

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Frame Work

##### 1. Speaking Ability

Speaking is an instrument in expressing message to the listeners directly, whether the listeners understand or not when they are communicating their ideas. Talking about speaking as communication tool, people cannot separate it with that language. The objective of teaching spoken language is the development of the ability to interact successfully in the language and to involve comprehension as well as production.<sup>1</sup> In other words, speaking can be formulated to give responses directly to persuade others to do something, to clarify unclear thing, and to express opinion, feeling, etc.

##### a. The Concept of Speaking

Speaking skill is the process of building and sharing meaning by verbal and non-verbal symbol. Speaking is a language skill or as a mean of communication in which one can express his ideas or information to others in spoken form. It is a complex language skill, because someone needs to find ideas or information then it is arranged in a good order. Some definitions of speaking are stated by some experts.

Richard said that speaking is the activity to get something done, exploring ideas, working out some aspects of the world, or simply being together.<sup>2</sup> It means that speaking is the important one in life, especially in daily activity. Then

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<sup>1</sup> Arthur Hughes. *Testing for Language Teacher*, (Cambridge: University Press, 2003), p. 101

<sup>2</sup> Jack C, Richard, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p, 19

Lynne Cameron said that speaking is the active use of language to express meanings so that other people can make sense of them.<sup>3</sup> Therefore, in speaking the people can express many languages that they can speak. Then they know what they talk about. Speaking is the setting to experience real communicative situations in which speakers learn to express their own views and attitudes and which they are taken seriously as people.<sup>4</sup> Then speaking is the process where the speaker needs to talk individually and also needs other people to listen and respond his speaking.<sup>5</sup> It means that everyone needs to talk something, but they cannot speak alone, they need other people who give comments and to listen them.

From definition above, it can be concluded that speaking is a tool to communicate naturally among society to express opinion and as a social behavior form. In other words, speaking is one of four language skills that can express ideas or information in a good logical order.

### **b. The Components of Speaking**

The language learners need to recognize the speaking skill that involves three knowledge:<sup>6</sup>

- a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.

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

<sup>4</sup> Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, (Cambridge: Cambridge University Press, 1994), p, 5

<sup>5</sup> Gillian Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education Inc, 2003), p, 141

<sup>6</sup> Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p, 113

- b. Function (transaction and interaction). The language learner should know when the clarity of message is essential (transaction/information exchange) and when the precise understanding is not required (interaction/ relationship building).
- c. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Furthermore, there are five components which are generally recognized in analyzing speaking. Those are such as:

#### 1) Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the way of certain sounds is produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.<sup>7</sup>

It means that the pronunciations are important one to communicate with other, because some of the listeners do not know the meaning of what we talk about.

#### 2) Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed.

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<sup>7</sup> Richards, Jack C, et al, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: Longman, 1992), p, 8

We must be acquainted with certain principles and rules constitute what is collect grammar.<sup>8</sup>

It means that without grammar our sentences are not complete yet, sometimes the listener is so difficult to understand our purposes.

### 3) Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary as the acquisition of an adequate vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication.<sup>9</sup>

It means that vocabularies are the way to produce something, so the more we know the vocabularies, the more we can express what we think about.

### 4) Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow them as some of this speech spill over beyond comprehensibility.<sup>10</sup>

It means that fluency is the important one in speaking that makes the listener understand more when they communicate with other.

### 5) Comprehension

In brief speaking requires that not only know how to produce specific point of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.<sup>11</sup>

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296 <sup>8</sup> Nunan, D, *Language Teaching Methodology*, (Cambridge: Cambridge University Press, 1991), p,

<sup>9</sup> Ibid, p, 117

<sup>10</sup> Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc, 2001), p, 255

<sup>11</sup> Haris, D P, *Testing English as a Second Language*. (New York: McGraw Book Company, 1974), p, 81

It means that speaking is not only about how to speak well but the comprehension of speaker and listener is also considered.

Based on the explanation above, it can be concluded that the components of speaking skill consist of many aspect, such as pronunciation, grammar, vocabulary, fluency, and comprehension. In other words, if talking about the fluency is easy and effective communication is grammar that is about the errors, and vocabulary is about choice of words.

