CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The nature of speaking

Among the four skills, spoken language should be the primary objective in language teaching. It is due to the fact that the most of the students want to be able to use the language to communicate with foreigner, get a good job, and continue their study. Most students actually, want to practice English. To understand what is involved in developing oral language skills, it's useful to consider the nature and condition of speech. The speech production involves four major processes: first, conceptualization, formulation, articulation, self-monitoring.⁹

2.2 Teaching of speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionally. To make the speaking class works and to improve the student's ability in speaking skill is not easy. Students usually keep silent and listen to what the teacher says rather than take a part in the speaking class. They do not want to make mistakes because it is shameful or makes them appear to be a stupid person in front of their peers. They keep in mind that speaking task is difficult. They need to think twice, arrange what they wanted to say and how do they say.

⁹ Martin By gate, *Speaking*, (Oxford: Oxford University Press, 1997). P. 16

In relation with those factors above, it needs the teachers' creativity in making the teaching learning process runs well and enjoyable. The teacher should be aware in leading the activity used in speaking class. He should provide a suitable technique for the students in order to make the teaching learning process becomes interesting and enjoyable. 10

2.3 The characteristics of a successful speaking

In classes were all, the learners and teacher are have the same expectation. To reach for an effective speaking activity, the numbers below are the characteristics of effective teaching speaking:

- 1. learners active in speaking
- 2. Participation is even
- 3. High Motivation
- 4. And appropriate language. 11

2.4 Cooperative learning in speaking

Cooperative learning in Speaking is a process with many stages, includes collecting information (number, verbal description), analysis, interpreting the information to make decision. The method used for speaking or oral communication skills depends on the purpose of the Cooperative learning, it should to the measurement principles of reliability, validity, and fairness. At each stage, people act and interact to produce something for the next stage. While the Cooperative learning developers are the key players in the speaking cycle, the examinees, interlocutors, rates, and score users also

¹⁰ Jeremy harmer, how to teach English (England : Addition Wesky Longman, 2004). P 38

¹¹ Penny, ur, A. *Course IN language teaching*, (Cambridge; Cambridge University Press, 1996).

have a role to play in the activities. The cycle continues with two interactive processes that are need for doing speaking. The first is the test administration or test performance process, where the participants interact with each other or with examiner to show a sample of their speaking skill. The second is rating/ evaluation, where raters apply the rating criteria to the test performances. At the end of cycle, if the need still exists and there is a new group of examinees waiting to be program of sudying, the cycle can begin again. 12

2.5 Buzz group

Buzz group is a kind of communicative activity that easier to be applied. It is one of the speaking activities that can be used in the classroom. The technique of buzz group as discussion. The discussions are two or more people talking about the problem. Buzz group teaching, like other forms of discussion, takes advantage of that significant teaching principle, interaction. The class confronts the subject matter firsthand rather than passively receiving what a teacher has to say.

2.6 The steps and strategy of Buzz group technique

There are three main procedure buzz group. Firstly is prepare or prediscussion. In this part we can state of the objective of discussion so it is in line with the intended result, prepare topics for the discussion, estimate the time, arrange the seat and prepare the presenters. Secondly presentation or discussion. The students are presenting their opinion and having to reach other under the teacher guidance. The last is conclusion or post-discussion, the

¹² Sari Luoma, Assessing Speaking, (Cambridge; Cambridge University Press, 2005). P. 17

students have to conclude various opinions while the teacher gives feedback and evaluate the discussions process. ¹³

Some difficult can be avoided if the teacher will carefully observe some basic principles which facilitate the effectiveness of buzz group teaching. Plan the class time to allow for moving chairs, explaining the technique, and hearing reports. These items will usually take longer than expected. Make clear to the class what the roles of group leader and recorder should be. This is done before the entire group so that everyone will know how to react to the leader and recorder in his group. Set a definite time limit for discussion. The general tendency is to think that groups will be able to do more in a certain amount of time than they can actually handle effectively. If five group members have 15 minutes to deal with their question, each member of the group can speak about question for only three minutes. The teacher shouldgo with the float from one group to another and motivate for better involvement, help them over any hurdles, and generally spread enthusiasm around the room. Gather the notes from the reporters, and prepare a mimeographed sheet of the total findings of the class. The recorders will probably be speaking so fast that no one can take notes. Furthermore, this sheet will give the class a symbol of their own effectiveness in discussion and Bible study. The leader can also add his own comments at the end so that such a report sheet will be helpful as a reference item long after the class is over.

