**CHAPTER II**

**REVIEW LITERATURE**

* 1. **Theoritical Framework**

The basic theoritical premises of cooperative learning and speaking performance are presented in this section. In addition to this, some previous studies which carried out to examine the effect of TS-TS Strategy on developing students’ speaking skills are reviewed.

* + 1. **Effect**

In Oxford Advance Learner’s Pocket Dictionary (4ed) definition of effect is a change which result or consequence of an action or other cause. Effect is a change that result when something is done or happen and effect is an event, condition, or state of affairs that is produce by a cause. So from the definition above we can know effect or result from our research.

* + 1. **Ability**

The word ability in Oxford Advance Learner’s Pocket Dictionary (4ed) means a thing that somebody has done successfully, especially using their own effort and skill. There are three aspects of learning ability based on taxonomy bloom. They are cognitive, affective, and psychomotor. Teacher get the ability of the students by encourage their cognitive, affective, and psychomotor ability.

* + 1. **Definition of Cooperative Learning**

Sholihatin and Raharjo (2007: 4) stated that cooperative Learning is working with others such as common behaviors in regular partnership of two people or more where the successful of the partnership is affected by the involment of each group member. The first study that we refer to is developed by Prieto Castillo (2007) who proposes different Cooperative learning strategies such as numbered heads, jigsaw, Think-Pair-Share, Round Robin and Two Stay Two Stray (TS-TS) Strategy combined with speaking activities of performance, controlled/guided and creative or free tasks like find Someone who, questionnaires, information gap, dialogues, roleplays and simulations.

Strategy of Two Stay Two Stray is one of the strategies in cooperative learning. Two Stay Two Stray teaching and learning strategy was developed by Spencer Kagan in the book Nation.Creating an environment in which the anxiety and pressure were set aside giving students opportunities to express in a freeway, in which they were teachers and learners at the same time.

. Levine (2002) stated that cooperative learning methods, which differ from traditional learning methods, have some benefits resulting from social interaction between students. Classroom social interaction, Mackey (2007) and Ellis (2003) stated that Classroom social interaction is beneficial to overall language development. Another researcher stated that it has been observed that students who interact and speak achieve better in oral skills in most cases than those who always keep silent (Khadidja, 2010).

Lie (2002) stated that most teachers do not apply the cooperative learning in the classroom because of several reasons. The main reason is chaos, crowded and uncontrolled situation in the classroom. It happens because misinterpretation of cooperative learning itself. According to Lie (2002:18), “There are some basic elements of cooperative learning which make cooperative is different”. They are:

1. Positive independence

The success of study depends on the effort of each group member. Some students who are not too smart will be motivated to increase their efforts and will give their contribution to the students who are smarter than they are.

1. Individual and group accountability

Teacher who applies cooperative learning makes well preparation and arrange the assignment. Furthermore, it will make the group members have a self responsibility to their assignment.

1. Face to face interaction

Each group should be given a change to meet and duscuss. This interaction will give the students’s creative synergy. The result of teamwork is better than the result of individual work.

1. Inter-member communication

The success of group also depend on the members to listen and express their idea each other. The communication skill is very needed in the process of cooperative learning.

1. Evaluation of group members

Teacher needs to make special schedule for groups in rder to evaluate group work process and results.

These basic elements are believed to be able to create a pleasant learning environment and provide challenges for students to be able to think critically, be able to interact and adapt not only with the teacher or a friend but also with all students in the class. In short, through the Two Stay Two Stray strategy, each student is involved in the learning process in the classroom directly.

On the other hand, Rusman (2011:26) described that cooperative learning has the following characteristics:

1. Students work together in groups to complete learning material.
2. Groups divided from those who have high, medium and low abilities.
3. There is a possibility, group members come from different racial, cultural, ethnic and gender groups.
4. Awards are more group oriented than individuals.

In implementing the TS-TS strategy, students hold discussions between members in the original group and guests, so that the results delivered by each group are good. The frequency of discussions encourages students to think critically in language and share ideas orally. But the teacher must still motivate students to participate in discussions with a good attitude and speaking behavior.

