Chapter Two

Review of Related Literature

This chapter deals with the literature related to the research. This chapter consists of explanation about the theory of group discussion and the theory of speaking. There are several theories related to the group discussion such as definition of group discussion, types of group discussion, advantages and disadvantages of group discussion, difficulties in doing group discussion. Meanwhile, related to the theory of speaking, there are also several theories, namely the definition of speaking, the component of speaking, the characteristic of spoken language and the difficulties of speaking. Besides, the review of related study and conceptual framework are also explained in this chapter.

Speaking

Speaking is the basic of language abilities because speaking is a verbal communication. It is the way people communicate to each other. When people speak, they can interact and use the language to express their ideas, feelings and thoughts. Speaking skill must be mastered by students because it is very important for them to communicate in the class or outside class. There are many definitions of speaking proposed by some experts in language learning.

Definition of speaking. Chaney (1998) said that, "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts". So, by using this technique the students can memorize vocabulary easily and learn attractively, by seeing or hearing their friends and doing many activities by themselves, gradually, students can improve their speaking skill. Besides, Chaney (1998) also stated that Speaking is a spoken communication that uses words to convey the meaning. According to Alderman (1993), the function of speaking is to communicate using language. When student

speak, we are constantly estimating the hearer's knowledge and assumptions, in order to select language that will be interpreted in appropriate with student intended meaning (Littlewood, 1984). In studying speaking, the students must master the knowledge of the language concerning choosing the right forms, putting them in the correct order. In the use of language, speaking skills refers to what to say, how to say it and how to develop ideas. From the above definitions, it can be inferred that speaking ability is a skill, which is communicating the speech sound for expressing and conveying messages or ideas.

Skills in speaking should always be improved for learners. So, that they can do good communication, and deliver the ideas fluently. Fluently means that the learners are required to use the correct vocabulary, grammar, and pronunciation. In line with that, speaking requires learners not only know how to produce specific points of language such as grammar, or pronunciation, but they also understand when, why, and in what ways to produce language (Nunan, 1999).

Brown (2004, p.140) also "defines speaking as "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". This necessarily compromises the reliability and validity of an oral product test. So, student should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary and fluency.

In addition, related to speaking ability, Tarigan (1981) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas

Burkart (1998) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The functions (transaction and interaction); it is knowing that the clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

Components of speaking. Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Here is the component of speaking skill. According to Syakur (1987), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

Grammar. Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that it is the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, ones cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is the obstacle that obstructs learners in studying a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great

success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Willid, 1990)

Pronunciations. Pronunciation is the way for students to produce clearer language when they are speaking. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000).

Fluency. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997).

Characteristics of spoken language. There are some problems with speaking. According to Brown (1994), the characteristics of spoken language can make oral performance easy as well as in some cases difficult. There are several problems with the characteristic of spoken language.

Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

Redundancy. Sometimes it is used to make meaning clearer. It means the speaker has an opportunity to make clearer through the redundancy of language. Learner can capitalize on this featured of spoken language

Reduced forms. Contractions, elisions, reduced vowels, etc are special problem in teaching spoken English. Learners who never learn colloquial contractions sometime speak too formal in causal context. They become bookish and stilted.

*Performance variables***.** In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance, pauses, backtracking, and correction. Some example of thinking time in English such as like uh, um, well, you know, I mean.

*Colloquial language***.** The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

*Rate of delivery***.** It is one of the characteristics of fluency. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

*Stress, rhythm, and intonation***.** This is the most important characteristic of English pronunciation because the stress-timed rhythm of spoken English and its intonation patterns convey important massages. But the fact that learners of English often find it difficult to pronounce English words, to stress the right syllables, to follow the stress- timed rhythm and intonation patterns of spoken English.

Interaction. The greatest difficulty that the students face in learning to speak originates from the interactive nature of most communication. Engaged in the process of negotiation of meaning with many discourse constraints, learners have to do the complex task of choosing what to say, how to say, when to say, etc. Learners are also affected by their interlocutors' performance.

Affective factors. In the process of learning speaking, students often encounter the risk of saying out things that may be wrong, stupid and incomprehensible. At those times, they tend to be anxious because they do not want to be judged by other learners.

