CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher is going to discuss some topics related to literature, namely: cooperative learning, principles of cooperative learning, types of cooperative learning, Speaking, principles of teaching speaking, and Perception. Each topic will be presented below:

2.1 Cooperative Learning

A cooperative learning system is a teaching system that gives students the opportunity to work together with other students in a small groups, this learning model also helps students to find a new information and process information obtained from previous learning (Darmuki et al, 2019). According to Maesaroh et al., (2019). There are three stages of cooperative skills that must be present in cooperative learning models. First, forming is the skills required to form a group and form a normative attitude. Second, functioning is the skill needed to organize group activities in completing tasks and foster cooperative relationships between group members. Third, formatting is the skill required to form a deeper sense of the material being studied. The last, fermenting is the skill needed to stimulate the understanding of concepts before learning to reach conclusions.

Based on the fourth skill in this cooperative learning method, there are three stages of cooperative skills. Forming, functioning, formatting and fermenting. To present in cooperative learning models, all cooperative skills must be applied. Cooperation is a skill required in a small group for the achievement of learning activities to achieve the same goals and follow what is expected in one group. So,
students do not only achieve success individually or mutually defeat each other, but they can also help students with abilities below the minimum standard, thereby growing a social spirit in students (Rofiq, 2010).

2.1.2 The Principles of Cooperative Learning

According to Li & Lam, (2013) there are fifth principles for building learning in the cooperative learning model:

1. Positive Interdependence

Interaction between students is based on the belief that group success is the responsibility of all members. As a result, to achieve these goals, every student must contribute. To create this situation, the teacher must provide appropriate group materials or assignments. The aim is to assess students' understanding of the material.

2. Individual accountability

In one group, each member has the responsibility to contribute to mastering the material to be studied for the success of the group. Therefore, they are motivated to help each other.

3. Face to face Interaction

Students interact and discuss with each other face to face. Only oral discussion and no competition between group members. This situation is created with good cooperation between students to achieve common goals.
4. Flexibility

Flexibility is required in cooperative learning. Therefore, the existence of interpersonal relationships develops group skills and maintains effective work.

5. Group process

That is group goals set by group members, improve students' problem management skills in group work and identify changes to be made and implemented in real-life situations.

As a result, there are five cooperative learning principles: positive interdependence, individual responsibility, face-to-face interaction, flexibility, and group process. To achieve the goal of cooperative learning, all five principles must be properly applied.

2.1.3 The types of cooperative learning

The various models and cooperative learning methods have been developed and practised in the classroom. The cooperative learning method is divided into two categories. First, structured team learning. This learning involves rewarding the team based on increasing the learning of its members, which is reflected by the accountability of members that the success of a team depends on individual learning and not the group's results. Second, informal group learning method. It focuses on methods that are more concerned with social dynamics, projects, and discussion than with mastery of well-defined content (Li & Lam, 2013).

According to Slavin (2010), there are four types of cooperative learning based on student team learning methods. Those are Students Achievement
Division (STAD), Teams Games Tournaments (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrative Reading and Composition (CIRC).

1. Students Achievement Division (STAD)

In STAD, students are divided into small groups of four students who are mixed in performance level and gender. The teacher delivers a lesson, and the students discuss the material in groups. Students must ensure that all the members understand the study, and the students are given a quiz to complete on their own. The quiz score of the students is compared to their previous scores. The teacher will award points to the team whose members demonstrate significant improvement. This method is applicable in all subjects and appropriate for grades two through college students. The main idea behind this method is to encourage and assist one another in mastering the materials provided by the teacher.

2. TGT (Teams Games Tournament)

This method follows the same rules as STAD. The difference is in the assessment, where students are not given a quiz. Instead, students participate in the academic game weekly tournament. Students play this game with other team members to learn points for their team. However, some teachers prefer the TGT method because it is fun and exciting through games.

3. Team Accelerated Instruction (TAI)

This method's basic concept is similar to STAD and TGT. The teacher assigns various learning materials to the students, discussing them in groups. Based on the placement test, the teacher divides the students into 4-
5 students. As a result, the group is diverse. Students work on various units, and the team reviews the outcomes. If there are any difficulties, students can assist one another.

