CHAPTER II

LITERATURE REVIEW

This chapter presents the theory that contains in some points of this research. It is divided into three part; the first part is speaking that divided into eight subtopics, the second part is small group discussion that contains four subtopics, the third is hypothesis, and the last part is the previous study.

2.1 Speaking

2.1.1 The Definition of Speaking

Speaking is a part of people in their daily lives and is related to communicate with other people and how people express their idea, giving the comment, expressing their feeling or asking something. Cameron (2001:40), expressing meaning in order that people can make sense is the main use of language in speaking. Speaking is one of the four elements in English and it is one of important skills that it should be mastered by students beside writing, listening and reading. Besides that, Ur (1996:120) says, "Speaking seems intuitively the most important: people who know language are referred to a 'speaker' of that language as if speaking included all other kinds of knowing many if not most foreign language learners are primarily interested in learning to speak". In speaking, student can produce the kinds of the oral task to produce the language, so, speaking is very important in human life and it is as the way to acquire knowledge.

2.1.2 Speaking English as a Foreign Language

Speaking English as a foreign language is one of important part in communicative language. Speaking English as a foreign language is unusual using English in society and it only uses in certain purpose for instance; learning in the classroom. English is a world language that is used for communication to all people in

this world. It is also called an international language and it as a foreign language to be learned by Indonesian students.

In Indonesia, English is included in Indonesia curriculum and as a course that is learned by Indonesia students. English course is involved fourth skill namely; reading skill, writing skill, listening skill and speaking skill. Teaching the foreign language to native students is hard and needs more time because it is as a second language that student learn. On the other hand, students also have problem when they speak, such as grammar, vocabulary, pronunciation, and others. English grammar is different from Indonesian language because English grammar that contains in English has the different rule with Indonesian grammar.

Moreover, speaking English as the foreign language is a good way to build the relationship with other people that used the same language. It is as an access to input information, increase social relationship. Besides when someone speaks English as a foreign language can help them to understand social, condition, and culture of the countries because today, English becomes a global language and international language.

2.1.3 Teaching English Speaking as a Foreign Language

Speaking is a way of share information. The students should have skill in speaking, so it will be better for sharing information among them. Ur (1996:120) says,

> "Based on all the four skills (listening. speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speaker' of that language, as if speaking included all other kinds of knowledge and many if not most foreign language learners are primarily interested learning to speak".

The students learning to speaking as a foreign language is by input in different ways such as; students learn to read, memorize the vocabularies and try to write in English. It makes them understand the meaning and how to use that language. In another hand, when the students have knowledge and skills to produce oral communication in English or they can speak a foreign language, the teacher should

teach students' speaking by continuous drilling students to remember and memorize the simple conversation.

Learning foreign language, needs a long time for students to input that language. To support speaking English as a foreign language to the students, the teacher should give activity, technique, media or others in classroom learning. It makes them to be more comfortable and interesting to topic or material which was given by the teacher. For instance, discussion is the best way to develop the student to explore their ideas in the small group.

2.1.4 Speaking as a Language skill

Speaking is very important skill that should have by the student beside writing, reading and listening. As Brown (2004:140) says,

> "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test". It means that speaking is collaborations and interactions between two or more people to do conversation. Moreover, Brown also said that speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse".

Furthermore, the speaker has to use the right words or sentences in the right order and it is allowed by the correct pronunciation in speaking. Indeed, that it can make the listener understands what the speaker says. Moreover, in speaking the speaker has to keep social relations among them, it means that the speaker should understand that she or he speaks to whom. According to Brown and Yule (1983) in Richards (2008:21) says, "Made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional function, which focus on the exchange of information".

A good speaker must have knowledge and know how to speak with other people. In addition, it needs understandable language, so it can make both the speaker and listener can understand and catch the main point of conversation. The speaker

produces his or her ideas without need the grammar well, but between the speaker and listener can understand what they are talking about.

2.1.5 Basic Type of Speaking

The teacher should know the basic type of speaking. Those types are important to know. Brown (2004:141-142) says that there are five basic types of speaking, as following:

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive. A second type speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture).

3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of every short conversation, standard greeting and small talk, small requests and comments, and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

4. Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to verbal responses) or ruled out altogether.

