

II. THEORETICAL FRAMEWORK

2.1 Concept of Speaking

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages.

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding, while Huebner (1969) states that speaking is the main skill in communication. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

Rivers (1978: 162) says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's

ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

According to Brown (1987: 2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell people something, which they do not know, or to find something out from other people.

Johnson (1983: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thought and feeling. Murica (1978: 91) says speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language.

Furthermore, in speaking, there are some aspects that should be concerned. They are fluency, accuracy (grammar and pronunciation) and comprehensibility.

Fluency is the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking.

(<http://encyclopedia.thefreedictionary.com/fluency>: 2007). More over Harris

(1974: 81) states that the fluency is the case of speed of the flow of the speech.

While, accuracy focuses on issues of appropriation and other formal factors. It relates to the use of grammar, pronunciation, and vocabulary (Brumfit; 1984).

Brown (2001: 268) says that both fluency and accuracy are important goal in Communicative Language Teaching. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to

some extent by allowing the students to focus on the element of phonology, grammar, and discourse in their spoken output. The statement infers that both fluency and accuracy are important in speaking. Grammar is needed for students to arrange a correct sentence and conversation, while pronunciation refers to the ability to produce easily comprehensible articulation (Syakur; 1987).

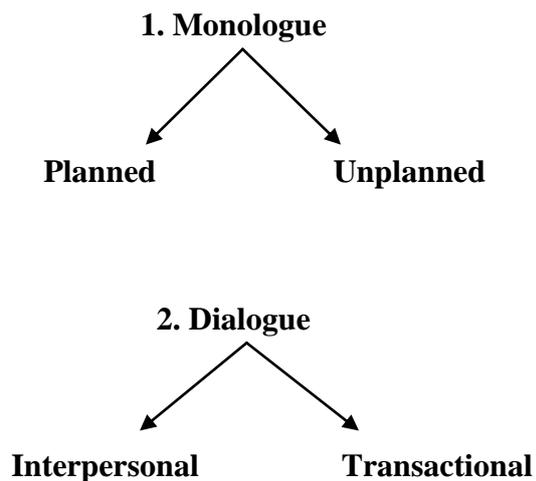
Besides, fluency and accuracy, comprehensibility is also needed in speaking since it reflects how much the speaker understands what he is talking about. If someone says something beyond the topic discussed, it can be said that he has no comprehensibility towards the topic. In other words, comprehensibility determines how well the speaker interprets and responds to the message received. Comprehensibility is defined as measurement of how much interpretation is required to understand the others' responses (<http://www.k12.dc.us/teachingandlearning/document/Rubrics.pdf>).

Harris (1974: 82) adds that comprehension for all communication certainly requires a subject to respond to speech as well as initiate it.

From the theories above it can be concluded that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others. Therefore speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

2.2 Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:



In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

The students' speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From the types of speaking described above, the researcher choose extensive monologue, since its purpose is to report or to retell a story, which the story will be based on students’ experiences.

2.3 Concept of STAD

STAD is the teaching strategy in small heterogeneous group or terms based on the differences of the level academic, genders, race, religion, social background and ethnics. STAD was developed by Slavin (1995) and has been used in such diverse subject areas as language arts, social studies, mathematics, and science. STAD is also important in ESL and EFL areas to develop learners’ language skills (Kagan; 1996) in STAD, students are assigned to four member learning terms that are mixed in performance level, gender, and ethnicity. STAD cooperative has 4-6 members in a group. STAD is one of the simple learning

cooperative that is created to help the students' socialization. Learning cooperative STAD type is featured by the task structure, purpose and cooperative reward. STAD can influence the feedback between the students. STAD consists of five major components: class presentation, teams, quizzes, individual improvement scores, and team recognition. The details of each component are discussed as follows:

1. Class presentations.

This component is mainly constructed by the teacher. Materials are presented and explained to the students; however, the students must always realize that they must pay careful attention because the learning content will appear on the worksheet that they will be assigned in the next component.

2. Teams.

Students are divided into groups of heterogeneous academic performance, sex, and race or ethnicity. This component is important because it prepares students to do well on the quizzes. All teammates study the worksheet or materials together and need to explain them to each other carefully. Students must ensure that all members understand the materials thoroughly before doing the quiz.

3. Quizzes

After studying the materials or worksheet, students take individual quizzes and they cannot help each other. This component demonstrates individual accountability that each student is responsible for studying the materials and working on the worksheet attentively. Every member in the

group gets higher score, this will be possible to help the team to improve their scores in the next components.

4. Individual improvement scores

The idea behind this component is that each student has a performance goal to work harder and better than in the past. All students can improve the team scores if they do better in the quizzes. Students at all levels of achievement: high, average, or low have equal opportunities to work for the team. However, each student has a base score driving from their score on their last performance.

