

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Speaking

##### 1. Definition of speaking

The term speaking has many definitions. Many experts define speaking in different ways, as follows:

H Douglas Brown said that “ speaking is a productive skill that can be directly and empirically observed”.<sup>1</sup> It means we can observe what people say directly, because when people say something we can listen what they say directly.

David Nunan said that “ speaking is the single most important aspect a learning of second language or foreign language, and succes is measured in terms of the ability to carry out a conversation in the language.”<sup>2</sup>

In line with the definition above, Cameron stated “speaking is the active use of language to express meaning , so that other people can make sense of them, therefore , the label of productive use of language can be applied to speaking”.<sup>3</sup> Of course speaking is the important skill in English,

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<sup>1</sup> H Douglas Brown, *Language Assesment Principles and Classroom Practices*4<sup>th</sup>ed, (Pearson Education, inc, 2004),140.

<sup>2</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Cambridge University Press, 1991),39.

<sup>3</sup> Lynne Cameron, *Teaching Language To Young Learners*, (Cambridge University Press, 2001), 40.

because speaking is the way to express, to share and to inform everything what people wanna say.

## 2. Types of speaking

There are five types of speaking : <sup>4</sup>

### a. *Imitative*

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

### b. *Intensive*

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements, intonation, stress, range, fluency).

### c. *Responsive*

Responsive assessment tasks include interaction and test comprehension but at the somewhat level of very short conversation, standard greeting and small talk, simple request and comments, and the like.

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<sup>4</sup> Brown, *Language Assessment*, 141.

d. *Interactive*

The different between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.

e. *Extensive (monologue)*

Extensive oral production task include speeches, oral presentations, and story telling, during which opportunity for oral interaction from listener is either highly limited (pehaps to nonverbal response) or ruled out altogether. In this activity can be impromptu.<sup>5</sup>

Based on expalation above there are five basic types of speaking : imitative, intensive, responsive, interactive,and extensive. In this research the researcher takes an extensive speaking (monolog) and focus on students' oral presentation to dig students ability in speaking skill.

### 3. The elements of speaking

Harmer stated that “There are elements which recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to

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<sup>5</sup> H Douglas Brown, *Teaching by Principles* (New York: Pearson Education, Inc, 2007),274.

process information and language “on the spot”. Elements which categorized as language features are as follows:<sup>6</sup>

a. Connected speech

To be able to use connected speech is the ability to modify sounds when we speak. To modify sounds are by modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contractions and stress patterning).

b. Expressive device

Expressive device is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.

c. Lexis and grammar

The ability to select the appropriate words and to use different phrases in different context when we speak is very important, because sometimes there is an utterance which should be said differently when we speak in different situations and to different addresses. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

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<sup>6</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, Third Edition (London Pearson Education Limited, 2001), 269-270.

d. Negotiation language

We use negotiation language to give clarification or reformulate when we are saying in order to be clearer, especially when we see that we are not being understood. Negotiation language is used because sometimes the listeners did not understand what we have said. it can be because they did not hear or we talk too fast.

#### 4. Function of speaking

There are three functions of speaking according to Richards as follows:<sup>7</sup>

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describe interaction that serve a primary social function.

b. Talk as transaction,

Talk as transaction refers to situations where the focus is on what is said or done, the message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

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<sup>7</sup> Jack C. Richards, *Teaching Listening And Speaking From Theory To Practice*, (Cambridge University, 2008), 21-27.

c. Talk as performance

This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements and speeches.

From all functions of speaking mentioned above, in this study the researcher focuses on talk as performance or classroom activity, the students presentate the material one by one in front of classroom. Talk as performance has more important role in improving students' speaking ability.

## 5. More speaking suggestions

Being active in the classroom is the most important thing in learning process. According to Jeremy Harmer there are some techniques which can improve study of speaking those are:<sup>8</sup>

a. Information gap activities

An information gap is the activity that students share their different informations, and they can only complete the whole picture by sharing that information, because they have different information, there is a "gap" between them.

