

## **II. LITERATURE REVIEW**

This chapter discusses several points related to the theories that are used in this study, for example, concept of speaking, types of speaking, concept of teaching speaking, concept of Collaborative Learning, Collaborative Learning in teaching speaking, principle in Collaborative Learning, procedures of Collaborative Learning in teaching speaking, advantages and disadvantages, and theoretical assumption.

### **2.1 Concept of Speaking**

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skill has important relation in communication. This is because people cannot make a good communication without speaking. By speaking, people can express their ideas and shares information.

According to Brown and Yule (1983: 3) there are three functions of speaking; talks as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches; they are:

### 1) Talk as interaction

Our daily communication remains the interactional with other people. This refers to what we say as conversation. It is an interactive communication which is done spontaneously by two or more people. This is about how people try to convey their message to other peoples. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

### 2) Talk as transaction

In talk as transaction, the speaking activity focuses on a message that is conveyed and makes other people understand what they want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or how they understand someone's said.

### 3) Talk as performance

In this case, the speaking activity focuses on multilogue rather than monologue. The function of speaking as performance happened at speeches, public talks, public announcements, storytelling, and so on.

Speaking is the instrument of language which is aimed at communicating. From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication. In communication a speaker has a choice not only what to say but also how to say it.

Furthermore, Clark and Clark (1991:23) say that speaking is fundamentally an instrument act. Speakers talk in order to have some effects to their listener and the

researcher believes that it is the result of teaching learning process. Wallace (1978:98) states that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better on how to require the ability in conversing and expressing their ideas fluently with precise vocabularies and good or acceptable pronunciation.

From the explanation above, the researcher concludes that speaking is what the speakers say to what they see, feel, and think. By speaking, the students can express their ideas, answer, or ask a problem or question to the teacher orally. Freeman in Risnadedi (2001: 56-57) states that speaking ability is more complex and difficult than people assume, and speaking is like other studies of language and naturalize many cases to language teachers.

## **2.2 Types of Speaking**

Brown (2004: 273) says language teaching is devoted to give an instruction in mastering English conversation. He classifies the types of oral language into:

1. Monologue or Extensive

In monologue, when one speaker uses spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands.

2. Dialogue or Interpersonal

Dialogue involved two or more speakers. As had been stated before, dialogue can be divided into transactional which is concerned with the

transfer of information, and the interactional which has the primary purpose of maintaining social relationships.

On the other hand, Nakamura & Valens (2001:43-53) conducted a study on Japanese graduate students at Keio University. They used three different types of speaking tests as a form of assessment. The first type is the Monologue Speaking Test which is also called the presentation. Students were asked to perform some tasks such as; show and tell where they talk about anything they choose. This gives the students a chance to make a mini presentation. The second type is Dialogue Speaking Test which is also known as the interview. It is an open-ended test where the students lead a discussion with the teacher. Students in that kind of test are required to use conversation skills that they have learned before. The third type is Multilogue Speaking Test that is also called the discussion and debating. Here, the discussions are student-generated. The students are put into groups and they decide on a topic that they are interested to be discussed.

According to Nakamura (2003:52), Multilogue refers to a speaker's discussion ability among multiple participants. They are not only as a participant but also in such formalized roles as chairperson. So, the students should be argued to develop oral communication-oriented learning habits involving the three-dimensional speaking constructs.

In this research, the researcher will focus on the skill of each student to speak and express their ideas in front of the class. From the explanation above, the researcher will use multilogue speaking test in conducting this research. Multilogue speaking test itself is a combination of monologue and dialogue

speaking test which is focusing on the interaction among the students and the discussion in the group of students. So, the researcher will use mutligoue speaking test in this research.

### **2.3 Concept of Teaching Speaking**

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Nunan (2003:48), what is meant by teaching speaking is to teach English language learners to:

1. produce English speech sounds and sounds patterns,
2. use words and sentence stress, intonation patterns and the rhythm of the second language,
3. select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
4. organize their thoughts in a meaningful and logical sequence,
5. use language as a means of expressing values and judgments, and
6. use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to the explanations above, the students will try to use the language in interacting with their friends. Collaborative Learning serves the best for this aim.

By using Collaborative Learning, teacher will make students to use the language quickly and confidently in their lives. By using Collaborative Learning too, the student will be able to use the language as means of expressing values and judgments not only in the teaching learning process but also in their daily lives.

#### **2.4 Concept of Collaborative Learning**

The concept of Collaborative Learning, the grouping and pairing of students for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. Anuradha A. Gokhale (1995:31) states that the term "Collaborative Learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

Collaborative learning is heavily rooted in Vygotsky's (1978: 209) views that there exists an inherent social nature of learning which is shown through his theory of zone of proximal development. Often, Collaborative Learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers.

