

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking

Speaking is an interactive oral process that produces meaningful signals for hearing, allowing for direct responses. According to Bygate in (Leong & Ahmadi, n.d.), speaking served as a signals producer for hearing, enabling listeners to respond differently to each signal they hear. Speaking is an interactive process that involves the construction of meaning through the production, reception, and processing of information. Another definition, provided by Baron (2020), states that speaking was a process of producing meaning through various stages, including production, reception, and processing of information, making it an interactive process.

Speaking is an oral production that involves several elements. It aligns with Brown in Crisianita & Mandasari (2022), who also revealed that speaking was an oral production that can be empirically and directly observed, yielding effective results that greatly impact the validity of the test. Johnson and Morrow (1981: 70) in LIA state that speaking was verbal communication involving two individuals, listeners and speakers, who need to respond and contribute to what they hear at a fast pace. Cameron (2001) states that speaking is an active use of language to express meaning that others can understand. Moreover, it is recognized as an

interactive, social, and contextualized communication event. According to Finocchiaro & Brumfit (1983), speaking involves giving verbal expressions of thoughts, opinions, and feelings in the form of dialogue or speech. To accomplish this, language learners need to possess sufficient knowledge about pronunciation, vocabulary, and cultural systems of the English language. Based on the definitions provided by the aforementioned researchers, it can be concluded that speaking serves as a signals producer or an oral process for hearing, generating meaning that can be directly and differentially responded to.

2. Types of Speaking

According to Brown in Ilham et al. (2020) there are five types of speaking:

1) Imitative

Imitative performance is simply the ability to parrot (imitate) words or sentences.

2) Intensive

This type of speaking emphasizes students' linguistic skills, such as the mastery of grammar and phonology (including intonation, stress, rhythm, and juncture).

3) Responsive

Responsive speaking is a type of speaking that emphasizes students' ability to speak English spontaneously, such as engaging in conversations, greeting others, and engaging in small talk.

4) Interactive

Interactive speaking is a type of speaking where the speaker and listener actively interact either directly or indirectly. Some examples of interactive speaking are face to face conversation, daily dialogue.

5) Extensive

Extensive speaking is monologue speaking. Some of the extensive speaking includes speeches, oral presentations, and story-telling.

3. Definition of Speaking Skill

Speaking skill is one of the four English skills, including reading, writing, and listening. Zuhriyah (2017) states that speaking skill is the ability to express and communicate ideas orally, making it crucial for students learning English. Bashir, et al. (2016) also defines speaking skill as the ability of a language speaker to speak fluently and without much hesitation. De Leger (2009) mentions that speaking skill poses a higher level of difficulty for foreign language learners compared to other skills. Based on the statements from these researchers, it can be concluded that speaking skill holds significant importance in learning English, enabling students to communicate effectively, despite being more challenging than other skills.

4. Aspect of Speaking Skill

There are several aspects of speaking skills that must be fulfilled by the students. Based on Harris' explanation in Azlina et al. (2015), there are five aspects of speaking skills, namely comprehension, grammar, vocabulary, pronunciation and fluency.

1. Comprehension

Comprehension means students are able to process and understand the meaning of what they say and the meaning of the response they receive. Students who have successfully processed and understood the utterances meaning mean they have fulfilled the comprehension aspect.

2. Grammar

Grammar is a set of sentence structure that students must be mastered. With the correct sentence structure, students' speaking will be acceptable and perfect. Students who are able to compose sentences according to the structure mean they have mastered the grammar aspect of speaking skills.

3. Vocabulary

To speak well, students need to master many words and their meanings. By mastering vocabularies, students will be able to use the right diction in communication. Without vocabulary mastery, students will find difficulties to express their ideas with words. Therefore, students need to master vocabulary to choose the diction of communication greetings. Students who have been able to choose the right diction and master a lot of vocabulary mean that they have fulfilled the vocabulary aspect in speaking skills.