* + 1. **The Nature of Speaking**

The Nature of Speaking In teaching English, there are four importance skills. Those are reading, listening, writing and speaking. Speaking is different with singing. Speaking is using language in the simplest way by producing ordinary sound. Then, singing is using the language by using rhythmic. Speaking in not only to communicated with other people but by speaking we can get new information or we can share our idea with other people. Language just possessed by human being to interact each other.

Fulcher (2003) stated that speaking is one of the verbal use of language which human beings communicate with each other. It is the most demanding skill that students need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this research, the term “speaking” is to one of the four skills related to language teaching and learning. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then gives a response. Harmer (2001) stated that there are two reasons why people communicate:

First, people communicate because "They want to say some- thing". As Harmer explained, the word 'want' refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because "They have some communicative purpose". By having some communicative purpose it means that the speakers want something to happen as a result of what they say.

Speaking for Discussion (Speaking) subject is one of the subjects in learning English. In fact, this speaking skill is a subject that should be mastered by students since it is included into one of the four basic skills (speaking, listening, reading and writing). Louma (2004: 1) stated that speaking skills are important part of the curriculum in language teaching, which makes them an important object of assessment as well. This statement means that in language teaching learning process the teacher should improve students’ ability in speaking.

* + 1. **Speaking Skill**

One of the main aspects that we as teachers have to take into consideration before to encourage our students to speak in the target language is the fact that learners need to know the importance of language and put into practice it during speaking activities; otherwise it could be a negative experience for students because they would not have appropriate tools to perform an oral communication causing them problems such as lack of self-confidence and thus creating them to feel comfortable the next time they have to develop an oral activity, and as a result to lead oral activities to failure. To avoid this frustration in students who develop oral activities, it is important to provide them specific grammatical structure.

The mastery of speaking skills in English is a priority for many foreign or second language learners. Speaking is a complex skill requiring the simultaneous use of number of different abilities, which often develop at the different rates.

Gate (2003) stated that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill students are frequently judged. Kushartanti, etal (2005) clarified for what is called as effective speaking as an utterance in a set of voices spoken by someone and understood by someone else. It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying. Therefore, speaking is somebody’s atitude that is uttered eagerly to make an expression for some reasons. Speaking is the presence of communication goal that has to be realized, for instance the speakers want to express wish and desire to do something; negotiate and solve particular problem; or establish and maintain social relationship with others. The ability to produce utterance (utterances) is not enough for being a good speaker because speaking is a complex skill that requires the simultaneous use of a number of different abilities that have to be mastered by language learners in order to be able to express their feelings and ideas appropriately. From those explanations, it can be summarized that by mastering language features and mental or social processing when they want to speak effectively, they are able to show what and how they are feeling, not only they are able to know what expression they have to use appropriately but also they can know how to clarify in order to avoid mistakes between the speaker and the listener, and the most important thing is they can convey the meanings that they are intended.

* + 1. **The Elements of Speaking**

There are five elements of speaking which are necessary to be considered by the speaker as it stated by Harmer (2001) in his book “The Practice of English Language Teaching”,

1. Pronunciation

As stated by harmer, if students want to be able to speak fluently in English, they need to be able pronounce correctly by using appropriate stress, intonation pattern and speak in connected speech. The speaker must be able to articulate the words and create the physical sounds that carrying meaning.

The definition of pronunciation as Carter and Nunan (2004) Stated:

When talking about pronunciation in language learning we mean the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds, of stressed and stress syllables and of the speech melody or intonation.”

In this connection, pronunciation refers to the manner in which someone say a word without evidence a particular dialect or accent in the case of learning a foreign language. Besides, this micro skill is important because without having a good pronunciation no matter the knowledge that students have about the vocabulary and grammatical rules or structures of the language, if they do not use correct pronunciation it may be very difficult for listeners to understand what they say, causing interference during communication since if a student cannot pronounce correctly a word, they may not be able to understand what another person says, making communication more difficult. So the pronunciation has acentral role in both academic and social field of learners because this will provide them the tools to participate and integrate into a community.

