

CHAPTER II

REVIEW OF LITERATURE

2.1 Speaking Skills

English has four skills such as listening, speaking, reading and writing. Speaking is one of the four skills as a tool to communicate with other people . Thorburry (2005) states that speaking is a speech production that becomes a speaking is the constructing meaning from someone to another one and can give information and state what they want. Rahayu(2012) states that speaking is one way human beings make connections with each other and in (2015) .

Speaking is an oral language skill that is functional in everyday human life. Why not, because by speaking we can obtain and convey information. However, for Indonesia, speaking English fluently is a big challenge because we do not use English as a language of daily communication. Speaking is a production ability. Speaking cannot be separated from listening. When we speak , we create a meaningful text. In communication, we can find speakers, listeners as well as message and feedback. Besides that, Speaking cannot be separated from pronunciation.

Train and improve students English skills in language orally speaking is one the of the teachers task which is not light. Experienced and creative teachers will have no difficulty in choosing the right strategy for choosing the assignment. According to Ladouse (in Nunan, 1991) “ speaking is an activity to explain someone in a certain situation or an activity to report something “ . Meanwhile, according to Tarigan (1990) Speaking is a way of communicating that influences our daily lives. This means that speaking is way of communicating that can influences people someones life.

2.1.1 The Purposes Of Speaking

King en proposed the purpose of speaking both the transaction and interpersonal into an extensive list of twelve categories as follow :

- A. Personal - expressing personal feeling, opinions, beliefs, and ideas .
- B. Descriptive - describing someone or something, real or imagined .
- C. Narrative - creating and telling stories or chronologically sequenced events.
- D. Instructive - giving instructing or providing directions designed to produce an outcome .

- E. Questioning - asking questions to obtain information.
- F. Comparative - comparing two or more objects, people, ideas, or opinions to make judgment about them .
- G. Imaginative - expressing mental images of people, place, events, and objects .
- H. Predictive - predicting possible future events .
- I. Interpretative - exploring meanings, creating hypothetical deductions, and considering inferences .
- J. Persuasive - changing others opinions, attitudes, or points of view, or influencing the behavior others in some way .
- K. Explanatory - explaining, clarifying, and supporting ideas and opinions .
- L. Informative - sharing information whit other .

And also based on Richards book said that “ it serves to establish and maintain social relations, and transaction functions, which focus on the exchange of information” .

2.1.2 Types of Speaking

Today, teacher need to be active. They need to be creative in teaching, such as in preparing the materials, making lesson plan and choosing the right technique an activity will be used in teaching. Teacher need to know how to use a variety of activities in the classroom, of course, but teacher also need to be constantly finding out about new ways of doing things. In using the ESL/EFL classroom, there are many speaking activities and materials available as there are creative teacher. Many activities are implemented in order to increase student ability in spoken language. Speaking activities provide feedback for both teacher and learner. This feedback beneficial to know the students. Problem during the learning process. In line with it Harmer stated that speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

From the description above, it can be inferred that as a teacher he or she want to make a communicative classroom and improve the students. Language ability. Therefore, the communicative classroom students should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge,

confidence, motivation and learning styles, a teacher should hand over them with a reasonable environment that would help them to develop their skills. The classroom activities can help the students to develop their ability to express themselves through speech and action without: omitting the component TA of a language course. Students can get a feedback and motivation from speaking activates as opportunities for rehearsal in their learning.

Table 2.1
The Types of Speaking

Interactive	Partially Interactive	Non-Interactive
a. Face to face conversation b. Telephone calls c. We are alternately listening and speaking d. Change to ask for clarification, repetition, or slower speech from our conversation partner	a. Giving a speech to a live audience, when the convention is that the audience does not speak b. The speaker checks comprehension from the audiences faces .	a. When recording a speech from a radio broadcast . b. Performing in a play c. Reciting a poem d. singing

2.1.3 The Element Of Speaking

According to David P.Harris there are 5 elements of speaking :

a. Pronunciation

Pronunciation is to let the learners aware of different sounds features, but more than that, the learners need to improve their speaking immeasurably. Concentrating on sound showing where they are made in the mouth, making learners aware of where words should be stressed - those give them larger information about spoken english and help them to avhieve the aim of improving their comprehension and intelligibility.

b. Grammar

Grammar is needed in order to arrange the correct language order in both spoken and written .

c. Vocabulary

Vocabulary is our basis in order to create the utterance .In learning the target language, the learners have to deal with the meaning of words and how to put the words in sentences properly, and the learners should aware about the context as well.

d. Comprehension

The comprehension in speaking activity is needed to consider, because the objective of speaking is to deliver message or information .

2.2 Definition Group Discussion

According to the big dictionary group discussion is when to a group of people comes together to discuss a certain topic.