Meanwhile, the elements of speaking according to Harmer (2007) are a) different speaking event– various dimensions of different speaking events are suggested in order to describe different speaking genres; b) conversational strategies—the successful face-to-face interaction depended on knowledge of turn-taking; c) functional language, adjacency pairs and fixed phrases— when teaching speaking, we need to make students aware of fixed phrases, functional sequences and adjacency pairs.

Difficulties in speaking. According to Zhang (2009), speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language.

Nothing to say. Students have no motive to express themselves beyond the guilty feeling. And they cannot think of anything to say.

Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. If he or she is to hear; and in a large group this means that each one will have only very

little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue use. In classes, all or a number of the learners share the same mother tongue for many reasons. Firstly, they may tend to use it because it is easier. Secondly, they feel unnatural to speak to one another in a foreign language and lastly because they feel less "exposed" if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some class- particularly the less disciplined or motivated ones to keep to the target language.

Through the kind of difficulties in speaking sections above, we can know most of the difficulties that students often encounter in learning speaking skill. Based on these views, this research intends to investigate what difficulties that the students encounter in teaching and learning speaking skill with the purpose of giving solutions to the identified problems and improving the students' speaking skill.

Group Discussion

The implementation of group discussion is as one variety of teaching techniques in improving students speaking competency. Before defining what group discussion is, it is necessary to understand each term in it.

Definition of group discussion. According to Gulley (1960), a group is a collection of people coming together in the same place that interact with each other to talk and exchange information about something. Cattel in Gulley (1960) has defined a group as a collection of organism in which the existence of all is necessary to the satisfaction of certain individual needs in each.

Schmuck (2001) also gives another definition about what a group is. According to him, group may be defined as a group of people interact and exchange ideas to solve the problem based on the topic that they are discussing. Hoover (1964) says that a group may be described as a group of people seeking to satisfy individual needs through the exchange of ideas with other.

Based on the definitions above, it could be summarized that a group is a collection of individuals in the same place in which there are interactions among the members. A collection of students in a classroom itself is actually referred to as a group. However the group is a big one. One of the important components of learning is the opportunity for active practice and feedback. As classes get larger and larger, the survival of such opportunities grows less and less. In this case small group plays role.

An additional definition comes from Hoover (1997) that discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk (1991) states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study. Ur (1997) says that thinking out some problems and situations together through verbal interchange of ideas is simply called as to discuss. From those definitions, it can be concluded that discussion is the exchange of information, opinion, and ideas.

According to Yamin (2006) discussion method is an interaction between the student and student or students and teachers to analyze, problems solving, hire or debating a particular topic or issue. It can be concluded group discussion is very important in teaching speaking because the teacher can give students an opportunity to practice communicating in different social contexts

and in different social roles. In addition, it also allows students to be creative and to put themselves in another person place for a while.

Moreover, Subroto (2002) also highlights that discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. He asserts that discussion technique provides opportunities for students' thoughtfulness about information received in class so that they are able to solve the problem discussed. By regarding the strengths and logical reasons described above, it is obvious that discussion technique encourages students to communicate in English

According to Long and Porter (1985), using group discussion in second language learning is increasing the potential of group work for increasing the quantity of language practice opportunities, for improving the quality of student talk, for individualizing instruction, for creating a positive affective climate in the classroom, and for increasing student motivation.

According to Nation (1988), group work can help learning in the following ways: learning the content matter in the activity, learning new language items from other participants in the activity, development of fluency in the use of previously met language items, learning communication strategies, and development of skill in the production of comprehensible spoken discourse. All these serve as the learning goals which can only be achieved through speaking activities in group work.

From description above it could be concluded that the discussion have a goal to solve the problems that involve a lot of people, which eventually the audience is expected to have the views and the ideas together about a problem that became the subject of the discussion. Discussing the circumstances is quite a pleasant situation because in this discussion the

participants are free to express their own opinion on a specific topic. Also, it can provide a discussion or exchange of information, opinions, ideas, and elements of experience with the intention to get a clearer understanding together.

