

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Concept of Speaking

Although communication can be conducted through many ways such as, gestures, speak, sign, and etc, speaking is considered to the most effective way to communicate with others. Through speaking, people can express his ideas, feeling, suggestion and other information to others orally in spoken form. Speaking is a productive skill (Spratt et al., 2005: 34). It involves using speech to express meaning to other people. In this research, speaking means the the way the students express their ideas to others. Communication through speaking is commonly reformed in face and occurs as a part of language. According to Burns & Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Speaking is also considered to be inseparable to something we call communication and it is the way where the individual can show the feelings. O'Malley and Pierce (1996) also stated that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

From definition above, it can be concluded that speaking is one of the language skill or means of communication where someone can express idea,

thought, feeling and information. By speaking, communication will be clear and understood by listener.

2.1.2 Functions of Speaking

According to Brown and Yule in Richards (2006) stated that they made useful distinction between an interactional functions of speaking (in which it serves to establish and maintain social interaction), and transactional functions (where focus on the exchange of information). Richard (2006) also stated that he uses an expanded three part version of Brown and Yule framework. There are talk as interaction, talk as transaction and talk as performance.

a. Talk as Interaction

Daily communication remains interactional with other people. This refers to what people said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. In short, it focuses more on the speakers and how they wish to present themselves to each other than on the message. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

The main features of talk as interaction can be summarized as follow:

- a. Has primary social function
- b. Reflects role relationships
- c. Reflects speakers' identity
- d. May be formal or casual

b. Talk as Transaction

This type refers to the situation where focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In short, in this type of spoken language people usually focus on meaning or talking what their way to understanding.

The main features of talk as transaction are:

- a. It has a primarily information focus
 - b. The main focus is the message not the participants
 - c. Participants employ communication strategies to make themselves understood
 - d. There may be frequent questions, repetitions and comprehension check
 - e. Linguistics accuracy is not always important
- #### c. Talk as Performance

The third type of talk is talk as performance. This refers to public talk such as, public announcements, speeches, etc. It tends to be in the form of monolog rather than dialog and closer to written language than conversational language.

The main features of talk as performance are:

- a. There is focus on message and audience
- b. It reflects on organizational and sequencing
- c. Form and accuracy is important
- d. Language is more like written language
- e. It is often monologic.

2.1.3 Speaking Performance

Much of literature implies that performance is an objective phenomenon. Performance itself is overtly observable and concrete realization of competence. In this case, the observable and concrete realization competence means that is speaking. According to Hornby in Jana Murisa (2014), speaking performance is an act of speaking interactive process of constructing meaning in producing the ideas in speaking in order to performing a task an action to the audience in show. Speaking performance includes the ability to appropriate speech. Composing well sentences is needed in speaking performance because oral communication takes place when someone makes sentences to perform a variety of differently acts.

Speaking performance has several abilities that include on: pronunciation, vocabulary and fluency. These components should be considered for the students as target that will be achieved in order that they are able to speak English.

2.1.4 Components of Speaking

There are five components of speaking are generally recognized in analysis of speech pogress. According to Harris cited by chaudary (2008) the components of speaking are Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns Grammar, Vocabulary, Fluency, Comprehension.

1. Grammar

Grammar is the empoyment of grammatical forms and syntactic patterns. It is needed for students to arrange a correct sentence in conversation. It is in line

with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

4. Fluency

Fluency is a thorny issue in assessing speaking. This is partly because the word 'fluency' has a general meaning, as in 'she is fluent in five languages', and a technical meaning when applied linguists use it to characterize a learner's speech. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

5. Comprehension

Comprehension means that the speaker understand about what that they speak and the listeners also understand about what the speakers speak. It means that the speakers should able to comprehend what that they speak.

In this research, the researcher assessed the students' speaking skill to measure the value of the speaking by using all of components above. The researcher measured the speaking result before giving treatment and after giving the treatment. The result of students speaking after giving treatment were compared with the result of speaking before giving treatment. It was conducted to know is there any significant effect of Think Pair Share Strategy towards students' speaking ability.