4. Cooperative Integrated Reading and Composition (CIRC)

This method is intended to teach upper elementary and middle school students reading and writing. Students may work in groups, but they will complete reading activities in pairs, such as reading to one another, writing summaries, responding to stories, and practising spelling. The students then work in groups to master the main idea and other comprehension skills. During language arts periods, students are asked to write drafts, edit one another's work, and prepare for publication a team or class book.

According to Li & Lam (2013), there are three types of cooperative learning. The methods are called Jigsaw, Learning Together, and Group Investigation.

1. Jigsaw

In the Jigsaw method, students are required to read the material. In one group consisting of 4 students, each topic must be represented by a representative from each group. Representatives from each group gather to discuss the subject. Then, they return to their groups to teach the topics that have been discussed previously. To assess student understanding, the teacher provides a quiz or assessment. The scoring in this method is the same as that of STAD.

2. Learning Together
In this method, students are divided into small groups of 4-5 people with heterogeneous abilities. The meaning of heterogeneous groups consists of a mixture of students' abilities, gender, and ethnicity. This method helps train students to accept differences and work with friends with different backgrounds.

3. Group Investigation

In this method, students can choose subtopics based on their interests given by the teacher. Then, students carry out investigations by gathering information from various sources such as books, institutions, or people. Each group member analyzes and collects data. The final step is to present the findings of the group investigation. This method is suitable for integrated study projects that deal with information acquisition, analysis, and synthesis. Students must be able to plan cooperatively to use this method. This means that students have to set any requirements to solve their problems and complete the project.

2.1.4 Strength and Weaknesses of Cooperative learning

According to Eviliyanida (2011), There are strengths and weaknesses of cooperative learning:

The strength of the cooperative learning:

a) Students are not too dependent on teachers

b) Students can develop the skills to express ideas or ideas in words verbally and compare them with the ideas of others.

c) Students respect each other's limitations and accepting all differences.
d) Students are more responsible in learning.

e) Students improve their academic achievement as well as social skills.

f) Students’ develop their skills to test ideas and understanding on their own, receive feedback.

g) Students' improve their skills to use the information and abstract learning abilities to become real.

h) Students improve their motivation and provide stimulation to think.

The weaknesses of cooperative learning:

a. There are differences in cooperation between groups because they think that students who lack the skill will hinder group work.

b. The achievement of students' understanding is not optimal, because peer teaching is not effective.

c. Assessment carried out in groups resulted in the achievement of each student having unsatisfactory results.

d. It takes a long time to develop group awareness.

e. It is difficult to combine the ability to work together with the skill of different individuals.

2.2 Teaching English Speaking Skill

Speaking is one crucial aspect of this interactive process. It involves the production, reception, and processing of information. This is a way for speakers to express themselves through language related to interactions in everyday life. Speaking is defined as a way of saying orally in the context of social communication, in the sense of establishing relationships and mutual agreement,
maintaining and changing social identity, and involving one's interpersonal speaking skills. Speaking skill the most important position because it is a feature of students' communicative skills. One of the student indicators of learning is to express the idea orally in the classroom within the scope of the lesson. (Nazara, 2011).

According to Alima, (2021) Speaking skills are more important in class than other tasks such as listening, writing, and reading. Learning to speak a foreign language takes a lot more effort than most people realize. Speaking a foreign language is very challenging for students unfamiliar with the use of foreign languages because effective spoken communication requires the ability to use language effectively in social interactions. Teachers made many efforts to make the class enjoyable by using various techniques, instruments, methods, and materials to attract students' attention in learning English. Still, there are several obstacles experienced by students, including many students who cannot speak using English in class or outside the classroom (Tahir, 2011). However, students' speaking skills did not come by themselves. In the language learning process, the teacher must play an active role in holding regular and continuous speaking exercises to develop students' speaking skills in the classroom. The skills possessed by teachers must also be followed by the use of good teaching strategies and principles so that learning is expected to be successful (Darmuki et al, 2019).
2.1.2 Principles of Teaching Speaking Skills

In speaking classes, students often experience several problems caused by other factors because low motivation is an influence on student achievement in language learning goals. In this case, the teacher must have high sensitivity to find out whether these students have low motivation in oral production or other factors that influence language learning. (Sa’diyah, 2020). The importance of teaching speaking is to express oneself to be understood and allow students to express their thoughts, ideas, and emotions. However, teaching helps do more than simply telling something to a group of listeners and explaining several topics, or demonstrating an important topic (Thituyetanh, 2015).

