CHAPTER II

REVIEW RELATED LITERATURE

A. Speaking

1. The Concept of Speaking

Various definitions of speaking have been given by many experts. The definitions are very useful for the researcher in conducting a research. In this paper, the researcher will give some definitions of speaking from experts. Long and Jack 1987 (in Wahyudi 2013:1-2) state that speaking is a complex set of abilities that involves many component; including pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language. Speaking is one of the English skills that is very crucial to be taught to the students. Speaking is also a special skill to be taught. Based on Brown (2003: 140), speaking is a productive skill that can be directly and empirically observed and one of the central elements of communication. In conversation, oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market).

Therefore, speaking is an skill that should be learned and mastered by the eleventh grade students of Islamic Senior High School Pesantren Teknologi Riau Pekanbaru. The students are expected to master all components of speaking, in order to be good speakers, also producing a good spoken language.

2. The Concept of Speaking Skill

Many language learners regard speaking skill as a measure of knowing a language. According to Thornbury (2005:208) speaking skill is a proficiency of using the language orally. These learners define fluency as the skill to converse with others, much more than the skill to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in terms of their accomplishments in spoken communication.

In teaching and learning process, students should be there as participants. According to Morgan in (Karim 2008:2) participant is taking in the teaching and learning process. Students' active participation will also appear if students have speaking skill. Being able to speak well can create students to be active during classroom discussion activities in the forms of asking some questions, answering question, giving comment, criticizing, and interrupting teacher's speaking.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. There are many obstacles in mastering English. They do not want to convey their ideas and discuss with their classmates. The students do not want to ask to the teacher about material related to the lesson. They are just being the passive students without any questions, and critical during the lesson.

Speaking skill depends on how good the students speak, and how good teachers teach speaking well to the students. Speaking skill of the students is never improved when teacher only teaches in the same way and still uses conventional way to teach.

3. **The Components of Speaking**

There are some speaking components that may help students to speak. According to Hughes (2003:118) there are five components of speaking, they are as follows:

a. Pronunciation

According to Hornby (1995:928) pronunciation is the way in which a word is pronounced. To make our communication by interlocutor it is better for us to produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of massages.

b. Grammar

Grammar is the one of language components. Hornby (1995: 517) says that grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone know the real meaning of the sentences.

c. Vocabulary

The other component that is very crucial and it will show us the speaking skill of some bodies from the quality of the vocabularies that can express in conversation. According to Hornby (1995: 1331)

vocabulary is the total number of the words in a language.it means that vocabulary plays that important role in speaking.

d. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. Hornby (1995: 427) says that fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning.

e. Comprehension.

According to Hornby (1995:235) comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.

By knowing the components of speaking, the eleventh grade students at Islamic Senior High School Pesantren Teknologi Riau Pekanbaru are expected to be more careful, prepared, and help them, when they want to speak. Because, they have known what they note to speak English.

4. Teaching Speaking Skill

Brown, et al (1998) suggested that the goal of teaching speaking skill is communicative efficiency. Teaching oral communication skill as a contextualized sociocultural activity has become the focal point in many

classrooms. When looking at the language teaching, it is important to consider the technical knowledge of how people learn with the practical, implicit, and intuitive knowledge gained through actual experience. About error correction, Bailey 2005 in Nunan (2003:60-61) said that is not necessary for teacher do correction in all error. Responding many errors can discourage children from communicating and talking. In teaching speaking, teacher is also very cautions in how to respond to errors since embarrassment and shame are two of the things that can be potentially damaging to young learners.

In teaching speaking skill at the eleventh grade of Islamic Senior High School Pesantren Teknologi Riau Pekanbaru, researcher will teach the students carefully, communicatively, fun, and by using a social rule. Because teaching speaking is using more language orally, and sometimes most of the students are shy or afraid of speaking, that is the teacher job to make it speak easier and more fun to them without blamming them when the students make some errors.

5. **Basic Types of Speaking Skill**

In reference to Ur 1991 in Brown (2003: 141-142), the basic types of speaking are divided into five types, as follows:

a. Imitative

It is an skill to imitate a word or phrase or possibly a sentences. While this is a purely phonetic level of oral production, a

number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

b. Intensive

This types of speaking 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 element – intonation, stress, rhythm, and juncture). Example of intensive assessment task include directed respond tasks, sentence and dialogue completion, translation up to the simple sentence level etc.

c. Responsive

The stimulus of this type of speaking is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up question or retorts.

d. Interactive

Interactive 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 relationship.

e. Extensive

Language style is frequently more deliberatively (planning is involved), and formal for extensive tasks. The tasks include speeches, oral presentation, and storytelling.