4. Pronunciation

Pronunciation is how students produce clearer speech when speaking. In pronouncing words, it is necessary to be clear and straightforward so that the

interlocutor can understand the meaning of the words. Students have fulfilled the aspect of pronunciation if there are fewer misspronunciations that they say.

5. Fluency

Fluency is the ability to speak fluently and accurately. Signs of fluency are speaking relatively quickly, with only short pauses and "hmm" (hesitations). The less the student hesitates, the more fluent the student is in speaking. So, fluency is the ability to speak without many pauses and hesitations and is an important aspect of speaking skills. Students who have speaking skills are those who have good abilities in the aspects of comprehension, grammar, vocabulary, pronunciation and fluency.

5. Problems in Speaking

a. Redudancy

Redundancy is the duplication or repetition of the same word in one meaning, making one's speaking monotonous.

b. Clustering

Clustering is saying words by words, whereas a meaning should be in the form of an expression in order to be accepted.

c. Performance Variables

One of the benefits of spoken language is the process of thinking: You can reveal a certain number of performance lags by speaking. Rest, trace, and fix. Learners can actually teach how Stop and hesitate. For example, "time to think" in English is not

stationary.” ub, uh, uh, I mean”, add certain "fillers" like, etc. The most notable differences between native and non-native speakers of a language are: signs of their hesitation

d. Reduced Forms

Contractions, omissions, vowel reductions, etc. all pose special problems teach English conversation. Students who have not learned colloquial contractions can. At times they develop an arrogant and literal way of speaking, which stigmatizes themself.

e. Colloquial Language

Make sure students have some familiarity with the language. Idioms and colloquialisms and how they are practiced in production these forms.

f. Stress, Rhythm, and Intonation

This is the most important feature of English pronunciation of convey the stress-controlled rhythm of spoken English and its intonation patterns important message.

B. Learning Cell

1. Definition of Collaborative Learning Technique (CoLTs)

Collaborative Learning is an educational approach to teaching where students are not only listening and copying notes but also actively involved in groups to solve problems, create products, or work on assignments. Laal et al. (2012) state that Collaborative Learning is an educational approach, especially teaching, that involves small or large groups and involves intellectual cooperation between

individuals. While according to Nerona (2019) Collaborative Learning is a teaching learning approach that allows students to be actively involved in learning activities through group processes, rather than just listening or copying notes.

This is in line with Chandra (2015) that Collaborative Learning is an educational approach to teaching that involves learners in groups working together to create a product or solve a problem. Lejeune in Chandra (2015) also mention the characteristics of Collaborative Learning, they are : “a common task or activity; small group learning, co-operative behaviour; interdependence; and individual responsibility and accountability.” So, based on the definition of Collaborative Learning from the researcher above can be concluded that Collaborative Learning is an educational approach to teaching where students are not only listening and copying notes but also actively involved in groups to solve problems, create products, or work on assignments.

2. Types of Techniques in Collaborative Learning

There are several types of techniques in Collaborative Learning. According to (Barkley et al., 2005), techniques in Collaborative Learning are divided into five categories: Techniques for Discussion, Techniques for Reciprocal Teaching, Techniques for Problem Solving, Techniques using Graphic information Organizers, and Techniques Focusing on Writing.

a. Think-Pair-Share

Think Pair Share is a technique in Collaborative Learning that can be applied in all class sizes and all subjects. The first step is that students listen to instructions from

the teacher and then think about it on their own (THINK), then they discuss with students sitting next to them (PAIR). (Lighner et al., 2017)

b. Round Robin

Round Robin is a technique in Collaborative Learning which students brainstorm in groups and each students giving ideas without explaining, evaluating, or questioning the ideas given by other students.

c. Buzz Groups

Buzz Groups is a technique in Collaborative Learning that forms small groups of 3-4 students. The group is formed to discuss and respond to a topic with limited time. Each group's spokesman then presents the results of their discussion.

d. Talking Chips

Talking Chips is a technique in Collaborative Learning that uses counters, chips, etc. to be given to students, so that when students want to speak they will spend chips and place them in the center of the table.

