

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Previous Researches

This chapter contains descriptions about the relevant theory of previous study related to “*The Use of Buzz Group Technique in Teaching Speaking*”. This research will be conducted in Mts Miftahul Huda Watuaji Keling Jepara.

Based on research by Serena (2016) entitled “The Effectiveness of Group Discussion on Students’ Speaking Skill (A Quasi-Experiment Study at the Eight Grade Students of Mts Al-Falah Academic Year 2015/1016)” shows that based on the data description consist of The Data of Experimental Class and The Data of Control Class, gained score of experimental class is 236 and gained score of control class is -8. The conclusion can be drawn that the influence of using group discussion on students’ speaking skill is effective in the second year of Mts Al-Falah, Jakarta Selatan. The result of the analysis of the research shows the value of t is higher (2.65) than the value of T-table (2.38).

In the research conducted by Sengbounthan (2011) entitled “*Improving the Students’ Skill by Using Buzz Group*” shows that the research finding of this study implies that the use of Buzz Group can improve the students’ speaking skill well. It improves not only the

speaking skill but also the students' motivation, the students' vocabulary, and the students' mastery on English grammar, fluency and pronunciation.

Based on the research by Milaningrum (2013) entitled "the effectiveness of buzz groups method to teach reading comprehension viewed from student's learning motivation (An Experimental Study At The Eight Grade Students Of SMPN 1 Jaten, Karanganyar In The 2012/2013 Academic Year) show that based on the finding, it can be concluded that in general Buzz Group Method is more effective than Direct Method to teach reading comprehension and there is an interaction between the teaching methods and student's motivation in teaching reading comprehension. For the students who have high motivation, Buzz Group Method is more effective than Direct Instruction method to teach reading comprehension but for the students who have low motivation, Direct Instruction Method is more effective than Buzz Group Method to teach reading comprehension. For the students who have high motivation.

Based on the research by Mulatsih (2013) entitled "The Effectiveness of Using Buzz Group Technique in Improve Narrative Writing of Student's at MA Ar-Rosyidiyah Kota Bandung" the truth of it is indeed and necessary to be known whether it is right or wrong. The explanation above can be formulated a hypothesis of using Buzz Group Technique in improving narrative writing of student's at MA Ar-Rosyidiyah kota Bandung is effective.

The research that was conducted by Ni'mah (2015) "The Use of Buzz Group Technique to Enhance Student's Activeness and Writing Skill of Hortatory Exposition Text" show that using buzz group technique can enhance student's skill in writing hortatory text. There is an enhancement. The ability in writing skill of hortatory exposition text enhanced after being taught by using buzz group technique. They could write easily without consuming more time because they did writing of hortatory exposition text by group.

The research by Serena shows that using of group discussion method is very effective for improving the ability student's speaking skill, and than about research from Sengbounthanh show that Buzz Group Technique is not only improve the student's speaking skill but also give the student's motivation, even improve the student's grammar too. The result from research by Milaningrum is Buzz Group Technique is more effective than Direct Method to each reading comprehension. Using Buzz Group Technique gives high motivation to learn reading comprehension. From Mulatsih's research shows that using Buzz Group Technique can improve the student's narrative writing. Research from Ni'mah shows that using Buzz Group Technique can improve the ability student's writing skill of Hortatory Exposition Text. The students could write easily without consuming more time.

The conclusion some research's of the above that using Buzz Group Technique is very effective to teach English. Buzz Group

Technique is not only effective for teaching speaking but also very effective for teaching writing, reading is proven by result of the research above.

2.2 Theoretical Review

2.2.1 The definition of Speaking

According to Pilar (2011:37),

“That speaking is one of productive skills in English that is considered as a difficult skill for students. It is caused by some reasons, one of which is that they are not accustomed to listen or read as receptive skills”

Speaking include in the productive skill of language learning. It involves communicative performance, and other important elements, such as vocabulary, pronunciation, grammar mastery, fluency, etc. Beside include in productive skill, speaking also become a way to do communication. As we know that communication becomes an important thing in life, especially in social life. To make us accepted in society, we should be able to make a good communication, one of its way is by speaking. Because almost every aspect in our daily live iscovered by speaking. Mastering speaking becomes one of important thing in learning second language.

