**CHAPTER II**

**LITERATURE REVIEW**

1. **Literature Review**
2. **The Nature of Speaking Ability**
3. **The Definition of Speaking**

Many definitions about speaking have been proposed by language experts. Speaking is a productive skill Spratt et al. It involves using speech to express meaning to other people. The essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation.[[1]](#footnote-1)

In the same respect, David Nunan agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.[[2]](#footnote-2) In addition, Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.[[3]](#footnote-3) It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation.

Meanwhile, Brown defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test.[[4]](#footnote-4)

Chaney 1998 cited in Kayi 2006 adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex.[[5]](#footnote-5) It involves both a command of certain skills and several different types of knowledge. Canale and Swain 1980 in Richards and Renandya.[[6]](#footnote-6) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence.

From the definition above, it can be concluded that speaking is one of productive skills in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas.

1. **Types of Classroom Speaking Performance**

In designing speaking activities for foreign-language teaching, it is necessary to recognize the different functions of speaking performed in daily communication and the different purposes for which the students need speaking ability. According to Brown, there are six categories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.[[7]](#footnote-7)

1. Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interactions but focusing on some particular element or language form. The example of imitative speaking performance is drilling.

1. Intensive

The intensive performance is to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. In addition Brown states that an intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

1. Responsive

Short replies are the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments etc.

1. Transactional

The transactional language is an extended form of responsive language. The purpose of transactional is to convey or to exchange specific information. A conversation is an example of transactional.

1. Interpersonal

The interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

1. Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

1. **The Difficulties in Speaking**

Speaking is difficult to many people. According to Brown, the eight following characteristic of spoken language include:

1. Clustering fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
3. Reduced forms. Contractions, elisions, reduced vowels, etc are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and unnatural.
4. Performance variable. In spoken language, there is a process of thinking that allows manifesting a certain number of hesitations, pauses, backtracking, and correction. Some examples of thinking time in English include inserting fillers like uh*, um, well, you know, I mean* etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.
5. Colloquial language. Students should be recognizable with words, idioms, and phrases and they practice to produce these forms.
6. Rate of delivery. It is another salient characteristic of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
8. Interaction. Having no interlocutor will rob the speaking skill components; one of them is the creativity of conversational negotiation.
9. **Cooperative Learning**
10. **The Definition of Cooperative Learning**

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. According to Johnson and Johnson 1991 cited in Johnson et al., cooperative learning exists when students work together to accomplish shared learning goals. Therefore, all students are able to participate in the class discussion, practicing their oral speech.[[8]](#footnote-8)

In addition, Stenlev states that cooperative learning is part of a group of teaching learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. In the same respect, Macpherson claims that cooperative learning is learning in small groups where interaction is structured according to carefully worked-out principles.[[9]](#footnote-9) Cooperative learning designs activities to make students contribute to the task.

Cooperative learning can also be defined as an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high performance team Felder and Breat, 2007. According to Wong and Wong, cooperative learning refers to one of instructional techniques where by students work in small, mixed- ability learning group. It means the students in each group are responsible not only for the material; being taught but also for helping their group mate learns.[[10]](#footnote-10)

From the definition above, cooperative learning refers to students working in teams on an assignment under conditions in which certain criteria are pleased, including that the team members be held individually accountable for the complete the same goal or content of the assignment or project.

1. **Advantages of Using Cooperative Learning**

Kagan and Kagan 2009, states eight advantages of using cooperative learning. They are presented as follows.

1. Students taught with cooperative learning have a more enjoyable learning experience and are more motivated to continue learning beyond school, especially from and with others.
2. Many of our students will have the responsibility for caring for elders. Students taught with cooperative learning become more helpful, caring and better prepared to serve our aging population.
3. Promote a higher self-esteem.
4. Students taught with cooperative learning construct meaning and make learning more relevant
5. Increasingly employers are using teams in the workplace. Students taught with cooperative learning are more prepared for the workplace.
6. Many of our classrooms struggle with discipline problems. Students taught with cooperative learning are less disruptive and spend more time on task.
7. Students taught with cooperative learning are far more active; their classroom is far more stimulating than a teacher-centered classroom.
8. Teachers using cooperative learning find teaching less stressful and find renewed desire and energy to teach and increase student retention.
9. **Think-Pair-Share(TPS)**
10. **The Nature of TPS**

