

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the theory which is related to the research, they were the definition of English Speaking, Cooperative Learning, Student Team Achievement Division (STAD), and Traditional Approaches.

A. Speaking

1. Definition of Speaking

Brown (2007, p.322) stated in his book that “Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”. As human being we need to interact and communicate with others, when you interact with others you speak and produce a language. In fact, interaction is the heart of communication; it is what communication is all about. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Through interaction, students can increase their language store and speaking skill. Bailey and Savage (1994, p.146) stated that “Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Based on Richards and Renandya (2002, p.210) speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. According to Nunan (1991, p.25) “Speaking is one of the most important aspects to be learned by students”.

Brown stated in his book “Spoken language production, learning to talk in foreign language is often considered to be one of the most difficult aspect learning for teachers to help the students”. EFL teacher should provide the appropriate method to improve students’ speaking skill.

2. The Nature of Oral Communication

Donn (2001, p.243) oral communication is a two-way process between speaker and listener, involving the productive skill of speaking and the receptive skill of understanding. Both speaker and listener have a positive function to perform: the speaker has to encode the message to be conveyed in appropriate language, while the listener (no less actively) has to decode (or interpret) the message. The message itself in normal speech, usually contains a great deal of ‘information’. We should also note that, in contrast to the written language, where sentences are carefully structured and linked together. Speech is characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repetitions.

a. Oral Production

The main goal in teaching the productive skill of speaking will be oral fluency: the ability to express one intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or get impatient). To attain this goal, the students will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas.

b. Interdependence of The Oral Skills in Communication

Although in classroom practice it is often necessary concentrate at certain times on developing one of the oral skills more than the other, we should not lose sight of the fact that oral communication is a two-way process between speaker and listener. Thus, the speaker does not always initiate: he/she also respond to what he/she has heard (for example: when he/she answers a question or makes a comment); while the listener does not always remain silent: he/she is normally expected to make some sort of responses (which may not always be verbal, for example: when he/she carries out an instruction). In the classroom, therefore, appropriate provision has to be made to see that the two oral skills are integrated through situations which permit and encourage authentic communication.

c. Oral Ability and Motivation

The development of oral ability is good source of motivation for most learners, who are normally much concerned to be able to speak and understand a foreign language. Satisfaction at being able to say a small number of sentences after; a few lessons must be sustained by demonstrating to the students that they can say progressively more through the language as the course continues. Practice in controlled speaking under the teacher's direction should be matched with opportunities for free expression.

3. Reasons for Teaching Speaking

There are three main reasons for teaching speaking and getting students to speak in the classroom.

- a. Speaking is a productive skill which requires a lot of practices in real-life situation.
- b. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: how successful they are, and also what language problems they are experiencing.
- c. The more students have opportunities to activate the various elements of language they have stored in the brains, the more automatic they use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrase fluently without very much conscious thought.

4. Problems in Teaching Speaking

Byrne (2001, p.168) stated in her book that there are three problems which often faced by students in speaking:

- a. Shyness and inhibitions

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to the audience. Students often inhibited about trying to say things in foreign language in the classroom because they worried about making mistakes, scared of criticism or losing face.

b. Finding things to say

Even if the students are not inhibited, they often complain that they cannot think of anything to say. Students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak.

c. Low of individual participation

In a large group, sometimes there is student who dominates to speak in a long time while others have a very short time. In this case, teacher should involve well in their activities.

5. What Teachers Do During a Speaking Activity

Some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves! They may argue forcefully in a discussion or get fascinated by a role-play and start ‘playing’ themselves. There’s nothing wrong with teachers getting involved, of course, provided they don’t start to dominate. Although it is probably better to stand back so that you can watch and listen to what’s going on, students can also appreciate teacher participation at the appropriate level – in the other words, not too much!

Sometime, however teachers will have to intervene in some way if the activity is not going smoothly. If someone in a role-play can’t think of what to say, or if a discussion begins to dry up, the teacher will have to decide if the activity should be stopped – because the topic has run out of steam – or if careful prompting can get it going again.