1. Grammar

Grammar is the sounds and the sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences.in order be able to speak foreign language, it is necessary to know a certain amount of grammar.

1. Vocabulary

Vocabulary is collection of words used by people in their language. Each words has its definition which build particular meaning for utterance or sentence. Therefore, vocabulary tends to be seen like dictionary or a set of words which has description of meaning associated with the words. However, vocabulary mastery is not only knowing the meanings or the words. Harmer states that there are several aspects of word which need to understand for describing the term of ‘knowing a word’. The aspects are the meaning of the word, the use of the word, the information of the word, and the position of the word in grammar.

Furthermore, there are some classification of vocabulary. One of the classifications categorizes vocabulary into two types, function and content words. Functions words belong to grammatical feature. For instance, articles, prepositions, pronouns, conjuctions, and auxiliaries. In addition, the content words are referred to words which have meanings. There are three classes of words included in the type of content word. First is noun, words for things, ideas and entitles. Second is verb, words naming action. And the last is adjectives and adverbs, words which are used to describe the qualities of nouns and verbs.

1. Fluency

The elements of speaking ability is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), “Fluency is the learners’ ability to speak in understandable way in order not to break down communication because listeners may lose their interest”. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. Refers to speak easily and quickly as long as speaking activity. However, the speed in speaking is not the only one focus of fluency. Because, the use of pause in speaking is more influential in determining someone’s fluency. Pause can be opportunity to take breath or to formulate speaking material. However, the log frequently pause will be different matter. It tends to be sign of not fluent speaking.

1. Comprehension

The comprehension in speaking activity is needed to consider because the objective of speaking is to deliver message or information. Hence, the succesful speaking is determined by the succesful in delivering the message so that it can be received by interlocutor well. Consequently, a speaker needs to produce speaking which is clear and acceptable for the interlocutor or people who is intended to get message. Therefore, the combination of speaking elements which is previously mentioned above is important to achieve this target (Rahayu, 2016 : 14).

According to Brown (2007), “Oral communication can be maintained by having three components”. They are:

The first one is fluency which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006).

The second component is accuracy. It refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication.

The third component is pronunciation. It is “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. unstressed syllables and of the speech melody or intonation” (Carter &Nunan, International Journal of Linguistics, Vol. 6, No. 4)

In conclusion, fluency, accuracy, and pronunciation are three important and complementary components in the development of students’ speaking skill given the main components of speaking skill. The types of activities that can be used are performance, guided and creative activities. The choice of these activities depends upon what we want learners to do. The first activity is performance activities. . It is very important for students to fulfill good competence in speaking skills as being a skilled speaker becomes crucial to express one's thoughts in and outside.

* + 1. **Speaking is Productive Skill**

Lucia (2012:163) stated that speaking is productive skill, like writing and involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can fine the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound. Brown (2007: 4) stated that speaking is interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. Brown (2004: 140) stated that speaking is a productive skill that can be directly and empirically observed, that necessarily compromises the reliability and validity of an oral production test.

Brown (2007: 4) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. While Thornbury (2005) stated that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn. Bygate in Torky (2006: 33) adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top-down view of speaking. From the definitions of speaking skill above, it can be concluded that speaking skill is a productive skill which is part of our daily life and it is difficult to assess reliably.

* + 1. **Teaching Speaking Techinique**

Teaching Speaking according to Harmer in Nurhaida

(2017: 20-21), “There are many types of classroom speaking activitie”. They are:

1. Acting from script
2. Communication games
3. Discussion
4. Prepares talks
5. Questionnaires
6. Simulation
7. Role Play

Speaking is closely related to listening. The interaction between these ability is shown in the conversation. Brown in Nurhaida (2017: 2021) says that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.
   * 1. **Two Stay Two Stray ( TS-TS ) Strategy**