According to Kagan 1994, Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur 2008 cited in Mondolang 2013, states that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the question teacher, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share provides students with the opportunity to carefully think and talk about what they’ve learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students ESA .[[11]](#footnote-11)

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

1. **The Purpose of TPS**

This simple questioning technique keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class (Lyman, 1981).[[12]](#footnote-12)

According to Lie, there are some purposes of working in pairs. First, it can increase the students’ participation. Second, the students will have more opportunities to give their contribution.[[13]](#footnote-13) Last, it is not washing time to build a team.

1. **Steps of TPS**

According to Yerigan 2008 as cited in Azlina 2010, there are three stages in implementing Think-Pair-Share technique. It is described as follows.

1. Think- Individually

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

1. Pair- with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

1. Share- to the whole class

The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

In line with Azlina, Kagan 1994, states that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, ABAB, male/female, etc. Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

1. **The weaknesses of Implementing TPS**

The Think-Pair-Share technique requires the students to work in pairs and in a group. Lie 2008 states that the problems of working in pairs are two problems. First, there are a lot of groups. Because of it, the teacher has to monitor the students. Second, because a team consists of two students, they have less idea. In addition, they may feel bored if they have to work together with the same team members. To overcome the problem, the teacher can switch the member. For example the teacher divides the students based on the number of students, the number of the desk, or depends on the students’ choices. From the solution, they can interact with other student in the class. Thus, it can minimize their boredom in implementing this technique.[[14]](#footnote-14)

It can be concluded that using of TPS is a good technique for teaching English. However, there are some problems that may appear in using this technique. It is difficult to assist all students during the discussion since they have so many groups. Consequently, teachers should be careful in implementing this technique to minimize the problems.

1. **Previous Studies**

Think-Pair-Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981. This technique will help the students to promote their speaking skill since it gives the students opportunities to convey their ideas. It can improve the students’ achievement in the teaching and learning process. There is some similar research that had been conducted before. The result of the result of the research is described 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 if Think-Pair-Share improved the students’ interactions in the teaching and learning process. Hence, it gave the opportunity to practice English. By giving opportunity to discuss their ideas with partner in learning process it increased the interaction among the students while the teacher created a variety of opportunities for students to interact and use English and could monitor the process of the learning process.[[15]](#footnote-15)

Another research was conducted by Utama,et.al. 2013. The research was conducted as experimental research, entitled “The Effect of Think Pair Share Teaching Strategy to Students’ Self-Confidence and Speaking Competency of The Second Grade Students of SMAN 6 Singaraja”. After conducting the research, the researcher concluded that Think Pair Share gives a significant difference on students’ English speaking ability between experimental class and control class. The significant progress showed in experimental research. The students in experimental class had higher self confidence by conventional teaching strategy.

In addition, Nurjanah 2013, conducted action research in applying Think Pair Share technique during the teaching and learning process. From the result of the research, it can be seen that there is improvement of the student’s speaking ability through the use of Think-Pair-Share. The students made improvement in some aspects of speaking skills (vocabulary and pronunciation) and the students were more confident to speak English.

Based on those previous research conducted, Think-Pair-Share gives a good impact toward speaking ability. That is the reason why the researcher tried to conduct a research on “improving students’ speaking ability using Think-Pair-Share of cooperative learning for the first grade students of MA Miftahun Najah Lamongan in the academic year of 2016/2017”.

1. **Conceptual Framework**

Speaking is one of the important abilities that should be acquired by students. They should be given opportunities to practice a target language and produce it in the spoken form in the speaking teaching language. During the process of speaking, it would be more effective if the students are set to work in pairs. Think-Pair-Share can be implemented in the speaking learning process.