e. Three-Step Interview

The Three Step Interview learning model is a technique in collaborative learning that consists of three stages of activities: interview 1, interview 2, and report.

f. Critical Debate

Critical debate is a technique in Collaborative Learning that sharpens students' critical thinking by forming two groups to critically debate a particular topic.

g. Note-Taking Pairs

Note-Taking Pairs is a way of helping students how to work on tasks, check or take notes with their partner.

h. Learning Cell

Learning Cell is a form of cooperative learning in pairs where learners ask and answer questions in turn based on the same reading material.

i. Fishbowl

Fishbowl is a teaching method in which a leader holds a discussion to make a decision in solving a problem.

j. Role Play

Role play is an extension method in the form of a motion game in which there is a system, purpose and also involves an element of fun.

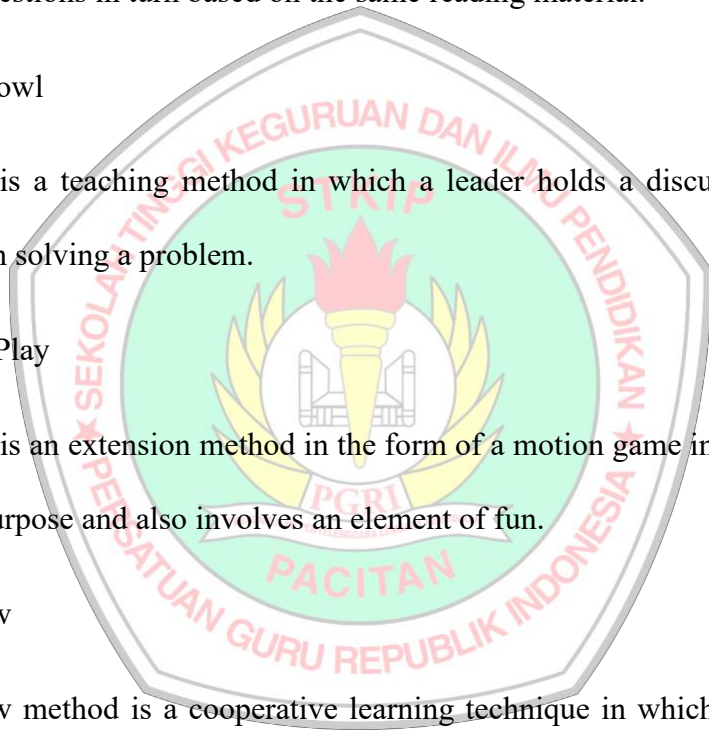
k. Jigsaw

The jigsaw method is a cooperative learning technique in which students, rather than the teacher, have greater responsibility for carrying out the learning.

l. Think-Aloud Pair Problem Solving

Think Aloud is a strategy to verbalize or sound out what is going through the reader's mind while trying to understand the text, solve problems, or try to answer questions related to the text.

m. Send-A-Problem



Send-A-problem is a student engagement strategy where each group of students receives a problem, tries to solve it then passes it on to the next group and through many groups comes up with different solutions to the same problem.

n. Case Study

Case study is a method that reduces the gap between theory and practice. Students solve cases together in one group

o. Structured Problem Solving

The Problem Solving method is a way of providing understanding by stimulating students to pay attention, examine, and think about a problem to further analyze the problem in an effort to solve the problem.

3. Definition of Learning Cell Technique

Learning Cell is peer-led learning where students work together in small groups to teach others by studying or discussing material. Rakhmawati (2015) state that Learning Cell is peer learning where students work together in small groups or pairs to teach others by studying or discussing material. While in (Ningsi & Armansyah, 2018) explained that the learning cell involved collaborative paired learning where students took turns asking and answering new sets of questions.

The other definition also stated by Barkley, et al. in (Anggraeni, 2018) stated that “in the learning cell students develop their own questions about a reading exercise or other learning activity, then work with a partner, alternating by asking and answering each other's questions. So, Learning Cell is peer learning where

students work together in small groups or pairs to teach others by studying or discussing material. In the learning cell students develop their own questions about a reading exercise or other learning activity, then work with a partner, alternating by asking and answering each other's questions.