B. Cooperative Learning

Cooperative learning has been defined as a set of instructional methods in which students are encouraged to work together in academic tasks (Slavin, Steven and Slavin in Elliot, et al, 2000, p.359). The essence of cooperative learning, according to Slavin (2005, p.143) is that students work together in four members team or more to master material initially presented by the teacher. The teams are from different background such as: gender, high, average, and lower achiever. Olsen and Kagan in Kessler (1992, p.1) also stated that cooperative learning is carefully structured-organized so that each learner interacts with others and all learners are motivated to increase each other's learning.

The definitions above infer that cooperative learning is a method in which the students can learn together and help each other in their team learning. Cooperative learning makes students work together, get the benefit from changing idea or teach each other how to work in a team rather than working individually.

1. The Benefit of Cooperative Learning

Kessler (1992, p.78) identifies three major benefits of cooperative learning as follows:

- a. Cooperative learning provides a richness of alternatives of structure interaction between students; these are important for language development and developing familiarity with new academic content material. It provides a framework for organizing interaction type.

- b. Cooperative learning addresses content area of learning and language development; the effect of combining language learning with content learning can be multiple active rather than simply additive. Since it is done within a meaningful, highly motivated context, an instrumental and referential environment, the language function can be learned more effectively.
- c. Cooperative learning provides a variety of ways to structure student practice with lesson materials; as a result, lesson objectives can be achieved more readily and efficiently. The increased quantity and quality of communication apparently bring more benefit than the risk that the students may receive.

2. The Role of The Teacher in Cooperative Learning

McDonnell in Kessler (1992, p.164) mentions five roles of teacher in cooperative learning as follows:

a. The Teacher as Inquirer

Cooperative learning teachers are continually examining and questioning their beliefs, values and assumption. Examining attitudes and values held about their culturally diverse learner, race, class and minority language is particularly important in the context of teaching in a multilingual, multiracial classroom. These beliefs, values and assumptions strongly affect teachers' educational philosophy and their instructional practice.

b. The Teacher as Creator

Since the cooperative learning classroom is process oriented, teachers interested in effective group work must realize that the learning environment is highly structured and well organized. Key for structuring a successful cooperative learning classroom is found in creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials and time (Johnson, et al., in Kessler, 1992, p.165).

c. The Teacher as Observer

Watching and listening to students are natural activities in every teachers' day. Such activities can be formal or informal, planned or unplanned. Observation is the basis of decision making about each learners' progress. It is also provides the rationale for specific programming. Observation is an integral part of the teaching process. Cooperative small group learning provides the teacher with the opportunity to observe, reflect and intervene in supportive ways.

d. The Teacher as Facilitator

The role of facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene the learners' desire in learning.

e. **The Teacher as Agent of Change**

As a result of observing, questioning and learning, we find a more complete teacher, a teacher who knows and does. More importantly, as a result of having observed learners and the classroom environment, teachers have begun to examine as a part of context and the way they teach.

C. Student Team Achievement Division (STAD)

1. The Nature of Student Team Achievement Division (STAD)

According to Slavin (2005, p.143) Student Team Achievement Division is a form of team learning which consists of four or five students who represent a cross section of the class in term of academic performance, sex, and race or ethnicity. Student Team Achievement Division (STAD) technique is the most simple and straightforward of the cooperative learning method. Slavin (2005, p.143) also states that Student Team Achievement Division (STAD) is one of the most simple of all cooperative learning techniques, and is suitable used by the teachers who are just starting to use cooperative learning. Student Team Achievement Division (STAD) is a cooperative learning technique that emphasizes on students mastering the materials through group learning, and the group has responsibility for their members. In Student Team Achievement Division (STAD), the teacher presents the content or skill in a large group activities and students are provided with learning materials that they use in groups to master the content.

