

## **II. LITERATURE REVIEW**

This chapter provides explanation related theories used in this study, such as; notion of speaking, notion of teaching speaking, notion of classroom interaction, categories of interaction analysis, patterns of interaction and notion of jigsaw technique.

### **A. Notion 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. Tarigan (1987:81) defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings.

Scott in Johnson & Morrow (1981) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Byrne (1984: 81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive skill of speaking and

receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listeners).

Speaking is the instrument of language and primary aim of speaking is for communication (Tarigan, 1987: 5). From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication, and in communication, a speaker has a choice not only about what to say but also how to say it (Freeman, 1986: 130).

According to Widdowson (1994) speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively. Moreover, Brown (1994) says that speaking is a skill in producing oral language. It is not only an utterance but also a means of communication. It occurs when two or more people interact to each other, which aims at maintaining social relationship between them.

Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

From the definition above, it can be said that speaking is two-way process between speaker and listener. This is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time

she/he tries to get ideas or the message across. In this case, there is a process of giving message and at same time, there is a process of understanding the message of the first speaker.

There are five aspects of speaking must be fulfilled in speaking classroom, they are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1978: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1987) defines grammar as a correct arrangement sentence in conversation.

3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by Syakur (1987).

#### 4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur: 1987). Meanwhile Harris (1974: 81) defines pronunciation as the intonation patterns.

#### 5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991: 35). This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

### **B. Notion of Teaching Speaking**

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill, it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998:2).

According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak.

Moreover, Japerson in Marians (1978) 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 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 cannot 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.

### **C. Notion of Classroom Interaction**

The term “interaction” in the field of language teaching has been defined in a variety of ways. Wagner (1994) states that interaction is reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another. Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998).

Brower et al. in Babelan (2010) remark that teaching takes place when the teacher interacts with one or more learners. Chaudron (1998:10) states that the meaningfulness for learners of classroom events of any kinds whether thought of

as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learners. From that definition, it can be said that classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and learners talk, while non-verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words.

Interaction is a two-way communication between two people or more. Brown proposed (2001:165) that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Thus, interaction is an active process in which people try getting their meaning across to each other by imparting thoughts, feelings, or ideas. The interaction should be a meaningful communication for the concerned people, if it is not, there could be a communication barrier. In a classroom interaction, therefore, it is important that meaningful communication should be created and fostered.

Interaction in language learning refers to the condition in which students achieve facility in using language. When their attention is focused on conveying and receiving authentic message, that is, message that contain information of interest to speaker and listener in a situation of importance (Rivers: 1987). In addition, Rivers (1987: 4-5) states through interaction students could increase their language store as they listen to or read authentic linguistics material or even the output of the fellow students in discussion, problem solving techniques or

dialogues journals. In interaction, students can use all of their possession of the language-all they have learned or casually absorbed-in real life exchanges.

Interaction involves not only expression of one's own ideas but also comprehensions. One listens to other, one responds (either directly or indirectly), other listen and respond. Interaction in language classroom will lead the learners to better learning, and will activate their competence (Malamah-Thomas,1987:45). As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result they will actively involved in the classroom interaction.

Wagner in Yufrizal (2008) states that foreign language acquisition occurs especially when learners are engaged in the use of the language for communication. Pica et al. in Yufrizal (2008) states that, languag is best learnt and taught through interaction. In this view, interaction is treated as one of the most important aspects that influences the success or failure foreign language learning.

Educationalists believe that interactions between students and teacher are fundamental of the learning process. In order to have successful teacher-students interaction, there are three conditions that the teacher creates:

- a. Students should feel free to ask questions to the teacher and their peers.
- b. Students should feel free to answer questions.
- c. Students should not feel threatened by giving an incorrect response.

Some researchers state the importance of students' interaction in the teaching learning process. Garrison (1990) and Oliver & McLaughin (1997) say that it has

been found that students who interacted regularly with their instructor and with other students were more motivated and had better learning experiences.

Moreover, Englander (2002) says that emphasized interaction among the students can enhance them to use the language. It is good way to develop students' speaking skills.

From some views about classroom interaction above, it can be inferred that being able to interact in a language is essential. Therefore, English teacher should provide learners with opportunities for meaningful communicative behavior about relevant topic which can promote interaction as the key to the teaching language for communication. It is crucial that teachers plan ways of enabling students to understand and use more target language in classroom interaction. Teacher should design the activity with the modified interaction (techniques) so that the learners can naturally acquire language through the conversational interaction. In addition, the students should practice speaking in English class to develop their speaking competence.

#### **D. Categories of Interaction Analysis**

According to Crookes (1991:3) interaction research analysis is an analysis of language phenomena found in the interaction activities involving two or more participants. The teaching and learning situations in the classroom involve interaction between the teacher and the students. The success of a teacher may be judged through the degree of effectiveness of his/her teaching which may be objectively assessed through his classroom behavior or interaction. Thus a systematic or objective analysis of the teacher's classroom interaction may



provide a reliable assessment of what goes on inside the classroom in terms of teaching and learning.

Flanders' Interaction Analysis is a system of classroom interaction analysis which has been used for many years by researchers to analyze the interaction between the teacher and the students during the teaching learning process in the classroom. There are ten categories of interaction analysis proposed by Flanders (1970), namely Flanders' Interaction Analysis Categories (FIAC). The starting point for many people was Flanders' pioneering work on interaction analysis. Flanders used this term for his ten-category observation schedule (Allwright and Bailey, 1991). Based on the FIAC, there are three categories in the classroom interaction, they are: teacher talk, students talk and silence or confusion.