The positive effect of doing a group discussion is explained by Ornstein (2000). He states that dividing students into small groups seems to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students' progress better. It can also enhance students' cooperation and social skills. Group discussion is an important activity at college level for students because it helps students to train their self to discuss and argue about the topic given. It helps students to express their views on serious subjects and in formal situations. It improves their thinking, as well as their listening and speaking skills. It also promotes their confidence level. It is an effective tool in problem solving, decision making and personality assessment. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Types of group discussion. According to Deptan (2001) as cited on Billik (2013), the point of group discussion is to exchange ideas or experiences which are that excavated directly from the participant. In this process, students are obliged to get involved actively, by providing greater opportunities to express feelings and thought without any sense of pressure. According to Raharja (2002), to give students discretion to participate actively, teacher is expected to provide various type of group discussion. Here are some types to organize group discussion.

Fishbowl. In this type all student of the class sit in a big circle. In the middle of circle there are five chairs for a group. Three students who have controversial opinion about the topic sit in three chairs. The three of five students start the discussion than the other student who have

different opinion join them. Student from the other circle can replace speaker in the inner circle by tapping them on the shoulder if they feel confident that they can present the topic better.

Buzz *group*. In this buzz group, participants are separated to small groups that consist of 2-3 people and they talk rapidly about one certain topic to give comment or feedback which will be included in plenary discussion. Each group discusses a problem for a few minutes before the solution are reported to the whole class.

Panel. A small group consists of three to six learners discuss a certain topic viewed from many aspects. The members sit in a half – circle and are led by a moderator. Physically, panel can face to audience, but the audience is not involved in the discussion.

Syndicate Group. The class is divided into several groups consist of 3 -6 student. The teacher gives the problem to discuss in each group. Then each group has a task to discuss, read references and arrange report in the conclusion form. The conclusion of each group is given to the teacher to be discussed further.

*Brainstorming Group***.** Every group gives idea or opinion freely. Each member also has chance to give opinion. The purpose is that each group member can respect other opinion whatever it is, develop self-confidence and encourage each member to give idea or opinion

Plenary discussion. In plenary discussion, all participants can join to explain a topic or particular concept so all the participants' understanding are expected to be the same. In here, the discussion will be based on the result from small discussion like buzz group.

*Whole Group***.** Class is one group discussion. Whole group deals if the member of the learners is not more than fifteen.

Colloquium. Some experts are invited to answer questions from the audience about a certain topic. The experts do not give speech. They only answer the question.

Symposium. Some experts are inviting to give speech about various aspects of certain subject in front of the audience for five twenty minutes. A leader controls the process of discussion. Afterwards, the audience asks some question or opposes and then the experts answer the question of give further explanation.

Those are some types or models in discussion. By choosing between these models, it is realized that small group discussion gives a good learning process in the classroom. Surely, this model can be conducted in the classroom or smaller groups. So, the discussion can be influential in improving student achievement.

Difficulties in group discussion. Thornbury (2005) states that "being skillful assumes having some knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge) " (p. 11). He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. There are some psychological factors that hinder students from practicing their speaking in doing group discussion. These difficulties are due to lack of vocabulary, pronunciation mistakes, grammar mistakes, lack of self-confidence, shyness and anxiety.

*Lack of vocabulary***.** To achieve oral proficiency, students need the appropriate selection of words when they are speaking, and using these words and expression accurately. Thornbury (2005) states that "spoken language also has a relatively high proportion of words and expression" (p.22). Thus, learning foreign languages requires a great knowledge of vocabulary. The phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves

struggling with their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

Pronunciation mistakes. Bada, Genc and Ozkan (2011) assert the importance of pronunciation in speaking skill that "in speaking, they compete with limited time to recall words, and also take care of their pronunciation speaking is often dealt with at pronunciation level" (p. 122). Usually students have unpronounced speech that reflects the lack of experience with English sounds, rhythms and words stress and student's poor listening to native speakers or because of teacher's miss pronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that leads to the students' difficulty participate in group discussions. of participation.