2. Components of Student Team Achievement Division (STAD)

Slavin (2005, p.143) states that Student Team Achievement Division (STAD) consists of five major components as follows:

a. Class Presentation

Material in Student Team Achievement Division (STAD) is initially introduced in a class presentation, this is most often direct instruction or a lecture discussion conducted by the teacher, but include audiovisual presentation. Class presentation in Student Team Achievement Division (STAD) is differ from usual teaching, teachers must be clearly focused on Student Team Achievement Division (STAD) unit. In this way, students realize that they must pay attention carefully during the class presentation, because doing so will help them do well on the quizzes and their quiz scores determine their team scores.

b. Teams

Teams are composed of four or five students who represent a cross section of the class in terms of academic performance, sex, race and ethnicity. The major function of the team is to make sure that all the team members learn, and more specifically, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meet to study worksheet or other materials. Most often, the study involves students discussing problems together, comparing answer and correcting any misconceptions if teammates make mistakes.

The team is the most important feature of Student Team Achievement Division (STAD). Every point, emphasizes are placed on team members doing their best for the team, and on the team doing its best performance and its provide mutual concern and respect that are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstream students.

c. Quizzes

After approximately one to two periods of teacher presentation and one to two team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. Thus, every student is individually responsible for knowing the materials.

d. Individual Important Scores

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if she or he works harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the students’ average past performance on similar quizzes. Students then earn points for their teams based on the degree in which their quiz scores exceed their base score.

e. Team Recognition

Teams may earn rewards if their average scores exceed a certain criterion. Students' team scores may also be used to determine up to 20 percent of their grades.

3. Preparation of Student Team Achievement Division (STAD)

Slavin (2005, p.147) mentions four steps that should be prepared by the teacher before the implementation of Student Team Achievement Division (STAD) as follows:

a. Materials

To make a work sheet, answer sheet, and a quiz for each teaching unit which is being taught by the teacher. Each unit should occupy three or five days instruction.

b. Assigning students to teams

Student Team Achievement Division (STAD) teams represent a cross-section of the class. Each member of the team is represent different background, such as; sex, performance (high performer, average performer, and low performer), and religion. High performer is relative term: it means high for the class, not necessarily high compared with national norms. The teacher does not let students choose their own teams, because they will tend to choose like themselves, instead follow these steps:

- 1) Making copies of team summary sheets. Make one copy of a team summary sheet for every four students in the class.

- 2) Ranking students. On a sheet of paper, rank the students in your class from highest to lowest in the past performance. Use whatever information you have to do this; test scores are best, grades are good, but your own judgement is fine.
 - 3) Deciding the number of teams. Each team should have four members if possible. To decide how many teams you will have, divide the number of students in the class by four.
 - 4) Assigning students to team. In assigning students to teams, balance the teams in the level of high performer, average performer, and low performer, so each team have an equal average.
 - 5) Filling out team summary sheet. Fill in the names of the students on each team on your team summary sheet, leaving the team name space blank.
- c. Determining initials base scores

Base scores represent students' average scores on past quizzes. If you are starting Student Team Achievement Division (STAD) after you have given three or more quizzes, use students' average quiz score as base scores. Otherwise, use students' final grades from the previous year.

d. Team building

Before starting any cooperative learning method, it is a good idea to start off with one or more exercises just to give a team members a chance to create a team logo, banner, song or rap.

D. Traditional Approaches

There are many traditional approaches which have been applied by language teachers for many years, such as: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Suggestopedia, Community Language learning, Total Physical Response, Communicative Language Teaching, Content-based, and Task-based. Earlier in this century, these methods were used for the purpose of helping students use the target language communicatively.

One of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. A very typical feature of traditional methodology, as Broughton and his colleagues claim is, “The teacher-dominated interaction” Broughton (1994, p.22). The teaching is deeply teacher-centered where the teachers serve as the source of knowledge while learners serve as passive receivers. Jack C Ricards (1996, p.4) highlight that in traditional methodology “Learning was very much seen is under the control of the teacher”. To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher’s explanations and examples, they will be able to use the knowledge. Traditional teaching lacks of speaking and communication practice in the classroom.