According to Thituyetanh (2015), there are four types teaching of speaking principles, they are:

1. Teacher ensure that teaching is carried out in the desired manner is essential for creating a high level of motivation. This is an attempt to involve students in lessons so that they are inspired to speak. Motivation encourages students to be willing to learn lessons and freely express their ideas.

2. Teachers focus on fluency and accuracy in learning students speaking. The combination of the two factors helps in the development of students' speaking skills.

3. Teachers provide English material to help students learning the speaking subjects and negotiate meaning in a shared context. In a small group, the students know that information will be conveyed and practice their speaking skill.
4. Teachers design classroom activities for the students to practice the target language in meaningful contexts that allow learners to practice with each other outside in classroom.

Based on the fifth principle, The first principle is motivation encourages students to learn the lesson and freely and enthusiastically express their ideas. The second principle is to focus on fluency and accuracy in their speaking. The third principle is providing students by using small group interaction and practice them speaking. The last principle is giving students speaking tasks to practice their skills to use language.

As applying the principle of teaching speaking, the teacher should use the method or strategy to support the learning activity in a classroom. On the other hand, the previous research regarding the effectiveness of cooperative learning in English language of Iranian students were done by Namaziandost et al. (2019). The researcher focused on the effect of the cooperative learning method on English language students speaking skills. This research investigates the cooperative learning method's impact on improving Iranian students' speaking skills. In this research, researchers used a pre-test, post-test, and control group design to identify the effect cooperative learning approach to apply in Iranian students in the classroom. The result is that cooperative learning has a significant effect on improving students' speaking skills. Therefore, this research showed that the cooperative learning method significantly improves Iranian students' speaking skills.
2.3 Perception

According to Grafiyana (2015), there are two theories about perception. First, constructive perception is based on the assumption that during perception, we form and test hypotheses about what we perceive and what we know. In other words, perception results from the sensory system's information and the experience and knowledge we gain about the world through experience. Second, direct perception asserts that the information in stimuli is a crucial component of perception. Learning and cognition are unnecessary in perception because the environment already contains enough information for interpretation.

Based on the two perception theories, they have different process stages. Direct perception emphasizes the importance of our understanding of perception for two reasons. First, the importance of sensory stimuli, which indicates that the processing of stimuli takes place simply and directly. Second, cognition and perception are natural and ecological phenomena or a view in line with an evolutionary cognitive perspective. However, direct perception can help us understand some of the initial perceptions of sensory impressions, and constructive perception theory is helpful in our understanding of how the brain perceives sensory impressions.

According to Walgito (2013), that there are three factors of perception, they are:

a. Object

The object creates a stimulus that hits the sense organs or receptors. The stimulus can come from outside the perceptive individual and come from within
the individual concerned directly on the nerves of the recipient that work as responders. Some of the scattered stimuli come from outside the individual.

b. Receptors

Sense or receptors are tools for receiving stimuli. In addition, also be sensory nerves to transmit the stimulus received by the respondent to the nervous system center. The brain is the center of consciousness as a tool to provide the necessary response.

c. Attention

To realize or to make perceptions requires attention. Attention is the formulation or concentration of all activities aimed at something or a group of objects.

These three factors are a requirement for perception to occur. Perception is the process of knowing or recognizing objective objects and events by using the senses in the sensing group with the addition of meaning from previous experiences (Walgito, 2013). In other words, students’ perceptions can be one of the most critical factors in supporting the learning process that affects the way students obtain information through their previous experiences. According to Lai (2015), as cited in Inayati et al. (2021) stated, “teachers’ instruction and references regarding the learning resources influence learners’ autonomous learning ability as it reinforces their positive perceptions, enhancing the ability to access, and modelling the effective utilization of technology for autonomous language learning”. Inayati et al., (2021) stated, having an awareness of the importance of autonomous learning is crucial in supporting the successful language learning
process for both teachers and students. Therefore, the teacher gives all information about learning resources students expected to have perception the importance autonomous language learning.