According to Glenn Fulcher (2003) in Rubiati (2010:7), Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students

must choose how to interact in expressing themselves and forming social relationship through speech.

Talking about speaking is a communication tool, Brown (2000:44) mentioned that language learning is primarily a matter of transforming perception into conception. Language is means of thinking, of representing the word to oneself. So, we cannot separate it with the language. We use language to represent our conception that is usually expressing in speaking.

Speaking is one of the four basic language skills that should be well mastered by the students who learn English as foreign language. In order to equip their students with good speaking skill, English teacher should be good in speaking skill. It is considered being active skill because the speaker must hand over to grasp both in thought and in utterance orally. In this study, Task Based Learning Strategy is used to improve the students speaking ability. As mentioned by Widia and Astawa (2014:03) Speaking is ability to speak and to understand the language by using expression using oral communication.

2.2.2 Reason for Speaking

Sometimes, although students have been studying English for a long time, students still get some troubles mainly in performing their speaking competence, Such as, limited school hours. It can be one of the problems in speaking. With the limited time in the school that must be divided for another subject. But, nowadays problem about limited school

hours can be minimized because of educational department rules that using full day school. Another problem is teacher's method in teaching.

A human who has knowledge must be able to give knowledge to others, as well as a teacher. Teachers should be able to provide useful knowledge to their students. The relationship of habit with speaking is that teachers should be able to share knowledge to their students in order to benefit them in a good way and to speak soft words. Speaking is an active process and one which is difficult to dissociate from listening in many ways. Human point out how successful oral communicators have developed what he terms conversational listening skill'. These two skills often enjoy a dependency in that speaking is only very rarely carried out in isolation; it is generally an interactive skill unless an uninterrupted oral presentation is being given.

2.2.3 Type of Speaking Activity

the purpose of speaking skills is to entertain, train and develop students' competencies in delivering language verbally to express opinions, feelings, establish communication, and carry out social interactions with their environment.

In speaking class usually teacher use some material or activities to improve speakig skill, all of them can make students to think and try speak in public, it will train students mentally. There are many types of speaking

activity or material for teach speaking according to Harmer (2007:129-130).

1. Imitative of Speaking

Imitative speaking is ability to simply parrot back (imitate) a word or phrase or possibly sentence. Its means listener follows the speaker, what speaker says is what the listener says, in other word; there is repetition for both sides

2. Intensive Speaking

Intensive speaking is the production of short stresses of oral language designed to demonstrative competence in a narrowband grammatical, phrasal, lexical or phonological relationship. The speaker must be aware of semantic properties in order to be able to respond, but interaction with interlocutor test administration is minimal at best. Its means speaker must know the meaning of what the other speaker said to him/her so he/she can respond well and there is nothing miscommunication between them. The example of intensive speaking is directed respond task, reading aloud, sentences and dialogue completion

3. Responsive Speaking

Responsive means reacting quickly and positively to something. Responsive speaking means the interaction and the testcomprehension but somewhat at limited level f very short conversation, standart

greeting and small task, simple request and comments and the like. For example, questions and answers, giving direct instruction and phrasing

4. Interactive Speaking

The difference between responsive and interactive speaking are the length and complexity of the interaction, which sometimes includes multiple exchanges or participants, it can take two forms, they are:

- a. Transactional language which has the purpose exchanging specific information.
- b. Interpersonal exchanges which has the purpose of maintaining social relationship. Here, oral production can become pragmatically complex we need to speak in casual register and use colloquial language, ellipses, slang, humor and other sociolinguistic conversation

5. Extensive Speaking

In extensive speaking, the language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we can not rule out certain informal monologue such as casually delivered speech. For example oral presentation, storytelling, and others

2.2.4 The Element of Speaking

Speaking is a complex skill is requiring the simultaneous use of the number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the

speech processes are pronunciation, grammar, fluency, comprehension and vocabulary. Those component are:

1) Pronunciation

Pronunciation (including the segmental features: vowels and consonants and the stress and the intonation pattern). As stated by hammer, if the students want to able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. The speaker must be able to articulate the words, and create the physical sound that carries meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sound in the new language that do not exist in language they are ready know.

2) Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar because grammar is a system of language to make a new sentence. There for grammar is very important in speaking because if the speaker does not master grammar structure he cannot speak English well.

3) Vocabulary

Vocabulary is a basic element in language. Vocabulary is single word, set phases, variable phrases, phrasal verbs and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, fluency in speaking can be thought of as the ability to keep going when speaking spontaneously. When speaking fluency students should be able to get the message across with whatever recourse and abilities they have got, regardless of grammatical and other. The last speaking element is comprehension.

5) Comprehension

Comprehension is discussing mistakes by both speakers because comprehension can make people getting information they want. Comprehension is defined as the ability to understand something to a reasonable comprehension of the subject or as knowledge of what a situation is really like. Based on theories above the researcher tries to analyze student's improvement by using those categories that influence students speaking ability.

2.2.5 The Purpose of Speaking

Communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be:

- a. They want to say something
- b. They have some communicative purpose: speaker says something because they want something to happen as a result of what they say

- c. They select from their language store. Speakers have an inventive capacity to create new sentence. In order to achieve this communicative purpose they will select the language, they think it is appropriate this purpose

As language skill that enables us to produce utterance, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion, expressing a wish or desire to do something, negotiating and solving a particular problem establishing and maintaining social relationship and friendships.

Students achievement in speaking is the student can speak English with their own words that the other students know and understand what they say especially in small group discussion, they can something based on topic, so from it, the researcher can be success to improve students speaking ability.

2.2.6 The Factors Influence Speaking Skill

There are some factors that influence speaking skill, such as:

- a. Motivation

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We've found that a contextual, theme-based curriculum can help get students more excited to dive into language learning. When they are

interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster.

b. Support at Home

We've found that exposure is an important factor in language comprehension and acquisition. If a child's family only speaks one language, are they able to provide help when the student needs it? It also matters how much value parents place in learning an additional language. Parents who prioritize language learning are more likely to push their child to keep trying even when it feels difficult.

c. Prior Linguistic Knowledge

Once a child has studied and acquired a language, their skill at learning another will increase. Language learners have the ability to translate skills from one language to another because they're able to recognize the rules and patterns of language, even if the vocabulary is different.

d. Learning Environment

Another key factor is how comfortable students feel in their language learning environment. Does their classroom feel cold and tense, or positive and relaxing? What's the school's culture and beliefs about language learning? We've found that a student's learning environment has an impact on their motivation a low anxiety language learning environment increases the chance for acquisition.

e. Teaching Strategies

The strategies a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple learning styles. Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaning-less' language lessons.

f. Comprehensible Input

Linguist Stephen Krashen is known for developing the input hypothesis of second-language acquisition. In this context, the titular input is the language curriculum. Krashen wrote that teaching at just any level of difficulty isn't sufficient: the input received by a student must be comprehensible. In other words, the curriculum must reach a child at their current level and challenge them with activities and just 1 level beyond their current stage. If the material feels out of reach, the student can feel shut down and have trouble engaging with the lesson. To make sure that students feel motivated to learn, it's important to ensure that they feel like they have the ability to progress to the next level of learning.

g. Student Personality

A student's personality can affect how they learn a second language. More introverted students have been shown to take longer to acquire a language because they're more hesitant to make mistakes. Extroverted students, on the other hand, are more likely to go out on a limb and try out their newly learned vocabulary. To ensure that both personality types succeed, it's important to create an environment where students understand that mistakes are part of the learning process and it's more important to speak than to be perfect.

h. Age

While students of all ages can learn a foreign language, there is consensus that certain aspects are affected by the age of the learner. It becomes harder for students to have native pronunciation from the teen years. Some students also find that it's more difficult to fully acquire a foreign language as they get older, but this isn't true of everyone.

i. Comfort in their Country of Residence

A final factor in language learning is the child's comfort in the current country of residence. Most children move to a new country because of a parent's job, not by choice. As a result, their motivation to learn a new language can depend on whether they're happy to be in a new place, or if they've come kicking and screaming. Luckily, even if a

child is unhappy at first, their attitude can shift if they feel welcomed by their teachers and supported by their parents.