4. Steps for Applying The Learning Cell

- 1) As preparation, students are given the task of reading a passage and then writing statements related to the main issues that arise from the reading.
- 2) Students are assigned to pairs by finding a partner. Student A starts by reading out the first question and is answered by student B. After getting the answer and perhaps correction or additional information, it is student B's turn.
- 3) After getting the answer and perhaps the student has been corrected or given additional information, it is student B's turn to ask a question that student A must answer.
- 4) If student A finishes asking one question and it is answered by student B, it is student B's turn to ask the question and so on.
- 5) During the question and answer session, the teacher moves from one pair to another, providing feedback or explanation by asking or answering questions.

5. The Advantages of Learning Cell

There are several advantages to implementing the Learning Cell method. Here are some of the advantages of applying the Learning Cell method:

- 1) Students are better prepared for the material to be learned because students already have information on the material to be learned through various sources including books, the internet, teachers, and people who are experts in the field of the material.
- 2) Students will have confidence in learning because this learning uses peers in the learning process. Students who are tutored will not hesitate to ask questions that are not understood. Conversely, for tutor students, in addition to increasing knowledge, the ability to communicate knowledge to peers increases.
- 3) Students are active in learning both before and after the learning itself and during learning. This happens because students are given guidance to search for themselves after or before learning from various sources, while during learning students explain the material obtained back to students.
- 4) Student independence in the learning process is very large because students are required to obtain information before and after learning and then communicate the material obtained to other students during learning.
- 5) Students' social relationships are getting better, between students and students, students and teachers, and students and other people. In a student-oriented classroom, each student is both a student and a teacher.

6. Disadvantages of Learning Cell

- 1) The Dependency on group members: The Learning Cell technique involves dividing students into small groups. If there are group members who are inactive

or non-participative, it can affect the overall performance and effectiveness of the groups.

- 2) Disparity in skill levels: Within the Learning Cell groups, there is a possibility of significant differences in students' skill levels. This can pose difficulties in managing and organizing learning activities that cater to the individual needs of each student within the group.students.

C. Reviews of Related Research

Previous researcher have done similar research on implementing learning cell methods to improve students' speaking skills.

- 1) Ningsi and Armansyah (2018) at eleventh grade of SMAN 1 Palibelo found that 17 out of 30 students met the criteria for good speaking and improved at the first stage, demonstrating that the Learning Cell method is suitable for improving students' speaking ability. In the second cycle she cycles to 27 students.
- 2) Another study conducted by Anggraeni (2018) of MA Pesantren Guppi Samata showed that there was a significant difference between the mean pretest and posttest scores of students in the experimental class, with the range of difference being 11.5. The researcher concluded that the Learning Cell method is effective in improving students' speaking skills.
- 3) Research conducted by Istanti (2015) entitled *Implementasi Metode The Learning Cell untuk Meningkatkan Keaktifan dan Prestasi Belajar Ips Siswa Kelas Viii D Smpn 3 Kalasan Tahun Ajaran 2014/2015* shows that The Learning Cell method can increase the activeness and achievement of students' social

studies learning. This is because researcher provide motivation and attract students' attention by giving additional grades, providing rewards for students who participate, and helping students in making conclusions. This increase can be seen from the results of student tests that show an average value of 55.69% in cycle I increased to 72.47% in cycle II and in cycle III increased to 86.02%. Pre-test in cycle I there were 15 students completed (48.39%), cycle II there were 17 students completed (54.84%) and in cycle III there were 24 students completed (77.42%). The post-test assessment results showed that in cycle I there were 19 students completed (61.29%), cycle II 22 students completed (70.97%) and in cycle III there were 28 students completed (90.32%), then in cycle II and cycle III it increased to 86.02%. Therefore, from her two studies so far, the Learning Cell method is effective in improving students' speaking skills.