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<sup>8</sup> Jeremy Harmer, *How To Teach English, New Edition*, (England: Pearson Education Limited, 2007), 129-131.

b. Telling stories

Every people have a story, so here students need to be able speak in front of the class, they have to tell a story to their friends about what happened to us and other people, it can make students more interest to speak.

c. Favourite objects

This is an activity that student have to talk about their favourite objects (things like music, pictures and etc). Then they have to describe or explain about their own favourite object to their friends.

d. Meeting and greeting

Students role-play a formal social interaction, where they meet a number of people and introduce themselves.

e. Surveys

Surveys can be used to get students interviewing each other, for example they can design a questionnaire about people's daily activities

f. Students presentations

This is an individual students' activity, one by one the students step forward to presentate about the topic that teacher gave. And another students should to listen what their friend speak

in front of the class, or the teacher have to give a random question to make sure that they attention to the speaker.

g. Ballon debates

A group of students are in the basket of a ballon which is losing air. Only one person can stay in the ballon and survive (the others have to jump out). Individual students representating famous characters (BJ Habibi, Habiburrahman El-Shirazy and etc) or prefessions (pilot, doctor, driver,and etc) have to argue why they should be allowed to survive.

## 6. The problem of speaking

There are problems in speaking that students faced in learning process follows:<sup>9</sup>

a. Inhibition

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, faerful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Sometime learners complain that they cannot think of anything to say. They have no ideas to express what they wanna say.

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<sup>9</sup> Penry Ur, *A Course In Language Teaching* (Cambridge University, 2009), 121



c. Low or uneven participation

Only one participation can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

d. Mother tongue use

In classes where all, or number of the learner share the same mother tongue. They may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposure if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes particularly the less discipline or motivated ones to keep to the target language.

## 7. Speaking assessment

Assessment of speaking skills is important to providing vital information to students and teachers about the progress made and the work to be done. We have seen that assessment is a process of obtaining information about learning and achievement.<sup>10</sup>

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<sup>10</sup> James A Athanasou, *A Teachers guide to Assessment* (Social Science Press, 2002), 55.

To identify the students' score in speaking ability the researcher will use the scale system that is measurement tool of speaking test. In speaking test there are four components which must be measured, those are grammar, vocabulary, fluency and comprehension. The rating sheet of speaking test as follows :

**Table 2.1**  
**The criteria of students' score**  
**Conversational English Proficiency Weighting Table**

<b>Weighting table</b>							
<b>Proficiency description</b>	1	2	3	4	5	6	<b>Total</b>
<b>Accent</b>	0	1	2	3	4	5	
<b>Grammar</b>	6	12	18	24	30	36	
<b>Vocabulary</b>	4	8	12	16	20	24	
<b>Fluency</b>	2	4	6	8	10	12	
<b>Comprehension</b>	4	8	12	15	19	23	
<b>Total</b>							

*Adopted by : Jack and Willy A. Renandya.<sup>11</sup>*

**Table 2.2 Students score**

<b>Letter</b>	<b>Score</b>	<b>Description</b>
A	83-99	Very good
B	63-82	Good
C	43-62	Enough
D	26-42	Less
E	16-25	Low

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<sup>11</sup>Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching*, Cambridge, 2002, 223.

a. Accent<sup>12</sup>

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. Foreign language requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked foreign accent and occasional mispronunciations that 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 language.

## b. Grammar

1. Grammar almost entirely inappropriate or inaccurate except in stock phrases.
2. Constant errors showing control of very few conversational micro skill or major pattern and frequently preventing communication.
3. Frequent errors showing inappropriate use of some conversational micro skill or some major pattern uncontrolled, and causing occasional irritation and misunderstanding.