TSTS strategy is one model of the types of cooperative learning that gives chance to groups to distribute the outcome and information to any groups. Two Stray Two Stray model is one of the cooperative models which was also developed by Kagan. The Two Stay Two Stray model is a group learning system with the aim to make students work together be responsible, help each other solve problems, and encourage each other to get the learning betterment (Huda, 2013: 207). The Sulisworo and Suryani (2014) stated that by using TSTS structure, learners will get used to respecting others’ opinions and they can express their opinions to others and they can increase their confidence in expressing ideas. Several studies about Two Stay Two Stray strategy has been done previously. Strategy of Two Stay Two Stray is one of the strategies in cooperative learning. This Two Stay Two Stray teaching and learning strategy was promoted by Spencer Kagan in the book Nation. The strategy can be used in all those subjects and the learners in all levels of age. Lie (2010) suggested that the structure of the Two Stay Two Stray offers an opportunity for the group to share results and information with other groups.

Two Stay Two Stray is a method used to improve the students speaking ability, in terms of delivering information in all aspects of speaking. TSTS is a group discussion with forming groups of four students, and the teacher will give the same topic to each group. In group, after getting the topic, the students will discuss the topic, after that, the stayers will give the information that they discuss with other groups and the strayers will listen and get the information. Then, the stayers write all information from other groups with their own words. Finally, they present the material in front of the class.

Structure of TS-TS gives the groups opportunity to share result and information to other group. This show that the five elements in cooperative learning, they are mutual positive dependency, personal responsibility, face to face communication among the groups, and evaluation process of group, can be applied. When two members stray to another group, process of sharing information, which completes each other, happens. Furthermore, when teaching learning process happens, face to face process among the students and internal and outer communication among the groups are so good that every student still has personal responsibility.

* + 1. **The Steps of Using Two Stay Two Stray Strategy ( TS-TS )**

Giantika, etal (2015) explained that through the TSTS strategy, class activities are effective, and each student becomes more active, responsible, and confident during leraning process. Here are the eleven steps in implementing TS-TS strategy based on Lie (2002:60-61).

* 1. A teacher presents indicator and learning objective
  2. A teacher explores students’ knowledge about the material which will be learned.
  3. A teacher presents the procedure of cooperative learning Two Stay Two Stay
  4. A teacher provides the guidance about important things that must be considered in the cooperative learning such as: all members of the group responsible for the success of group members’ respect to friends’ opinion, helping each other during the learning process, dividing the individual tasks so that all members have equal responsibility in learning material.
  5. Students are divided into groups; each group consists of four students.
  6. A teacher provides tasks and questions that must be completed in a group.
  7. Students work together in a group, called the original group and the pre-group of students discussing all the problems given by the teacher.
  8. After done, two students from each group leave the original group and visit the other group. In this group, students share information about a variety of issues that have been resolved in the original group. This group is called the visiting group and receive guests.
  9. Two students who live in the original group share the information and ideas to the two students who visit.
  10. After the time limit runs out for visit and receives guests, guests excuse their self to go back to the original group and report the results of the information exchange from other groups.
  11. Students who visit other groups and students who are in receiving guests from other groups match the work each other and discuss the results of students’ work.

The schema of discussion in TS-TS Strategy completely will be shown the figure 2.1 as the following.

**I**

3a 4a

**II**

**VI**

3b 4b

3f 4f

**III**

**V**

3e 4e

3c 4c

**IV**

3d 4d

Source: Syafitri, W.(2011)

* Note:

**Students straying to another group**

Cooperative learning in TS-TS strategy consist of some steps as the following.

1. Preparation.

In this preparation step, things done by the teacher are making syllabus,evaluation system, teaching design, preparing students’ assigments, and dividing the students into a group of four, and each group should be heterogenic in academic students’ achievement.

1. Teachers’ presentation.

In this step, teacher presents teaching indicator, introduce and explains the materials based on lesson plan mode.