- 4) A similar study was conducted by Adduri et al., (2017) titled "*Penggunaan Metode Learning Cell Berbasis Group Investigation Terhadap Kemampuan Numerik Dan Hasil Belajar.*" This type of study is a quasi-experimental study that aims to predict conditions that can be achieved through real experiments, but does not allow control and/or manipulation of all relevant variables. This study shows that there are differences in mathematics ability and no difference in physics learning outcomes between students taught using a learning cell group survey method and students taught using a learning cell group survey method. indicates that Students taught using the learning cell-based group survey method and students taught using the learning cell-based group survey method. Hypothesis test results using independent-samples t-tests were tCount of 3.93

and t_{Table} of 2.06. With $t_{count} = 3.93$ $t_{table} = 2.022$, we can conclude that H_0 is rejected and H_1 is accepted. It can be seen that there is a difference in the numerical ability of Learning Cell Method of Class XI MIA MAN BARAKA.

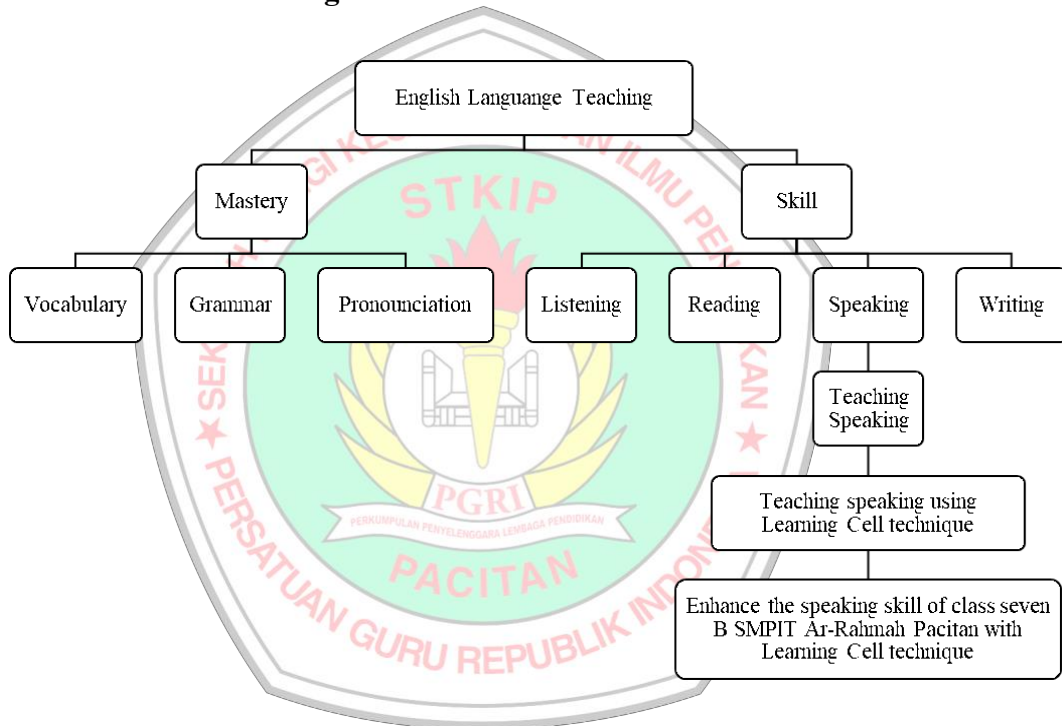
5) Another study on Learning Cell was conducted by Kartini (2018) titled The Implementation of Learning Cell Technique to Improve Students' Reading Comprehension. The design of this study is a class action study of students in class VIIA SMPN 2 Tangerang. Participants in this study were his 34 undergraduates. They consisted of his 17 males and her 17 females from SMPN 2 Tangerang 7th grade. The data collection techniques used in this study were written tests, observations, interviews, and questionnaires. 20 out of 34 students in class VIIA at SMPN 2 Tangerang were interviewed. Collect and analyze data using qualitative data backed by quantitative data. This survey was conducted between October and November 2017. The results of this study demonstrate that the application of learning cell technology is effective and can improve students' reading comprehension. This can be seen in the student score results from cycle 1 to cycle 3. The data showed that student scores improved. Students passing the standard score (KKM) were 56.7% in the first cycle, 67.7% in the second cycle, and 96.8% in the third cycle.