2.2.1 Types Of Group

There are eight types of group discussion, namely:8

a. Buzz Groups

These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding, answer a prepared question, define or give examples of key concepts, or speculate on what will happen next in the class.

b. Think-Pair-Share

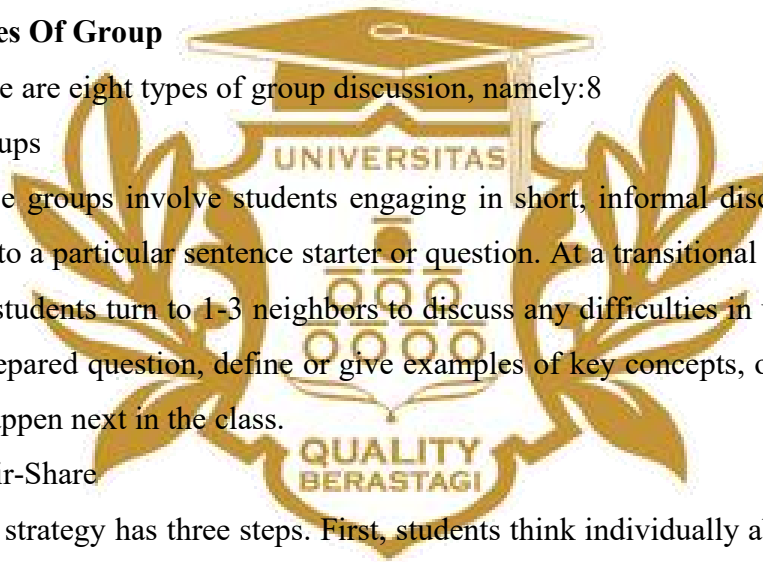
This strategy has three steps. First, students think individually about particular a question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

c. Circle of Voices

This method involves students taking turns to speak. Students form circles of four or five. Give students a topic, and allow them a few minutes to organize their thoughts about it. Then the discussion begins, with each student having up to three minutes (or choose a different length) of uninterrupted time to speak. During this time, no one else is allowed to say anything.

d. Rotating Trios

This strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students



a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members.

e. Snowball Groups/Pyramids

This method involves progressive doubling: students first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that students do not become bored with repeated discussion at multiple stages.

f. Jigsaw

This strategy involves students becoming “experts” on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts (“puzzle pieces”). Form subgroups of 3-5 and assign each subgroup a different “piece” of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group’s task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching.

g. Fishbowl

This method involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group. Depending on the inner group’s task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc.

h. Learning Teams

For this type of group, students are divided into groups at the beginning of the term. When you want to incorporate small group discussion or teamwork into your class, you direct the students to get into these term-long learning groups. Groups of four work well, because each foursome can be subdivided into pairs, depending on the activity.

2.3 Circle of Voice

2.3.1 Definition Circle of Voice

According to Brookfield & Preskill (1999) , The circle of voice is method involves students taking turns to speak. Students form circles of four or five. Give students a topic, and allow them a few minutes to organize their thoughts about it. Then the discussion begins, with each student having up to three minutes (or choose a

different length) of uninterrupted time to speak. During this time, no one else is allowed to say anything. After everyone has spoken once, open the floor within the subgroup for general discussion. Specify that students should only build on what someone else has said, not on their own ideas; also, at this point, they should not introduce new ideas .

2.3.2 Circle of Voice Steps

According to Ibnu Khaldun, teaching methods should go through the following three steps:

1. Students learn by starting from simple general knowledge regarding the topic they are studying, and paying attention to whether this knowledge is in accordance with the student's level of thinking, so that it is not beyond their perception ability. That's how students will arrive at the first level of a very simple learning process. Ibnu Khaldun considers this step as preparation for entering the second step or stage.
2. The teacher again presents the students with the same knowledge, but the level is higher than the level he presented in the first step. Educators take a variety of points in the lesson by providing explanations and explanations that are not global. By. thus, students will reach a higher level of perception.
3. The educator returns for the third time to teach the same topic in detail, covering and in-depth in all aspects, and in more detail in the discussion.

2.4 Conceptual Framework

Speaking is one of important skill in language learning. Speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener. The purpose of teaching speaking is to help students to use the target language. Language learners should be to use their language proficiency in social interaction. Language earners should focus on the meaning of what they are saying rather than on the particular language structure.

In contrast, most students think that speaking is difficult because they are accustomed to use their native language in everyday situation. They get difficulties in understanding what others say and delivering what they have in mind. The students are afraid of making mistakes; in fact practicing is the best way to improve their speaking ability. Thus, teaching speaking should encourage and emphasis on practice

as a way of developing communicative skills. The teacher should give speaking activities that encourage students to speak as natural as possible.

2.5 Hypothesis

Based on the background of the problem, literature review and framework of thinking of the problem above, the hypothesis found in this research can be formulated as follows:

- a. Ho: There is no significant effect of the use of Group Discussion on students' speaking abilities at SMP Negeri 2 Berastagi .
- b. Ha: There is a significant influence of the use of Group Discussion on students' speaking abilities at SMP Negeri 2 Berastagi .