2.2.7 General Concept of Teaching Speaking

Teachers of English generally make three basic level distinctions: beginner, intermediate, and advanced (though exactly what these terms mean often depends where you work and what textbook (if, any) you are using). Broadly, however, beginners are those who don't know any English and advanced students are those whose level of English is competent, allowing them to read unsimplified fact and fiction and communicate fluently with native speakers (Harmer, 1998:24). In a classroom, a major part of the teacher's job is to expose students to language so that they can use it later.

"Students must have a great opportunity to practice speaking until they develop these skills fairly, smoothly and pleasantly, both in small groups and in the presence of a larger audience. The students need to develop trust that grows through practice. Students speak precisely and clearly, both articulation and diction of the sentences. The ideas spoken must be well organized. By practicing discussion that governs logical and clear ways of thinking, the clarity of speech can be achieved".

According to Morska (2003:127) In speaking classes students must be exposed to three key items: (1) form focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth; (2) meaning-focused instruction, that is, opportunities to

produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency. Elements of all of the above should be present throughout a speaking program, with emphasis on form-focused instruction at the elementary levels and, as the learners' progress, on meaning-focused instruction at the higher levels. Every teacher must be able to motivate students so that students are confident that they can do it. Teachers must also focus on giving basic guidance so that students can advance or understand the next lesson.

2.2.8 Definition of Buzz Group Technique

Laal and Ghodsi,(2012:486) states that:

“Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product”.

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members.

According to Brewer in Ni'mah (2015:28) stated that Buzz group is a large group made fast and without any preparation to have a small discussion which consist of 2 to 15 students meet simultaneously in specific time. They are discussing a problem, theme, or issued, Ernest W. Brewer quoted from bellon, and Blank, he notes that buzz group is much groups that foster independent, cognitive thinking among group members with less reliance or presenter-based rote memorization.

Ni'mah (2015:28) stated that Buzz group technique helps students to trigger their critical thinking toward the given topic from the teacher. They given limited time to think and give their argument related to a topic which can make them having fast response.

Buzz groups encourage more efficient discussion. They can be used in many different ways and are most often used in combination with other techniques, such as a lecture. Buzz group set the groundwork to get discussion started. They are most often used when dealing with controversial subjects or difficult question and problems (Brewer, 1997:72).

The purpose of the buzz group discussion technique is to get information, encourage the active participation of students in exchanging information and experience, develop interpersonal warmth, train students to respect the opinions of others, improve skills in making decisions and solving problems.

2.2.9 Step in Buzz Group Techniques

According to Barkley, Cross, and Major (2005:112). Prior to coming to class, decide what the Buzz Groups will discuss. Craft one or more engaging discussion prompts that then toward the conceptual rather than factual and that will stimulate an open-ended examination of ideas. Try responding to the questions yourself, so that you are confident that they will generate a variety of response. Choose the manner in which you are going to present the prompt questions, such as on a worksheet, overhead transparency, or whiteboard. The learning procedures in Buzz Group technique were:

- **Step 1:** form groups; announce the discussion prompt and time limit.
- **Step 2:** ask group members to exchange ideas in response to the prompts.
- **Step 3:** check periodically to see whether groups are still actively engaged and focused on the assigned topic. If off topic, shorten the time limit. If on topic and the time has ended, consider extending the limit for a few minutes.
- **Step 4:** ask the students to return to whole-class discussion and restate the prompt to begin.