2.1.6 The Element of Speaking

Harmer (2001:269-271) argued that there are some elements of speaking as follow:

1) Language Features. This kind of element involved:

   a. The connected speech: means that the effective speakers of English need not only to produce the individual phonemes of English, but also to use fluent connected speech sounds which are modified (assimilation), omitted (elision), added (linking r) or weakened (through contractions and stress patterning).

   b. The expressive device. The native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they feel in the face-to-face interaction. The use of these devices contributes to the ability to convey meanings.

   c. Lexis and grammar. The spontaneous speech is marked by using a number of common lexical phrases, especially in the performance of certain language functions. The teacher should supply a variety of phrases for different functions, for example expressing agreeing of disagreeing, surprise, shock, and others.

   d. Language negotiation. The language negotiation is benefits for the effective speaking. It is used to seek the clarification and to show the structure of what are saying.

2) Mental/Social Processing. This second element includes:

   a. Language processing. effective speakers need to able to process language in their own heads and put it into logical order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processes involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the

main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b. Interacting with others. most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. A knowledge of how linguistically to take turns or allow others to do.

c. Information processing. Quite part from our response others feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific and it is not prized by speakers in many other language communities.

2.1.7 Assessment of Speaking

Speaking is involved different ability that able to fulfill by the students. They are; grammar, vocabulary, fluency, accuracy, pronunciation, and also comprehension. According to Brown (2004:172-173) that those are six score of oral proficiency scoring categories in speaking skill as following:

Table 2.1 Assessment of Speaking

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered	(No specific fluency description refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and

	dealing with foreigners attempting to speak his language.		with slowed speech, repetition, or paraphrase.		attempting to speak his language.	minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time).
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express him simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handing any complication or difficulties.
3	Control of grammar is good, able to speak the language with sufficient structural	Able to speak the language with sufficient vocabulary to participate effectively in most formal	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native	Can participate effectively in most formal and informal conversations on practical,

	accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	and informal conversations on practical, social and professional topics. Vocabulary is broad enough that be rarely has to grope for a word.			speaker. Accent may be obviously foreign.	social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers	Speaking proficiency equivalent to that of an educated native speaker.

		cultural references.				

Source: Brown. 2004. Language Assessment Principles and classroom practice. New York: Pearson Education,Inc.

Related to six scores above, the researcher used those speaking scoring rubrics to assess the students' speaking. On the other hand, beside six scores of oral proficiency categories in speaking above, there are another scoring can be included in assessing students' speaking for instance; gesture, eye contact, articulation, expression, and intonation.

2.2 Small Group Discussion

2.2.1 The Definition of Small Group Discussion

Small group discussion is the way to contribute and interchange the ides in discussing a topic and it is a way of sharing information. As Gauthier (2001) in Orlich et al. (2010:249) mentions that an active process of student-teacher involvement in the classroom area is the means of discussion. Brewer (1997:22) claims, "A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon". Group discussion can help students to be more confident to speak and explore their ideas and build their personal skill. This way makes students to have a chance to speak and they can take part to interact in activity in the group.

Moreover, Orlich at al. (2010: 23) stated that small group discussion provided intellectual, emotional, and social purposes. In the discussion, the students have different ideas, so it can make them more active in speaking class and it can give the students more time to speak. In another hand, by using a small group in learning, students become concentrate and it can support their individual motivation. Orlich at al. (2010: 249) says, "Discussion allows a student to discover and state a personal opinion or perspective, not merely repeat what the teacher or text has already presented". Brewer (1997:23 "A well-conducted group discussion will end in

acceptance of different opinions, respect for well-supported beliefs, and improve problem-solving skills".

2.2.2 The Key Element of Small Group Discussion

Orlich at al. (2010:251-254) mention that there are fourth elements of organizing small groups in the classroom as follow:

a. Goals and Objectives. Small-group learning is especially suited to activities in which the most important learning outcome is the process itself rather than its end result.

b. Ideal Group Size. Group size is an important variable that influences learner participation. The optimal group size is from six to eight students.

c. Room Arrangement. The optimal physical arrangement for small group discussion consists of several discussion centers located within a large room.

d. Choice of Topics and Application. Discussion topics may arise from ongoing classwork, or follow students' interest in a selected area. The usefulness of the discussion depends in large part on group members' ability and willingness to define the problem to be solved.

