

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concluding; previous study, speaking, the nature of speaking, problems in speaking skill, teaching speaking, aspect of speaking, score of speaking, team pair solo, the nature of team pair solo, types and procedure in using team pair solo, teaching speaking using team pair solo, the advantages and disadvantages of team pair solo, and theory motivation.

A. Previous Study

There are some related literatures to this study are review as means to clarify the present study these previous studies gave a view about the issues that were discussed.

1. The effectiveness of team pair solo for teaching speaking (An Experimental Study at the Eighth Grade SMP Negeri 2 Sirampog in Academic Year 2010/2011), the result of the data said that, the writer found that there were positive effects of Team Pair Solo to teach speaking. It was supported by the post-test result of the experimental class. It showed that the student is speaking ability is increased. Then, the writer consulted the result of the t-counted to t-table and the result of

computation which t-counted is higher than t-table that is $3.8909 > 2.003$. It means that Team Pair Solo is effective for teaching speaking.¹

2. The Use of Team-Pair-Solo in Reading Comprehension (an Pre-Experimental Research in XI Grade Students of SMA Negeri 4 Semarang in the Academic Year of 2010/2011). The result of the data said that, the result of the pre-test showed that the average score of pre-test was 74.86 while the average score of post-test was 79.93. To find out the significance of the score increase between the pre-test and post-test, t-test was applied. The result showed that the t-value (7.43) was higher than t-table (2.03). Besides, rxy (correlation index) was 0.79. This result meant that there was a significant increase between pre-test and post-test. It could be inferred that the result of the post-test was better than the result of the pre-test. Therefore, it could be concluded that there was an improvement in students' achievement of reading comprehension after doing team-pair-solo activity.²

The similarity of those studies with the present study is all of them talked about technique for teaching. They focused on Team Pair Solo as the technique. But those studies also have the differences with the present study. First thesis used quasi experimental and focused on techniques of teaching speaking generally. The second thesis used pre-experimental and focused on use of team pair solo in

¹Candra Argi Pratiwi, *The Effectiveness of Team Pair Solo for Teaching Speaking (An Experimental Study at the Eighth Grade SMP Negeri 2 Sirampog in Academic Year 2010/2011)*, Muhammadiyah University of Purwokerto, 2012, p. v.

²Rosita Amalia, *The Use of Team-Pair-Solo in Reading Comprehension (anPre-Experimental Research in XI Grade Students of SMA Negeri 4 Semarang in the Academic Year of 2010/2011)*, Semarang State University, p. v

reading comprehension. Whereas in the present study will apply quantitative approach with quasi experimental design, and it focuses on the speaking performance score, and the object of this study is the eighth graders of SMP Negeri 1 Palangka Raya.

B. Speaking

1. The Nature of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.³

Speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self and enthusiasm. When people hear someone speak, they pay attention to what the speaker sounds like automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/nonnative speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed pausing, and variations in pitch, volume and

³Wiwi Indah Sari, *The Effectiveness of Role Playing Technique in Increasing the Tenth-Grade Students' Speaking Achievement at MAN Sampit*, 2012, p. 17.

intonation, they also create a texture for their talk that supports and enhances what they are saying.⁴

Speaking is an ability to say sound or to say some words to expressing or to sending our minds, idea and feelings to the other people. The main purpose of speaking is to communicate. Communication is the output modality and learning is the input modality of language acquisition.⁵

From definition above, the writer concludes that speaking is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it must involve the speaker and the listener or only speaker involved.

2. Problems in Speaking Skill

There are some typical learners' problems in speaking skill, they are:⁶

a. Lack of New Vocabulary

In learning speaking English, vocabulary is necessary. It helps the students to speak fluently. Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined. The

⁴Sari Louma, *Assessing Speaking*. United Kingdom: Cambridge University Press, 2004, p. 10.

⁵Brown, H. Douglas, *Principle of Language Learning and Teaching*, New York : Prentice Hall, 1980, p. 210.