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<sup>12</sup> Arthur Hughes, *Testing for Language Teacher* (Cambridge University press, 1989), 131-132

4. Occasional errors showing imperfect control of some conversation micro skill or some patterns but no weakness that causes misunderstanding.
5. Few errors with no patterns of failure.
6. No more than two errors during the conversation.

c. Vocabulary

1. Vocabulary limited to minimum courtesy requirements.
2. Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experience and etc).
3. Choice of words sometimes inaccurate limitations of vocabulary prevent discussion of some common familiar topics.
4. Vocabulary adequate to discuss special interests and any nontechnical subject with with some circumlocutions.
5. Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest (current events, as well as work, family, time, food, transportation) hesitant with some unevenness.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

1. Speech is also halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow and uneven, except for short and routine sentences; frequently punctuated by silence or long pauses.
3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth but perceptibly nonnative in speed and evenness.
6. Speech on all general topics as effortless and smooth as a native speaker's.

e. Comprehension

1. Understands too little to respond to conversation initiations or topic nominations.
2. Understands only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him or her with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

6. Understands everything in informal and colloquial speech to be expected of an educated native speaker

To interpret the students' score, the writer identifies the total of the students' score based on level as follow:

**Table 2.3**  
**Level of speaking proficiency**

<b>Conversational english proficiency</b>	
<b>Conversion table</b>	
<b>Total score</b>	<b>Level</b>
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

Adopted from Jack C. Richard and Willy A. Renandya.<sup>13</sup>

Explanation of levels:

Level 1: able to satisfy minimum courtesy requirements. Can ask and answer the questions on very familiar topics; within the scope of his or her very limited language experience, can understand simple questions and statement, allowing for slowed speech, repletion oe paraphrase; speaking

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<sup>13</sup> Jack Richard, *Methodology in Language*, 224.

vocabulary inadequate to express anything but the most elementary needs; error in pronunciation and grammar frequent, but can be understood by a native speaker to dealing with foreigners attempting to speak his or her language.

Level 2: able to deal with routine social exchange. Can handle with confidence but not facility the simplest type of conversation, including introduction and chat about autobiographical information; can get the gist of most conversations and nontechnical subject (i.e: topic that require no specialized knowledge) and has speaking vocabulary sufficient to express himself simply with some circumlocutions; accent; though often quite faulty is intelligible.

Level 3: able to speak with sufficient structural accuracy and appropriateness and vocabulary to participate effectively in most informal conversation on practical and social topic. In this level, accent may be obviously foreign, control of grammar is good, errors never interfere with understanding and rarely disturb the native speaker.

Level 4: able to use the language fluently, accurately and appropriately in all levels normally pertinent to conversational needs, can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary.

Level 5: conversational proficiency equivalent to that of an educated native speaker, has complete fluency in the language such that his or her

speech on all level is fully accepted by educated native speakers in all of it is features.

## **B. Cooperative learning**

Cooperative learning is a pedagogical practice that provides learners with the cognitive, affective and psychomotor attainments when they have the opportunity to interact with others to achieve common goals.<sup>14</sup>

In cooperative learning, students work together in small group on a structured activity, they work face to face and learn to work as a team. Cooperative learning is defined as students working together to attain group goals that cannot be obtained by working alone or competitively.<sup>15</sup> One of the various classroom practices of cooperative learning is jigsaw technique.

## **C. Jigsaw technique**

### **1. Definition of jigsaw**

Jigsaw is a cooperative technique in which student's form expert group to conduct research on a particular areas of the content, then return to their original team to teach their findings to one another.<sup>16</sup> It means in jigsaw activity students work together with their friends in a group.

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<sup>14</sup> Atamam Karacop, Emine Hatun Diken, *The Effect of Jigsaw Technique Based On Cooperative Learning On Prospective Science Teachers' Science Process Skill*, Vol.8, no.6, 2017

<sup>15</sup> Francis Hull Adams, *Using Jigsaw Technique As An Effective Way of Promoting Cooperative Learning Among Primary Six Pupils In Fijai*, international journal of education and practice, 2013.

<sup>16</sup> Harvey F. Silver, Richard. Strong, Matthew J. Perini, *The Strategic Teaching* , (Assosiation For Supervision and Curriculum Development, 2007),187.