Based on the syllabus and the expectations of curriculum: "Expressing meaning in the essay by using transactional language in a variety of oral language accurately, fluently and acceptably in the context of everyday life in text form: narrative, spoof, and hortatory exposition" this research take Interactive Speaking for the model of speaking skill that will be taught and tested.

B. Student Team Achievement Division (STAD) Method

1. The Concept of Student Team Achievement Division (STAD) Method

This method is devised by Robert Slavin and his associates from Johns Hopkins University in Baltimore Maryland. The use of Student Team Achievement Division (STAD) method includes enduring teams and an improvement point scoring system, which provides high motivation for students across the range of skill levels. Student Teams-Achievement Divisions (STAD) uses the same 4- to 5-member heterogeneous teams, same like TGT, one of the method in cooperative learning, but replaces the games and tournaments with simple, 15-minute quizzes, which students take after studying in their teams. The quiz scores are translated into team scores using a system called "achievement divisions." The quiz scores of the highest six students in past performance are compared, and the top scorer in this group (the achievement division) earns eight points for his or her team, the second scorer earns six points, and so forth. Then the quiz scores of the next highest six students in past performance are compared,

and so on. In this way, student scores are compared only with those of an ability-homogeneous reference group instead of the entire class. A "bumping" procedure changes division assignments from week to week to maintain equality. Students know only their own division assignments; they do not interact in any way with the other members of their division. The achievement division feature maintains the equality of opportunity for contributions to the team score (Slavin, 1980). STAD is one of cooperative learning strategies that has a purposes of cooperative learning that is 15 academic achievement, reception for many kinds of opinion and develop social skills. The functionality of STAD in polishing their speaking skills is determined in the three classroom observations. From the observations conducted, it was found out that the students felt free to express themselves when interacting in smaller groups.

According to Kagan (2009:17.20), Student Team Achievement Division (STAD) method is divided into five interlocking components: class presentation, teams, quizzes, individual improvement scoring and team recognition.

Therefore, STAD Method will make students of the eleventh grade at Islamic Senior High School Pesantren Teknologi Riau Pekanbaru City feel comfortable to learn speaking in group, help each other, and the material given by a teacher.

2. The Procedures of Student Team Achievement Division (STAD) Method

According to Slavin (1995: 71), detailed steps are as follows:

a. Class Presentations. The teacher presents the material in front of the class.

b. Teams. Students are organized into groups whose members are heterogeneous both academic skill and gender.

c. Provision of test or quiz (Quizzes). After studying, the group completed the test in order to measure students' comprehension of the material that has been studied. In this case, the student is not allowed to work with his friend. In addition to individual responsibility, the students also have to realize that their success will be very valuable to contribute the success of the group.

d. Individual Improvement Scores. This is done to give the students a goal that can be achieved if they work hard and show good results compared with previous results.

e. Awards group (Team Recognition). Award is given to the group to give a gift in appreciation of the efforts that have been made during the study.

3. The Advantages of Student Teams Achievement Division (STAD) Method

According to Slavin (1995:5) the advantages of STAD method are as follows:

a. Developing and using critical thinking and group cooperation

b. Improving the positive relation among students from different social backgrounds

c. Implanting the counseling of team

d. Building the respect and self-esteem in this process (Satryawan, 2011:36).

e. Motivating students to encourage and help each other master skills presented by the teacher

f. Helping students work in group, critical thinking and develop their social skill

g. Students felt free to express themselves when interacting in smaller groups

h. With group work can helped to reduce students' anxiety to speak up in front of the class

i. Group work is an attractive idea to increase the amount of students' talking time

j. Making the students interested in the activity is one step ahead of conducting a successful language learning activity

C. Spoof Text

According to Gerot and Wignell (1994) Spoof Text is a text to retell and event with a humorous twist. It means Spoof Text is a text which tell factual story with unpredictable ending. The social function of Spoof Text is to tell an event with humorous twist and entertain the reader. Language feature of the Spoof Text are focusing on people, animal, or certain things and using action verb (material process), e. g. ate, ran, saw. There are three part of generic structure of Spoof Text. They are Orientation, Event, and Twist. Gerot and Wignell (1994) and Sudarwati and Eudia (2007) emphasize the generic structure of Spoof Text are:

1. Orientation, it is introducing of the story. By giving the orientation, reader will recognize, for the first time, who were involved in the story/participants, when/time, and where/place.

2. Event, tell what happened in chronological order and it what sequence. A personal comment or evaluate remarks, which are interspersed throughtout record events. Events should be writing in complete sentence. Events should be confirmative and entertaining for readers (both).Events should be added with irrelevant details to the topic of the text.

3. Twist, provide the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers event did not predict before that it would be.

