

BAB II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed about some theories related to the study, review of previous studies and conceptual framework.

2.1 Theories

2.1.1 Definition of Speaking

Hornby (1974) states that speaking is the skill to express oneself in life situation or the skill to report acts or situation in precise words or the skill to convert or to express a sequence of the idea fluently.

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Furthermore, Chaney states that speaking is also an ability to say articulations sound or words to express or to submit mind, feeling and idea. Speaking is ability which is used for communication in daily life.

2.1.2 Theory of Speaking

Barker (1984) states that the purpose of speaking is to inform, persuade and entertain. One of the most frequent purposes is to inform people something we have either more knowledge or know in different or more specific way. The speaker who would inform has the obligation to make the information clear and interesting as well as easy for audience to learn and remember to apply.

The primary goal of speaking is audience understanding of the material that is being talked. We define persuasion as a deliberate attempt by one person to modify the attitude, believe or behavior of other by transmitting message. The general goal of persuasive speaking is to influence audiences' behavior or way of thinking. Also, speech of entertain intends to bring the audience pleasure.

Similarly, Celce Murcia (1991) gives opinion on speaking that language students are considered successful if they can communicate effectively in their second or foreign language. The successful of speaking is not just a matter of using grammatically correct words and forms but also knowing when to use it and under what circumstance.

Speaking is an important aspect of teaching and learning a language. Teaching speaking has been undervalued and English teachers have continued to teach speaking only a repetition of drills or memorizing the dialogues. However, today's world that the goal of teaching speaking should improve students' communicative skill because only in that way students can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance (Dr. Fayzeh Shrouf).

2.1.3 Speaking Proficiency Descriptions

Hughes (1989) states five aspects of speaking proficiency descriptions; pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

3. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked “foreign accent” and occasional mispronunciations that do not interfere with understanding.
4. No conspicuous mispronunciations but would not be taken for a native speaker.
5. Native pronunciation, with no trace of “foreign accent”.

b. Grammar

1. Grammar almost entirely inaccurate phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors with no patterns of failure.
6. No more than two errors during the interview.

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal areas and very familiar topics.
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.

5. Vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth but perceptibly non native in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Based on this research, the researcher only assessed four aspects of speaking proficiency descriptions, such as: pronunciation, grammar, vocabulary and fluency. The researcher did not use comprehension aspect of speaking because based on the researcher's observation, the students of SMPK Saint Joseph had not been able to speak in comprehension aspect. The speaking ability of the eighth grade students of SMPK Saint Joseph had not sufficed in comprehension aspect.

2.1.4. Concept of speakings

Byrne (1990) says that the main goal in productive skill of speaking is oral fluency. To attain this goal, the students will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas.

While Ur (1996:120) gives four points about characteristic of a successful speaking ability:

1. Learners should talk a lot

As much as possible of the period of time allocated in the activity. This may seem obvious but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participant: all get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak because they are interested in the topic and have

something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

2.1.5 Concept of Classroom Action Research

Classroom Action Research (CAR) developed by Kurt Lewin in 1946, which attempts to change the current condition into the expected improvement. According to Carr and Kemmis, as cited by Burns (2010) Actions Research (CAR), is a “self-reflective enquiry’ undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situation in which these practices are carried out.”

According to Arikunto (2010) : CAR is a scrutiny of the activities that are intentionally raised, and occurs in a classroom. Based on other experts such as Stephen Kemmis, Robin McTaggart, Dave Ebbuth, and John Eliot developed some other CAR models (Takari, 2010: 5) but generally it involves some cycles (two to five) of planning, action, observing and reflection.

According to Sanjaya (2009:26): Classroom Action Research (CAR) is the process of learning problem identification in the classroom through self reflection in order to solve the problems by doing various actions planned in real situation and analyze each effect of the treatment. In this study, the writer uses the model of classroom action research proposed by Lewin as quoted by Sanjaya (2009: 49),

states four steps in doing action research. The steps are: Planing, acting, observing and reflecting.

Planing is the process of determing improvement program based on the research's concept. Planing is designed to be a guide for the teacher in learning process. Acting is the treatment done by writer based on the planning designed. The treatment is done focuses on the problem identified in order to solve the problem found. Observing is the activity done to know the effectiveness of acting or collecting the information about the weaknesses of acting that has been done. By means observing, the writer knows about his or her strengths and weaknesses done on the acting before. Reflecting is the analysis to the result of observing in order to make new planning for the next cycle.

2.1.6 Concept of Prepared Talk

Harmer (2000) proposes one popular technique of speaking activity that is Prepared Talk. In this activity, student makes a presentation on a topic chosen. Talks are not designed for informal spontaneous conversation because they are prepared.

