

CHAPTER 2

LITERATURE REVIEW

In this chapter, an in-depth explanation of the theories utilized for the study will be presented. The Nature of Speaking, Components of Speaking, Teaching Speaking, Cooperative Learning, Think-Pair-Share Technique, and study of relevant research.

A. Theoretical Framework

In this section, the researcher focuses on the elaboration of literature that related to the topic. This includes a brief overview of the nature of speaking, component of speaking, teaching speaking, cooperative learning, and think-pair-share technique.

1. The Nature of Speaking

Speaking is defined as an interactive oral procedure that allows direct communication between speakers and listeners through the creation and reception of meaningful signals. According to Chaney (1998) speaking is the act of creating and conveying meaning through the use of both spoken and non-spoken symbols in various situations. Speaking is an interactive process of meaning-making that involves generating, receiving, and processing information (Brown, 2015). Speaking can be considered as a complex skill that involves not only verbal proficiency but also capacity to organize ideas, respond to others, and successfully express meaning in real-time interactions.

Regarding the speaking process, Bygate (1998) distinguishes four speaking processes: self-monitoring, articulation, formulation, and conceptualization. Conceptualization is the process in which speakers decide what they wish to convey, this is followed by formulation which involves process of putting thoughts into linguistics forms, whereas articulation refers to the physical production to speech, and self-monitoring

is the process of evaluating and controlling speech during or after it has been produced. This implies that when someone wants to talk, they first attempt to formulate an idea by conceptualizing what they recall and think. Then put it into sentences and words. Then they convert it into syllables and sounds and begin to speak. Lastly, they correct any errors they make while speaking in order to modify what they are saying.

2. Components of Speaking

Components in speaking skills are the fundamental factors that contribute to effective oral communication. For language students to improve their speaking abilities and be able to express ideas, emotions, and information in a clear and cohesive manner, these elements are essential. According to Syakur (1987) cited from Mahsar (2020) there are five components of speaking skills' including:

- a. **Comprehension:** This component involves being conscious of one's own and other people's words when interacting. The ability of the speaker to comprehend information and react properly is essential for effective communication.
- b. **Grammar:** Brown (2014) emphasizes that language use could quickly become disorganized and possibly incomprehensible in the absence of grammatical order. Teachers should concentrate on the grammatical ideas that are more useful and necessary for effective communication. Students tend to rely on correctly using grammar once they lack an established understanding of it, students typically struggle when speaking English (Ditya et al., 2022). Mastering grammar is essential for improving speaking skills. In addition to helping with clear communication, it also improves professionalism, reduces miscommunications, and improves self-confidence in social situations.
- c. **Vocabulary:** Vocabulary is important for effective speaking skills because it serves as an essential component of communication, allowing people to convey their thoughts, ideas, and feelings clearly.

Schmitt (2008) Learning vocabulary is crucial for demonstrating linguistic skills. The findings of Anthony et al. (2009) highlight the strong correlation between vocabulary knowledge and speaking proficiency. Therefore, enhancing vocabulary is essential for improving communication skills and overall language competence.

- d. Fluency:** Fluency is an essential component of speaking skills, playing a critical part in effective communication. The development of fluency is necessarily important as students develop proficiency in speaking English, and fluency puts a higher value on the development of meaningful communication, as shown in fluency-oriented approaches (Putri et al., 2020). Prioritizing fluency in spoken languages not only improves students' ability to communicate effectively, but it also boosts their confidence and participation in speaking activities, resulting in a more enriching and successful language learning experience.
- e. Pronunciation:** Pronunciation is one of the important features in English, especially in oral communication. Pronunciation refers to how people use speech sounds to communicate (Burns & Seidlhofer, 2019). According to previous study by Iswandi and Nopiyadi (2023), proper pronunciation makes the information flow more challenging to understand, but it also helps the statement sound more natural and widely accepted while also assisting the other speaker in understanding what the speaker is attempting to convey. Additionally, they talked about how practicing a lot and learning about pronunciation-related topics like intonation, word stress, and sounds helps improve speaking and pronunciation.

3. Teaching Speaking

a. Principles of Teaching Speaking

The principles of teaching speaking skills are important for students because they provide an organized approach to developing outstanding communication skills. According to Brown (2000) from the book

entitled *Teaching by Principles an Interactive Approach to Language*; Second Edition there are several principles of teaching speaking which can be conclude due to teaching speaking. These principles emphasize the significance of providing an engaging and supportive learning environment in which students can practice speaking in meaningful circumstances.