2.2.3   Using Small Group in Teaching Speaking

Ur (1996: 10) states, "In the classroom, the teacher has to use three learning process by the using of appropriate teaching act; first is giving the presentation and explanation of new material in order to make it clear, comprehensible and available for learning, the second it gives the practice to consolidate knowledge, and last is tests". Speaking is one skill that should be master by the student, besides listening, reading and writing. Thus, it makes them express ideas, giving a comment, and interact with another. Speaking becomes important because it brings someone to have skills to be understand and explain something orally.

Moreover, to develop classroom-learning process, especially to make students interested in learning to speak, the teacher should design the interesting activities. It can make student to be interested in learning and they are more active to learn the material. In classroom, teacher needs some techniques to support the learning process. the teacher should make an interesting technique to get students' attention in the learning process especially in teaching speaking. In the other side, the design of lesson that teacher teaches should be effective and the technique or media that the teacher applies should be based on the student needed. This is to keep the student's attention, enthusiasm and motivation to speak English.

One of many techniques are called a small group discussion. The group is a people communicate and interact in face to face. Richards and Rodgers (2001:201) state that group work and pair work has often been supported in teaching language and in other subject is the use of discussion group. Small group discussion is just focused on personal filling and personal opinion also the teacher can manage the classroom activities. Besides that, Heaton (1975: 102) stated that the teacher can find how students are thinking and using the target language through group discussion and role-playing. So, a small group discuss makes students to be more active in learning and they more explore their ideas with their friends. It can give students time and opportunity to explore their knowledge as well. In small group discussion the student hasa lot of chance to speak than in the bigger group, so each student in the small group have time to speak.

Furthermore, the group can make students collaborate their personal intellectual, knowledge and their experiment. In a group, the students work together and give them an opportunity and chance to work with the individual student in the classroom. When the students involve in a group, it will improve self-confidence, interpersonal communication development and they can work together with teamwork. Spiegel 2005 in Orlich et al. (2010:250 said that discussion techniques allow student involvement and reflection in language arts and the content areas as well.

2.2.4 Advantages and Disadvantage of small group discussion

Small group discussion can help student to cooperate with other student, as a way to improve their speaking ability and improve their problem-solving skill. According to Harmer (2001:117-118) the advantages of group discussion are:

a. It dramatically increases the amount of talking for individual students.
b. Because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contribution.
c. It encourages broader skills of cooperation and negotiation.
d. It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.

Moreover, Orlich et al. (2010:258), "Small-group discussions have been proven to be beneficial to students, particularly if the groups are involved in tasks requiring higher-level thinking, decision making, problem solving, or positive social behaviors and attitudes". Orlich et al. (2010:259) also mention the benefits of small group discussion to student are:

a. Increased depth of understanding and grasp of course content
b. Enhanced motivation and greater involvement with the course
c. Positive attitudes toward later use of material presented in the course
d. Problem-solving skills specific to content of the course
e. Practice in the application of concepts and information to practical problem classroom and among students of any age or developmental level.

Furthermore, Brewer (1997:27) mention the advantage and disadvantage of small group discussion as follow:

1. Advantages of small group discussion
   a) All student in the group can participate.
   b) It is a good way to get students interested in a topic.

c) Students may more easily understand another students' explanation.

d) The teacher can identify students who need assistance.

e) The teacher can identify individual opinions about the topic.

f) It helps the student see relationships among ideas related to the topic (U. S. Professional Teacher Training, 1983 in Brewer (1997:27)

2. Disadvantages of small group discussion

a) It is need time-consuming.

b) Some student in the group may do all the talking.

c) It involves less teacher involvement than other method.

d) The discussion can easily get off track.