-

Jack C. Richard, et al. *Methodology In Language Teaching*, (Cambridge University, 2002). P. 226 – 227

2.7 Jigsaw

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. The technique splits classes into mixed groups to work on small problems that the group collates into a final outcome. For example, an in-class assignment is divided into topics. Students are then split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In same-topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each member. The final presentations provide all group members with an understanding of their own material, as well as the findings that have emerged from topic-specific group discussion.¹⁴

2.8 The steps and strategy of Jigsaw technique

Jigsaw groups are a method of organising students so that the class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analyzed and broken down into discrete research tasks or activities. These tasks form the pieces of an information 'jigsaw'. A group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw

-

¹⁴ Hisyam Zaini, et al, Strategi Pembelajaran Actif (Yogyakarta: Pustaka Insane Madani) p. 17

group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete 'picture' of the topic. Planning

- 1. Identify the topic to be investigated.
- 2. Divide the topic into jigsaw segments to be researched.
- 3. Divide the students into small groups.
- 4. Identify and locate resources for each segment of the topic.
- 5. Prepare task cards, set a time frame for the exercise and arrange a suitable setting for the final presentations.
- 6. Decide the sequence of the final presentations.
- 7. Devise or select appropriate ways of researching and presenting information.

Managing

- 1. Explain the process to students.
- 2. Assign each student to a jigsaw group and explain that the purpose of each group is to learn as much as possible about the topic on the task card.
- 3. Students discuss what they already know about the topic, no questions they have or areas to be researched.
- 4. Explain to students that each expert jigsaw group will need to access and read source materials, make a summary of key points, work cooperatively and decide how their information will be presented.
- 5. Students could then simply work as a collaborative group, assigning roles, eg scribe, illustrator and sharing research tasks. As an alternative, students

in each group may choose to work initially as individuals, dividing the assigned task into individual segments for research.

- 6. The individual students then report their findings to their jigsaw groups. Monitor each group's progress and assist as necessary.
- 7. Each jigsaw group presents its findings in the order pre-determined by the teacher, perhaps displaying their work in the classroom Share and reflect on the students' contributions.
- 8. Summarise and question to form a complete coverage of the topic.
- 9. Evaluate such aspects as group dynamics; the contribution of individuals to the group; the balance of information acquired on the topic. ¹⁵

2.9 Review Of Previous Study

In this case, the writer describes some previous researches which are relevant to this research. The some idea of using buzz group and jigsaw to improve the students' speaking skill becomes my guidance to strength this research.

First, The thesis with title "Using buzz group technique to improve the students speaking skill of tenth grade of MAN Bojonegoro in year 2009-2010 by Muhammad Solikin. This research aims to improve the speaking skill of students' using buzz group technique. He conducted an observation research to obtain the information related to the research problems. The sample of this research was of the tenth grade students in MAN Bojonegoro. The result of the research show that by using buzz group technique in

Jack C. Richard, et al. Methodology In Language Teaching, (Cambridge; Cambridge University, 2002). P. 226 – 227

teaching learning process could really help accelerate students in speaking skill. by using buzz group technique makes the situation of the class more enjoyable and relaxing, and the students can improve their speaking skill.

Second, thesis with title "Using jigsaw technique to improve the speaking skill of students of eleventh grade of MA Ma'arif Singosari Malang in year 2011-2012 Ahmad Fathun Najah. This research aims to improve the speaking skill of students' using jigsaw technique. He was conducted an observation research to obtain the information related to the research problems. The sample of this research was of the eleventh grade students in MA Ma;arif Singosari Malang. The result of the research show that by using jigsaw technique in teaching learning process could really help accelerate students in speaking skill. by using jigsaw technique makes the situation of the class more conducive in teching learning.

Both of this thesis use buzz group and jigsaw technique to improve the speaking skill of students is same with my research, in their thesis the use buzz group and jigsaw technique better to improve speaking skill of students. But in my research I want to show that the effectiveness buzz group and jigsaw could improve the students speaking skill especially in English teaching by using Planning, Implement the action, Observing and Reflection.