Grammar mistakes. In fact, grammar knowledge is one of the most important aspects of being a professional in speaking skill. EFL learners have to achieve this knowledge to improve their oral ability without any obstacles. However, students often prefer to keep silent rather than producing grammatically- incorrect structure of expression because they are scared about being ridiculer behind their teachers and classmates. According to Davies and Pearse (2000), "many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them." (p.10)

Lack of self–confidence. In many classes, some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or being hesitate to participate in the oral tasks. Kurtus (2001) stated, EFL students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they have not

the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment.

Shyness. Shyness is purely psychological problem that EFL student are suffering from. According to Harmer (1992), Shyness is the most obstacles that students of English as a foreign language face because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in natural manner because of shyness, so they are not able to perform in their tasks and achieve their goals. This will affect obviously their participation and lead them to a low participation or even to none.

Fear of making mistakes. In group discussion class, students cannot express themselves in foreign language and do not participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction. As Ur (2000) states, "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts). Therefore, fear of making mistakes can considered as another obstacle for students' participations.

Anxiety. It is one of the main obstacles for many EFL learners. Anxiety is the negative emotion that creates trouble in learning process for the students. Anxious student do not learn well as well as do no communicate effectively in classroom situation. According to Wrench, Gorham, and Virginia (2009), "many students do not learn when they are fearful, anxious, apprehensive, or scared. Students do not communicate effectively with us [teachers] when they are fearful, anxious, apprehensive, or scared to communicate with us. Students do not complete tests well when they are fearful, anxious, apprehensive, or scared of testing situations. Simply put, students do not do well in the classroom environment when they are fearful, anxious,

apprehensive, or scared" (p.12). Anxiety reveals more when students try to participate in the classroom, so that they feel uncomfortable about speaking English in front of their classmates as

Review of Related Studies

Some research in line with this current research also had been conducted by several researchers. Menggo, et al. Made (2013) (English Language Education Postgraduate Program Ganesha University of Education Singaraja, Indonesia) researched "The Effect of discussion Technique and English Learning Motivation toward Students Speaking Ability". In this research, the researchers used the quantitative method, by using the study used a 2 x 2 factorial design, which involved a sample of 96 students. The data were collected using questionnaire and a speaking test that were analyzed by Two-way ANOVA. The results of the study indicated that (1) there was a significant difference in speaking ability between the students who were taught by using discussion technique and those taught by using the conventional technique; (2) there was a significant interactional effect between the teaching techniques applied and students' motivation toward their speaking ability; (3) there was a significant difference in speaking ability between students with high English learning motivation who were taught by using discussion technique and those taught with the conventional technique; and (4) there was significant difference in speaking ability between the students with low English learning motivation who were taught by using discussion technique and those taught with the conventional technique.

Another research was successfully done by Aziz (2013). It was entitled "Improving Speaking Skill by Using Group Discussion". The researchers use the quantitative and qualitative method in this research; meanwhile, the design of this research is using Classroom Action Research (CAR). The instruments used to collect the data were: observation checklist,

filed-notes, questionnaire and speaking test. The result of this study showed that the students'

speaking ability improved from 55 in average to 75.85 after the researcher implemented the

group discussion in the classroom. Moreover, the researcher found that the students

communicated actively in their groups through oral interaction. It indicates that the research was

successful.

Other research was conducted by Billik (2013) with the title "Student Perception on The

Role of Group Discussion in Interpersonal Speaking Class". This is qualitative research and the

data were obtained through direct interview to the subjects. This research revealed that the use of

group discussion was effective in giving more opportunity to student to practice speaking

English.

Conceptual Framework

Group discussion is one of the methods which can be applied in class activity, especially

in speaking class. It can improve the speaking ability of students by making group in discussion

material given. The advantages of this method are doing together in learning activity, and

demands students to give the strong arguments and also defend them. Some students of EED of

