

CHAPTER II

THEORETICAL REVIEW

In order to make the problems clearer, the researcher explains them well in theoretical reviews. To clarify the references needed, the researcher discusses the definition of speaking skill and small group discussion method.

A. General Concept of Speaking Skill

This concept will discuss about definition of speaking skill, the components of speaking, types of speaking skill, teaching speaking skill and implementation speaking.

1. The Definition of Speaking Skill

Speaking is one of the English skills that is very crucial to be learned by the non-native learners.¹ Teaching English in any level, always involves four basic skills. They are listening, reading, writing and speaking. However, in using English communicate one another we often use it orally or speaking than the other skills. According to Chaney and Tamara "speaking is

¹ Agnes Maria Diana R, *Analysis on Pronunciation Errors Made By first Semester Students of English Department*. At Uin Smh Banten, *Loque; English Studies Journal*, 2019.p.1

the process of building and sharing meanings through the use of verbal or non-verbal symbols in a variety of context”.² From this statements, it can be concluded that speaking is a crucial part of second language learning and teaching. The speaker can produce the sound to deliver the message and the listener can receive, process and respond to the messages. Speaking is the action of delivering messages and it always occurs between the speaker and the listener. In other words, the main point of the action speaking is that the speakers can communicate or convey their message to the listeners. In this case, the speakers and the listeners should be able to understand the language used in order to avoid misunderstanding in conversation.

Rebecca Hughes says that “some believe that communication in the classroom should mirror the authentic communication that occurs in the real world. Speaking is first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it

² Medina Tumanggo, Hendra Heriansyah, Nurul Inayah, “Investigating the Teacher’s Strategies in EFL Speaking Class”, *Research in English and Education (READ)*, Vol 3, No 2, (June, 2018),130-135.

is the prime motor of language change.”³ Teachers do not have a material of learner work which they could evaluate and give feedback on. As a result, problems that learners face when doing speaking activities often go unnoticed or uncorrected. There is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language.

2. The Components of Speaking

That we know speaking is one aspect that can help our interlocutor understand what we say. Rebecca Hughes says that “speaking is the most difficult language skill to assess reliably. A person’s speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate”.⁴

³ Rebecca Hughes, *Spoken English, TESOL and Applied Linguistics* (London, 2006), p. 144

⁴ Rebecca Hughes, *Teaching and Researching Speaking* (Great Britain: Pearson Education, 2011), 92.

According to Hughes, there are five components of speaking, as follow⁵:

a. Pronunciation

In speaking, the speaker's pronunciation must be clear and easy to understand. Pronunciation is a crucial component for the learning of oral skills in a second or foreign language.⁶

b. Grammar

In defining grammar, H. Douglas Brown states "grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence".⁷

c. Vocabulary

The vocabulary is defined as the "words" in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built.

⁵ Hughes, Arthur, *Testing for Language Teachers*. (Cambridge University Press, 2003) P. 118

⁶ Ila Amalia, *Integrated Lesson in Teaching Oral Skill*. at Uin Smh Banten, *Loquen; English Studies Journal*. Vol.2. No.1.(July-Desember 2019),p.44

⁷ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Fransisco State University: Addison Wesley Longman, Inc. 2001), Second Edition, p. 362

d. Fluency

Fluency is able to speak or write a language of performance action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning.

e. Comprehension.

Comprehension is defines as the ability to understand something by reasonable. Comprehension of the subject or as the knowledge of what a situation is really like.

From the state above, we can know goals and components in speaking ability. In practice, speaking need a comprehensive cooperation between teacher and students themselves in order that they can help each other to express their idea and act out it, because if they feel comfortable in speaking class activities and they are given the same chance to practice their language, their speaking ability will improve even without the realize it.

3. Types of Speaking Skill

According to Brown Hughes stated “speaking is a productive skill that can be directly and empirically observed,

those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.”⁸

In the other page in his book, Brown says that there are five basic types of speaking :

a. Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. (e.g. “excuse me,” or “can you help me?”) for clarity and accuracy.

b. Intensive

This second type of speaking frequently employed in assessments context in the production of short stretches of oral language designed to demonstrate in a narrow band of grammatical, phrasal, lexical or phonological relationships.

c. Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very conversations, standard

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University, 2004),p.141-142.

greeting and small talk, simple request and comments and the like.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

In this material, the student can try to speak English with their friends using small group. The students in small group discussion used the types in speaking is responsive. Because the student have a limited of vocabulary and conversation when their speak.

4. Teaching Speaking Skill

Teaching speaking as a foreign language is one the significant aspect to master English. Teacher have to know a good way to improve students speaking skill. In teaching speaking, teacher should explore and create their strategy to make their students interest to learn English. When teacher has strategy on teaching in the class, the students will be diligent and enthusiasm to learn the material.

According to Jack C.Ricards and Willy A.Renandya⁹. The provide learners with opportunity to learn from auditory and visual experience, which enable them to develop flexibility in their learning style and also to demonstrate the optimal use of different learning strategies and behaviours for different task.