The proponents of Collaborative Learning claim that the active exchange of ideas within small groups not only increases. The interest among the participants but also promote the critical thinking. According to Johnson and Johnson (1986:31), there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as

individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers.

When implementing Collaborative Learning, the first step is to clearly specify the academic task. Next, the structure of Collaborative Learning is explained to the students. An instruction sheet that point out the key elements of the collaborative process is distributed. As part of the instructions, the students are supported to discuss "why" they thought as they did regarding solutions to the problems. They are also instructed to listen carefully to the comment of each member of the group and be willing to reconsider their own judgments and opinions. As experience reveals, group decision- making can easily be dominated by the loudest voice or by the student who talks the longest. Hence, it will insist that every group member must be given an opportunity to contribute his or her ideas. After that the group will arrive at a solution.

Collaborative Learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of Collaborative Learning that involves students to work in pairs or small groups to discuss some concepts, or find solutions of a problem. This often occurs in a class session after students are introduced to course material through readings or videos before the class starts. Similar to the idea that two or three heads are better than one, many instructors have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions (Johnson and Johnson, 1986:31).

## **2.5 Collaborative Learning in Teaching Speaking**

Actually, the main focus of implementing Collaborative Learning in teaching speaking is to improve students' bravery to speak up, express the ideas, or share information orally in front of the class. As we know, students nowadays are too shy to express their ideas or answer the question which is given by the teacher. It can be seen in the teaching learning process, students who are active in answering or asking a question to the teacher are only students who come from "smart class", while the "common class" only listen and watch their activities.

By using Collaborative Learning in teaching speaking, teacher will increase and build the bravery of the students to speak up in front the class and generalize the activity of each student in speaking. In Collaborative Learning, teacher will demand the students to speak up, say what is in their minds, and express their ideas. The students will try how to speak or debate in the class room with their friends. By using Collaborative Learning in teaching speaking, the students are required to be able to express their own ideas and give a comment or opinion to the other friends.

Collaborative Learning in teaching speaking is one of the ways to improve the students' speaking skill. By using Collaborative Learning, the students will learn how to discuss some problems with their friends and try to express their own ideas spontaneously. From the previous explanations, we know that the goal of teaching speaking skills is to make the students are able to communicate effectively. Learners should be able to make them understand and use language as

means of expressing values and judgments not only in the teaching learning process but also in their daily lives.

## **2.6 Principle of Collaborative Learning**

Johnson, Johnson & Smith (1998: 35) have summarised these principles in their definition of a new paradigm of teaching, namely:

- a. Knowledge is constructed, discovered, and transformed by students. Lecturers create the conditions which students can construct meaning from the material studied by processing it through existing cognitive structures and then retaining it in long-term memory where it remains open to further processing and possible reconstruction.
- b. Students actively construct their knowledge. Learning is conceived of as something a learner does, not something that is done to the learners. Students do not passively accept knowledge from the teacher or curriculum. Students activate their existing cognitive structures or construct new ones to subsume the new input.
- c. Teaching effort is aimed at developing students' competencies and talents.
- d. Education is a personal transaction among students and between the lecturer and students as they work together.
- e. All of the steps can only take place within a cooperative context.
- f. Teaching is assumed to be a complex application of theory and research that requires considerable teacher training and continuous refinement of skills and procedures.

## 2.7 Procedures of Collaborative Learning in Teaching Speaking

Collaborative Learning is a process of shared creation between two or more individuals' interaction to create a shared understanding of a concept, discipline or area of practice that none had previously possessed or could have come to their own. Collaboration requires all of the participations.

Collaborative Learning centers on the students' discovery, study and use of information in a collaborative manner, rather than an instructor simply lecturing and the students who are individually passively taking notes. Group work or Collaborative Learning can take a variety of forms, such as quick, active learning activities in class or involved group projects that span the course of a semester. According to Barkely, Cross, and Major (2005:27), there are activities which can be applied by using Collaborative Learning:

1. Stump Up Your Partner

In this class room activity, the students take a minute to create a challenging question based on the lecture content up to that point. Then, the students pose the question to the person sitting next to them. To take this activity a step further, the teacher asks students to write down their questions and hand them in. These questions can be used to create tests or exams. The teacher can also be reviewed to gauge student understanding.

2. Think-Pair-Share/ Write-Pair-Share

The instructor poses a question that demands analysis, evaluation, or synthesis. Then, students take a few minutes to think through an

appropriate response. After that, students turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrives at different answer from their own and convince their partner to change their mind. Student responses are shared within larger teams or with the entire class during a follow-up discussion.