⁶Brown, H. Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, New York: A Person Education Company, 2001, p. 58.

students usually lack of new vocabularies in speaking, so they are want to speak out, they cannot speak fluently.

b. Understanding Grammar

Grammar is the study of rules governing the use of a given natural language, and as such a field of linguistic. When the students arrange the words to speak, they doubt with their tense or word structure that they will use in speaking.

c. Pronunciation

One of the students' problems in learning speaking English is pronunciation. According to the expert, in pronunciation problems, consist of consonant, phonemes, connect speech, stress timing, unstressed vowels, syllable structure, and vowel phonemes. Additionally, English pronunciation has many variations depending on the country in which it is spoken. While for native English speakers this can be a matter to joke about, for ESL students it represents a true challenge in oral comprehension if they are in an environment in which the English they learned is not the one being spoken. For example, for a ESL students that has had British teacher for years, visiting the US can make them lose confidence in their knowledge of their language, since it is hard for them shift from British accent to an American one.

d. Self-Confidence

Self-Confidence is the beliefs of self-ability. Self-Confidence is divided into two categories, they are:

1. Anxiety: the students in English class usually afraid to speak up front of the class because they fear to make mistakes in speaking.
2. Environment: environment can give bad or good effect to the students' speaking skill. Sometime the students doubt to speak up because the environment, they can feel shy to speak in front of people.

3. Teaching Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. In teaching speaking may include repeating, answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as a well.

4. Aspect of Speaking

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. There are some aspects of speaking performance:

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sound in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.⁷

b. Grammar

Grammar is a description of the language form and pattern we use in communication. According to Ur. Grammar is sometimes defined as ‘the way words are put together to make correct sentence’.⁸In relation to contexts, a speaker should consider the following things:

- Who the speaker is
- Who the audience is
- Where the communication takes place
- What communication takes place before and after a sentence in question.

⁷ Jack C Richard, Richard Schmidt, 2002, “*Logman Dictionary of Language Teaching and Applied Linguistics third edition*”, p. 429.

⁸ Penny Ur, “A course in language teaching (practice and theory)”. (Cambridge university press, 1996), p. 75.

c. Vocabulary

Vocabulary is one of important in language acquisition. We cannot communicate without mastering an adequate number of vocabularies. Vocabulary can be defined, roughly, as the words we teach in the foreign language.⁹

d. Intonation

The going up and down of pitch over different syllables utterance is called 'intonation'.¹⁰

5. Score of Speaking

There are various samples of an oral English rating scale. Here is one from O'Malley J.M which will be used by the writer to score the students' oral work.¹¹

Table 1.1 Aspect of Scoring for Students Speaking Performance Score

No	Language Elements	Score	Description
1	Fluency	5	Able to speak without any hesitation or break in a sentence
		4	Hesitates or pauses at a few places in a few sentence but fluency is not seriously affected
		3	Hesitation is shown in almost every sentence. Ends sentence half-way and then repeats it.
		2	Hesitation a lot that message is not very clear. A lot of repetition of sentence.

⁹*Ibid*, p. 60.

¹⁰Ramelan, 195, "English Phonetic", IKIP Semarang Press, Semarang, p. 31

¹¹O'Malley, J.M & Pierce, L.V, 1996. *Authentic Assessment for English Language Learner : Practical Approach for Teacher*. London: Addison-Wesley

2	Grammatical accuracy	1	Shows a lot of hesitation that speech is not clear
		5	Grammar is correct
3	Pronunciation	4	A few grammatical errors which affect the meaning.
		3	One or two major errors which affect the meaning.
		2	Almost every sentence contains grammatical errors.
4	Vocabulary	1	A lot of grammatical errors are made that meaning of messages is not clear.
		5	All words are clearly and correctly pronounced.
		4	One or two words are incorrectly pronounced but meaning is affected.
		3	A few words are incorrectly pronounced but meaning is affected.
4	Vocabulary	2	One or two word which are mispronounced because meaning to be affected.
		1	Most of words are incorrectly pronounced.
		5	Uses extensive vocabulary
		4	Uses varied vocabulary
		3	Uses adequate vocabulary
		2	Uses limited vocabulary
		1	Uses functional vocabulary

Besides the technical of scoring through for scale above, the writer also made rating classification which use to give students obtained. The following is rating scale classification.¹²