- 1) **Provide Techniques that Covers Students Needs:** Effective speaking learning should be learned-centered and adapted to students needs. This involves picking assignments that are appropriate for student competence levels, linguistic goals and personal interests. A teacher needs to conduct needs analysis to determine students' communication goals, such as preparing for assessments, engaging in social contacts, or taking part in academic discussions. By aligning exercises with students' real-life communication demands, the teacher contributes to guarantee that speaking practice is meaningful, purposeful, and interesting (Richards, 2008).
- 2) **Provide Techniques that Improve Students Intrinsic Motivation:** Students that have intrinsic motivation are more likely to participate in speaking activities. Teachers may increase intrinsic motivation by creating assignments that are critical, challenging, and entertaining. Communicative activities such as discussions and problem-solving assignments encourage and give a students' sense of achievement. When learners experience confidence, ability, and connection, their intrinsic motivation increases (Deci & Ryan, 1985). Allowing students to choose concepts or activities, as well as establishing a collaborative classroom environment may significantly improve students' willingness to speak.
- 3) **Provide Appropriate Feedback and Correction:** Feedback is essential for helping students improve their speaking abilities. Brown (2000) states that teachers establish a balance between fluency and accuracy by correcting errors without discouraging students from speaking.

Significant errors in communication might require immediate correction, whereas less urgent errors during fluency-focused activities can be corrected with delayed feedback. Feedback should be constructive and encouraging in order to encourage risk-taking in communication.

- 4) Grasps on The Natural Link Between Speaking and Listening: Speaking and listening are mutually supporting skills, and effective communication requires the combination of both. Brown (2000) emphasizes that speaking lessons should include listening components to introduce students to authentic language models. Therefore, speaking lessons include listening comprehension tasks that provide authentic examples of how language is used, such as conversations, interviews, and discussions.
- 5) Provide the Development of Speaking Strategies: Brown (2000) emphasizes the significance of teaching speaking such as paraphrasing, asking for clarification, applying fillers to maintain fluency, and self-monitoring speech. Explicit strategy learning helps students to face difficulties with communication and develop confidence as independent speakers.

b. Assessing Speaking

Assessment is essential in language acquisition because it serves multiple essential functions that enhance both teaching and learning processes. Through assessment, teacher can evaluate learners' language competence and gain clear insights into students' strengths and weaknesses in using the target language. This information enables educators to make informed instructional decisions, adjust teaching strategies, and design learning activities that better meet students' individual needs. In the context of speaking skills, assessment not only measures learners' ability to communicate orally but also encourages them to practice and improve their performance in meaningful and purposeful ways.

The more open-ended the test tasks are in the evaluation of oral production, the more difficult it is to score because of the test taker's flexibility of choice (Brown & Abeywickrama, 2019). Additionally, they stated that each response should be given a number of scores, each of which should indicate a different characteristic (pronunciation, grammar, vocabulary utilization, fluency, and comprehensibility). Here are some examples of speaking assessment as cited in the book entitled *Language Assessment: Principles and Classroom Practices 3rd Edition*.

- 1) **Read-Aloud Task:** Reading aloud is quite inauthentic because, aside from when a parent reads to a child, shares a written story with someone, or gives a prepared oral presentation, we rarely read anything aloud to someone else in the real world. Additionally, reading aloud requires certain oral skills that might not be indicative of a person's practical oral communication abilities in face-to-face settings.
- 2) **Question and Answer:** Question-and-answer sessions may comprise a single or two interviewer questions, or they may be a portion of an oral interview's entire set of questions and prompts. It's crucial to know why you are asking a question like this while creating test-taking questions.
- 3) **Role Play:** Role play is a popular instructional practice in communicative language classrooms. Within the constraints imposed by the standards, it allows students to be relatively creative in their language output. In certain forms, role play helps students to rehearse what they are going to say.
- 4) **Discussion and Conversation:** Assessing discussions and conversations provide a level of authenticity and spontaneity that other techniques may lack. To effectively evaluate participants, it's important to create scoring systems or checklists that align with the goals of the discussion. Additionally, because discussions involve

multiple skills, it is essential to assess both comprehension and production speaking when evaluating learners' performance.

- 5) Oral Presentation: In both academic and professional settings, it's common to be asked to present various types of work, such as reports, research papers, marketing plans, sales proposals, product designs, or methods. Therefore, a complete overview of oral assessment techniques should also include a discussion of more comprehensive speaking tasks
- 6) Retelling a Story: In this type of task, participants listen to or read a story or news event and are then asked to retell it. The goals of this assignment can vary; they may include assessing how well the participants understand the original content, as well as evaluating their ability to use various speaking skills. These skills include clearly communicating the order and connections between events, using appropriate stress and emphasis in their speech, and expressing emotions, especially in dramatic stories. Additionally, this task measures fluency and the ability to interact with the listener.

4. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is teaching approach that places an emphasis on students cooperating in small groups to accomplish common learning objectives. Cooperative learning is a collection of teaching strategies that motivate students to complete academic assignments, in cooperative learning students work in a small group to help each other in academic learning (Slavin, 1999). This method encourages students to use structured interactions to optimize their own and their partners' learning. Another definition from Felder and Brent (2007) Cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team.

In conclusion, cooperative learning is a strategic pedagogical approach intended to improve both individual and group learning experiences; it is not just a group activity. Cooperative learning encourages students to work together, which develops critical thinking, communication, and problem-solving skills. This method fosters a positive learning atmosphere where students can flourish together in addition to reducing the conflicts that are frequently connected to group work.

b. The Benefits of Cooperative Learning

According to McGroarty (1989) there are six benefits of cooperative learning;

- 1) In second language classrooms, cooperative learning, particularly through small group activities, offers frequent opportunities for students to practice the target language naturally and engage in meaningful discussions.
- 2) In bilingual classrooms, cooperative learning enables students to utilize their primary language resources while enhancing their second language proficiency.
- 3) In both ESL and bilingual environments, cooperative learning provides additional methods for integrating various content areas into language teaching.
- 4) Tasks associated with cooperative learning necessitate a diverse range of group activities and instructional materials; this variety transforms traditional classroom dynamics and fosters an environment conducive to language development
- 5) Implementing cooperative learning models requires a shift in the teacher's role, allowing language educators to enhance their overall teaching skills and focus on both the meaning and structure of communication.

- 6) Cooperative learning strategies motivate students to actively participate in acquiring knowledge and language skills while supporting one another as they tackle shared challenges.

In conclusion, the benefits of cooperative learning remain beyond academic achievement; they create a team-oriented environment that improves language learning and allows students to develop critical social skills. Teachers may develop more effective and inclusive learning experiences which reflect the needs and backgrounds of students from different backgrounds through implementing these strategies into their teaching practices.

c. Types of Cooperative Learning

According to Johnson et al. (1998) Three interrelated types of cooperative learning have been developed which are formal cooperative learning, informal cooperative learning, and cooperative base groups.

- 1) Formal cooperative learning occurs when students work together for several weeks in order to accomplish common learning objectives that include working together to complete particular tasks and assignments (Johnson et al., 1998). This method is effective for achieving comprehensive learning goals across various subjects. Formal cooperative learning approaches include, for example:
 - Jigsaw: After learning various aspects of a subject, students instruct their peers.
 - Student Team Achievement Division (STAD): Groups collaborate to make sure everyone understands the lesson.
 - Group Investigation: Based on common interests, students divide into groups and work together to determine what and how to research a subject.
- 2) Informal cooperative learning as cited in Johnson et al. (1998) are mostly employed in addition to direct instruction (presentations, demonstrations, movies, and videos); they are usually ad hoc and

transient, existing for a short time (e.g., intermittent two- to four-minute class discussions). These groups are outstanding for brief discussions or to reinforce concepts taught in class because they are frequently formed spontaneously and require minimal planning. Informal cooperative learning include:

- Think-Pair-Share (TPS): Students think individually, discuss with a partner, and then share with the larger group.
 - Reciprocal Questioning: Students take turns asking and answering questions about the material.
- 3) Cooperative based groups are longer-term (at least one semester) groups with consistent membership whose main duty is to give every student the help and motivation they require to advance academically and successfully finish the course (Johnson et al., 1998).

5. Think-Pair-Share Technique

a. Definition of Think-Pair-Share Technique

The TPS learning approach is a cooperative learning technique that was created in 1981 by Frank Lyman and associates at the University of Maryland. Lyman (1988) claims that Think Pair and Share is a simple cooperative learning strategy that allows students to work both individually and collaboratively with others and has the advantage of encouraging student involvement. Think Pair Share is a cooperative learning method in which students consider their answers to a teacher-given problem, talk with a partner about the solution, and then share the solution to the class (Fauzi et al., 2021).

This technique promotes student participation by giving students the opportunity to think about their answers to a teacher-posed topic, talk about them with a partner, and then present their findings to the class

as a whole. TPS encourages students to learn independently as well as collaboratively, improving their speaking abilities.

b. Purpose of Think-Pair-Share Technique

The think, pair, share technique increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas Pressley et al. (1992). In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. It can be concluded that the purpose of Think Pair and Share technique is to increase personal communication by providing the time to think individually and with pairs so that they can organize the ideas systematically before sharing them with other pairs.