Based on the research data from previous researchers, it can be concluded that the Learning Cell technique can be applied as a new learning method. This technique will also enhance various student learning skills as it involves the psychology between two students during the learning process. The psychological connection between paired friends will boost students' confidence while

studying. Therefore, the researchers believe that the implementation of the Learning Cell technique will improve the speaking skills of students in class 7B at SMPIT Ar-Rahmah Pacitan in the academic year 2022/2023.

D. Theoretical Framework

Figure 2.1 Theoretical Framework



English language teaching is the process of imparting knowledge and skills in the English language to non-native speakers. It involves various methods, techniques, and resources to facilitate effective learning and communication in English. The goal of English language teaching is to develop students' proficiency in speaking, listening, reading, and writing in English, as well as their understanding of English grammar, vocabulary, and pronunciation. English

language teachers employ interactive activities, exercises, and assessments to engage students and promote their language acquisition.

The four skills in the English language, namely listening, speaking, reading, and writing, are essential components of effective communication. Listening allows individuals to understand and interpret spoken English, while speaking enables them to express their thoughts and ideas fluently. Reading skills enable comprehension of written English texts, while writing skills facilitate the expression of ideas and information in a clear and coherent manner. Developing proficiency in all four skills is crucial for effective communication, academic success, and professional growth in English-speaking environments.

Teaching English speaking skills is the process of instructing and guiding learners to develop their ability to communicate effectively in spoken English. It involves various instructional methods, activities, and resources that aim to improve learners' fluency, accuracy, vocabulary, pronunciation, and overall speaking confidence. English language teachers employ a range of techniques, such as role-plays, discussions, debates, presentations, and speaking exercises, to provide learners with ample opportunities to practice and engage in meaningful spoken interactions. They focus on developing both the linguistic aspects, such as grammar and vocabulary, and the communicative aspects, such as expressing ideas, opinions, and engaging in real-life conversations. Teachers provide constructive feedback, error correction, and model appropriate speaking patterns to help learners refine their speaking skills. The ultimate goal is to equip learners with the necessary skills

and confidence to communicate effectively in English in various social, academic, and professional contexts.

Teaching English speaking skills using the Learning Cell technique involves utilizing a collaborative learning approach that enhances students' speaking abilities through peer interaction. In this technique, students are organized into small groups or pairs, creating a supportive and interactive learning environment. Each cell consists of two students who take turns as the speaker and the listener. The speaker shares their thoughts, ideas, or experiences on a given topic while the listener actively engages in attentive listening and provides feedback or prompts for further discussion. This technique promotes active participation, boosts students' confidence, and improves their speaking fluency, coherence, and vocabulary usage. It also encourages the development of interpersonal and communication skills as students interact and cooperate with their peers. The Learning Cell technique provides a structured framework for students to practice and refine their speaking skills in a collaborative and supportive setting, thereby enhancing their overall proficiency in spoken English.

The implementation of the Learning Cell technique is expected to enhance the speaking skills of the students in class 7B at SMPIT Ar-Rahmah Pacitan in the academic year 2022/2023. By incorporating the Learning Cell approach, students will have the opportunity to engage in interactive and collaborative speaking activities with their peers. This technique will encourage active participation, promote confident communication, and improve their speaking fluency, accuracy, and vocabulary usage. Additionally, the psychological connection between paired

friends in the Learning Cell groups will contribute to increased self-confidence while speaking. Through consistent practice and the supportive learning environment created by the Learning Cell technique, it is anticipated that the students' speaking skills will significantly improve throughout the academic year.