## **2. Teaching Speaking**

Classroom speaking activities, there are:<sup>12</sup>

- 1) Acting from a script, we can ask our students to act out scenes from plays and their course too, sometime filming the result.
- 2) Communication games, there are games which are designed to provoke communication between students, frequently depend on information, so that one student has to talk to a partner, in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture.

## **3. The Nature of Group-to-Group Exchange Strategy**

Hartono said that the group-to-group exchange strategy make the students to listen, look, and give the questions about the lesson to discuss with other friends.<sup>13</sup> In other words, giving the assignments to students make them study together and teach as a teacher.

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<sup>12</sup> Jeremy Harmer. Ibid. p, 271-272

<sup>13</sup> Hartono, *Strategy Pembelajaran*, (Pekanbaru: Zanafa, 2010), p. 10

Okta Dewi Arini suggested, the implication of group-to-group exchange strategy in learning process is students are more creative to work together in group discussion.<sup>14</sup> It means that students can change their ideas, opinions and knowledge. Then they can get good achievement.

Murni A, dkk in Siti Amanah said that group-to-group exchange strategy is an active learning that students ask questions about the lesson and discuss with another group.<sup>15</sup> In other words, group-to-group exchange strategy makes students able to teach their friends. So they must speak well to make them understand.

#### **4. The Concept of Group-to-Group Exchange Strategy**

Language learning strategies are broadly conceptualized as cognitive, metacognitive, and socioaffective strategies. Group-to-group exchange strategy in which students generally work together in face-to-face groups engaging in discussion and assisting one another in understanding isn't something new. There is making the students more creative to give the information to their friends. Therefore, the students must speak well when they give the explanation to others.

##### **a. Definition of Group-to-Group Exchange Strategy**

Group-to-group exchange strategy is different assignments given to different groups of students. Each group will be presented in front of the class about their lesson.<sup>16</sup> In other words, creating and adapting group work activities to develop students' speaking skill are part of the classroom management strategies.

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<sup>14</sup> Okta Dewi Arini, *Pengaruh Strategy Pembelajaran Aktif Group-to-Group Exchange Terhadap Hasil Belajar Matematika Kelas V SD*, (Singaraja: Universitas Ganesha, 2004), p. 8

<sup>15</sup> Siti Amanah, *Pengaruh Strategi Pembelajaran Group-to-Group Exchange dengan Menggunakan Peta Konsep Terhadap Hasil Belajar Siswa Kelas XI MAN*, (Semarang: IKIP PGRI, 2013), P. 10

<sup>16</sup> Melvin Silberman. Ibid. p, 109

To use them, a teacher needs to adopt appropriate ways and to train learners to work effectively in groups. So the students can speak effectively and easily to understand what they say.

**b. The Advantages of Group-to-Group Exchange Strategy**

Group-to-group exchange makes students more creative and active in the class, because they can teach their friend by using their own word, so the students speak more to make their friend understand about the explanation. Then Group work used both in and out of class, can be an important supplement to teacher or lecture, helping students master concepts and applying them to situations calling for complex applications of critical thinking skills.<sup>17</sup> If a group is functioning well, work is getting done and constructive group processes are creating a positive atmosphere. In good groups, the individuals may contribute differently at different times. They cooperate and human relationships are respected. This may happen automatically or individuals, at different times, can make it their job to maintain the atmosphere and human aspects of the group.<sup>18</sup> It means that it is a good way in social interaction.

**c. Teaching Speaking by Using Group-to-Group Exchange Strategy**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>19</sup> Speaking skill requires the appropriate activities done by the learners because the activities will effect on the learners'

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<sup>17</sup> Barbara Gross Davis. *Speaking of Teaching*, (Winter: Stanford University Newsletter on Teaching (CTL) 1999), p, 1

<sup>18</sup> Ellen Sarkisan. *Working in Group*, (Cambridge: Derek Bok Center, 2010), p, 7

<sup>19</sup> H Douglas Brown. *Principles of Language Learning and Teaching*. (San Fransisco: Pearson Longman, 2007), p, 8

progress in studying speaking. Therefore, group-to-group exchange strategy gives the students opportunity to practice English well. The activities of teaching speaking by using group-to-group exchange strategy can be seen in the following statements:

1. Select a topic that includes different ideas, events, positions, concepts, or approaches to design. The topic should be one that promotes an exchange of views or information.
2. Divide the class into groups corresponding to the number of assignments. In most cases, two to four groups are appropriate for this activity. Give each sufficient time to prepare how they could present the topic they have been assigned.
3. When the preparation phase is completed, ask groups to select a spokesperson. Invite each spokesperson to address the other groups.
4. After a brief presentation, encourage students to ask questions of the presenter or to offer their own views. Allow other members of the spokes person's group to respond.
5. Continue the remaining presentations, so that each group has given its information and has responded to audiences question and comments. Compare and contrast the views and information that were exchange.