2.1.5 Teaching Speaking

a. Principle for Designing Speaking Technique

Brown (2001:275-276) proposes seven principles for designing speaking techniques. These principles will help teachers to conduct the speaking class.

They are:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. Make sure that the tasks include techniques designed to help student perceive and use the buildings block of language. At the same time, the teacher should not make the students feel bored with the repetitious drills. The teacher should make the meaningful drilling.
- 2) Provide intrinsically motivating techniques. Try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Help them to see how the activity will benefit them.
- 3) Encourage the use of authentic language in meaningful contexts. It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of the storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.
- 4) Provide appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for the useful linguistic

feedback. Feedback can be gotten outside of the classroom but it is important for teachers to inject the kinds of corrective feedback.

- 5) Capitalize on the natural link between speaking and listening. Many interactive techniques involving speaking will include listening. The two skills can reinforce each other. Skills in producing language are often done through comprehension.
- 6) Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations to nominate topics, to ask questions, to control conversation and to change the subject. The teacher can design speaking techniques allowing students to initiate language.
- 7) Encourage the development of speaking strategies. Teachers should help their students develop strategic competence to accomplish oral communicative purposes because not all students are aware of strategic competence. The strategies are asking for clarification (what?), asking someone to repeat something (excuse me?), using fillers (uh, I mean, Well), using conversation maintenance cues (Huh, Right, Yeah), getting someone's attention (Hey, So), using mime and nonverbal expressions to convey meaning and so forth.

Based on explanation above, it can be described that in teaching learning process, the teacher should master about principle of teaching. If the teacher applies all principles when doing activity in classroom, it can make the students

success in getting knowledge and the teacher also success in giving the material for students.

b. Assessing Speaking

There are a lot of factors that influence raters' or teachers' impression on how well someone can speak a language. When teachers assess speaking, it means that their listening determines the reliability and validity of an oral production test. Assigning and ranging a score from 1 to 5 are not easy. The lines of distinctions between levels are quite difficult to pinpoint. The teacher can spend much time to see the recording of speaking performance to make accurate assessment (Brown, 2004: 140).

Thornburry (2005: 127-129) claims that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled at one time.

Furthermore, Thornburry (2005: 127-129) states that based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories, namely grammar and vocabulary, discourse management, pronunciation, and interactive communication. In grammar and vocabulary aspects, students should use accurate and appropriate syntactic forms and vocabulary to meet the task requirements at each level. Discourse management describes the students' ability to convey the ideas, opinions coherently, and clear information. To fulfill the pronunciation aspect, they have to produce the right stress and intonation to convey the intended meaning. Finally, interaction communication means the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements. Those four elements are similar with Brown (2001: 406-407) who divides six categories of oral proficiency scoring test. They are grammar, vocabulary, comprehension, fluency, pronunciation and task. Each category has 5 steps and the teacher should choose one of the ranks.

Based on the explanation above, it can be explained that in this research, the researcher used analytic scoring to evaluate the students' speaking ability. The researcher used scoring rubric of speaking to measure the result of students in speaking.

Table 2.1 Scoring Rubric of Speaking

No	Criteria	Rating Score	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.

		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, serve as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.

		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

(David.P.Haris)

2.1.6 Think-Pair-Share

a. The Nature of TPS

Think-Pair-Share is one of cooperative learning strategy. Cooperative Learning is the strategic using of small groups so that students work together to enhance their own and each other's learning. According to Lau, Alexandria (2005: 22). Think-Pair-Share is a cooperative learning strategy that encourages students to work together to solve problems or answer questions on the assigned topic. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Mondolang (2013: 206) states that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the question teacher, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share their thinking with their pair and explore the thinking in the class.

Furthermore, Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students (ESA 6&7; 2006: 12).

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs.

Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

b. The Purpose of TPS

This simple questioning technique keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class (Lyman, 1981).

According to Lie (2008:46), there are some purposes of working in pairs. First, it can increase the students' participation. Second, the students will have more opportunities to give their contribution. Last, it is not wasting time to build a team.

c. The Benefits of TPS

1) For students

According to Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010: 23), there are some benefits of TPS. The first benefit is that TPS can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to speak in a larger group or in front of the class. Thinking becomes more focused when it is discussed with a partner.