By using Think Pair and Share technique students are willing to participate and become actively involved in thinking about the material presented. Hence, when students talk about new ideas in the stage of sharing, the misunderstanding about the topic is often resolved.

c. Steps of Think-Pair-Share Technique

According to McTighe and Lyman (1988), the Think-Pair-Share activity is divided into three stages: the thinking stages, pairing stages and sharing stages. The steps of Think Pair and Share according to Arends and Kilcher (2010) are as follows:

- **Think:** The teacher poses a topic and a problem that has relevance to the material, and then asks the class to think about the question on their own and come up with their own ideas. Students should use this time to reflect rather than speak or act.
- **Pair.** To discuss their ideas, students are divided into pairs. Students can express their thoughts and take into account those of others in this step.

- **Share:** Pairs of students present their thoughts to the class as a whole or to a wider group. With the assistance of a partner, students frequently feel more at ease while presenting concepts to a group. Additionally, this three-step procedure has improved the quality of the students' thoughts.

d. Teaching Speaking Through Think-Pair-Share Technique

Think-Pair-Share Technique (TPS) is a cooperative learning technique designed to improve students' participation and engagement in classroom discussions (Lyman, 1981). This technique provides students with the opportunity to think individually, collaborate with partners, and share their ideas with the class, which is particularly effective for improving speaking skills. Think-Pair-Share encourages students to articulate their thoughts, develop confidence, and practice using language in a supportive environment. The following steps outline how TPS can be implemented to teach speaking:

- 1) **Think:** Begin by presenting a question, problem, or topic related to the lesson. Give students some time to think individually about their responses. This step allows students to organize their ideas and prepare what they are going to say.
- 2) **Pair:** Ask students to form pairs and discuss their thoughts with their partners. During this stage, students exchange ideas, negotiate meaning, and clarify their understanding. This interaction helps build their confidence before sharing their responses with a larger group.
- 3) **Share:** Invite pairs to share their ideas with the whole class. This can be done by having representatives from each pair present their discussion results or by conducting a group discussion where pairs volunteer to speak. Encourage students to listen actively and respond to their classmates' ideas, fostering a collaborative learning environment.

- 4) Feedback and Reflection: After sharing, provide feedback on students' speaking performance, focusing on aspects such as pronunciation, vocabulary use, grammar, and fluency. Encourage students to reflect on their performance and discuss what they learned from listening to their peers.

B. Study of the Relevant Research

Several researchers have highlighted this issue in their studies regarding the implementation of Think-Pair-Share technique to improve students' speaking skills. This research was carried out with varying objectives.

A Classroom Action Research was conducted by Bilqis and Suharjito (2022), to collect the data researcher used observation, documentation, and speaking test. As a result, the implementation of Think-Pair-Share technique could enhance the students' speaking skills. The improvement in the students' speaking test scores from the first cycle proved it. It took place as a result of the pair encouraging students to converse in English and participate in class discussions. Students can practice their pronunciation and vocabulary while also fostering an appropriate atmosphere for exchanging thoughts about the subject matter.

Another relevant study conducted by Putri et al. (2020) entitled "The Influence of Think-Pair-Share in Enhancing Students' Speaking Ability". Researchers used quantitative methods to collect and evaluate data. This research uses quasi-experimental design, it involved two groups and conducted for six meetings. The result of the study showed that students' speaking score in the experimental class was higher than the controlled class. It can be concluded that Think-Pair-Share is an effective way to improve students' speaking ability.

Previous study by Dewi (2023), entitled "Improving Students' Speaking Ability in Expressing Opinion through Think Pair Share". This study has the

purpose to prove whether the think-pair-share method can improve students' speaking ability in expressing opinion. This research used classroom action research design, conducted into two cycles which held two meetings in every cycle. The data collecting techniques in this research were used quantitative data by a test and observation for qualitative data. The study found that using the Think Pair Share approach in Classroom Action Research improved students' capacity to articulate their opinions after two cycles. The increasing percentage of score reflects student activity, instructor activity, and student speaking ability achievement. The study found that students' score success rate increased from 66% (cycle 1) to 100% (cycle 2).

Although several studies have been conducted on the effectiveness of the think-pair-share technique in improving students' speaking ability. This study used a classroom action research design with two research cycles, the researcher will maximize in the first cycle with six meetings and two meetings in the second cycle. The researcher also used mixed methods to analyze the data. This study concentrated on improving the speaking ability of eleventh grade students where students are required to speak with greater understanding.