## **B. The Relevant Research**

Relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research.<sup>20</sup>

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<sup>20</sup> Syafi'i, *From Paragraph to A Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2011), p, 122

1. The first was conducted by Rafiqo Abdina entitled “the application of active learning group-to-group exchange (GGE) strategy on students’ learning activity of the second year at SMPN 1 Salo.” In her research, the students were more active in learning process. Then the students could understand the material presented well.
2. The second research was conducted by Munawaroh entitled “using small group discussion in teaching speaking for the ninth grade students of MTs Maba’ul Cluwak Pati in the academic year 2010/ 2011”. In this research, the students worked in group and the students expressed their ideas and gave information to another person.
3. The third research was conducted by Arief Nur Mustaqin entitled “a comparison between individual’s work and group discussion to improve the students’ oral presentation (an experimental study in teaching speaking to grade XI students of SMA N Ungaran in the academic year students of 2009/2010”. In this research, the researcher focused on oral presentation to senior high school students.
4. The fourth research was conducted by Miftah Fariduddin entitled “the effect of team pair solo strategy on the speaking skill of the eleventh year students at MA Annur Sampang”. In her research the students discussed in group and presented about the topic from the teacher. Then students expressed the result of discussion and conclusion in front of the class.

### **C. The Operational Concept**

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves two variables, the first variable is Group-to-Group Exchange Strategy which is symbolized as X and the second variable is Speaking Ability which is symbolized as Y.

1. Indicators of Group-to-Group Exchange Strategy are as follows:<sup>21</sup>
  - a. The teacher selects a topic that includes different ideas, events, positions, concepts, or approaches to design. The topic should be one that promotes an exchange of views or information.
  - b. The teacher divides the class into groups corresponding to the number of assignments. In most cases, two to four groups are appropriate for this activity. Give each sufficient time to prepare how they could present the topic they have been assigned.
  - c. When the preparation phase is completed, ask groups to select a spokesperson. Invite each spokesperson to address the other groups.
  - d. After a brief presentation, the teacher encourages students to ask questions of the presenter or to offer their own views. Allow other members of the spokesperson's group to respond.
  - e. Continue the remaining presentations so that each group has given its information and has responded to audience question and comments. Compare and contrast the views and information that were exchange.
2. Indicators of Speaking Ability, the indicators are as follows:<sup>22</sup>
  - a. The students are able to express their ideas grammatically
  - b. The students are able to speak accurately and fluently
  - c. The students are able to express their ideas with having good vocabulary choice

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<sup>21</sup> Ibid, p, 109

<sup>22</sup> Erna, *Syllabus of SMA N 4 Pekanbaru*. (Pekanbaru: Unpublished, 2014), p. 4

- d. The students are able to express their ideas with good pronunciation

## **D. The Assumption and Hypothesis**

### **1. Assumption**

In this research, the researcher assumes that the group-to-group exchange strategy can help the students improve their ability in speaking. It helps students at Senior High School 4 Pekanbaru of second semester in improving their ability in speaking English.

### **2. Hypothesis**

- a. Alternative Hypothesis 1 (Ha 1)

Students' speaking ability taught by using group-to-group exchange strategy is high

- b. Null Hypothesis 1 (Ho 1)

Students' speaking ability taught without using group-to-group exchange strategy is low

- c. Alternative Hypothesis 2 (Ha 2)

There is a significant effect of using group-to-group exchange strategy towards students speaking ability of the second year at senior high school 4 Pekanbaru

- d. Null Hypothesis 2 (Ho 2)

There is no significant effect of using group-to-group exchange strategy towards speaking ability of the second year students at senior high school 4 Pekanbaru