Table 1.2 Rating Scale Classifications

Rating	Scale	Classification
81-100	5	Very good
61-80	4	Good

¹²Daryanto, *Evaluasi Pendidikan*, Jakarta: Rineka Cipta, 2005, p. 211

41-60	3	Fairly good
21-40	2	Poor
0-20	1	Very poor

C. Team Pair Solo

1. The nature of Team Pair Solo

Team-Pair-Solo is one of the techniques that are developed by Kagan in creating cooperative learning. Team pair solo is a strategy of cooperative learning where by students is grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own i.e. individually. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem. This strategy builds confidence when attempting more difficult content material. It has also been recently advocated that when teaching students a skill, they should try it first as a team, again in pairs and finally on their own.¹³ It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

¹³Spencer Kagan
(http://www.learningtolearn.sa.edu.au/tfel/files/links/3b_cooperative_learning_1.pdf accessed on 12 March 2015)

From the explanation above, it can be concluded that Team Pair Solo is a strategy in which student should learn and practice together in teams then in pairs, and finally on their own.

2. Types and Procedures in Using Team Pair Solo

Team-Pair-Solo is one of the techniques that are developed by Kagan in creating cooperative learning in the classroom. According to Kagan, Team-Pair-Solo is simple. Students do problems first as a team, then with a partner, and finally on their own. Team-Pair-Solo is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion: mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.¹⁴The procedures in doing this technique are as follow:

a. Team

In the first step, the teacher asks the students to make a team. One student is taken from the high ability group, two students come out from middle ability, and he last one is taken from the low student. In team, the students are divided into 4 students to make it easy to pair. Then the teacher poses a question or issue associated with the lesson and asks students to discuss it in

¹⁴Spencer Kagan
(<http://download.portalgaruda.org/article.php?article=112459&val=2338&title=>) accessed on 12 March 2015

group or team. Students work as a team to solve the problem and share the result to the whole class.

b. Pair

After the students answer correctly, the teacher asks the student to work in pair. In this phase, besides commanding the student to make pair, the teacher asks the students to reread the same material.

c. Solo

Finally, after 2 phases are done, the teacher asks the students to work individually or solo. In this phase the students will show their own ability. There is no help and discussion any more so the students use everything that he or she gets when he or she was in group and pair. Here, the teacher gives the more questions that must be answered individually. In this phase, the result will indicate the improvement of students speaking ability. Individual progress is the core of Team-Pair-Solo technique.

3. Teaching Speaking Using Team Pair Solo

Learning is often focused through a key problem or issue for the students to tackle.¹⁵Teacher's job is to find techniques or methods for making their students are able to tackle the problem. One of the alternative techniques is team pair solo. Here is the step-by-step procedure:

¹⁵Francis Predinville and Nigel Toye, *Speaking and Listening through Drama*, London: Sage Publication, 2007, p. 29.

- a. Teacher divides the students into teams. Each team consists of 4 students. Students work as a team to solve a problem or accomplish a task. In this phase, the teacher should be controlled the students during discussing. They will discuss, share idea, and teach each other.
- b. Next, the teams break into pairs and students work on either the same problem, or a related one.
- c. Finally, the pairs break up and the students work individually to complete the same or a related task. The result will indicate the improvement of students speaking ability.

4. Advantages and Disadvantages of Team Pair Solo

Team-pair-solo has some advantages. They are to develop social skill, to pool students' knowledge and skill, and to make individual accountability. By acquiring social skill, the students become more polite, cooperative, respectful, responsible, and able to resolve conflicts and to control their impulses.¹⁶

The disadvantages of team pair solo are; a few students can dominate, some students may not participate, and this technique spends much time.

D. Theory of Motivation

According to Ogunleye, TPS is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own. "Team Pair Solo" (TPS) cooperative learning strategy and students' personality type on achievement and attitude to chemistry. The TPS instruction was significantly ($F_{(1,168)} = 16.45; p < .05$) more effective

¹⁶ Spencer Kagan (<http://lib.unnes.ac.id/17104/1/2201409032.pdf> accessed on 12 March 2015)

(adjusted mean score = 9.23) than the conventional instruction (mean = 7.59) on students' achievement. This strategy builds confidence when attempting more difficult content material. It has also been recently advocated that when teaching students a skill, they should try it first as a team, again in pairs and finally on their own.¹⁷

¹⁷ Ogunleye, B.O. Team Pair Solo Cooperative Learning and Personality Types as Determinants of Students' Achievement and Attitude to Chemistry (an International Multidisciplinary Journal, Ethiopia), 2011, vol. 5