According to the observation in MA Miftahun Najah Lamongan, the researcher discovered some problems in the process of speaking. One of the problems is related to the condition of students who are shy to deliver their opinions in English. They said their opinions in a whisper. They are not confident to deliver their opinions. They do not raise their hands and wait until the teacher calls his/her name. Moreover, they still lack vocabulary items. They find it hard to convey their ideas. The activities are monotonous that the students mostly heard and answer. Consequently, they find the activities boring and uninteresting at all.

Think-Pair-Share is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listen to a question or presentation. Then, they have time to think individually talk with each other in pairs, and finally share responses with the larger group McTighe and Lyman.[[16]](#footnote-16) According to Lyman 1981 cited on Knight 2009, TPS involves three components. First, each student is prompted to complete a task or answer a question that them to think. Second, each student is prompted to pair up with another student to compare, contrast or confirm the product created during the thinking phase. Third, students are prompted to share with the rest of the class what they learned during the entire activity.

Based on these problems, the TPS will be applied as a technique in the effort to improve the speaking ability of students. Think-Pair-Share is used since the teacher seldom puts the students in pairs during the teaching learning process. Beside the students enjoy learning together as their learning can be facilitated through working in pairs. By working in pairs, it will simultaneously give a positive impact to the students’ vocabulary self-esteem, pronunciation and learning materials. They have chance to practice speaking with his/her partner.

1. Spratt et al, *The TKT Course* (Cambridge:Cambridge University Press, 2005), p. 34 [↑](#footnote-ref-1)
2. David Nunan, *The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pasific Region TESOL Quarterly* ( 2003), p. 48 [↑](#footnote-ref-2)
3. Jeremy Harmer, *The Practice of English Language Teaching* (3rd.ed.) (Harlow: Longmen, 2001), p. 269 [↑](#footnote-ref-3)
4. H. D. Brown, *Teaching by Principles: an Interactive Approach to Language**Pedagogy* (*2th ed)* (New York: Addison Wesley Longman,Inc, 2004), p. 140 [↑](#footnote-ref-4)
5. H. Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second**Language.* (*The Internet TESL Journal*, Vol. XII, No. 11, November2006) [↑](#footnote-ref-5)
6. Jack C. Richards and Will A. Renandya, *Methodology In Language Teaching An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 206-207 [↑](#footnote-ref-6)
7. H. D. Brown, *Teaching by Principles: an Interactive Approach to Language**Pedagogy* (*2th ed)* (New York: Addison Wesley Longman,Inc, 2001), p. 271-274 [↑](#footnote-ref-7)
8. Johnson et al, *Cooperative Learning Methods: A**Meta Analysis* (Minneapolis: University of Minnerta, 2000), p. 2 [↑](#footnote-ref-8)
9. A. Macpherson, *Cooperative Learning Group Activities for Collage Courses- A Guide for Instructor* (Surrey: Kwantlen University Collage, 2007), p. 1 [↑](#footnote-ref-9)
10. H. Wong & T. W. Rosemary, *How to be an Effective Teacher: the First Days**of School* (Singapura: Harry K Wong Publisher, 2005), p. 245 [↑](#footnote-ref-10)
11. ESA 6&7, *On Target: Strategies that Differentiate Instruction Grade K-4* (Rapid City: BHSSCA, 2006), p 12 [↑](#footnote-ref-11)
12. F. T. Lyman, *The Responsive Classroom Discussion: the Inclusion of all**Students* (CollegePark: University of Maryland Press, 1981), p. 109-113 [↑](#footnote-ref-12)
13. A. Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang- Ruang Kelas* (Jakarta: PT Grasindo, 2008), p. 46 [↑](#footnote-ref-13)
14. A. Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang- Ruang Kelas* (Jakarta: PT Grasindo, 2008), p. 48 [↑](#footnote-ref-14)
15. K. Robertson, *Increase Student Interaction with “Think-Pair-Shares” and “Circle Chats”* 2006. <http://www.colorincolorado.org>. Accessed on June 2, 2014. [↑](#footnote-ref-15)
16. J. McTighe, and F.T. Lyman, “*Cuing Thinking in the Classroom: The Promise of Theory- Embedded Tools*”, (Educational Leadership, 1988), Vol.45, p. 18- 24. [↑](#footnote-ref-16)