#### A. Teacher Talk

In the classroom, teachers make adjustments to both language form and language function in order to help communication in the classroom. These adjustments are called 'teacher talk'. Teacher talk is a major way used by the teacher to convey information, to have discussion and negotiations and to motivate his students, so he can give the students knowledge and control their behavior. In other word, it can be said that the teacher should manage the class well during the teaching learning process.

There are three major aspect of teacher talk, they are:

##### a. Physiological aspect

This aspect related to the voice produced by the teacher. The teacher has to be able to control his voice during he speaks in the classroom.

b. Interpersonal aspect

This aspect related to how the teacher speaks with utterances which is structured appropriately with the situation to the students so it can make a good classroom climate.

c. Pedagogical aspect

This aspect related to how teacher organize the lesson, so it can create a good interaction.

Teacher talk is divided into indirect and direct influence. Indirect influence involves the following categories:

1. Accepts feeling

accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.

2. Praises or encourages

Praises or encourages student action or behaviour. Jokes that release tension, not at the expense of another individual, nodding head or saying 'um hm?' or 'go on' are included.

3. Accepts or uses ideas of students

Clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.

4. Asks questions

Asking a question about content or procedure with the intent that a student may answer.

Meanwhile, direct influence involves the following categories:

1. Lectures

Giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.

2. Gives directions

Directions, commands, or orders with which a student is expected to comply.

3. Criticises or justifies authority

Statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.

## B. Students Talk

Student talk can be said as student's speech when he imitates his teacher's examples, expresses his idea or gives comments and criticism about something in the classroom.

Student talk involves the following categories:

1. Student talk-responses

Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

2. Student talk-initiation

Talk by students which they initiate. If 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

### C. Silence or confusion

Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

### E. Patterns of Classroom Interaction

In classroom interaction analysis, patterns of interaction are also important to be analyzed to know the kinds of interaction occurred in the classroom during the teaching learning process. According to Edge, (2001) there are 6 kinds of interaction patterns, they are:

1. T-Ss (Teacher-Students)

This is the interaction where teacher gives instruction to the whole class.

2. Ss-T (Students-Teacher)

This is the interaction where there is an exchange between the teacher and the whole class such as question and answer.

3. T-S (Teacher-Student)

This is the interaction where teacher initiates the interaction with an individual of students. The teacher asks a student to answer question, repetition, confirmation and so on.

4. S-T (Student-Teacher)

This is the interaction where the communication with the teacher stated by student. The student initiates himself to question the teacher, gives opinion, complains, elicits in form of information and many others.

5. T-S-S (Teacher-Student-Student)

This is the interaction where the teacher tells one student to say something to another.

6. S-S (Student-Student)

This is the interaction where students communicate directly with each other in form of discussion, asking for the correct term, confirmation of information, giving opinion and so on.

### **F. Notion of Jigsaw Technique**

Jigsaw technique was originally developed by Elliot Aronson (1978). It is a special kind of information gap activity. Jigsaw technique involves every student in the group having information that no one else needs. Therefore, it involves a balance of information between the students with each student having about the same amount of unique, essential information. The jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Aronson (1978: 43) says that Jigsaw Technique is a technique which has a strong effect on students' attitude to learning, social relationship among students in the group. This also means that Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others. Finally, each student will be valuable in the group.

Jigsaw is said to be able to increase students' learning since (a) it is less threatening for many students, (b) it increases the amount of student participation in the classroom, (c) it reduces the need of competitiveness, (d) it reduces the teacher's dominance in the classroom (Longman Dictionary, 1998).

Consequently, Jigsaw Technique can successfully reduce students' reluctant to participate in the classroom activities and help create an active learner-centered atmosphere.

Millington and Thompson (2009) examine that Jigsaw Technique is successfully enough in developing learners' speaking and writing skill. Furthermore, Qiao Mengduo and Jin Xiaoling (2010) show that Jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning techniques in the EFL classroom.

Johnson, Johnson and Holubec (1993) put forward five principles for Jigsaw:

a. Positive interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

b. Face to face promotive interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

c. Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test for each student, randomly examines students by asking one student to present his/her group's work orally to the teacher or to the entire of the class, observes each group and records frequency with which each member contributes to the group's work, appoints one student from each group as the leader who is responsible for asking other group members to explain the rationale underlying the group answers, and monitors students to teach what they have learned to the others.

d. Interpersonal skill

Social skills are necessity for the success of Jigsaw leaning in class. Social skills include leadership, decision-making, trust building, communication, conflict management skill and so on.

e. Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationship, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue and change.

Jigsaw Technique makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the materials on their own. Since students are supposed to report their own findings to the home group in jigsaw learning, it quite

often discloses a student's own understanding of a concept as well as reveal any misunderstandings.

### **G. Procedure of Teaching Speaking through Jigsaw Technique**

The researcher took some steps in presentation of Jigsaw Technique as follow:

#### **Pre-activity**

1. Teacher greets students.
2. Teacher checks students' attendance list.
3. Teacher stimulates the students' background knowledge by asking them some questions. (*What is your favourite story? What is it about? Who are the characters in the story?*)

#### **While Activity**

1. Teacher divides students into eight students' expert group where each group consists of four students.
2. Teacher introduces jigsaw task to the students and gives them explanation about the rule how to study in cooperative learning.
3. Teacher divides the lesson materials (*each group will get different text in form of narrative text*).
4. Teacher asks the expert groups to discuss the plot of the story, what is the important of their story, and how to explain it to their jigsaw group.
5. Teacher divides the students into eight jigsaw groups where each group consists of one student from each expert group.



6. Teacher asks the students to share and discuss the information since each student has different information.

**Post-activity**

1. The teacher asks the students about their opinion or their feeling about their speaking activity.
2. The teacher motivates the students.
3. Teacher closes the meeting.