conduct speaking class.

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. When you ask learners to discuss something, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, try to make your students feel comfort and enjoy the class. Make sure they do not feel bored by doing the repetitious drill instead of doing meaningful drill.
2. Provide intrinsically motivating techniques. Try to appeal to student's ultimate goals and interests to their needs for knowledge, for status, for achieving competence and autonomy, and for all being that they can be. Do not ever

send students into ecstasy instead help them to see how the activity will benefit them. Several students often do not know why we ask them to do certain things. Thus, we should be the one who tell them the reason.

3. Encourage the use of authentic language in meaningful contexts. It does take energy and creativity to devise authentic contexts and meaningful interaction, but with the help of storehouse of teacher resource materials, it can be done. Another option is drilling; even drill can be structured to provide a sense of authenticity.
4. Provide appropriate feedback and correction. In most EFL situations, learners are totally dependent on the teacher for useful linguistic feedback. In ESL situation, feedback can be gotten beyond the classroom or during the learning process. It is a great benefit for yourself and students itself if you take advantage of your knowledge of English to inject the kinds of corrective feedback.
5. Capitalize on the natural link between speaking and listening. There are many interactive techniques that involve both speaking skill and listening skill at the same time. These two cannot be separated. Moreover, as teachers, do not lose out on opportunities to integrate these two skills. The two skills can reinforce each other as you focus on the speaking goals then the listening goals will coincide naturally.
6. Give students the 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.

Teachers can design and use speaking techniques to allow students to initiate language.

7. Encourage the development of speaking strategies. Teacher should help their students develop strategic competence to accomplish oral communicative purposes because not all students are aware of strategic competence. Then, the students will have a chance to practice it. The strategies are asking for clarification (*what?*), asking for repetition (*huh? Excuse me?*), using fillers (*uh, I men, well*), using conversation cues (*uh huh, right, yeah, okay, hmm*), attracting attention (*hey*), using paraphrases for structures one cannot produce, using mime and nonverbal expressions to convey meaning, appealing for assistance from the interlocutor, and so forth.

2.1.6 Teaching Speaking for Junior High School

According to *Permendikbud (Peraturan Menteri Pendidikan dan Kebudayaan)* of regulation number 20, 21, 22, and 23 of 2016 about the curriculum itself which is used in at schools in republic of Indonesia is Curriculum 2013 (*K-13*). *K-13* is a curriculum that applicable in the Indonesian Education System. This curriculum is a permanent curriculum applied by the government in order to replace the Curriculum-2006 which often referred as the School-Based Curriculum (*KTSP-2006*) that has been valid for approximately 6 years. The 2013 curriculum enters its testing period in 2013 by turning some schools into targeted schools.

Each curriculum has its own characteristics as well as for the characteristics of the *K-13*. The main characteristic of *K-13* is a competency-based curriculum. Therefore, curriculum development is directed towards achieving the

competencies formulated from the Graduate Competency Standards (*SKL*). This new curriculum is designed with the following characteristics:

1. Develop a balance between spiritual and social attitudes, knowledge and skills, and apply them in school and community surrounding.
2. Place schools as part of the community surrounding that provides learning experiences so that learners are able to apply what is learned in school to the community surrounding and utilize the community as a source of learning.
3. Give enough time to develop a variety of attitudes, knowledge, and skills.
4. Develop competencies that are in the form of Core Competencies which are further elaborated in the Basic Competencies
5. Develop Basic Competencies based on accumulative principles, mutually reinforced and enriched among subjects and levels of education.

English lesson at junior high school student is aimed at increase the communicative competences in both spoken and written English by developing the related skill in English such as speaking, listening, reading, and writing. In this case, the junior high school students are expected to mastery English at information level. By gaining the functional level of communicating in both spoken and written, students are able to solve problems in daily life. Even the knowledge gained by students will be relevance with their life needs. English subject in junior high schools makes the students have the abilities as follows:

1. Able to develop communicative competence for reaching functional literacy.
2. Able to generate awareness of importance of English in global society.
3. Able to understand the relationship between language and culture.

2.1.7 Assessing Speaking

Speaking is part of communication which everyone always does in daily life. Assessing speaking is very challenging because there are many factors that influence assessors when tried to assess how well students in this case can speak a language. When teachers assess speaking ability of their students, it means the teachers' skill in listening would determine the reliability and validity of the result assessed speaking. Ranging a score from 1 to 5 is not an easy thing to do. The lines of distinction between each levels or categories are quite difficult to pinpoint. Brown (2004: 140) states that teacher can spend much time to hear the recording of speaking performance in order to make accurate assessment.