1. Groups’ activity.

In this activity, teaching learning process uses activity sheets containing assigments that should be learned by each student in a group. After receiving the sheets, students learn and discuss the problems and classification related to the teaching materials in a small group (4 students). Every group solves the problems given by their own way. Then, two of four members leave and stray to another group, and the rest stay. Strayers have a duty to receive the information from each group they visited. Strayers have a duty to convey the results and informationdiscussed in the group before. After that, the two strayers go back to the group, and they match and discuss what they have found and what they have discussed.

1. Formalization.

After working in the group and solving the probems, one of the group presents the result and information discussed. Then, the teacher discussed and formalizes the students’ works with the students.

1. Group evaluation and appreciation.

In this step, evaluation is done to know how deep their abilities in understanding the materials gained through TS-TS strategy. It will be followed by appreciation given to the group gaining the highest score.

* + 1. **The Strengthness and Weakness of the Two Stay Two Stray (TS-TS) Strategy**

Huda (2011:141) stated that Two Stay Two Stray (TS TS) has several strengthness and weakness.

**2.1.11.1 The Strengthness of Two Stay Two Stray (TS-TS) Strategy:**

* 1. Giving the opportunity to students to determine self-concept by solving problem.
  2. Giving the opportunity to students to create creativity in communicating with their group mate.
  3. Making students accustomed to be opened to their friends.
  4. Increasing the student’s motivation.
  5. Helping teacher in achieving learning, as the steps in cooperative learning are easy to apply at school.

**2.1.11.2 The Weaknesses of Two Stay Two Stray (TS- TS) Strategy:**

* 1. It needs long time to discuss.
  2. As usual, the clever students dominate the discussion, so student who has low level achievement has little opportunity to express their opinion.
  3. Students who never learn in group feel strange and difficult to cooperate.

**2.1.12.** **The Advantages and Disadvantages of TS-TS Strategy.**

A learning model is selected definitely has advantages and disadvantages. The advantages of cooperative learning model two stay two stray technique (Sugiyanto, 2009: 54).

**2.1.12.1 The Advantages of TS-TS Strategy.**

* + 1. It can be applied to all classes / levels .
    2. A tendency to be more meaningful student learning
    3. It is more oriented activity
    4. It is expected that students will dare to express their opinions.
    5. It increases the cohesiveness and confidence of students.
    6. The ability to speak the students can be improved.
    7. It helps increase students interest and achievement.

**2.1.12.2 The Disadvantages of TS-TS Strategy.**

* + 1. Students tend to not want to learn in a group.
    2. For teachers, requires a lot of preparation (materials, money and effort).
    3. Teachers tend to difficulties in classroom management.

To minimize the drawbacks of TS-TS strategy, the teacher should prepare teaching materials and divide the students into heterogenic groups with various academic acvhievements. Dividing the groups with heterogenic students give the opportunity to teach and support each other, for instance, the students with achievement help the students with low achievement to understand the materials discussed in the group.

Based on the explanation above, TS-TS strategy is regarded as one of the solutions of the problem teaching English in the classroom. It creates more meaningful teaching learning process. Although it has some disadvantages, those can be minimized by preparing everything well.

* 1. **Conceptual Framework**

Fulcher (2003) stated that speaking is one of the four integrated language skills that must be mastered by the students in terms of studying English. Speaking is the verbal use of language and a medium through which human beings communicate with each other. It is the most demanding skill that people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed.

Two Stay Two Stray Strategy as one of cooperative learning types is a strategy in which the students work in the group of four to discuss the topics and solve the problem given by the teacher. After discussing, they are invited to share the results to other groups by the straying to another group to get the information from the two stayers in that group.

TS-TS Strategy is the strategys making learning process become active. Therefore, this strategy is regarded as appropriate way to improve the students’ achievement in speaking, when working in group, the students will be motivated to learn by the to themselves, share their idea, and practice their critical thingking. After working in group, students will stay in group to share the information and result to another group straying to their group. Another two students will stray to other groups and find the information and result of other groups.

In applying this strategy, the students will get the academic, value and social value. Understand the text by themselves will increase their academic score, and sharing in the group and among the groups will increase their social value. Therefore, it is needed to apply TS-TS Strategy to improve the student’ achievement in speaking.