For students to benefit from doing oral presentation we need to invest time in the procedures and processes they are involved in. In the first place teacher needs to give time to prepare their talks and help in preparing them, if necessary. Then students need a chance to rehearse their presentations. This can be done by getting students to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can give feedback on what the speaker has said. The presenter must be in a good position to make a better presentation.

When a student makes the presentation, it is important that we give other students task to carry out as they listen. They will be the kind of feedback task and they are involved in asking follow-up questions. The point is that presentations have to involve active listening as well as active speaking because their feedback can be done well if they have good listening.

In this writing, the writer focuses on individual presentation of a topic chosen through prepared talk. After presenting, there is feedback from other students when a student has presented his or her topic elaboration in front of the classroom.

From explanation above, the writer may conclude some procedures of using prepared talk related to this study as follows:

1. Teacher explains and gives example of descriptive text of a topic to the students.
2. Teacher gives some topics to students and asks them to choose the topics.
3. Students choose one of the topics that are interesting for them.
4. Teacher asks students to prepare their own ideas or opinion of the topic chosen in a period of time determined and students may write their ideas on their note.
5. Students prepare their ideas of the topic chosen on their note and teacher may help students in preparing their ideas, if necessary.
6. Teacher asks students one by one to present their ideas about the topic chosen in front of the classroom in a period of time determined.
7. Students present their ideas of the topic and while presenting, they may read their ideas about the topic on their note as they prepared before.
8. After presenting, there is feedback from other students.

2.1.7. Concept of Teaching Speaking Skill

The goal of teaching speaking should improve students' communication skill because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach foreign language learners how to speak in the best way, there are some principles in designing speaking techniques provided below.

Brown (1994) states some principles in designing speaking techniques:

1. Technique should cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.

In current zeal for interactive language teaching, we can easily slip into the pattern content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

2. Techniques should be intrinsically motivating.

We try at all times to appeal to students' goals and interests, to their needs for knowledge, for statutes, for achieving competence, autonomy and for being all that they can be.

3. Techniques should encourage the use of authentic language in meaningful contexts.

It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of quite a storehouse of teacher resource material. Even drills can be structured to provide a sense of authenticity.

4. Provide appropriate feedback and correction.

In most English foreign language, students are totally, dependent on the teacher for useful linguistic. It is important that we take advantage of our knowledge of

English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also include listening. Don't lose out on opportunities to integrate these two skills.

6. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, provide information. And students have been conditioned only to speak. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversation and to change the subject.

7. Encourage the development of speaking strategies.

We can encourage the students become aware of the development speaking strategies in some ways:

1. Asking for clarification(what)
2. Asking someone to repeat something
3. Using conversation maintenance cues (right, yeah, okay)
4. Getting someone's attention (hey,say, so)
5. Using paraphrases for structure one cannot produce.
6. Appealing for assistance from the interlocutor (to get a word or phrases:
Could you tell me the meaning of "bad egg?")
7. Using formulate expression (example; How much does it cost?)
8. Using mime and nonverbal expressions to convey meaning.

Harmer (2000: 348) states six techniques of classroom speaking activities:

1. Acting from a script

In this activity, there are two techniques applied in the classroom. Teacher can ask students to act out scenes from plays or from their course book or teacher may ask students act out dialogues they have written themselves.

a. Play scripts

When students are working on plays or play script, they should treat it as real acting. In other words, we need to help them to go through the scripts as if we were theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things, we ensure that acting out is both a learning and a language producing activity.

b. Acting out dialogues

When choosing who should come out to the front of the class, we should be careful not to choose the shyest students first. We need to work to create the right kind of supportive atmosphere in the class. We need to give students to rehearse their dialogues before they are asked to perform them. If we can give students time to work on their dialogues, they will gain much more from the whole experience.

2. Discussion

Here are some ways that can be done through discussion activity:

a. Buzz group

We may ask students to predict the content of a reading text or we want them talk about their reactions to it after they have read it. We might want them to

discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding or party.

b. Formal debates

In a formal debate students prepare favour arguments or against various propositions. When the debate starts, those who are appointed as panel speakers' produced well rehearsed writing like argument and the audience pitch in as the debate progresses with their own thinking regarding the topic or the subject. In order for debates to be successful, students need to be given time to prepare their arguments. They can be directed to a series of point of view.

c. Reaching a consensus

One of the best ways of encouraging discussion is to provide activities which force students to reach a discussion or a consensus often as a result of choosing between specific alternative. An example of this activity is students a scenario in which an invigilator during a public exam catches a student copying from hidden notes. The class has to decide between the range of option.