According to Thornburry (2005: 127-129), there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single a single score as the basis of an overall impression, on the other hand analytic scoring uses a separate score for different aspect of the task. This holistic way has advantages of being quick and suitable for informally assessing progress. On the other side, analytic scoring takes longer because it requires the teacher to take a variety of factors or specific target that will be assessed into account. It is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. Yet the disadvantage of analytic scoring is that the score may be distracted by all categories prepared by assessor. Therefore, four or five categories are quite enough in using analytic scoring for assessing someone's speaking ability. Moreover, Thornburry (2005: 127-129) also states the scores need to consider the four categories; they are grammar and vocabulary, discourse management, pronunciation, and interactive communication. This

statement is based on Cambridge Certificate in English Language Speaking Skills (*CELS*). The first aspect about grammar and vocabulary, students should use the appropriate syntactic forms and suitable vocabulary. Discourse management describes students' ability to deliver ideas and clear information. To succeed in achieving pronunciation aspect, they have to produce the right stress and intonation in order to deliver ideas with the right meaning. The last but not least is the interaction communication which means the ability of test takers in this case the students itself are able to respond appropriately with required speed and rhythm to interlocutors indeed to fulfill the task requirements. In addition, Luoma (2004: 4-5) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. The scores should satisfy the need that has been identified when test development first started.

2.1.8 The Nature of Think-Pair-Share (TPS)

Teachers nowadays in learning process indeed require a way to teach the material provided, thus the material will be understood by the students. In order to deal with the problem that students get bored easily in classroom, teachers need a method or model of learning. The learning model a systematic procedure in organizing learning experiences to achieve learning objectives.

Think-Pair-Share strategy is a learning strategy developed by Dr. Frank Lyman in 1981. It is designed to provide students time to think individually under a given topic then give them chance to formulate it and share to another student. This strategy is included as a cooperative learning which is also an effective way to create variations in the atmosphere of class discussion patterns. With this

learning model, students are trained how to express opinions and students also learn how to respect the opinions from other students by still referring to the material or learning objectives. For influencing students' interaction, TPS requires students to work with each other in small groups.

According to Kagan (1994), TPS is a cooperative learning strategy that can promote and support higher level of thinking. In addition, Nur (2008) cited in Mondolang (2013: 206) states that TPS is a cooperative learning structure that is very useful; the point is when teacher presenting a lesson; ask students to think the given question individually; then pair with a partner discussion using A-B-A-B, counting heads, or directly say they will be paired with their chair mate in order to collaborate the ideas that they have thought before; finally, teacher asks students to share their discussion one by one. Because of that Silberman (2009: 161) mentions the term "two heads are certainly better than one head".

From the definitions above, it can be concluded that Think-Pair-Share is included as kind of cooperative learning which provides thinking time individually. Students have to think about a given topic. After that, they share the ideas or opinion of each other in pairs. In pairing, each student should convey their ideas one to another. At the end of session, teacher would give an opportunity to the students to give their ideas in whole class or a small group.

2.1.9 The Purpose of Think-Pair-Share (TPS)

The purpose of think-pair-share is not much different from the purpose of cooperative learning model. According to Nurhadi (2004: 66) the purpose of TPS is to increase academic mastery, and teach social skills. Furthermore, according to Trianto (2009: 59), the purposes of cooperative learning are divided into three.

The first one is it can improve students' performance in academic tasks. Secondly, it excels in helping students' understanding in difficult concepts. The last is it helps students to cultivate critical thinking skills.

In addition, the think-pair share technique also takes out the feeling of fear in discussion by allowing the students to think critically and carefully about their answers and talk about it with their partners before they are called on respond by the teacher. Lyman (1981) states this TPS technique can help the shy and tentative students to put the emphasis back on learning instead on simply surviving class. Moreover, Lie (2008: 46) writes there are some purposes and advantages if we are working in pairs. It can increase the students' participation; the students will have a chance to contribute in discussion; and it is not wasting time to build a pair.

2.1.10 The Benefit of Implementing Think-Pair-Share (TPS)

This type of TPS learning model has several advantages. According to Kunandar (2009: 367), the type of think-pair-share has the advantage of being able to change the assumption that recitation and discussion methods need to be implemented in the overall group setting. Furthermore, Buchari (2009: 91) states that the procedure used in TPS can give students more time to think, to respond, and help each other. Teachers only complete a short presentation or students read the assignment.

Thus, from the opinion above, it can be concluded that TPS is a simple technique that has the advantage to optimize the participation of students in issuing opinions, and increase knowledge. Students improve thinking first, before entering into pairs, then divided into groups. In the TPS type, each students share their ideas, thoughts or information they know about the problems provided by the

teacher, and together to find a solution. This can get students to review and solve problems from different angles, but toward the same answer. However, the advantage of TPS technique is not only for students, but also for teachers. By using the TPS technique, teachers can manage the classroom. It is not a kind of teacher-centered anymore, but it has changed to be the students-centered since the students become active students.