- a. Aural: oral activities. With careful selection and preparation, aural material such as news report on the

⁹ Jack C. Ricards and Willy A.Renandya, "*Methodology in Language Teaching*, An anthology of current practice, (Cambridge University Press, 2002), p.209.

radio will be fine-tuned to a level accessible to particular groups of learner.

- b. Visual: oral activities. Because of the lack opportunity in foreign language settings to interact with native speakers, the need for exposure to many kinds of scenes, situation and accents as well as voices is particularly critical. This need can be met by audio visual materials such as appropriate film, videotapes, and soap operas.
- c. Material aided. Oral activities. Appropriate reading materials facilitated by the teacher and structured with comprehension question can lead to creative production in speech. Storytelling can be prompted with cartoon strips and sequences of pictures.
- d. Culture awareness. Oral activities. Culture plays an instrumental role in shaping speakers communicative competence, which is related to the appropriate use of language.

B. General Concept of Small Group Discussion

In this concept will discuss about the definition of Small Group Discussion, The Activities for Small Group Discussion, Procedure of Small Group Discussion, Advantages of Small Group Discussion, and The Roles of Small Group Discussion.

1. The Definition of Small Group Discussion

Small group provides opportunities for students to be more interactive than in settings, one of the cooperative learning techniques in which students work in groups two or three. Small group teaching can take on a variety of different tasks such as problem-solving, role play, discussions, brainstorming, and debate. The term small group teaching or small group learning as it is often termed, means different things to different people. Some are familiar with the tutorial as being their experience of small group teaching.¹⁰

Judy Mckimm says that “small group teaching provides opportunities for learning that are difficult to establish in large group settings, although it can be more demanding of staff, space

¹⁰ Paul Surgenor, *Large and Small Group Teaching*, 2009. p. 8

and time. Small group teaching pays attention to group processes as well as to achievement of tasks".¹¹ Small group sessions work well if there is a mix of activities and trimmings, so that people can work individually, in different sized groups and with, without teachers. The following methods can be adapted for either large or small group teaching. Provided below are a selections of common flexible methods one may use in both large and small group teaching. These are open to adaption and interpretation to suit your individual needs, and were originally such as brain storms, snowballing, fishbowls, etc.¹²

Collaborative Learning is learning that occurs as a result of interaction between peers engaged in the completion of a common task.¹³ These are many factors to characterized a small group. Consideration of these elements will help determine not only the content of a teaching session, but also the process by which learning is achieved. For a small group teaching session to

¹¹ Judy Mckimm, *Small Group Teaching* British Journal (London, 2009) Vol.7 No.11. p. 654

¹² Paul Surgenor, *Large and Small Group Teaching*, 2010. p. 2

¹³ Nia Nuryanti P, *Freshmen and Third Grade Students Perce[tions on Their Soft Skills Acquirement in the Use of Collaborative Learning in English Classroom*. At UIN Smh Banten, *Loquen; English Studies Journal*. Vol 10. No.2, (July-December)2017,p.84

be effective, both the teacher and learners should have an awareness of these factors : group size, group dynamic, and discussion style. The core discussion skills of small group learning are questioning, listening, responding and explaining. These are provide the basis for the development of teamwork and collaborative learning. From the explain above, we can conclude that small group discussion is the method which consist of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills become involved in an alternative instructional approach. So, this method is better used in learning process. According to Besty Parrish, the successful discussion activities have the following :

1. An identified purpose and outcome
2. Clear roles for all participants, facilitator, and scribe.

3. A clear time frame.¹⁴

2. The Activities for Small Group Discussion

Brown (2000: 181-186) as quoted by Eka Saputri (2017 : 27-28) several types of activity are collaborative and easy using small group discussion:¹⁵

a. Games

A game could be any activity that formalizes a technique into units that can be second in some way. Guessing games are common language classroom activities.

b. Role play and stimulation

This offers good follow up to allow a lesson in which the class practices a structure with a functional value. Role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must be accomplish.

¹⁴ Betsy Parrish, *Teaching Adult ESL; A Practical Introduction* (2004), p. 107

¹⁵ Eka Saputri, *The Effectiveness of Small Group Discussion Toward Speaking Skill and Speaking Anxiety*. State Islamic Institute of Palangkaraya (2017),p.27-28

c. Interview

A popular activity for group work, interviews are useful at all levels of proficiency. The goal interview could be limited to using requesting function, learning vocabulary for expressing personal, producing question, etc.

3. The Procedure of Small Group Discussion Method

Ernest W. Brewer stated several steps must be taken when conducting small group discussion:¹⁶

a. Introduction

There are some way activities that can be used as introduction such as :

1. Instructional Objective

An instructional objective should be given to the participants at the beginning of the discussion.

2. Purpose

The presenter should explain why the groups will be discussing the chosen topic.

¹⁶ Ernest W. Brewer, *The Essential Reference for Teachers, Trainers, Presenters and Speakers* (1997), p.23-25

3. Relationship

The presenter must explain how this information fits in with what has already been learned or what will be learned in the future.

4. Advanced Organizer

An advanced organizer is some sort of attention grabber that attracts participants interest.