3. Prepared Talk

One popular technique of speaking activity is Prepared Talk. In this technique student makes a presentation on a topic of their own choice. Talks are not designed for informal spontaneous conversation because they are prepared. Students may prepare their ideas in writing because they should speak from notes rather than from a script. For students to benefit from doing oral presentation we need to invest time in the procedures and processes they are

involved in. In the first place we need to give time to prepare their talks and help in preparing them, if necessary. Then students need a chance to rehearse their presentations. This can be done by getting students to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can give feedback on what the speaker has said. The presenter must be in a good position to make a better presentation.

When a student makes the presentation, it is important that we give other students task to carry out as they listen. They will be the kind of feedback task and they are involved in asking follow-up questions. The point is that presentations have to involve active listening as well as active speaking because their feedback can be done well if they have good listening.

4. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns and thus can be situated in the middle of our communication continuum. Students can design questionnaires on any topics that appropriate. As they do, so the teacher can act as a resource, helping them in the design process.

5. Simulation and role play

Students derive great benefit from simulation and role play. Students simulate a real life encounter such as a business meeting, an interview or a conversation in an airplane cabin, in a hotel, in a shop or in a cafeteria. They can act out the

simulation as themselves or take on the role of a completely different character and express thoughts and feelings. When we give students these roles, we call the simulation a role play.

Simulation and role play can be used to encourage general oral fluency or to train students for specific situations especially when they are studying English for specific purposes (ESP). When students are doing simulations and role plays, they need to know exactly what the situation is and they need to be given enough information about the background for them properly.

2.2 Review of Previous Studies

In this part, the writer provides some similar studies (about classroom action research on speaking) conducted by previous study researchers. Those studies inspire the writer to conduct this study.

Siti Nurhayati (2011) did a study on **“Teaching Speaking Skill through Communicative Language Teaching; an Experiment Study in the First Grade of MA Pembangunan UIN Jakarta in Academic Year 2010/2011”**. She explained that this research is aimed to improve the students’ speaking skill through communicative language teaching (CLT) in the first grade of MA Pembangunan UIN Jakarta 2010/2011 academic year. The subjects of the study consisted of two classes they were A and B class of the first grade students.

The method used in this research was experiment research. The experimental design applied in this study is true experimental design. This research has two subjects they were control class that used Grammar translation Method (GTM). The study followed to the Campbell and Stanley Design with the following

procedures of the true experimental design: random of the subjects, pre-test and post-test.

The result of the research show that there was improvement of the student's speaking skill in actively communicative by using Communicative Language Teaching. Most of students in the first grade of MA Pembangunan UIN Jakarta achieved good score in the pre – test and post – test. The finding of this research related to the test, they were pre-test and post-test. The average score of pre-test from the experimental class was 71 and the control class was 71.8. The average score of the post – test from experimental class was 81 and control class was 73. Related to the result of the research showed that communicative language teaching (CLT) was effectively improving students' speaking skill communicating.

Hastoyo (2009) did a study on **“Improving Students’ Speaking Competence through Small Group Discussion; A Classroom Action Research in the Fifth Year of MI Al Islam Grobagan Surakarta in Academic Year of 2009/2010”**.

The subject of this research was the fifth grade students of class VA MI Al Islam Grobagan Surakarta. It consists of 35 students, 13 male students and 22 female students. The research chooses the fifth grade students, because the age level of these students supposed to be able to speak out the language as means of communication. According to the teacher, class VA is the class having the ultimate problem in speaking, a treatment for them is needed to improve their speaking competence.

Related to students' achievement in vocabulary enrichment, he found out that the students vocabulary was naturally enriched by doing unplanned vocabulary

“take and give”. They who did not know certain words in English were helped by others who knew it in spontaneous and in natural way. Besides positive results, there were also negative results emerged. The domination of speaking by certain students made the others remained silent. So there was no equal chance for students made the others remained silent.

The writer also realizes that based on the data result this improvement, especially in the students’ speaking score, is still far from what he expected, but he believes it is not the only thing that he can take from his research. There are other things that can be learned from his study. The process of his research has brought him into a deeper understanding of how to deal with teaching and learning activities, how to interact with students in such characteristics, and how effectively adjust to changes.

Aquariza (2008) chose Descriptive Qualitative as a design of this research. The subject of the research is the first grade students of RSBI class, X-1 in academic year 2008/2009 with number of students, 28 students and also the English teacher, who handles this class. The reasons why the researcher conducted this research here are: because RSBI class has sufficient proficiency to conduct successful teaching speaking. There are four instruments to collect the data. First, is documentation related to lesson plan and syllabus, second is non participant observation, third is interview to the teacher, and fourth is questionnaire to the students.