2.1.11 The Steps of Think-Pair-Share (TPS)

According to Muslimin (2009: 18), there are three steps in implementing Think-Pair-Share technique. It is described as follows:

a. Step 1: Thinking

The first activity in TPS is the teacher asking questions related to the subject matter. Then the students are asked to think the question in a few minutes. In this step, students are required to be more independent in processing the information or ideas.

b. Step: Pairing

At this step, the teacher asks the students to sit in pairs with other students in order to discuss what he or she has thought in the first step. Interaction at this step is expected to share the answer with the partner. Usually, teachers give four to five minutes to pair.

c. Step 3: Sharing

In the final step, the teacher asks the representative of each couple to share answers with the whole class or in a small group about what they have discussed. This is the effectively done by taking turns until each pair has done conveyed their ideas.

2.1.12 The Weaknesses of Implementing Think-Pair-Share (TPS)

According to Lie (2008: 46), there are two problems if students are working in a group since in TPS technique, students will be paired in a group consists of two person. The first problem is there will be a lot of groups, because of it; the teacher is expected to monitor the students. Secondly, because the pair is only consisting of two students, they have less idea. In addition, they may feel bored because they will work with the same person. In order to overcome this problem, teacher should change or switch their partner after the session is done. Teacher can use any methods to divide students into pair, for example count them using A-B-A-B, pair them with chair mate, or even ask them for their choices. By switching frequently, they will interact with other students. This will be beneficial for themselves to take out the feeling of boredom in a classroom.

2.2 Review of Previous Study

Think-Pair-Share technique is a learning strategy developed by Lyman at University of Maryland in 1981. This learning model will help students to promote their speaking skill since they are given time to think and convey their ideas. As time goes by, there is some research that had been conducted before. The writer would like to highlight some of them and elaborate is as follows.

The first research was conducted by Robertson (2006). The research entitled "Increase Student Interaction with Think-Pair-Share and Circle Chats". Based on the research, it can be seen that the researcher successfully completed the research and achieved the objectives of the research. By using the TPS, it did improve the students' interaction during teaching and learning process. Hence, the

TPS gives the opportunity to students to practice their English by speaks to one another. By giving the opportunity, the interaction among the students will be increased and teacher would be able to monitor the learning process easily.

Another research was conducted by Usman (2010). The research entitled “Using the Think-Pair-Share Strategy to Improve Students’ Speaking Ability at STAIN Ternate”. Based on the research, the subject of the study was the twenty students from the first year Islamic Education Department of STAIN Ternate. Based on the results of the test in Cycle 1, there were only 4 students (20%) achieved the qualification of “good” (scores of 80-85). The rest students in Cycle 1, 16 students or 80% of total subjects in the research, gained the range scores of 65-79 which classified as “fair”. All students’ scores must be accumulated and divided by the number of the students in order to get the average scores. The strategy implemented in the classroom action research will be categorized as successful research if the average scores of speaking are at least 80 points. Since the implementation of the think-pair-share strategy in Cycle 1 did not meet the criteria of success, the researcher made a revision planning for the Cycle 2. After revising the plan in Cycle 1, and continued to the Cycle 2, the implementation of the action research is finally categorized as success. The results of Cycle 2 are quite good. In Cycle 2, the range of students’ scores were 89.50 (eighty-nine point fifty), the lowest score is 75 (seventy-five), and the highest score is 89.50 (eighty-nine point fifty). There were 13 students or 65% of them gained the minimum scores of 80-85 which classified as “good”. There were only 4 students or 20% of them gained 65-79 which classified as “fair”. At the “very good” classification, there were 3 students or 15% of them who achieved the scores between 86-95.

Although the students' scores were increased significantly, it does not mean that the implementation is successful. Thus, the researcher should find out the average scores of Cycle 2. It was on the point of 81.68%. It can be concluded that the subjects of the study were mostly successful. That is why it can be judged that the TPS strategy implemented in Cycle 2 of the action research was successful because the students' speaking performance has met the criteria of success.

Based on the conducted research by some researcher, the write conclude confidently that Think-Pair-Share technique gives good impacts through speaking skill. For that reason, the writer would like to conduct a classroom action research entitled "The Use of Think-Pair-Share Technique to Improve Students' Speaking Skill of the Eighth Grade of SMPK Santa Familia Kupang in the School Year of 2017/2018".

2.3 Conceptual Framework