So the students in a groups, must know how to start a discussion. Some groups, have their respective assignments. So that the material they convey is easy for participants to accept and there are no obstacles.

b. Directing the Discussion

The presenter should ask the participants if they have questions about the topic at hand. These questions can start the discussion, or the presenter may want to ask a few questions from prepared list to stimulate thought toward the topic. Questions are excellent motivators for discussion, so as the presenter direct the discussion he or she should decide whether or not the participants

are spending too much time on insignificant points. The presenter should try to keep control of the discussion yet not it dominate.

c. Summarizing the Discussion

Sometimes participants may be confused or retain a wrong ideas as right. The presenter should summarize to make sure the participants understand what has been discussed, conclusion should be recorded on the chalkboard so all can see them. Basically, summarization is helpful for clearing up confusion, converging main points, ending a discussion, and conveying consensus.

4. The Advantages of Small Group Discussion

Ray V Rasmussen (1984:4) quoted by Miraya Likhulaila Nasution (2017: 33), there are many advantages of using small group discussion method such as:¹⁷

a. The learners have more air time and experience an increased demand to participate in a small group discussion setting.

¹⁷ Miraya Likhulaila Nasution, *The Implementation of Small Group Discussion to Improve Students Speaking Ability*. State University for Islamic Studies (UIN) (North Sumatra, Medan 2017),p.33

b. Small group discussion gives learners an opportunity up and try their ideas out in a smaller, less threatening forum than the class as a whole. In turn, this creates an increased likelihood that learners will participate in a plenary session discussion.

c. Small group discussion creates a diversity of thought that is likely to enliven the large group discussion which is typically dominated by the comments of the first few participants who set the trend and scope of the discussion.

5. The Roles of Small Group Discussion

According to Hoover (1964 : 235) as quoted by Honang Adi Riyanto (2015 : 50-51) states each member in a group discussion has different roles to kept the discussion following well.¹⁸ Roles in a group discussion include discussion leader, group recorder, and group observer. The leader is responsible for getting the discussion started. He sets the stage for a “meeting of minds” by encouraging full participation. There may be times when the verbose individual must be ignored, to allow a shy individual to make a contribution. The leader also builds a broad

¹⁸ Honang Adi Riyanto, *Improving Speaking Skill Through Small Group Discussion*. State Institute for Islamic Studies Salatiga, 2015.p,50-51

outline of the problem under discussion. Besides, major responsibilities of the leader are getting the discussion going, keeping the discussion on the topic, and developing time to periodic summaries.

The roles of recorded is to keep a record of discussion content. His job is to make a record of the important aspects of the discussion. One of his major responsibilities is to report to the group when requested. The observer are one of member in other groups or one of which is usually the instructor, the observers are given time at the end of each session to offer evaluations of group progress. The teacher as the instructor has a role as a consultant, guide, and resource person. The instructor's energies are used in creating and maintaining a mutual feeling of responsibility to achieve group goals.

During the actions which the students are divided into some groups to discuss speaking material, the teacher will ask the group to share the role of each member in group. Some of the group members will be pointed as one recorded and one reporter. Active learning modes, one of the most effective ways of

encouraging both communication and the use of language learning strategies is gaming/simulation.¹⁹ However, the most important is the activeness of the group members to participate during the lesson. How they contribute their speaking to solve the problem during the discussion. Here, the teacher's role is as the instructor and the resource person who guides the students and give needed explanation dealing with the material.

C. Conceptual Framework

Speaking is a basic means of human communication. In the teaching and learning, it has often been viewed as the most demanding of the four skills. There are many factors that may cause speaking to be difficult for most students and also for the teacher. Some of them are related to the students' limited encounter with spoken languages and also opportunities to practice it orally. On the other hand, the teachers also face the difficulties of finding the appropriate activities that can support the English speaking learning process in their class. As a result,

¹⁹ Hilda Rosida, *Language Learning Strategies and the Communicative Approach as a Foreign Language Teaching*. *Loqueen; English Studies Journal*. Vol. 5, No. 2 (July-December, 2012),p.131

often there are not any significant improvements in the students' speaking skill.

As discussed above, teaching media is one of the most important elements affecting the English teaching and learning process including teaching speaking. The application of an appropriate teaching media such as a group discussion is very essential in determining the success of the teaching and learning process. In speaking, the appropriate group discussion can give a lot opportunities to practice pronunciation and communication ability.

There are many principles for teaching speaking which should be considered before applying a particular teaching strategy. Speaking is not a passive activity, so the teacher should give the students opportunities to develop their fluency and accuracy. In this case, groups discussion can arouse students' motivation in learning. They also creates a learning atmosphere which is full of encouragement and positive group relation. The also motivate and encourage each other to make a maximum

effort in performing their tasks, so it can improve students' responsibility to do the best both for themselves and their group.

As students' speaking ability is very important in the teaching and learning process. The collaborative work to increase this in English learning is then necessary among related research team members such as the English teacher and the researcher. By using action research students' skills in the speaking English lesson in MA Al-Khairiyah Pabuaran Cilegon can be improved.