Shlomo Sharan stated that “Jigsaw approach is based on the same principles of interdependence that operate in the cross-role team in the workplace. Class members bring their personal abilities and ways of thinking and working, as well as specialized, knowledge, to analogous cross-role work group. The jigsaw approach was developed as one way to help build a classroom as a community of learners where all students are valued.”<sup>17</sup>

Jigsaw technique is one of the techniques of cooperative learning, jigsaw method has expanded by Elliot Aroson and his friends. In this technique, students work together in the same group, that is four or five persons of the differential background.<sup>18</sup>

Douglas Brown stated “ jigsaw technique are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives.”<sup>19</sup>

The jigsaw technique is an efficient teaching technique that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity.

The basic idea of jigsaw technique is that each member of a mixed-ability learning group becomes an expert on one aspect of a topic the class is studying. The expert read information on their topic and then meet others

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<sup>17</sup> Shlomo Sharan, *A Handbook Of Cooperative Learning Methods*, (Wesport Connecticut: London, 1999),35.

<sup>18</sup> Robert E. Slavin, *Cooperative Learning Teori, Riset dan Praktek* (Bandung : Nusa Media, 2008),236.

<sup>19</sup> H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy Second Edition* (Pearson Education, 2000),185.

who were assigned to the same topic. Then the expert return to their teams to take their turns teaching their teammates about their topics.

Based on the text above the researcher concludes that jigsaw is a cooperative strategy in which student from expert groups to conduct research on a particular area of the content then return to their original team to teach their finding to another.

## **2. The purpose of jigsaw**

Jigsaw technique in learning, is to allows students to be introduced material and maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students.

In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw technique in learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings of each student in group.<sup>20</sup>

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<sup>20</sup> Syamsiarna Nappu, Evi Angraeni “*Improving Students' Vocabulary Through Jigsaw Technique*” 2016/2017.

### 3. How to use jigsaw

There are some strategies to use jigsaw in learning English, as follows:<sup>21</sup>

- a. Divide students into heterogeneous jigsaw teams of three to five students each group. Each jigsaw team member will be responsible for one subtopic of the content. Provide an organizer that makes these subtopic clear.
- b. Allow students from each jigsaw team to meet with students from other jigsaw teams who are responsible for the same subtopic.
- c. Instruct the members of these expert groups to use the provided resources to conduct research on their subtopics. After individual research, expert group members assemble to review, discuss, and determine the most important concept.
- d. Work with expert groups to develop a plan to teach their subtopic back to the jigsaw team, and have all expert groups draft a set of question related to their subtopic for use on the test.
- e. Reassemble jigsaw teams. Have expert take turns teaching their subtopic while the other jigsaw members record key information on their organizer. Circulate and observe these student-led discussions to ensure key ideas are being covered.
- f. Lead a discussion or follow-up session covering the entire topic.

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<sup>21</sup> Harvey F. Silver, Richard. Strong, Matthew J. Perini, *The Strategic Teaching* , (Assosiation For Supervision and Curriculum Development, 2007),188.

- g. Develop a quiz or test based on the questions submitted by expert groups. Provide students with two grades-an individual grade and a team grade (found by adding the test scores of all the members of the jigsaw team). Provide bonus scores to any groups whose subtopic content was “aced” by the class. To increase the sense of competition, post team scores and provide recognition for high-achieving jigsaw teams and expert groups.

#### **4. The benefit of jigsaw**

There are many researches showing the benefit of Jigsaw. The benefit of Jigsaw according to Aronson are:

- a. It gives students the opportunity to teach themselves about the material. So, the students will learn by themselves.
- b. Students are able to practice peer teaching, which requires in-depth understanding about the material.
- c. Students become more fluent in English as they have to explain the material to their peers.
- d. Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion.
- e. Each group is fostered in real discussion followed by question and answer session.

- f. Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In Jigsaw teacher has a role of cognitive guide or facilitator.

Based on the explanation above the researchrs concludes that benefit of jigsaw students are eager participants in the learning process and are responsible for the work and achievement while being account able by their peers; students have more chance to appropriate differences and share experiences through individual participation and intruction.