D. The Relevant Research

It is necessary to observe some previous researches conducted by other researchers that are relevant to our research in order to avoid plagiarism. Besides, we have to analyze the designs, findings, conclusions, and recommendations drawn by previous researchers:

1. The research from Kadek Kristina: **Kristina, K. (2014). Improving Speaking Skill through Student Teams Achievement Division (STAD) of the Eleventh Grade Students of SMKN 1 Tampaksiring In Academic Year 2013/2014.**

The purpose of this study was to find out whether or not speaking skill could be improved through STAD. The researcher used classroom action research design in this study. The subject was the Eleventh Grade Students of SMKN 1 Tampaksiring in Academic Year 2013/2014 consisting of 22 students which comprised 13 females and 9 males. In this present study, the researcher used some instruments to collect the data, namely; lesson plan, test, and questionnaires. In applying the test, the researcher asked the subject under study to practice dialogue about handling guest. In this research, there were three cycles; pre-cycle, cycle I and cycle II. Furthermore, Cycle I and II consisted of two sessions. In pre-cycle, the mean score of pre-test or IR was low (67.45) so that the present classroom action study was conducted to solve the problems of the students. The researcher continued the research by conducting the Cycle I through STAD. The

result of Cycle I showed that STAD could improve the students' speaking skill. It could be seen from the increase of the mean figure of Cycle I (72.90). The researcher continued the study by conducting Cycle II to revise the problem in cycle I and the mean figure of Cycle II was (75.81). The students' achievement in speaking of Cycle II also was improved significantly through STAD and to know the interest of student in learning speaking skill through STAD the researcher conducted questionnaires. Based on the result above, the speaking skill of eleventh grade students of SMKN 1 Tampaksiring could be improved through Students Teams Achievement Division (STAD).

2. The research from Nyoman Adi Irawan: **The Implementation of Student Team Achievement Division Method to Increase Students` Speaking Skill**

The aim of this research was to know whether there was a significant increase of students" speaking skill score after being taught through Student team Achievement Division (STAD) teaching method. The subject of this research was 24 students of first grade senior high school. The research was conducted through one group pre-test and post-test design. The data were collected through pre-test, treatment and post-test and analyzed by using repeated T-Test to examine the significant increase of students" speaking skill. The result of the test showed that the increase was a significant. The increase were 20 points, from 60.3 in pre-test and 80.3 in post-test.

The computation showed that the result was p<0.05, p=,000. The value indicates that the numbers represents the significance. It provided that the treatments given by the researcher had increased the students' speaking skill significantly.

3. The research from Daniel R. Slagle: **The Use of the Cooperative Learning Strategy STAD to Promote Academic Achievement in a High School Social Studies Class. July, 2009**

A total of forty-six tenth grade students enrolled in secondary social studies classes participated in this study. The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The instruments used to collect data included five researcher-designed quizzes and one researcher-designed chapter test. The data from this research project suggested a slight increase in academic achievement among most secondary social studies participants after the implementation of the cooperative learning strategy STAD in a social studies classroom.

E. The Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013:103). This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific

research. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of Student Team Achievement Division (STAD) Method in teaching speaking skill as an independent variable and variable Y is students' speaking skill as a dependent variable. The indicators are operationally conceptualized as follows:

Variable X: (the use of Student Team Achievement Division (STAD) Method in speaking skill):

1. Teacher presents the material in front of the class.

2. Teacher organizes into groups whose members heterogeneous (both academic skill and gender).

3. Teacher provides quiz or test of the material has been studied.

4. Teacher gives students their score individually

5. Teacher awards the group.

Then according to Adams Frith in Hughes (2003:131-132) the indicators of students' speaking skill as dependent or Y variable can be seen as follows:

1. The students' skill to produce speech effortless and smooth while describing story. (fluency)

2. The students' skill to use correct grammar in speaking. (grammar)

3. The students' skill to use proper words or vocabularies to retell story. (vocabulary)

4. The students' skill to express the comprehensible ideas for describing story. (comprehension)

5. The students' skill to produce acceptable pronunciation in speaking. (accent/pronunciation).

F. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that students' speaking skill will be better by teaching using Student Team Achievement Division (STAD) Method.

2. The Hypothesis

There are three hypotheses in this research, as follows:

a. Ho: There is no significant difference of students' speaking skill between students taught by using Student Team Achievement Division (STAD) method and without it of the eleventh grade at Islamic Senior High School Pesantren Teknologi Riau Pekanbaru.

b. Ha: There is significant difference of students' speaking skill between students taught by using Student Team Achievement Division (STAD) method and without it of the eleventh grade at Islamic Senior High School Pesantren Teknologi Riau Pekanbaru.