The second is the user of timer gives all students the opportunity to discuss their ideas. At this knowledge construction stage, the students will find out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

Last, the Think-Pair-Share technique improves the quality of the students' responses. It enhances the student's oral communication skills as they have ample time to discuss their ideas with one another. Therefore the responses received are often more intellectually concise since students have had a chance to reflect their ideas.

From the statement above, it can be concluded that Think-Pair- Share has many advantages. They are linking from other students, improving students' confidences, giving opportunities to share their ideas, promoting their critical thinking, and improving the quality of the students' responses.

2) For Teachers

The advantages of Think-Pair-Share are not only for students but also for teachers. By using the TPS technique, teachers can build enjoyable atmosphere in the teaching and learning process. The teachers create a new situation to make their students speak up. They motivate their students to be brave to express their ideas or feeling and to answer questions in the speaking class. Therefore, the classroom is not a silent class anymore since the students become active students.

Secondly, the teachers can manage the classroom. It is not teachercentered anymore. The teachers consider the students as the center of the teaching and learning process. It is not spending time to choose the students to answer the questions and ask them to share it in front of the class. The teachers will be more creative to make new materials to discuss in teaching and learning process. This technique is not only to give the students' opportunities but also it gives the opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed.

c. Step Of TPS

According to Yerigan (2008) as cited in Azlina (2010: 24), there are three stages in implementing Think-Pair-Share technique. It is described as follows.

1)Think-Individually

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

2) Pair – with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share – to the whole class

The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

According to Lyman cited by Law, Alexander (2015: 22) the procedure of Think-Pair-Share” includes the following steps:

- (1) Think: When dealing with a question, students are given a short period of time to think individually;
- (2) Pair: Students are to pair up with a classmate to discuss their thinking and jot down notes of their final conclusion;
- (3) Share: Students present and share their decision with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

2.2 Relevance Studies

Think-Pair-Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981. This technique will help the students to promote their speaking skill since it gives the students opportunities to convey their ideas. It can improve the students’ achievement in the teaching and learning

process. There is some similar research that had been conducted before. The result of the result of the research is described as follows.

The first research was conducted by Robertson (2006). The research entitled “Increase Student Interaction with Think-Pair-Share and Circle Chats”. Based on the research, it can be seen if Think-Pair-Share improved the students’ interactions in the teaching and learning process. Hence, it gave the opportunity to practice English. By giving opportunity to discuss their ideas with partner in learning process it increased the interaction among the students while the teacher created a variety of opportunities for students to interact and use English and could monitor the process of the learning process.

Another research was conducted by Utama,et.al. (2013). The research was conducted as experimental research, entitled “The Effect of Think Pair Share Teaching Strategy to Students’ Self-Confidence and Speaking Competency of The Second Grade Students of SMPN 6 Singaraja”. After conducting the research, the researcher concluded that Think Pair Share gives a significant difference on students’ English speaking ability between experimental class and control class. The significant progress showed in experimental research. The students in experimental class had higher selfconfidence by conventional teaching strategy.

In addition, Nurjanah (2013) conducted action research in applying Think-Pair-Share technique during the teaching and learning process. From the result of the research, it can be seen that there is improvement of the student’s speaking ability through the use of Think-Pair-Share. The students made improvement in

some aspects of speaking skills (vocabulary and pronunciation) and the students were more confident to speak English.

Based on those previous research conducted, Think-Pair-Share gives a good impact toward speaking ability. That is the reason why the researcher tried to conduct a research on “The effect of using think-pair-share strategy towards students’ speaking ability at the ninth grade students of SMPN 7 Pekanbaru.

2.3 Hypothesis

Based on the consideration of the theory and real condition in the field as well in this study, the writer would like to state the hypothesis of this research as follows:

a. Null Hypothesis (Ho)

There is no significant effect of the think-pair-share strategy towards students’ speaking ability at the ninth grade of SMPN 7 Pekanbaru.

b. Alternative Hypothesis (Ha)

There is significant effect of using think-pair-share towards students’ speaking ability at the ninth grade of SMPN7 Pekanbaru.

2.4. Conceptual Framework