### 3. Catch-Up

The first step is stopping at a transition point in the teaching learning process. Then, the teacher asks students to turn a partner or work in small groups to compare notes and he/she asks a question. After a few minutes, the teacher opens the floor to a few questions

### 4. Fishbowl Debate

Teacher asks students to sit in groups of three. Then, he/she will assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and providing an argument for his or her choice. The teacher debriefs by calling on a few groups to summarize their discussions.

### 5. Case Study

Teacher creates four to five case studies of similar difficulty. Then, he/she will ask students to work in groups of four or five and analyze their case

study. The teacher provides 10-15 minutes (or adequate time to work through the cases). The teacher should walk around and address any questions. After students have finished their discussion, the teacher calls the group randomly and asks that students to share their analyses. The teaching learning process continues until each case study has been addressed.

#### 6. Team-Based Learning

The teacher starts a course unit by giving students some tasks to complete, such as reading or lab assignments. Then, the teacher considers assigning these to be completed before class. The teacher checks students' comprehension of the material with a quick multiple-choice quiz. The students are asked to submit their answers. The teacher assigns students to groups and asks them to review their answers with group members to reach consensus. The teacher lets each group to submit one answered quiz. The individual students' assessment and the final group assessment scores are recorded by the teacher (both of which are used toward each student's course grade). Then, the teacher delivers a teaching learning process that specially targets any misconceptions or gaps in knowledge the assessments reveal. The teacher can give groups a challenging assignment, such as solving a problem or applying a theory to a real world situation.

## 7. Group Problem Solving

There are many instructional strategies that involve students to work together in solving a problem, including inquiry based learning, authentic learning, and discovery learning. While the students have their own unique characteristics, the teaching learning process is fundamentally involves:

- presenting students with a problem,
- providing some structure or guidance toward solving the problem. Note, however, that they are all student-centered activities in which the instructor may have a very minimal role, and
- reaching a final outcome or solution.

In this research, Think-Pair-Share, Case Study, and Group Problem Solving are used by the researcher. Therefore, the researcher makes the procedures of teaching speaking through Collaborative Learning as follows:

### 1. Pre Activity

- Teacher greets the students
- Teacher checks the attendance list
- Teacher gives a brain storming about the material that learnt in the class
- Students pay attention to the objective of the lesson that is conveyed by the teacher

### 2. While Activity

- Teacher divides students into some groups

- Teacher gives a problem to the group
- Students discuss with their partner using their own ideas, critical thinking, and based on their opinion.
- After discussing, teacher asks the students to express their result to their friends.
- Each member in the group should give contribution in expressing their ideas and opinion, meanwhile another member of the group should prepare their opinion too to answer or give an additional answer.
- While students are debating their opinion, teacher moves among them, gives assistance and guidance as required.

### 3. Post Activity

- Teacher evaluates the students' performance
- Teacher makes a reflection of teaching learning process that they have done.
- Teacher closes the class.

## **2.8 Advantages and Disadvantages of Collaborative Learning**

The advantages and the disadvantages of collaborative learning are:

### **2.8.1 The Advantages of Collaborative Learning**

According to Johnson (1994;4-5), there are some advantages of Collaborative Learning. First, students can be motivated to learn English actively. Then, students can learn the language not only with teacher but also with another student in the group. After that, Collaborative Learning makes teaching learning process

in the classroom more naturally because students can give and express their ideas and opinions during teaching learning process. So, it can be concluded that by using Collaborative Learning, students will be active and creative in using language because teacher does not teach grammar rules but about the use of language itself for communication.

### **2.8.2 The Disadvantages of Collaborative Learning**

Anuradha A. Gokhale (1995:136) states that the disadvantage of Collaborative Learning is working in groups can often involve situations where the group moves too fast for a student. It allows work to get done without knowing that every person in that group actually understands what was done. So, the problem is when students are going too fast in talking, they don't see if everyone understands or not about what is going on.

### **2.9 Theoretical Assumption**

From the frame of theories and explanations above, the researcher assumes that using Collaborative Learning in teaching speaking can give the positive effect in improving students' speaking skill and it is also hoped that Collaborative Learning can improve five aspects of speaking, such as pronunciation, grammar, fluency, vocabulary, and comprehension.

By using Collaborative Learning, the students can move at a pace that fits their natural inclination because by using group works or collaborative learning, students who have low ability can be in a position to be leaders or major contributors and the students who have high ability may feel more challenged. So,

it is hoped that teaching learning process will balance and decrease the inclination of students who have high ability to have control in the class.

Therefore, by using Collaborative Learning in speaking, it is assumed that the students can build an interaction with others and can be more active in expressing their ideas and solving a problem.

### **2.10 Hypothesis**

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

“There is an improvement of the students’ speaking skill after they are taught by using Collaborative Learning”.