5. Team recognition

Team gets a reward if the team's average score satisfy the criteria. Teacher may have a role in creating how to reward successful group. However, this component does not mainly focus to the rewards, it rather focuses on the recognition of the students' accomplishment.

2.3.1 The Purpose of STAD

According to Vygotsky (www.depdiknas.com: 2004) the major implication in learning that require the setting class have the form of cooperative learning, students interact and give the strategies to overcome the problem effectively. Besides that, cooperative learning of STAD type can also help students work in group, critical thinking and develop their social skill.

STAD is one of cooperative learning that has a purpose as cited by Arends (1997:111) who said that there are three purposes of cooperative learning that are

academic achievement, reception many kinds of opinion and develop social skills.

1. Achievement academic

Cooperative learning can increase students' achievement and change behavior to back up the result of student study. Besides that, cooperative learning is very useful for the students that get low, middle, and high achievement because they can cooperate to handle the problem with their friends.

2. Receive many kinds of opinion

In cooperative learning, the students can develop and change their ideas or opinion in a group. Cooperating to handle academic problem and also to passed student structure appreciation to value each other.

3. Develop social skill

In cooperative learning, students can develop their social drill because always share in a group with their friend and student study cooperative skill to value other opinion and determine the purpose together.

Slavin (1984) also said that there are many reason for cooperative such as greater students' achievement, social benefit, and changing structure.

These points are as follow;

1. Greater student achievement

In individual competition many students attempt to accomplish a goal with only a few winners. But in cooperative team there are more winners in the team, because all members reap from the success of an achievement. Slavin (1984) said that there is a competition among group

in cooperative learning. Some forms of group competition promote cohesiveness among group members and group spirit. Slavin also found that 63% of cooperative learning groups that were analyzed had a growth in achievement.

2. Social benefit

Learning cooperative can increase the social skill of the student. Because they find that teams are able to accomplish more when they are trained to work together.

3. Changing together

Many students that work in teams or are moving toward this concept and many others are finding more beneficial and profitable to combine the knowledge and manpower of a team in an interdisciplinary group.

2.3.2 Criteria of STAD

Gnagey and Ostrowski (1992) said that STAD is a system of cooperative learning which features small heterogeneous teams of 4-6 members who tutor each other on the material in the course and prepare each other for weekly quizzes. Students take the quizzes individually but are awarded bonus point on the basis of the teams' mean performance. Rather than awarding bonus points to the team with the highest average quiz score which worked in favor of the teams with more bright, motivated students.

According to Arends (1997) STAD is perhaps the simplest and most straightforward of the cooperative learning approaches. In STAD, the students work in mixed-ability teams to study the lessons or work on the materials presented by

the teacher. Then, they work in groups of four until six members before doing individuals quizzes. The teams may earn reward based on how much they progress over the previous learning period. The only way that the team can be successful is to ensure that everyone in the group has learned the content and is able to master the quizzes.

2.3.3 Standardization of STAD

Standardization of teaching English by using STAD in this study as cited by Slavin (2000), the students' ability in each group are chosen heterogeneously. So the ability of one group to the other groups is homogeneous. If it is possible, to make groups the teacher should notice the differences of race, religion, gender, and social background of the students. If in the class the differences of race, religion, gender, and social background of the students are the same relatively. So the teacher makes the group based on the academic ability of each student. STAD has some components.

The first is teams; STAD cooperative has 4-6 students in group. They are heterogeneous students. They have different level in academic, gender, and ethnic group. Every group has a task to be solved in the classroom. Placement test; the teacher gives the students the test. The question that is given based on the material that will be taught by the teacher. It is to help the students in understanding the material.

The second is the students' creative; to help the students to be active in group works the students is given assignment or responsibility. The third is team study;

the teacher makes the team study to work together in a group to solve the material that is given. And ask the students to read the instructions and ask the teacher or their about the instruction. And the last is team score and recognition; the teacher gives the score to the students.

Slavin (1995) said that to give the score in group work or cooperative is calculated by calculate the result pre-test and add the result post-test:

Group score

Score	Point
100% (perfect score)	30 points
10 above the benchmark	30 points
5-9 above the benchmark	20 points
4 below to 4 above the benchmark	10 points
5 or more below the benchmark	0 point

And then the teacher gives reward to the group, reward is given by the teacher based on the formula as follow:

Group reward

Mean of the group	Reward
$5 < X < 15$	Good
$15 < X < 25$	Very good
$25 < X < 30$	Excellent

2.4 Concept of Teaching Speaking

Teaching speaking means teaching how to use the language for communication, for transferring idea, thought or even feeling to other people. River (1978:6) states that speaking is developed from the first contact with the language that we

learn, because by the speaking we can transfer our ideas or thought to order people. Moreover Johnson (1983;23) says that the essence of human language is human activity on the part of the individual to make him understood by another and activity on the part of the other understands what was on the first. Then, he adds that the languages as an activity that permits people to communicate with each other. So it is clear that language is very important. We can not only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

From the explanation above, the researcher assumes that in teaching speaking, teacher should give the situation and opportunity to students in order that they will see the real thing because any single utterance always reflect to the communication of speakers without being ashamed or afraid of communicating to the others to tell their ideas, experience or feeling. In this case the researcher proposes the teaching for speaking by using STAD Technique.