UMY had difficulties in doing group discussion. The students were shy and not confident when

they were giving opinion in group. According to Thornbury (2005) there are seven factors that

cause students' difficulties faced in doing group discussion. They are lack of vocabulary,

pronunciation mistake, grammar mistake, lack of self confidence, fear of making mistake, and

anxiety

Conceptual Framework

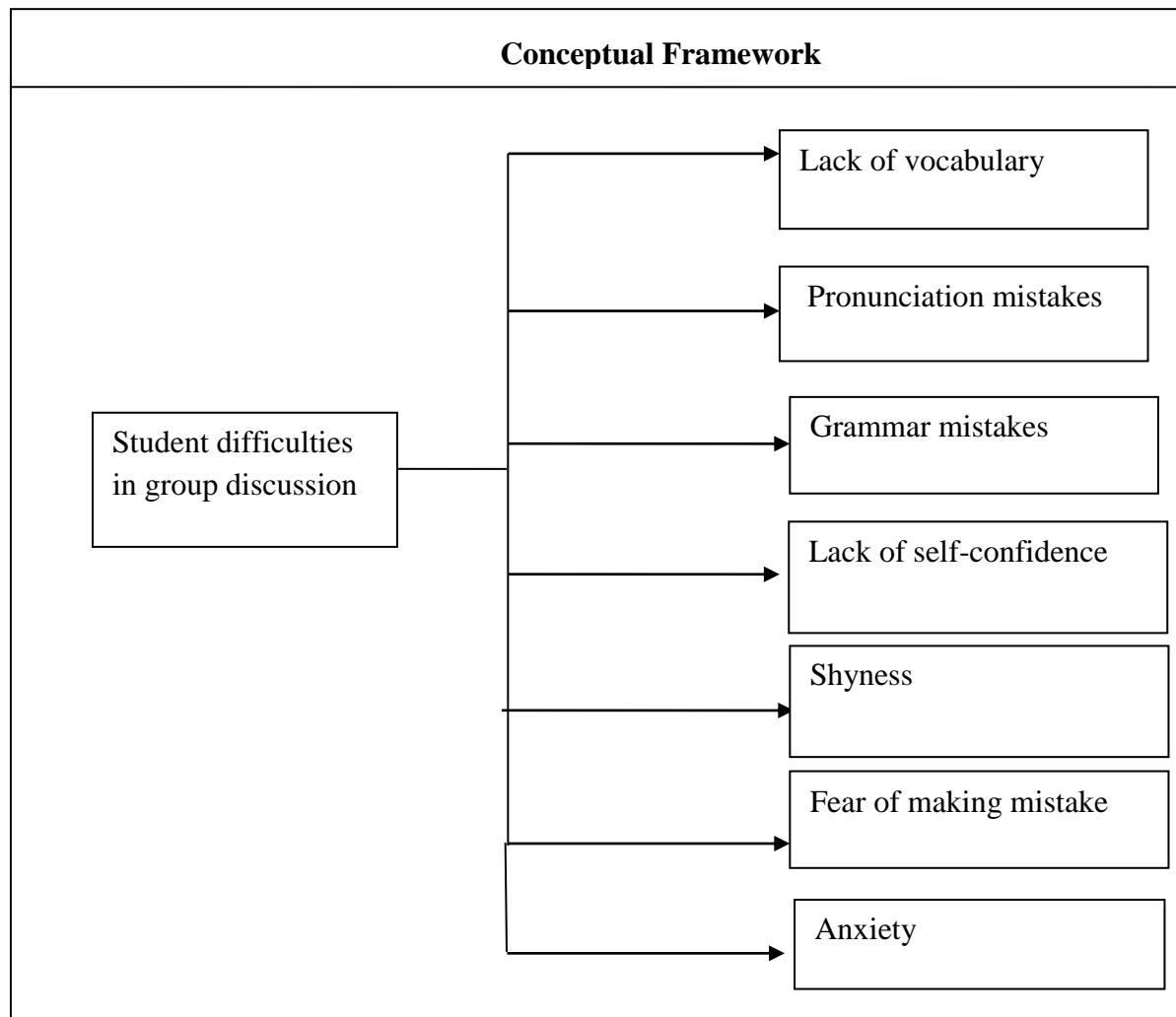|	
	Lack of vocabulary
	Pronunciation mistakes
	Grammar mistakes
Student difficulties in group discussion	Lack of self-confidence
	Shyness
	Fear of making mistake
	Anxiety

Figure1. Students' difficulties in doing group discussion (Thornbury, 2005)