On the other hand, Harmer (2001:118-119) also mentioned the limitations of group discussions are:

a. It is likely to be noisy.

b. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.

c. Individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate.

d. Group can take longer to organize

2.3   Hypothesis of the Research

Ho: Small group discussion is not effective in teaching speaking recount at tenth grade of SMA Muhammadiyah 7 Surabaya

H1: Small group discussion is effective in teaching speaking recount at tenth grade of SMA Muhammadiyah 7 Surabaya

2.4 The previous Study

Those are some previous studies that had been conducted by other researchers about the use of small- group discussion strategy. The first is Roni La'biran, (2017), the title of this study was "Improving Speaking Ability through Small Groups

Discussion of the Eighth Year Students of SMPN 2 Saluputti In Tana Toraja". The purpose of this article was to know the small groups' discussion can improve the students' speaking ability as the object of the study. In this article, the writer used an experimental designed method using pre-test and post-test. The population of this study was the eighth year students of Junior High School of SMPN 2 Saluputti. The sample of his study was the eight-year students in academic year 2015/2016. Roni argued that the Small Groups Discussion strategy is one of the effective strategies to increase the activity and student learning outcomes in the speaking subject.

The similarity found by the researcher in this research is used the same strategy namely small group discussion. The differences found in this research is that the researcher used experimental design also, but used one group pre-test post-test design and used purposive as sampling. On the other hand, the researcher used different object of study namely; SMA Muhammadiya 7 Surabaya as population and took the tenth class as the subject of study.

The second is Sukmawati (2010), the title of this research was "The Effect of Using Small Group Discussion Strategy in Improving the Second Year Students' Speaking Skill of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang". The aim of this research was to know the effect of small group discussion strategy in improving the second year students' speaking skill at Daarun Nahdhah Thawalib and the factors influencing of student's speaking skill with the implementation of small-group discussion strategy. This research used random sampling and an experimental design. The researcher used two classes; control class and experimental class. The data was taken by conducting the test. The researcher mentioned that small group discussion strategy was effective in improving students' speaking skill by analyzing and calculating the data from pre-test and post-test.

The similarity found by the researcher in this research is used the same strategy namely small group discussion. The differences found this research is that this previous research used the experimental design, means that she conducted two classes namely

experimental class and control class, otherwise this research used one group pre-test post-test design, which was the researcher only used one group to conduct the research. In the other hand, this previous done her research to know the effect of small group discussion and the factor of small group discussion, otherwise, the researcher wants to know the effectiveness of small group discussion and to find out students' response about this strategy. On the other hand, the researcher used the different subject of study namely; SMA Muhammadiya 7 Surabaya as population and took the tenth class as the subject of study.

The third is Wiyudo Serena, (2016), the title of this study was "The effectiveness of Group Discussion on Students' Speaking Skill". The aim of this research was to know the effect of using small group technique on students' speaking skill. In this research, the researcher used a quasi-experimental design. The researcher also used two classes namely; experimental class and control class. The researcher applied pretest and posttest. The researcher argued that using small group discussion was effective to be used in teaching and learning speaking.

The similarity found by the researcher in this previous research is used the same strategy namely group discussion. The differences found in this previous research is used quasi-experimental design, otherwise in this research used one group pre-test post-test design, which is the researcher only used one group to conduct the research. Besides that, the researcher used a different object of study. In this research, the researcher used SMA Muhammadiya 7 Surabaya as population and took the tenth class as the subject of study.

The fourth is Faradina Primarini Noorhaya Sari, (2016) with the title was "The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension". The purpose of this research was to investigate the effect of small group discussion in reading class on students' reading comprehension and the difficulties that students face on comprehending a text. The researcher argued that small group discussion technique was effective to improve students' reading

comprehension and resolve the difficulties in comprehending a text. The researcher used a mixed methodology design, in short the researcher used quantitative and qualitative to analyze the data. This previous study used one group pre-test post-test design.

The similarity found by the researcher in this research is used the same strategy namely small group discussion and used one group pre-test post-test design as well. The differences found in this research are this previous study used mixed methodology design and this research use one group pre-test post-test design, which is the researcher, only used one group to conduct the research. Moreover, this previous done her research to know the effect of small group discussion in students' reading comprehension, otherwise, the researcher wants to know the effectiveness of small group discussion and to find out students' response about this strategy in teaching speaking. On the other hand, this previous study used small group discussion in teaching reading, otherwise, this research used this strategy in teaching speaking. Besides that, the researcher used different subject; namely SMA Muhammadiya 7 Surabaya as population and took the tenth class as the subject of study.