2.5 Procedure of Teaching Speaking Through STAD

STAD or Student Team Achievement Division is a system developed by Slavin. The system offers a way to incorporate individual quizzes into a team context. Team member support each other to learn material presented by the teacher and score points according to individual improvement. And its work procedures as follows;

1. Students are divided into teams. Four is an ideal number. Teams are chosen heterogeneously. That is to say that a team should consist of a mix of boys and girls and have a spread of ability level.
2. The teacher introduces the materials to be learnt.
3. The teacher gives handouts and answer sheets to the teams. Each team should receive fewer sheets than the total needed. For example a team of four would be given two worksheets and two answer sheets. This is to stress the idea of working together.
4. Team member practice together.
5. The quiz is taken. The students take the quiz individually. If necessary move tables apart to minimize the chance of copying.
6. The teacher collects the handout and marks them before the next class. The first quiz becomes the benchmark for the team score. The process is repeated for five or six lessons.

Team Points

Score	Point
100% (perfect score)	30 points
10 above the benchmark	30 points
5-9 above the benchmark	20 points
4 below to 4 above the benchmark	10 points
5 or more below the benchmark	0 point

7. Once a benchmark is established it is recomputed after every two quizzes
: (current benchmark + last quiz) : 3
8. The teacher keeps track of the improvement point scored. This can be done, individually as a team and for the class as a whole.

2.6 Advantage of STAD in Teaching Speaking

Johnson (1997) the use of learning cooperative especially STAD type has beneficial to motivate students in group so that they can help each other in mastering the materials that is given. Beside that the use of STAD also can growing awareness that learning is important, useful and fun, the students more responsible in learning process, and make students positive thinking in learning the materials that's given.

Cooperative learning methods like STAD have been proven to be successful among a wide range of subject and age different levels. STAD is the most heavily researched of the entire cooperative learning methods and the positive effects have been consistent in all subjects. The greatest positive effects on students learning occur when group are recognized or rewarded based on the individual learning of each of the group members.

In teaching and learning process, it is considered the importance of the language classroom. Brown (1994: 173-174) conveys that an integration of these principle and issues yield a number of advantages of group work for English language classroom.

The first is the cooperative as generates interactive language; it means that group work help to solve the problem of the classes. That are too large to offer many opportunities to speak and small group provide opportunities for the student initiation for face give and take, for practice in negotiation of meeting, for

extended conversational, exchanges, and for the students adoption or role that would otherwise be possible.

The second is offers and embracing affective climate; it means that the second important advantage offered by the group is security of a smaller group of the students where each individual is not starkly on public display to what the student may perceive as critics and rejection. Suddenly, students become increase in students' motivation.

The third is cooperative promotes learner responsibility and autonomy; it means that group work places responsibility for action and progress upon each of member of group somewhat equally. The fourth is cooperative a step toward individualization instruction; it means that small group can help the students with varying abilities to accomplish separate the goals. The teacher can recognize and capitalize upon other individual differences such as age, culture heritage, field of study, cognitive style, to name a few by careful selection of small groups and by administering different task to different groups.

The last, cooperative is genetic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It is note, that what we commonly call pair work is usually implies that small group is students in groups of perhaps six or fewer. Large grouping defeats one of the major purposes for doing group work giving student greater opportunities to speak.

2.7 Theoretical Assumption

In teaching English, it is important to set a teaching learning situation where the students feel secure, enjoyable, and full of teamwork problem solving. Teaching learning process adapts it by presenting a certain interaction which every student to interact each other and build understanding and knowledge together through cooperative learning.

Characteristics had by cooperative learning strategy are regarded to be a means that might give a positive influence in improving one of the oral skills which has to be mastered by senior high school's students, that is speaking ability.

STAD teaching technique is one of teaching cooperative concept. In this technique student will learn English in the spirit of mutual cooperation. This atmosphere could decrease students to fell insecurity while learning process.

They will also be more motivated to study because this technique set them to help each other in mastering the materials. By those, the writer assumes that this technique is able to improve students' speaking performance.

2.8 Hypothesis

Referring the theories and the assumptions above, the writer would like to formulate hypothesizes as follows;

H: There is a significant difference of students' speaking ability score after being thought through STAD teaching technique.